

THESIS

**ENGLISH TEACHERS' PERCEPTION OF THEIR PROFESSIONAL
DEVELOPMENT**



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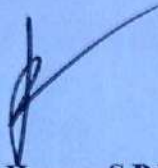


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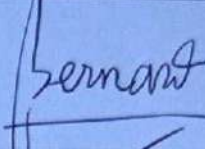
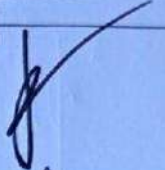
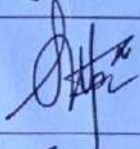

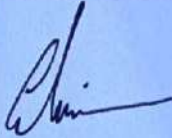

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MOTTO

‘And whatever you ask for in prayer with full confidence, you will receive’.

Matthew 21:22

Abstract

ENGLISH TEACHERS' PERCEPTION OF THEIR PROFESSIONAL DEVELOPMENT

This study aims to explore English teachers' perceptions of their professional development and the factors that influence it, particularly in Kupang City, East Nusa Tenggara. Using a mixed-methods approach, this study combines quantitative data (through questionnaires) and qualitative insights (through interviews) to provide a comprehensive understanding. A total of 25 teachers participated in the survey, and 5 teachers were involved in in-depth interviews. The results of the study show that teachers view professional development as essential for improving pedagogical competence, professional commitment, motivation, and relationships. The analysis shows that teachers' perceptions of professional development are generally very positive, as indicated by high average scores across all aspects. Teachers feel satisfied as educators, are intrinsically motivated, and demonstrate a high level of commitment to their work. For qualitative data, interviews with five teachers revealed seven key factors that influence teacher professional development, namely Initial inspiration and role models, Commitment to student-centered support, Continuous professional learning, Work-life balance, Professional collaboration and community involvement, Innovation and responsiveness in teaching, Professionalism and ethical values. These findings indicate that teachers view professional development not only as an enhancement of technical competencies, but also as a reflective and ethical process that encompasses personal values, social relationships, and community support

Keywords: *teacher perception, professional development, pedagogical, commitment, motivation, relationships.*

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The Writer

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