

Management of Teacher Professionality Development in Primary Schools

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ABSTRACT

This research aims to explore and understand aspects of Teacher Professional Development Management in Elementary Schools, focusing on three main things. First, examine teachers' perceptions of the professional development program implemented, including their views regarding its effectiveness, relevance, and benefits. Second, analyze the program's implications for teacher performance and motivation and the extent to which this program can increase teacher competence, morale, and dedication in the learning process. Third, the leadership role of school principals in supporting teacher professional development should be evaluated by looking at how school principals' support, guidance, and policies can strengthen teacher professionalism. This research uses a case study approach with qualitative methods to explore this phenomenon in depth. The research results show that effective school management, leadership support, and the availability of relevant resources and training methods are vital to increasing teacher competence and motivation. However, this research has limitations because it was only conducted in one school with a limited sample. For future research, it is recommended to involve a larger and more diverse sample from various schools to obtain more comprehensive and applicable data.

Introduction

The rate of decline in teaching staff in Indonesia is very high, as shown by data from the Education Research Ministry of Education, Culture, Research and Technology (Kemendikbudristek). Nunuk Suryani (2023) stated that Indonesia will experience a shortage of 1.3 million teachers in 2024, along with many teachers retiring. Throughout 2022-2023, Indonesia will have 3.3 million teachers in state schools, but many will retire, with an average of 70,000 teachers per year. This teacher shortage threatens the quality of education in Indonesia because teacher

professionalism is essential to ensure the quality of teaching and learning. With many teachers retiring, a big challenge arises in maintaining and improving teacher professional standards. Therefore, there needs to be a comprehensive evaluation of highly skilled teachers to ensure that they can continue to contribute and share experiences with new teachers. This step is important to bridge the shortage of qualified teaching staff and ensure that education in Indonesia continues to run well and effectively. The evaluation and development of sustainable training programs must be a priority in overcoming this teacher shortage crisis.

Rivayanti, Yasir Arafat, and Yenny Puspita (2021) stated that school principals' leadership role is crucial in increasing teacher professionalism through systematic and sustainable coaching. Ikbal (2018) emphasized the importance of effective management strategies to develop teachers' professional competence through structured training and career development. Yantoro (2020) explored various approaches local education agencies use to increase teacher professionalism, including mentoring programs and intensive workshops. Overall, this literature underlines the importance of solid management and ongoing support from school principals and educational institutions to develop and maintain teacher professionalism at the elementary school level. A comprehensive and targeted strategy in teacher professional development is needed to ensure high-quality education and long-term student success.

Research on educational management in Islamic boarding schools often highlights specific aspects relevant to the environment and needs of Islamic boarding schools. Chan et al. (2019) stated that teachers' strategies for managing classes in elementary schools can be applied in the context of Islamic boarding schools to increase teaching effectiveness. Asmarika et al. (2022) focus on developing soft and hard skills for prospective teachers through the microteaching method, which is also important for teachers in Islamic boarding schools to prepare effective and innovative teaching. Muslimin (2020) underlines the importance of performance assessment programs and teacher competency tests to improve work performance, which are relevant for measuring and improving the quality of teaching in Islamic boarding schools. Priyambodo (2023) explores school principal leadership strategies in developing teacher professionalism, which Islamic boarding school leaders can implement to encourage the professional development of teaching staff.

The research that will be studied is educational management, which more often highlights aspects such as leadership, character development, and teachers' role in facing globalization's challenges. Fitriani, Reli, Titin Nurhayati Ma'mun, and Elis Suryani (2019) emphasize the importance of character education with Lev Vygotsky's constructivist perspective. Meanwhile, Muharram, Muhammad, Yasser

Abdul Djawad, and Anas Arfandi (2024) discussed how effective leadership can improve teacher performance. Susilo and Sarkowi (2018) underlined the role of history teachers in facing the challenges of globalization, emphasizing the importance of teacher readiness to adapt to global changes. These studies show that educational management in Islamic boarding schools focuses on administrative aspects and character development, leadership, and teacher readiness in facing global dynamics.

