

**(SEVEN's BEST) SHARING EXCELLENCE AND VICTORY BY EMPOWERING AND  
NURTURING STRENGTHS, BEST-PRACTICES, EXPERTISE AND SKILLS OF  
TEACHERS: EFFECTIVENESS OF A DISTRICT-WIDE TEACHER  
PROFESSIONAL DEVELOPMENT PROJECT**



**CLARITA C. REY**  
Public School District Supervisor, District 7  
*Lead Proponent*

*Members:*

**MENDEJAR, EVANGELINE U.**  
Master Teacher I

**MICHAEL V. VINLLUAN**  
Teacher III

## **ABSTRACT**

This study also adapted the true meaning of Technical Assistance which does not define the old concept of technical assistance as Supervising, Monitoring, Evaluating, Directing, and Instructing. However, the new paradigm is more on Coaching, Guiding, and Empowering. The solution being introduced in this study is a crafted Teacher Professional Development Project initiated in the district 7 of the School's Division of Biñan City. This project would be providing Technical Assistance, Coaching and Mentoring Session, Monthly District 7 Gathering for sharing BEST practices, Recognition for teachers (GAWAD GurYon) to empower teachers in the district to supplement their professional development and produce high performing teachers aligned to the RPMS-PPST standards. In addition, the ultimate objective is to produce outstanding teachers that would yield to high performing learners. Based on the quantitative data analysis, it was found out that there is a significant relationship between teacher perceived professional development in school and job satisfaction and motivation towards work. Therefore, school administrators and other school officials must become aware of their teachers' perception of professional development. They must allow creativity in the teaching approach of their teachers and let them think more out of the box methods they will apply in their classroom. Moreover, provide activities that will greatly improve professional development.

**Keywords:** *Teacher Professional Development, Human Resource Management*

## INTRODUCTION

According to Vescio (2008), as cited by Webster-Wright (2009) and mentioned in the Accomplished California Teachers (2012), teacher leadership is critical for school improvement efforts to succeed. Accomplished teachers are most knowledgeable about how students in their school or district learn, and thus they are ideal candidates to lead professional-learning and curriculum development efforts. When best practices are shared and collaboration among school leaders and learning facilitators is visible, schools are said to be performing well.

This agrees with the statement of Desimone and Garet (2015), where they gave emphasis on the individual professional development process of each teacher and the key role of leadership. Like any district in the field of education, its main objective is to focus on how they can make the performance of the learners increase as shown by the results of their tests, academic and non-academic awards/recognitions, the reading, and numeracy level. All of this will be facilitated by a teacher.

According to a study of Akiri (2013), effective teachers produced better performing students. Therefore, we can claim that performing teachers yields performing students, which ultimately leads to a performing school.

The SEVEN's BEST program of District 7 was created to bring up and emphasize the following strong description as SEVEN'S BEST spelled out as Sharing Excellence and Victory by Empowering and Nurturing Strengths and Best practices, Expertise and Skills of Teachers in District VII. This aim was to mirror the best of the school in different performance indicators to become the model of the whole division and be able to transfer successfully to the improving or progressing schools in terms of School-Based Management, RPMS/IPC RF results, Reading and Numeracy Level, school programs and project, stakeholders, and among others.

This study also adapted the true meaning of Technical Assistance which does not define the old concept of technical assistance as Supervising, Monitoring, Evaluating, Directing, and Instructing. However, the new paradigm is more on Coaching, Guiding, and Empowering. Teaching the subject matter was the focus of the conventional way in monitoring, but now, all the aspects of Education Management, highlighting the Provision of Access, Quality, and Relevance, as well as the Provision and Improvement of Management Services, are given importance. As accentuated in Republic Act 9155 which is the Governance of Basic Education Act of 2001, "The State shall encourage local initiatives for improving the quality of basic education."

Lastly, this study was anchored on the BE-LCP on protecting the health, safety and well-being of learners, teachers, and personnel. Furthermore, this was anchored to the Well-being and protection dimension of the Region 4A BE-LCP.

