

Teachers' Perceptions Towards Professional Development Training Courses: Exploring the Effects on Teachers' Performance in the Saudi Context

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Abstract—One of the most important requirements in the field of English language education is the long-term sustainability of teacher professional development (ELT). As a result, investigating the potential impacts of PD on ELT teachers is an important area of study in this subject. By examining the effects of professional development on ELT instructors' performance, this study adds to the current corpus of research on professional development training courses. The research sheds light on the efficacy of teacher professional development in Saudi Arabia. This was accomplished by looking into teachers' perspectives of professional development techniques and challenges. An online survey was updated and administered with a sample of 115 male and female English as a foreign language (EFL) teachers for the objectives of this study. SPSS® was used to do statistical analysis on the survey's primary data. The comments of the teachers were described using descriptive statistics. Professional development has a great impact and effect on EFL Saudi instructors' performance, as well as a considerable beneficial impact on teachers' beliefs, practices, and students' learning, according to the findings of this study in response to the research question. The study offers pedagogical implications for EFL teachers in terms of professional development practices and skills that can help them enhance their teaching.

Index Terms—ELT, EFL, teacher professional development, Saudi Arabia

I. INTRODUCTION

The field of English Language Teaching (ELT) is reliant on swift changes and current educational trends. Professional development can help English as a Foreign Language (EFL) teachers maintain their viability by providing constant individual and continuous improvements that are necessary to adequately handle the heightened assumptions for enhancing students' learning outcomes (Elmore, 2002; Fullan, 2007). Instructors' Professional Development (PD) concepts emphasize that teachers are people with immense potential and long-term development. It encourages instructors to become learners, analysts, and collaborators, as well as encouraging them to think more critically about their performance rehearsals, raise professional standards, demonstrate practical expert excellence, and acknowledge professional ideals (Jiang, 2017).

Professional development may help teachers improve their abilities. Professional development, according to Knapp (2003), is a critical component in improving teaching. As a result, teachers must maintain consistent classroom practices in order to maintain their experience, knowledge, and talents. The hierarchical character of instructive foci, along with evolving instructional approaches, necessitates a variety of expert advancement procedures to effectively handle demands, react to coming patterns in teaching and learning, and encourage improvements. As a result, there is a constant need to study, analyze, discuss, and ponder teachers' perspectives of professional development, as well as the educational needs of their student populations and the learning options available to them, when managing teachers' professional development.

The researcher is primarily interested in EFL teachers' impressions of professional development training courses for this study. It also aims to improve EFL teachers' attitudes and views about professional development training. The current study seeks to address the following issue by focusing on the value of professional development training courses in ELT and instructors' impressions of them:

How professional development training courses effect teachers' performance?

II. LITERATURE REVIEW

A. Professional Development Awareness

Professional development can be thought of as a process that helps a professional fill in any knowledge or skill gaps that may exist. In this context, professional development is viewed as a technique that addresses a shortcoming in a teacher's level of performance. Professional development, according to Bolam (2002), is defined as the ongoing advancement of one's knowledge and talents during one's educational career. Furthermore, the Teaching and Learning International Survey (TALIS) uses a broad definition of teacher improvement: "Professional development is defined as activities that build an individual's abilities, knowledge, competence, and other teacher characteristics" (p. 49). This concept recognizes that PD can be offered from a variety of perspectives, ranging from formal to informal. It can be made available through collaboration between schools and instructors, as well as external expertise in the form of courses, seminars, or formal qualification programs. Professional development can also be provided via collaborative planning and teaching, as well as the exchange of best practices (OECD, TALIS, 2009).

Professional development is a process in which a teacher's professional identity is formed and particular knowledge is clarified; it is the result of an interaction of individual and expert strengthening within one's aptitude domain (Kuijpers et al., 2010; Berliner, 2001). Teachers should improve during their professional development, according to Bolam's approach, for a variety of reasons, including the introduction of innovations and developments in their domains of expertise over time, as well as the fundamental idea of the teaching profession, which empowers but also requires improvement, due to the dynamic and constantly changing workplace (Darling-Hammond, 2005). Teachers' professional development (PD) is defined by Darling Hammond and McLaughlin (1995) as "increasing teachers' awareness of the teaching and learning cycles and enhancing their understanding of the students they educate." (p. 18). Teacher preparation must be followed by ongoing professional development throughout a teacher's career. Showing practice and backing exercises are part of PD, which is a constant learning process (Bolam, 2002). Professional development is about promoting information, skills, and values while balancing school demands, individual requirements, and national needs (Fraser et al., 2007). The fact that there are so many definitions for professional development suggests that there is some conceptual uncertainty surrounding it, resulting in conflicting – and even contradictory – interpretations (Fraser et al., 2007).