Method

This research will adopt a case study approach with qualitative methods to explore the phenomenon of Teacher Professional Development Management in Elementary Schools in depth. This type of research was chosen because it provides ample space to understand the specific context in certain elementary school situations, allowing researchers to explore the complexity of social relationships and the dynamics that exist within them. Data will be collected through in-depth interviews with teachers, principals, and administrative staff, direct observations in the school environment, documentation such as professional development plans, and surveys to obtain general views from all stakeholders. In-depth interviews will allow researchers to gain rich and detailed insights into teachers' perceptions, experiences, and practices regarding professional development. Direct observation will provide a deeper understanding of school social interactions and teaching practices. Documentation such as professional development plans and training materials will be important sources of information for understanding the structure and goals of the school's professional development program. Additionally, the survey will be used to obtain general views from various stakeholders regarding the effectiveness of existing professional development programs. Combining these various data collection techniques will give this research a comprehensive understanding of Teacher Professional Development Management in Elementary Schools.

This research uses methodological triangulation techniques to strengthen the legitimacy and validity of the findings. Various data sources, such as in-depth interviews, observations, documentation, and surveys, will be used together to investigate the phenomenon from different points of view. Methodological triangulation will allow researchers to confirm findings through multiple data collection techniques, thereby reducing individual bias and strengthening the reliability of research results. After the data was collected, the data analysis technique used was the Miles and Huberman method, which involves organizing, filtering, and interpreting data through a systematic and structured process. Data from various sources will be processed by identifying emerging patterns, themes,

and relationships between variables. Then, the data will be analyzed comprehensively to produce rich and in-depth findings about the dynamics of Teacher Professional Development Management in Elementary Schools. By combining methodological triangulation and Miles and Huberman's analytical techniques, this research will provide a holistic and in-depth understanding of the topic under study and increase confidence in the research results.

This research was conducted at SD Negeri Sampang 01 because this school represents elementary schools in the area, so that the research results can provide a relevant and representative picture of Teacher Professional Development Management in elementary schools in general. In addition, SD Negeri Sampang 01 was chosen because it has a good reputation for developing teacher professionalism and has implemented various professional development programs. Thus, this research can provide valuable insights for other elementary schools in their efforts to improve the quality of education. The respondents involved in this research were 1 subject teacher, 1 principal, and 1 deputy principal, selected purposively because they had diverse and relevant experience in professional development. The research period was carried out from January 2024 to May 2024, which provided sufficient time to collect comprehensive and in-depth data, as well as see the development of the teacher professional development program over time. Thus, this research will thoroughly understand the Management of Teacher Professional Development at SD Negeri Sampang 01 and offer valid views on general education development in elementary schools.

Result and Discussion

Teachers' perceptions of professional development programs implemented in elementary schools

This study found that teachers' perceptions of professional development programs implemented in elementary schools may vary depending on each teacher's individual experiences, needs, and expectations. Some teachers may welcome the program with enthusiasm and view it as an opportunity to improve their skills, knowledge and quality of teaching. They may see the program as a means to keep up with the latest developments in education and update their teaching methods according to the demands of the times. However, there is also the possibility that some teachers may feel pressured or uncomfortable with the program. They may feel worried about the additional workload or have difficulty adjusting to the changes they face. Additionally, teacher perceptions may also be influenced by factors such as school leadership support, availability of resources, and level of participation in the professional development process. Therefore, school management needs to pay attention to and understand various teachers'

perceptions of the professional development programs implemented so that they can provide appropriate support and ensure that the program offers maximum benefits for the professional development of teachers in elementary schools.

Octavia (2021) highlights the importance of teacher professionalism in understanding student development, which is crucial in creating an effective learning environment. Teachers' perceptions of professional development programs implemented in elementary schools may vary depending on each teacher's individual experiences, needs, and expectations. Maharani (2017) conducted a comparative analysis of the causal factors and levels of teacher stress, providing insight into the challenges teachers face in carrying out educational tasks in the school environment, and they see the program as a means to keep up with the latest developments in education and update their teaching methods following demands. Thus, this research reflects that educational management in Islamic boarding schools not only focuses on administrative aspects but also on increasing teacher professionalism, creativity in teaching, teacher welfare, and implementing inclusive education, all of which contribute to improving the overall quality of education. However, there is also the possibility that some teachers may feel pressured or uncomfortable with the program. They may feel worried about the additional workload or have difficulty adjusting to the changes they face. Additionally, teacher perceptions may also be influenced by factors such as school leadership support, availability of resources, and level of participation in the professional development process. Therefore, school management needs to pay attention to and understand various teachers' perceptions of the professional development programs implemented so that they can provide appropriate support and ensure that the program offers maximum benefits for the professional development of teachers in elementary schools.