Schools in District 7 (Elementary - San Francisco Elementary School, Soro Soro Elementary School, Tubigan Elementary School, Secondary- Saint Francis Integrated National High and Binan City Science and Technology High School) were schools in the Division of SDO-Binan City that caters 4029 learners and 123 teachers and 5 diligent school heads.

In District 7, Binan City Science and Technology School is a newly built or newly organized school it is one of the reasons that SEVEN'S BEST program may initiate to let every school collaborate and may be given the opportunity to explore on many best of the others. But, for technical reasons, the study became a better help to all teachers in district 7 to showcase their best and new teachers may adapt and be useful in the journey of quality education.

The results of this study can be used by the instructional leaders, learning facilitators, and all teachers for their realization and insights that may bring up on their best and become well-rounded educators that commit themselves for better and quality education.

SEVEN'S BEST spelled out as Sharing Excellence and Victory by Empowering and Nurturing Strengths and Best practices, Expertise and Skills of Teachers was a teacher professional development project for all teaching personnel of District 7 of the Schools Division of Biñan City.

The district has (1) one newly-organized school, 32 out of 123 are Very Satisfactory teachers, (2) two out of 5 schools are level 1 in SBM, 2 out of 5 Brigada Eskwela awardees, 2 out of 123 are Division search awardees (SinagLaya) 1 out of 5 school leaders is awardee of Outstanding School Principal , with this number of deficiency compared to the total denomination, the district come up with the study to make sure that teachers may be Outstanding in RPMS, 5 schools can be awarded in DepEd programs and recognition, all schools must be in level 2 or level 3 of SBM practice and addition of division- search awardees can be increased after the study.

This project provided the following activities to teachers of District 7 of the School's Division of Biñan City:

**Technical Assistance** - this activity provided technical assistance to District 7 teachers in terms of achieving higher ratings on the different objectives of the SY 2021-2022 RPMS-PPST.

**Coaching and Mentoring Session** - this activity was conducted in order to provide opportunities for coaching and mentoring of

teachers by master teachers, head teachers and outstanding teachers.

**Monthly District 7 Gathering** - This activity was conducted to provide venues for sharing best practices by selected teachers with an aim of inspiring and capacitating teachers.

**Gawad GurYon** - This activity was conducted for the district to recognize the outstanding teachers.

The solution being introduced in this study is a crafted Teacher Professional Development Project initiated in the district 7 of the School's Division of Biñan City. This project would be providing Technical Assistance, Coaching and Mentoring Session, Monthly District 7 Gathering for sharing BEST practices, Recognition for teachers (GAWAD GurYon) to empower teachers in the district to supplement their professional development and produce high performing teachers aligned to the RPMS-PPST standards. In addition, the ultimate objective is to produce outstanding teachers that would yield to high performing learners.

## METHODOLOGY

The participants in this study will be the selected teaching personnel of all schools in District 7 of the Schools Division of Biñan City. The total population of teachers in District 7 of the Schools Division of Biñan City is 123. Calculating the sample size using Yamane's Formula at 5% margin of error at 95% confidence level, the minimum number of necessary samples to meet the desired statistical constraints was 94 teachers.

This study gathered data from elementary and secondary school teachers in District 7 of the Schools Division of Biñan City. They may be of varied ages, with different number of years in service, with specialization in any subject area, may hold any teacher level position, and may have varied highest educational attainment. Furthermore, the participants may be handling any key-stage level.

This study gathered data from elementary and secondary school teachers in District 7 of the Schools Division of Biñan City. Once the number of participants was determined, this study utilized probability sampling procedure to determine the 94 teacher participants. Stratified sampling procedures was employed followed by a random sampling technique once strata were created.

