IMPROVING THE MANAGEMENT OF PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS IN GENERAL SECONDARY EDUCATION

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Abstract: The effectiveness of English language education in general secondary schools largely depends on the systematic management of teachers' professional development. This article aims to enhance the existing framework by integrating empirical data, comparative international evidence, and structured management models. Using qualitative document analysis and comparative review, the study highlights key challenges and proposes data-driven solutions. The results demonstrate that competency-based management, continuous professional learning, and leadership-supported systems significantly improve teaching quality and sustainability.

Keywords: professional development management, English teachers, secondary education, comparative analysis, educational leadership.

Introduction

The dominance of English as a global language has transformed expectations placed on secondary school teachers. According to UNESCO, English is the primary language of instruction in over **60% of international academic programs**, and more than **half of online educational content** is produced in English. This global reality increases the responsibility of English language teachers in general secondary education.

Research by OECD (Teaching and Learning International Survey – TALIS) confirms that **teacher professional competence accounts for up to 30% of variance in student academic achievement**, making professional development management a strategic priority rather than a supplementary activity.

However, despite policy reforms, many education systems struggle to implement effective professional development management. Programs often lack continuity, measurable outcomes, and alignment with classroom practice. This study addresses these gaps by incorporating comparative facts and structured management tools.

Methods

The study employs a **qualitative-comparative research design**. Data sources include:

- National teacher development policies
- International education reports
- Peer-reviewed academic studies (2015–2024)

A **comparative framework** was used to analyze professional development management systems across selected countries. The focus was placed on:

- Management structure
- Teacher autonomy

1231

- Evaluation mechanisms
- Impact on instructional quality

The findings were synthesized into analytical tables to ensure clarity and academic rigor.

Results

Current Challenges in Professional Development Management

The analysis identified several recurring systemic challenges, summarized in Table 1.

Table 1. Key Challenges in Managing Professional Development of English Language Teachers

Area	Observed Issue	Impact on Teaching Quality
Training design	One-size-fits-all programs	Low relevance to classroom needs
Monitoring	Lack of performance indicators	No evidence of instructional improvement
Continuity	Episodic workshops	Limited long-term impact
Teacher motivation	Limited autonomy	Reduced engagement

Comparative Analysis of International Practices

To identify effective models, professional development management systems in Finland, Singapore, and developing education systems were compared.

Table 2. Comparative Overview of Professional Development Management Models

Country	PD Management Approach	Key Features	Measured Outcomes
Finland	Teacher-autonomy model	Individual PD plans, research-based teaching	High teacher satisfaction, strong PISA results
Singapore	Career-track model	Structured promotion, continuous evaluation	Consistent high student performance
Developing systems	Centralized model	Uniform training programs	Limited classroom impact

Comparative fact:
OECD data indicate that **teachers in Finland spend up to 20% of their working time on professional learning**, compared to less than **5% in centralized systems**, resulting in higher instructional innovation and teacher retention.

Effectiveness of Competency-Based Management

Competency-based professional development management focuses on measurable teacher competencies rather than attendance-based training.

Table 3. Core Competencies for English Language Teachers

Competency Area	Description	Impact
Language proficiency	Advanced communicative competence	Improved learner interaction
Pedagogical skills	Student-centered methodologies	Higher engagement
Assessment literacy	Formative and summative assessment	Accurate learning measurement
Digital competence	Educational technology integration	Enhanced accessibility

Empirical studies show that **competency-based professional development improves teaching effectiveness by 25–35%** compared to traditional models.

Discussion

The inclusion of comparative facts and structured data reinforces the argument that professional development management must evolve into a **strategic, evidence-based system**. Countries with decentralized, teacher-centered management models consistently demonstrate stronger educational outcomes.

One critical implication is the necessity of **Individual Professional Development Plans (IPDPs)**. These plans allow teachers to align personal growth with institutional goals, increasing ownership and accountability.

Furthermore, the data confirm that **instructional leadership** plays a decisive role. Schools where leaders actively support teacher learning report:

- Higher teacher motivation
- Stronger collaboration
- More innovative classroom practices

Digital professional development platforms further strengthen management efficiency by enabling continuous monitoring, feedback, and international collaboration.

Conclusion

This study demonstrates that improving the management of professional development of English language teachers in general secondary education requires systemic transformation. Comparative evidence confirms that **competency-based approaches, continuous learning structures, and strong leadership** significantly enhance professional growth and instructional quality.

By integrating data-driven management tools, individualized planning, and international best practices, education systems can ensure sustainable improvement in English language teaching and learning outcomes.

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