Tabel. 1 Responden

No.	Initial	Profile
1.	GM 1	Subject teachers
2.	GM 2	Other Educators
3.	KS 1	Headmaster
4.	WKS 1	vice principal

Based on data obtained from KS 1, for some teachers, professional development programs in elementary schools are welcomed with enthusiasm because they are seen as an opportunity to improve their skills, knowledge and quality of teaching. They see this program as a means to keep abreast of the latest developments in the

world of education, update their teaching methods, and adapt to the demands of the times. By participating in the program, they can broaden their horizons about best practices in teaching, learn new strategies to improve student learning and enrich their skills in using the latest educational technology. Additionally, active participation in professional development programs can motivate teachers, as they feel recognized and supported in their efforts to improve themselves continuously. In this way, professional development programs become a place for learning and a vehicle for inspiration and growth for teachers in developing more effective and relevant teaching practices.

"Some teachers may accept the program with certainty. It is an opportunity to increase skills, knowledge, and teaching quality for them. "For them, this program is a way to stay up to date with the latest trends in education and allows them to improve their teaching methods to be more up to date."

Meanwhile, informant GM 2 stated that teaching staff may feel worried about additional workload or difficulty adapting to workplace changes. When change occurs, whether in the form of organizational restructuring, the implementation of new technology, or changes in company policy, it can cause anxiety. This worry could be caused by uncertainty regarding how the change will affect their daily responsibilities. An unexpected increase in workload can make employees feel stressed, especially if they do not have enough resources or support to cope. Additionally, adapting to new systems or processes often requires extra time and effort, which can disrupt their productivity and work-life balance. Uncertainty and fear of failing to adapt quickly can also reduce their self-confidence and motivation. Therefore, management must provide clear communication, adequate training, and ongoing support to help teachers overcome these worries and feel more prepared and confident in facing the changes. This support allows employees to adapt better and maintains productivity and team morale.

"Sometimes employees feel anxious if there is additional work or it is difficult to adapt to changes in the office. For example, restructuring, new technology, or new regulations will make them nervous. They fear their daily work will become even harder, and they won't have enough support. Adaptation to a new system or process requires extra time and effort so it can disrupt productivity and life balance. Feelings of uncertainty and fear of failure can also make you less confident and enthusiastic".

Meanwhile, the WKS 1 informant stated that personal ability, dedication, and various external factors influence teachers' perceptions of their work environment and teaching effectiveness. One of the main factors is practical school leadership support, where leaders who provide clear direction, support innovation and create a positive atmosphere can increase teachers' self-confidence and job satisfaction.

Apart from that, the availability of resources also plays an important role. Teachers with access to adequate teaching materials, relevant technology, and good facilities tend to feel more capable of delivering material and interacting with students. The third factor that is no less important is teacher participation in the professional development process. Teachers actively involved in training, seminars, and workshops tend to have a more positive perception of their abilities and changes in curriculum or teaching methods. Participation in professional development also provides opportunities for teachers to share experiences and learn from their colleagues, which ultimately can increase competency and work motivation. Thus, the combination of leadership support, availability of resources, and involvement in professional development is highly influential in shaping teachers' perceptions of their duties and responsibilities.

"Teachers' perceptions of their work and teaching methods are influenced by personal ability, dedication, and external factors. One of the important things is support from clear school leadership, supporting innovation, and creating a positive atmosphere. The availability of resources such as teaching materials, technology, and facilities is also important. Teachers with access to this are usually more confident in teaching and interacting with students. Furthermore, participation in professional development also has an impact. Teachers actively participating in training and seminars usually have a more positive view of their abilities and changes in curriculum. So, the combination of leadership support, availability of resources, and professional development greatly impact teachers' perceptions of their duties and responsibilities."