Several state and national publications, as well as research papers on school restructuring programs, highlight the importance of professional development in driving school improvement. The report *Prisoners of Time* by the National Education Commission on Time and Learning (NECTL) from 1994 reveals that the volume and complexity of what instructors are expected to know and do has grown. Fundamental changes, according to a National Governors' Association report (Corcoran, 1995), place numerous demands on educators, including improving subject-matter knowledge and academic abilities, understanding social and mental variables that influence student learning, and anticipating more prominent, and occasionally new, obligations regarding educational program, appraisal, effort, administration, and interagency cooperation. Bull et al. (1994) write in an Indiana Department of Education assessment that meeting these needs may be especially difficult for America's aging teaching force, which is reaching its midway of 14.5 years on the job. In general, these educators received their training at a time when teaching did not necessitate a substantial number of the skills that are required to function effectively in reconstructed schools. The redefining of educator work has resulted in a rethinking of professional development and an increase in respect for its role in many circles, particularly when large-scale fundamental transformation initiatives are launched (Kentucky Education Association, 1993).

Teachers were asked about their professional development activities in the Teaching and Learning International Survey (TALIS). In order to extract the sorts of professional development, TALIS created a survey for teachers and delivered it to them. Teachers were first asked whether they had engaged in any of the following activities in the 18 months leading up to the survey:

- **courses/workshops** (e.g. on subject matter or methods and/or other education-related topics);
- **education conferences or seminars** (at which teachers and/or researchers present their research results and discuss education problems);
- **qualification programme** (e.g. a degree programme);
- **observation visits to other schools.**
- **participation in a network of teachers** formed specifically for the professional development of teachers.
- **individual or collaborative research** on a topic of professional interest; and
- **mentoring and/or peer observation and coaching**, as part of a formal school arrangement
- **reading professional literature** (e.g. journals, evidence-based papers, thesis papers); and
- **engaging in informal dialogue with peers** on how to improve teaching.

B. Importance of Professional Development

Aside from the individual satisfaction or financial gain that teachers may obtain as a result of participating in professional development opportunities, the process of professional development has a significant positive impact on teachers' beliefs and practices, and students' learning. Successful professional development experiences have a noticeable impact on teachers' work, both in and out of the classroom. "The importance of teacher professional development as a strategy to improve schools, increase teaching quality, and improve students' academic accomplishments has been extensively researched" (Day, 1999; Verloop, 2003, p. 653). Teachers' capacity to obtain and

fundamentally build up the knowledge, abilities, and emotional intelligence necessary for good professional thinking, planning, and practice with their students and colleagues is thought to be influenced by professional development programs (Borko, 2004; Buczynski & Hansen, 2010; Day, 1999; Gabriel et al., 2011; Poskitt, 2005). Examining professional development initiatives and teachers' opinions of PD is, by all accounts, a crucial subject because of English's status as a global language. Giving effective PD programs relies on instilling bits of knowledge in the minds of ELT teachers.

Day (1999) stated that "PD is significant for teachers in achieving practical training." (p. 24). Also, Knapp (2003) concurs that professional development is an essential associate with improving teaching. Likewise, teachers need ordinary occasions to refresh expert information and capacities. In like manner, investigating teachers' perspectives are important because their beliefs influence their teaching actions, accordingly, which has an impact on student learning and, as a result, educational repercussions. Teachers' professional development might be, or may not be, obligatory. Some PD might be considered necessary in light of the fact that the abilities and knowledge the professional development activities intend to upgrade are viewed as significant for teachers' quality. Now and again interest in such activities may even be needed for teacher certificate. It tends to be likewise significant for teachers to practice their own professional judgment by distinguishing and participating being developed exercises which they feel are generally useful to them. A serious level of obligatory professional development might be characteristic of a more overseen professional development system with less tact for teachers to pick the development they believe they need. In another point, Because of the complicated progressive character of informative centers, along with evolving instructional strategies, numerous master headway methodologies are required to effectively meet wants, adapt to rising examples in teaching and learning, and enable improvements. There is, henceforth, a consistent need, in dealing with teachers' professional development, to consider, dissect, talk about and contemplate educators' impression of PD, the instructive necessities of their student populations, and learning openings that are available to them.