The main instrument that was used in this study was a researcher-made survey questionnaire. This questionnaire included demographic information collection from the teacher respondents, such as Educational Stage being handled, Years in Service, Highest Educational Attainment. Furthermore, the questionnaire would also measure the

effectiveness of the SEVEN's BEST Project of District 7 in the Schools Division of Biñan City on teacher's perceived professional development in terms of Sharing Excellence and Victory of teachers, Empowering Strengths of teachers, Promotion of Best Practices of teachers, and Supplementing Expertise and Skills of teachers. A four-point Likert scale format of questioning was used in the instrument to gather the quantitative data, with the score and verbal interpretation.

Validation of the questionnaire was done by seeking assistance from experts in the field of education and governance with specialization in Human Resource Development.

The procedure for data collection is shown in the flowchart below. It shows that the gathering of data begun with securing approval for the conduct of the study from the school's division office. Once secured, participants were selected utilizing the sampling procedures mentioned earlier. In addition to that, an information letter about the study was sent to possible teacher participants. This allowed respondents to be informed about the objectives of the study and the advantages of being part of the data collection.

The letter also informed the possible candidates for participants in the study about how the information was gathered and stored as part of ethical considerations. Included in the information letter was a consent form. This determined whether a possible candidate allowed the researcher to gather information from them.

Once participants were selected, the questionnaire was floated to the teacher participants through Google Form. Retrieval and storage of the collected data was done immediately after the respondents finished answering the questionnaire. A Google Spreadsheet was utilized to store the data which was saved in the researcher's Google Drive Folder.

The collected data were analyzed and reported using graphs and charts. Quantitative data were reported and analyzed using the results of the survey questionnaire to determine the perceived effects of the SEVEN's BEST Project of District 7 in the Schools Division of Biñan City on teacher's professional development in terms of the set parameters.

Furthermore, this study utilized descriptive and correlational statistics to analyze the quantitative data gathered from the 4-point Likert scale questionnaire. Descriptive and correlational statistics used were; 1. Mean - This was used to reveal the effectiveness of the project in terms of the set parameters; 2. Yates correction Formula – The researcher used this tool to determine if there is a significant relationship between two nominal (categorical variables) which were teacher autonomy, job satisfaction and motivation towards

work. This tool was employed by the researcher as a substitute for Chi-square test of independence since there were observed frequencies that were lower than ten.

## RESULTS

The data obtained from the questionnaire are presented in tabular form. The presentation of data is immediately followed by analysis and interpretation.

Table 1 Frequency Distribution of Respondents Perception of Professional Development		
Perception of Professional Development	Frequency	Percentage
Have Professional Development	23	71.88%
Do Not Have Professional Development	9	28.13%
Total	32	100.00%

The researcher conducted this study in order to determine the relationship of teacher perceived professional development to teachers' job satisfaction and motivation.

The researcher made use of correlational research to look at the relationship of the variables from the same group of subjects. The data was gathered through the use of a questionnaire.

### *Teacher Respondents' Perception of Professional Development*

Perception of professional development was how the respondents view themselves as an independent teacher, thinking out of the box with no guidelines to follow. Table 1 shows the frequency and percentages of the respondents' perception of professional development.

The data show that there were twenty three teachers which were 71.88 percent of the respondents perceived to have professional development and nine teachers which were 28.13 percent of the respondents perceived themselves not to have professional development. This goes to show that more teachers perceive professional development in their schools. More respondents felt that they were independent in making their own decisions inside their classrooms. Furthermore, this also implies that more schools are imposing independence towards teachers, letting them decide for the benefit of the students they are teaching.

### *Job Satisfaction of Teacher Respondents*

Table 2 shows the job satisfaction of teachers who perceive professional development in their schools. The table insinuates that most of the respondents who perceived to have professional development were satisfied with the instructional workload given to them as well as the openness and accessibility of the school's administrator to the faculty. This was evident on the weighted average of; (1) 4.00 which can be

described as generally satisfied; and (2) weighted average of 3.82 which can be described as generally satisfied according to the scale used in the study.

