

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the findings and discussion of the previous chapters.

1.1 CONCLUSION

In conclusion, English teachers regard their professional development as an important component of their pedagogical growth. Their dedication to continuing education is driven by a deep desire to improve their pedagogical methodology and provide more effective assistance to their students. Teachers who participate in professional development opportunities refine their instructional strategies and cultivate meaningful relationships with their colleagues and students. The interplay between pedagogy, commitment, motivation, and relationships has been shown to result in better educational outcomes and a more enriching learning environment.

1.2 SUGGESTION

1. Educators

Further research on commitment to professional development will underscore the value of career development in improving teacher effectiveness and education quality. Research has shown that career development has a favorable impact on teacher commitment.

2. Future Researchers

Future studies on professional development commitment are likely to investigate the effectiveness of various training methodologies and their impact on teachers. This study could also examine the relationship between career advancement and teacher commitment by emphasizing the importance of commitment and professionalism in work.

3. Teaching Quality Improvement

Exploring teachers' perceptions of their commitment to this research can identify the motivations and barriers that influence their engagement in professional development activities. Understanding these factors can lead to a more effective commitment that is aligned with teachers' needs and aspiration.