In addition, the GM2 informant said that teachers' perceptions of professional development programs are crucial to ensure that the program is truly effective and beneficial for improving their professionalism. Teachers tend to respond positively to programs that are relevant to their daily needs in the classroom. Programs that involve practical training, are based on real experiences, and provide tools and strategies that can be applied immediately will be more appreciated. Apart from that, consistent support from school management is also very influential. When teachers feel supported by their leaders in moral, financial, and logistical support, they are more motivated to participate and actively implement the new knowledge gained. A clear understanding of the program's objectives and the benefits to be gained can also increase teacher involvement. Thus, positive teacher perceptions of professional development programs will be achieved if the program is designed to consider their specific needs, provide appropriate support, and ensure accurate results that can be applied in the teaching process. This will ensure that professional development programs provide

maximum benefit to primary school teachers, ultimately improving the quality of education provided to students.

Teachers' perceptions of professional development programs are critical to ensure that the programs are practical and valuable. Teachers will respond more positively if the program is relevant to their daily needs in the classroom. Programs with practical training, real-world experience, and tools and strategies that can be used immediately will be more appreciated. Support from school management also has a significant influence. If teachers feel supported by the leadership, morally, financially, and logistically, they will be more enthusiastic about participating in the program and using the new knowledge they have gained. A clear understanding of the program's goals and benefits also makes teachers more involved. So, a positive perception will be achieved if the program is designed according to teacher needs, the support is appropriate, and the results are real. This makes professional development programs of maximum benefit for elementary school teachers, ultimately improving the quality of education for students.

Implications of professional development programs for teacher performance and motivation in elementary schools

Sappaile (2017) identified the positive influence of pedagogical competence, professional competence, and teacher professional attitudes on teacher assessment performance in elementary schools. This shows that improving teachers' professional competence and attitudes can significantly impact their performance evaluation, and professional development programs have great potential to impact teacher performance and motivation in elementary schools positively. Sholeh (2023), in his study, emphasizes the importance of recognition and rewards in HR management to increase teacher motivation, which is a crucial factor in improving their performance and ongoing support from the school, both in the form of training, guidance, and recognition of teacher achievements can strengthen their motivation to continue to develop and innovate. This heightened motivation, in turn, contributes to a more positive and productive work environment. Thus, implementing an excellent professional development program not only improves individual teacher performance, but also positively impacts the overall quality of education in elementary schools, ultimately benefiting students and the wider community.

Informant KS 1 said that by following an appropriately designed and relevant program, teachers can gain new knowledge and skills that can be directly applied in the classroom. This training allows teachers to master the latest teaching techniques, understand various effective educational strategies, and integrate modern technology into the learning process. As a result, their competence in

teaching increases significantly, which enriches the learning methods used in the classroom. Teachers can use new approaches that are more interesting and interactive, helping students understand the material better and develop their critical and creative skills. In addition, the ability to apply new knowledge directly makes the teaching and learning process more dynamic and responsive to the diverse needs of students. This better learning experience improves students' academic results and motivates and encourages them. Therefore, appropriate and relevant professional development programs are crucial in creating a more effective and inspiring educational environment, bringing long-term benefits to teachers and students.

Meanwhile, the WKP 1 informant said that continuous support from the school is significant in strengthening teacher motivation to continue to develop and innovate. This support can take the form of relevant training, guidance from experienced mentors, and recognition of teacher achievements and accomplishments. When teachers feel supported and appreciated, they will be motivated to improve their abilities and adopt new teaching methods. This high motivation creates a more positive and productive work environment where teachers feel more enthusiastic and committed to their tasks. In addition, motivated teachers tend to be more creative and innovative in developing learning strategies, which ultimately positively impacts the quality of education received by students. Implementing an excellent professional development program improves individual teacher performance, strengthens collaboration between teachers, creates a culture of sustainable learning, and improves the school's overall quality. Thus, continued support from the school benefits individual teachers and has a broad positive impact, improving the quality of education in primary schools and providing long-term benefits for students and the wider community.

Continuous support from schools is critical to increase teacher motivation so that they continue to develop and innovate. This support can take the form of relevant training, guidance from experienced mentors, and recognition of teacher achievements. If teachers feel supported and appreciated, their motivation and ability to try new methods will increase. High motivation makes the work environment more positive and productive, and teachers become more enthusiastic and committed to their duties. Motivated teachers are also more creative and innovative in teaching, which ultimately positively impacts the quality of student education. It not only improves individual performance but also strengthens collaboration between teachers, creates a culture of continuous learning, and improves the quality of the school as a whole. So, continuous support from schools benefits individual teachers and has a broad positive impact, improving the quality of education in elementary schools and providing.