In total, the respondents who perceived professional development in their schools had a weighted average of 3.71 which can be described as generally satisfied, according to the scale used in the study. This confirms that teachers who perceive that they are independent inside the classroom were generally satisfied with their current employment standing. Most of the respondents expressed satisfaction on the way their employer gives them their class schedule and how they are part of the decision of the school they are teaching.

Table 2  
Job Satisfaction of Teachers who perceive to have Professional Development

Factors	Total Weight	Weighted Average	Rank	Description
1. Instructional workload placed on you in your class.	88	4.00	1	Generally Satisfied
2. Paper work load placed on you as a teacher.	80	3.64	5	Generally Satisfied
3. Stress level of your work environment.	83	3.77	3	Generally Satisfied
4. Current Salary situation.	76	3.45	7	Neither Satisfied nor Dissatisfied
5. Openness and accessibility of the school's administrator to the faculty.	84	3.82	2	Generally Satisfied
6. Involvement of instructional staff in the development of school policies which affect your work.	78	3.55	6	Generally Satisfied
7. Provision for frequent recognition for high performance among faculty.	82	3.73	4	Generally Satisfied
<b>Grand Weighted Average</b>		<b>3.71</b>		<b>Generally Satisfied</b>

However, some of the respondents that perceived professional development in their school were neither satisfied nor dissatisfied with their current salary situation. This may imply that even though they perceive professional development in their schools and are generally satisfied with their jobs, some respondents still seek a salary increase.

Table 3  
Job Satisfaction of Teachers who do not perceive to have Professional Development

Factors	Total Weight	Weighted Average	Rank	Description
1. Instructional work load placed on you in your class.	16	1.60	4	Generally Dissatisfied
2. Paper work load placed on you as a teacher.	22	2.20	1	Generally Dissatisfied
3. Stress level of your work environment.	19	1.90	2.5	Generally Dissatisfied
4. Current Salary situation.	10	1.00	7	Very Dissatisfied
5. Openness and accessibility of the school's administrator to the faculty.	19	1.90	2.5	Generally Dissatisfied
6. Involvement of instructional staff in the development of school policies which affect your work.	15	1.50	5	Generally Dissatisfied
7. Provision for frequent recognition for high performance among faculty.	13	1.30	6	Very Dissatisfied
<b>Grand Weighted Average</b>		<b>1.63</b>		<b>Generally Dissatisfied</b>

On the other hand, Table 3 shows the job satisfaction of teachers who do not perceive to

have professional development in their respective schools.

The table insinuates that most of the respondents who do not perceive professional development in their school were not satisfied with their current salary situation and Provision for frequent recognition for high performance among faculty. This was evident on the weighted average of 1.00 and 1.30 respectively which can be both described as very dissatisfied according to the scale used in the study.

In total, the respondents who do not perceive professional development in their school have a weighted average of 1.63 which can be described as generally dissatisfied, according to the scale used in the study. This confirms that teachers who do not perceive that they are having professional development in their schools were generally dissatisfied with their current employment standing. This also implies that these respondents who are dissatisfied mostly with the current salary situation and provision for frequent recognition for high performance among them do not feel freedom with their decision inside their classroom.

#### *Motivation towards Work of Teacher Respondents*

**Table 4**  
**Motivation towards work of Teachers who perceive to have Professional Development**

Factors	Total Weight	Weighted Average	Rank	Description
1. Instructional workload placed on you in your class.	78	3.55	4.5	Fairly High
2. Paper work load placed on you as a teacher.	67	3.05	7	Neither High nor Low
3. Stress level of your work environment.	78	3.55	4.5	Fairly High
4. Current Salary situation.	76	3.45	6	Neither High nor Low
5. Openness and accessibility of the school's administrator to the faculty.	81	3.68	2	Fairly High
6. Involvement of instructional staff in the development of school policies which affect your work.	82	3.73	1	Fairly High
7. Provision for frequent recognition for high performance among faculty.	80	3.64	3	Fairly High
<b>Grand Weighted Average</b>	<b>3.52</b>			<b>Fairly High</b>

Table 4 shows the motivation towards work of teacher respondents who perceive to have professional development in their school.

