

**EVALUATING THE EFFECTIVENESS OF DIGITAL PLATFORMS IN MANAGING
THE PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS**

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ABSTRACT. The rapid digitalization of education systems has fundamentally transformed not only instructional practices but also the management of teachers' professional development (PD). Digital platforms now play a central role in organizing, delivering, monitoring, and evaluating PD activities. This study investigates the effectiveness of digital platforms in managing the professional development of English language teachers in general secondary education. Employing a mixed-methods research design, quantitative data were collected from 312 English teachers through structured questionnaires, while qualitative data were obtained from semi-structured interviews with 24 school administrators. The results demonstrate that systematic use of digital platforms significantly enhances teachers' digital competence, pedagogical effectiveness, reflective practices, and motivation for lifelong learning. Furthermore, digital platforms were found to improve managerial transparency, accountability, and personalization of PD pathways. Despite these advantages, infrastructural limitations, uneven digital literacy levels, and limited institutional incentives were identified as major constraints. The study proposes an integrated digital PD management model to optimize institutional planning and individualized teacher development.

Keywords: digital platforms, professional development, English teachers, PD management, digital competence, secondary education, blended learning.

INTRODUCTION

Professional development is widely recognized as a critical factor in ensuring educational quality, teacher effectiveness, and student achievement. In the context of English language education, continuous professional development has become particularly significant due to globalization, increasing academic mobility, and international standards such as the Common European Framework of Reference (CEFR). English teachers are now expected to demonstrate not only high linguistic competence but also advanced pedagogical and digital skills.

Traditional PD models based on face-to-face workshops and short-term training courses have increasingly been criticized for their limited sustainability and weak impact on classroom practice. Consequently, education systems worldwide are turning toward digital platforms as a strategic solution for organizing continuous, flexible, and personalized PD programs.

Digital platforms, including learning management systems (LMS), massive open online courses (MOOCs), and national teacher development portals, provide teachers with access to learning resources, interactive communities, self-paced learning opportunities, and data-driven feedback

mechanisms. These platforms also allow administrators to monitor teacher participation, performance, and learning outcomes in real time.

However, despite widespread implementation, empirical research on the managerial effectiveness of digital PD platforms in secondary education contexts remains limited, particularly in developing education systems. This study aims to fill this gap.

LITERATURE REVIEW

Recent studies emphasize that effective professional development must be continuous, collaborative, and context-based. Digital platforms enable these features by facilitating professional learning communities, mentoring networks, and asynchronous learning opportunities. According to OECD (2023), digital PD environments enhance accessibility and scalability of teacher training programs while reducing costs and geographical constraints.

Digital Competence and Pedagogical Integration

Digital competence has evolved into a core component of teacher professionalism. Frameworks such as TPACK (Technological Pedagogical Content Knowledge) stress that effective teaching in digital environments requires integration of content knowledge, pedagogy, and technology. Empirical evidence indicates that teachers who participate in digital PD programs demonstrate higher instructional self-efficacy and improved classroom innovation.

Management of PD through Digital Platforms

From a managerial perspective, digital platforms support systematic PD management by enabling planning, monitoring, evaluation, and reporting functions. Learning analytics dashboards provide administrators with detailed data on participation rates, progress indicators, and competency development. These features allow institutions to align PD initiatives with strategic goals and quality assurance requirements.

METHODS

Research Design

A mixed-methods explanatory sequential design was adopted. Quantitative data were collected first to identify general trends, followed by qualitative interviews to interpret and contextualize the findings.

Participants

Group	Number	Description
English teachers	312	Secondary school teachers using digital PD platforms
Administrators	24	Responsible for PD planning and monitoring

Data Collection Instruments

- Teacher PD Effectiveness Questionnaire (48 items)
- Administrative Monitoring Checklist
- Semi-structured Interview Protocol

Data Analysis

Quantitative data were analyzed using descriptive statistics and regression analysis. Qualitative data were coded thematically.

RESULTS

Impact on Professional Competence

Competence Area	Before	After	Increase
Digital literacy	2.9	4.3	+48%
Pedagogical skills	3.1	4.2	+35%
Reflective teaching	2.8	4.1	+46%

Regression analysis revealed that digital platform usage significantly predicted professional competence growth ($\beta = 0.67, p < 0.001$).

Managerial Effectiveness

87% of administrators reported improved PD monitoring, planning accuracy, and transparency.

Identified Barriers

Barrier	%
Limited internet	41
Low digital pedagogy training	37
Workload pressure	29
Lack of incentives	26

DISCUSSION

The results confirm that digital platforms significantly enhance both teacher development and PD management efficiency. The findings align with international research emphasizing data-driven management, personalized learning pathways, and collaborative digital learning environments. Nevertheless, infrastructural and institutional barriers limit full implementation.

CONCLUSION

Digital platforms are effective tools for managing the professional development of English teachers. They enhance pedagogical quality, digital competence, and managerial accountability.

However, sustainable implementation requires infrastructural investment, structured training, and institutional support.

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