The support provided by the principal's leadership influences the professional development of teachers in elementary schools.

Isnaini (2019) emphasizes the leadership role of school principals as supervisors in supervising teacher performance in elementary schools, indicating that effective supervision can positively influence the quality of teaching, and professional development implemented in elementary schools can vary greatly, depending on individual experience, needs, and expectations. Some teachers may welcome the program with enthusiasm, seeing it as an opportunity to improve their skills, knowledge, and the quality of their teaching. In addition, Dahirin (2023) highlights the role of transformational leadership in improving teacher performance, showing that school principals who can inspire, empower, and support teachers can create a positive and productive work environment. School principals' visionary and inclusive leadership also has an essential role in providing direction, inspiration, and motivation to teachers, facilitating collaboration between teachers, and creating an environment that supports innovation and continuous improvement.

WKS 1 informant said that with visionary and inclusive leadership, school principals could encourage teachers to be involved in various professional development activities, such as training, workshops, and seminars. This support includes providing teachers the necessary time, resources, and opportunities to share best practices and develop new skills. Visionary principals can see the long-term potential of professional development and direct school resources to support those initiatives. They also ensure that every teacher feels valued and supported in their efforts to continuously learn and adapt to changes in the curriculum and the demands of modern education. Inclusivity in leadership means that all teachers, regardless of their experience or position, are given equal opportunities to engage and contribute to professional development. By creating a collaborative and supportive environment, principals can facilitate the exchange of ideas and innovation among teachers, improving the quality of teaching and learning throughout the school. In addition, inclusive school principals also tend to be more responsive to individual teacher needs, creating a positive and productive work atmosphere. Through this approach, school principals increase teacher competency and strengthen a culture of sustainable learning in schools.

Meanwhile, informant KS1 stated that providing constructive feedback and facilitating collaboration between teachers is crucial in creating an educational environment that supports innovation and continuous improvement. By providing constructive feedback, principals help teachers improve their performance without feeling threatened or unappreciated. In addition, collaboration between teachers facilitated by the principal allows for the exchange of ideas and best practices,

creating a dynamic and supportive learning environment. When teachers feel supported and appreciated by their principals and colleagues, they tend to be more motivated to improve their professional competence. Feeling valued and having strong support from the principal gives teachers the confidence and motivation necessary to take risks, experiment with new methods, and continually look for ways to improve their teaching. Thus, the principal's role in providing constructive feedback and facilitating collaboration between teachers has a major impact on creating a culture of innovation and continuous improvement in schools.

"Well, the principal gives constructive feedback and organizes collaboration between teachers. This is the key to creating a learning atmosphere that is always fresh and boosts innovation. With useful feedback, the principal helps teachers to complete their work without making them feel down. Continuing collaboration between teachers encouraged by the school principal can mean exchanging cool ideas and the best methods, making the learning atmosphere more exciting and solid. When teachers feel recognized by the principal and colleagues, their motivation to increase their knowledge and professional skills is also stronger. This feeling of appreciation and strong support from the school principal makes teachers enthusiastic about trying new things, experimenting with new methods, and continuing to develop their teaching methods. So, school principals have a vital role in driving a culture of innovation and sustainable growth at school."

Then informant GM 1 said that school principals who provide constructive feedback and facilitate collaboration between teachers are crucial in creating an educational environment that supports innovation and continuous improvement. By providing constructive feedback, principals help teachers improve their performance without feeling threatened or unappreciated. Additionally, teacher collaboration facilitated by the principal allows for the exchange of ideas and best practices, creating a dynamic and supportive learning environment. When teachers feel supported and appreciated by their principals and colleagues, they tend to be more motivated to improve their professional competence. Feeling valued and having strong support from the principal gives teachers the confidence and motivation to take risks, experiment with new methods, and continually look for ways to improve their teaching. Thus, the principal's role in providing constructive feedback and facilitating collaboration between teachers has a major impact on creating a culture of innovation and continuous improvement in schools.

"School principals who support teachers with positive feedback and moderate collaboration between teachers make the school a place where new ideas are constantly produced. With support like this, teachers feel appreciated and motivated to improve their abilities. Collaboration between Teachers also makes the learning environment more lively and comfortable. Suppose teachers feel supported and appreciated by the principal and their friends. In that case, they will

be more confident in experimenting, taking risks, and continuing to look for ways to hone their teaching skills; providing positive feedback and moderate collaboration between teachers has a big impact on the culture of innovation and continuous improvement in schools."