The table insinuates that most of the respondents who perceived professional development in their school were highly motivated with involvement of instructional staff in the development of school policies which affect your work and openness and accessibility of the school's administrator to the faculty. This was evident on the weighted average of 3.73 and 3.68 which can both be described as fairly high according to the scale used in the study.

On the other hand, teacher respondents who perceived to have professional development in their school tend to show neither high nor low

motivation on stress level of their work environment and current Salary situation, which was evident on the weighted average of 3.05 and 3.45 respectively.

In total, the respondents who perceived professional development in their respective schools had a weighted average for motivation towards work of 3.52 which can be described as fairly high, according to the scale used in the study. This confirms that teachers who perceive that they are independent inside the classroom have fairly high motivation towards work.

**Table 5**  
**Motivation towards work of Teachers who do not perceive to have professional development**

Factors	Weighted Average	Rank	Description / Interpretation
1. Instructional work load placed on you in your class.	1.60	4	Fairly Low
2. Paper work load placed on you as a teacher.	1.50	5	Fairly Low
3. Stress level of your work environment.	1.40	6	Very Low
4. Current Salary situation.	1.00	7	Very Low
5. Openness and accessibility of the school's administrator to the faculty.	2.30	1	Neither High nor Low
6. Involvement of instructional staff in the development of school policies which affect your work.	2.20	2	Fairly Low
7. Provision for frequent recognition for high performance among faculty.	2.10	3	Fairly Low
<b>Grand Weighted Average</b>	<b>1.73</b>		<b>Fairly Low</b>

On the other hand, Table 5 shows the motivation towards work of teachers who do not perceive to have professional development in their school.

The table insinuates that most of the respondents who do not perceive professional development have very low motivation with their Stress level of your work environment and current salary situation. This was evident on the weighted average of 1.40 and 1.00 which can both be described as very low according to the scale used in the study.

In total, the respondents who do not perceive professional development in school have a weighted average for motivation towards work of 1.73 which can be described as fairly low, according to the scale used in the study. This confirms that teachers who do not perceive that they are independent inside the classroom have fairly low motivation towards work.

#### *Distribution of Respondents' Ratings of their Job Satisfaction and Motivation towards Work*

**Table 6**  
**Distribution of Respondents' Rating of their Job Satisfaction**

Job Satisfaction	Teacher Autonomy		TOTAL
	Have Autonomy	Do not have Autonomy	
Very Satisfied	17	1	18
Generally Satisfied	4	0	4
Neither Satisfied nor Dissatisfied	2	1	3
Dissatisfied	0	1	1
Very Dissatisfied	0	6	6
<b>TOTAL</b>	<b>23</b>	<b>9</b>	<b>32</b>

The distribution of respondents' rating of their job satisfaction and motivation towards work

was necessary for the computation of the relationship of the two variables with perception of professional development.

Table 6 shows the distribution of respondents' rating of their job satisfaction. The table indicates that twenty one out of twenty three, which were 91.30 percent of teachers, who perceived professional development in their school were satisfied with their jobs. Meanwhile, two out of twenty three, which were 8.7 percent, of teachers who perceive professional development in their school were neither satisfied nor dissatisfied. On the other hand, seven out of nine, which was 77.8 percent of teachers, who do not perceive professional development in their school were dissatisfied with their jobs. Meanwhile, the remaining two respondents, which were 22.2 percent of teachers who do not have professional development in their school, were neither satisfied nor dissatisfied. This goes to show that more teachers who perceive professional development in their school were satisfied with their current employment.

Table 7  
Distribution of Respondents' rating of their Motivation towards Work

Motivation Towards Work	Teacher Autonomy		TOTAL
	Have Autonomy	Do not have Autonomy	
Very High	17	0	18
Fairly High	4	1	4
Neither High nor Low	1	1	3
Fairly Low	1	3	1
Very Low	0	4	6
<b>TOTAL</b>	<b>23</b>	<b>9</b>	<b>32</b>

Table 7 shows the distribution of respondents' rating of their motivation towards work. The table indicates that twenty one out of twenty three, which was 91.30 percent of teachers who perceived professional development in their school, have high motivation towards work. Meanwhile, teachers who have neither low nor high motivation nor low motivation towards work shared the remaining 8.7 percent of teachers who perceived professional development in their school.

On the other hand, seven out of nine, which were 77.8 percent of teachers, who do not perceive professional development in their school were not motivated towards work. The remaining respondents which were 22.2 percent of teachers who do not perceive professional development in their school have neither high nor low and fairly high motivation towards work.

#### *Relationship between Teachers Motivation, Job Satisfaction and Motivation towards Work*

##### A. Perception of Professional Development in their School and Job Satisfaction

The relationship of perceived professional development in their school and job satisfaction was computed using Yates' Correction Formula.

Table 8 shows the test of significance of perceived professional development and job satisfaction. The table insinuates that since the computed  $X^2_C$  -value of 13.5381 is greater than the tabular  $X^2_C$  -value of 9.488, there is a significant relationship between the perceived professional development and job satisfaction.

Table 8  
Test of Significance of Perception of Professional Development and Job Satisfaction

Computed $X^2_C$ value	Tabular $X^2_C$ value	Degree of Freedom	Level of Significance	Decision	Description
13.5381	9.488	4	0.05	Reject Hypothesis	Significant

This goes to confirm that teachers who perceive themselves as independent inside their classrooms were satisfied with their current employment.

Moreover, teachers that have the perception that they are free to decide on their own for the benefit of their students would not have tendencies to leave their posts because they are satisfied.

#### B. Perception of Professional Development and Motivation towards work

The relationship of perceived professional development in their school and motivation towards work was computed using Yates' Correction Formula. Table 9 shows the test of significance of perceived professional development in their school and motivation towards work.

Table 9  
Test of Significance of Perceived professional Development and Motivation towards Work

Computed $X^2_C$ value	Tabular $X^2_C$ value	Degree of Freedom	Level of Significance	Decision	Description
11.6333	9.488	4	0.05	Reject Hypothesis	Significant

The table insinuates that since the computed  $X^2_C$  -value of 11.6333 is greater than the tabular  $X^2_C$  -value of 9.488, there is a significant relationship between the perceived professional development in their school and motivation towards work. This goes to confirm that teachers who perceive themselves as independent inside their classrooms were motivated to teach. Teachers that would have the perception that they are free to think out of the box and decide on their own for the benefit of their children are more motivated to work harder.

## DISCUSSION

Based on the data analyzed by the researcher in the previous chapter, the following were summarized as answers to the questions in Chapter 1. There were 71.88 percent of respondents who perceive to have professional development in their respective schools. There were 28.13 percent of respondents who do not perceive professional development in their

schools. With a grand weighted average of 3.71, the respondents who perceive professional development in their schools are generally satisfied. With a grand weighted average of 1.63, the respondents who do not perceive professional development in their schools are generally dissatisfied. With a grand weighted average of 3.52, the respondents who perceive professional development in their schools have fairly high motivation towards work. With a grand weighted average of 1.73, the respondents who do not perceive professional development in their schools have fairly low motivation towards work.

More teachers who perceive professional development in their schools were satisfied with their current employment. More teachers who perceive professional development in their schools were motivated towards work. The relationship between perceived professional development in their schools and job satisfaction was significant hence the hypothesis was rejected. The relationship between perceived professional development in their schools and motivation towards work is significant hence the hypothesis was rejected.

Based on the summary of findings presented, the following conclusions were made. Not all teacher respondents perceived professional development in their schools. The teacher respondents who perceive to have professional development in school are generally satisfied with their job while teacher respondents who do not perceive to have professional development in school are generally dissatisfied with their current employment. The teacher respondents who perceive to have professional development in school have fairly high motivation towards their work while teacher respondents who do not perceive to have professional development in school have fairly low motivation. There are more teachers that are perceived to have professional development in schools which are satisfied with their current employment than teachers who do not. Moreover, more teacher respondents that perceive professional development in school are motivated towards work. There is a significant relationship between teacher perceived professional development in school and job satisfaction and motivation towards work.