Teacher professional development management significantly differs from organizational management in the educational context. The main difference lies in the focus and management targets. Teacher professional development management emphasizes specific efforts to improve the quality of teaching and learning in the classroom. This involves identifying individual teacher needs, planning relevant training programs, and monitoring and evaluating the impact of such programs on teacher performance and student learning outcomes. Furthermore, this management includes aspects of ongoing coaching and support for teachers to implement new practices successfully in daily teaching activities.

On the other hand, organizational management has a broader scope and involves managing the organization's human, financial, operational, and strategic resources. It includes managing policies, procedures, and organizational structures to achieve overall organizational goals. Even though both have the same goal, namely improving organizational performance, teacher professional development management focuses more on improving the quality of teaching and learning at the individual level. In contrast, organizational management emphasizes managing the strategic and operational aspects of the organization as a whole.

To overcome the problem of teacher professionalism, collaborative policies that involve teachers, school principals, and students are needed. Teachers should actively engage in professional development programs, participate in relevant training, workshops, and seminars, and collaborate with their colleagues to share best practices and develop innovative teaching methods. Principals need to adopt supportive and visionary leadership by providing adequate resources, including time and facilities, as well as providing constructive feedback and recognition of teacher achievements. In addition, school principals must facilitate an environment that supports teacher collaboration and creates a school culture oriented towards continuous learning and improvement. Students are also essential in providing input to help teachers understand their needs and expectations and participate actively in the learning process. They can provide feedback to teachers regarding effective and less effective teaching methods so that teachers can adjust their strategies to improve student learning outcomes. With policies prioritizing collaboration and support from all relevant parties, teacher professionalism can be improved, ultimately improving the overall quality of education in elementary schools.

This research in primary schools makes an essential contribution to improving the quality of education. Through an in-depth analysis of the factors that influence the effectiveness of professional development programs, this research offers valuable insights for school management and policymakers. This research identifies teachers' specific needs, such as support from school leadership, availability of resources, and relevant training methods, to design programs that are more effective and appropriate to the elementary school context. In addition, this research highlights the importance of the principal's role as an instructional leader who can provide inspiration and support to teachers and create an environment that supports collaboration and innovation. The findings from this research can be used to develop better implementation strategies, increase teacher motivation and performance, and ensure that professional development occurs sustainably. Thus, this research not only contributes to improving individual teacher competence but also positively impacts the quality of teaching and student learning outcomes in elementary schools, which ultimately brings great benefits to the educational community and society at large.

While this study was conducted in one school and relied on interviews with two subject teachers, one deputy principal, and one principal, it has several limitations. First, this limited sample does not provide a comprehensive picture of conditions that may vary widely across schools. Relying solely on the perspectives of four respondents could lead to less representative and potentially biased conclusions. Second, the specific environment of one school may not reflect the challenges and needs faced by other elementary schools, making research results difficult to generalize. For future research, it is recommended to involve a larger and more diverse sample, including teachers from different subjects and levels of experience and more schools with varying demographic and geographic characteristics. In addition, more comprehensive data collection methods, such as quantitative surveys and classroom observations, can be used to obtain more prosperous and in-depth data. This approach will make the research results more accurate and applicable for developing teacher professional management strategies in various elementary school contexts.

Conclusion

Teachers' perceptions of professional development programs in elementary schools vary based on their experiences, needs, and expectations. Several teachers welcomed this program with enthusiasm as an opportunity to improve their skills and quality of teaching. However, some feel stressed or have difficulty adapting due to the additional workload. Factors such as school leadership support, availability of resources, and participation levels also influence these perceptions.

School management needs to understand the various perceptions of teachers to provide the proper support to make this program useful

Professional development programs can improve teacher performance and motivation. Well-designed programs enable teachers to gain new knowledge and skills that can be applied directly in the classroom, improving competencies and learning methods. This benefits both teachers and students. Ongoing support such as training, mentoring, and recognition of achievements strengthens teachers' motivation to continue developing. Principals' visionary and inclusive leadership is vital in encouraging teachers to engage in professional development activities, providing resources, and facilitating collaboration and innovation. This supports improving teacher competency and the quality of education in elementary schools.

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