This study was conducted to investigate the relationship of perceived professional development of teachers in their school and their job satisfaction and motivation towards work. It was then found out that there is a significant relationship between teacher perceived professional development in school and job satisfaction and motivation towards work. Therefore, school administrators and other school officials must become aware of their teachers'

perception of professional development. They must allow creativity in the teaching approach of their teachers and let them think more out of the box methods they will apply in their classroom. Moreover, provide activities that will greatly improve professional development.

This study would greatly benefit the teachers of District 7. The solution being introduced in this study is a crafted Teacher Professional Development Project initiated in the district 7 of the School's Division of Biñan City. This project would be providing Technical Assistance, Coaching and Mentoring Session, Monthly District 7 Gathering for sharing BEST practices, Recognition for teachers (GAWAD GurYon) to empower teachers in the district to supplement their professional development and produce high performing teachers aligned to the RPMS-PPST standards. In addition, the ultimate objective is to produce outstanding teachers that would yield to high performing learners.

## REFERENCES

### BOOKS

Calmorin, Laurentina P. and Melchor A. Calmorin.(1998) Statistics in Education and the Sciences. Manila, Philippines: Rex Bookstore.

Lapus, Jesli A. (2008). The Education System Facing the Challenges of the 21st Century: Republic of the Philippines. Geneva, Switzerland: Department of Education.

### PROFESSIONAL JOURNALS

Assor, Roth, Maymon and Kaplan. (2011). Perceived Autonomy in Teaching: How Self-Determination in Teachers May Lead to Self-Determination in Students. Ben-Gurion University. Beersheba, Israel.

Badri, M., Mohaidat, J., and Mourad T. (2013). The social cognitive model of job satisfaction among teachers: Testing and validation. International Journal of Educational Research . 12-24.

Gwaltney, K. D. (2012). Teacher Autonomy in the United States: Establishing a standard definition, validation of a nationally representative construct and an investigation of policy affected teacher groups. (Doctoral Dissertation) University of Missouri, Columbia, USA , 99.

Morony, S., Kleitman, S., Lee, Y.P. and Stankov, L. (2013). Predicting Achievement: Confidence vs Self-efficacy, anxiety and self-concept in

Confucian and European countries. International Journal of Educational Research, 58 , 79-96.

Paradis, Lutovac and Kaasila. (2015). A Canadian Teacher's Perceived Autonomy and Self-confidence in the midst of an Educational Reform. Problems of Education in the 21st Century. Toronto Canada, 42 - 53.

Perryman, Ball, Maguire and Braun. (2011). Life in the Pressure Cooker-school league tables and English and Mathematics teachers' responses to accountability in a results-driven era. International Journal of Qualitative Studies in Education , 59 (2), 179 -195.

Usop, A., Askandar, A., Langguyan-Kadtong, M. and Usop A. S. (2013). Work Performance and Job Satisfaction among Teachers. International Journal of Humanities and Social Science , 245-251.

Werkme, W. and Hostfalt, G. (2014). Contextualizing Teacher Autonomy in Time and Space . Journal of Curriculum Studies , 23.

#### THESIS AND DISSERTATION

Moomaw, Edward M. (2005). Teacher-Perceived Autonomy: A construct validation of the teacher autonomy scale. The University of West Florida, USA.

Tort-Moloney, Daniele. (1997) Teacher Autonomy: A Vygotskian Theoretical Framework. Trinity College, Dublin, Ireland.

#### WEBSITE

Han, J. and Yin, H. (2016, August 5). Teacher Motivation: Definition, Research development and implications for teachers. Retrieved April 24, 2017, from tandfonline.com:  
<http://www.tandfonline.com>