The sustainability of expert improvement for instructors has gotten one of the essential necessities in the field of teaching. Obviously, an examination of feasible effects is basic also (Loucks-Horsley et al., 1996). Hargreaves and Fink (2003) expressed: "Sustainable improvement requires interest in building long haul limit with respect to progress, for example, the development of teachers' abilities, which will remain with them perpetually, long after the undertaking cash has gone" (p. 3). Our usage of the term sustainability in proficient advancement for English teachers insinuates the capacity to achieve strength in effective teaching practice. Our fundamental considered acceptability is according to the perspective of achieving shifts in knowledge, capacities, and viewpoints that add to suffering change in quality teaching and learning practices.

There is a study titled by the use of training days and finding time for teachers' professional development. The Bubb and Earley' (2013) study started by providing details on professional growth and training days. In England, for example, school employees are trained for five days. This research endeavor included a survey of over 600 schools in England. The survey was completed by school leaders, teachers, and support personnel from primary, secondary, and special schools across England. A mixed methods approach was used in this study, which included case studies and a survey. It used SPSS to examine numerical data. Bubb and Earley (2013) reported "finding time for staff development was a universal problem and schools were not always making best use of what there was available." (p. 240). The majority of the training days were used for professional growth, according to their findings. Because of the cost and disturbance to kids' learning, some school administrators refuse to allow teachers to attend professional development sessions. Bubb and Earley (2013) study demonstrated the training days and professional development and problems facing teachers in the field of education in England.

Avidov-Ungar' study showed in which way teachers receive their professional development. It provides different categories for which assist principals and decision-makers in analyzing teachers' individual professional development paths. As a result, professional aspirations of individuals could be used to build professional programs and courses that meet the demands of teachers. This research focuses on teachers' views on their own professional development. The researcher gave a description of how to implement educational reforms should include all stakeholders in the process. The data of the study were analyzed based on Kvale's approach (1996). Throughout the interviews, two participants mentioned the study's findings: a) Motivations for professional development, and b) Teachers' Aspirations for Professional Development. Avidov-Ungar (2016) said that in nowadays teachers' professional development is designed for schools' needs and not for individuals' needs. As highlighted in the literature review of Avidov-Ungar (2016) study, teachers' professional development perspectives and aspirations can be described using a variety of methods. I think one of the weaknesses of this study is the sample population number. If I would use this study again, I could take more participants to take part at the research. This study presents the teachers' perceptions of their professional development, which is the same as my research study.

Aljassar and Altammar' (2020) study was conducted at Kuwait in 2020. It tried to identify the existing initiatives for teachers, professional development. Also, it was founded that teachers need further enhancement to professional development. The research instrument of in-depth interviews revealed critical need for more professional development in Kuwait. There were severe flaws in teachers' professional development activities, such as a restricted number of training courses, training program curriculum content, a lack of methodologies, and a shortage of existing training programs, for example. The study by Aljassar and Altammar (2020) provided some practical recommendations that

education professionals in the Gulf Region may use. Aljassar and Altammar (2020) gave several global instances of professional progress. They give light on how to create training programs that effectively target the professional needs of teachers. This study also explored the obstacles and challenges that instructors face in the realm of education. They also offer some suggestions based on the findings of other researchers. From their perspective, the supervisor plays a critical role in training programs and is a significant contributor. A supervisor's tasks, according to Johns (2001), who studied 174 primary school supervisors in Virginia, include evaluating instructors through classroom visits, devising particular training programs to remedy teachers' weaknesses, and directing education and curriculum development.

C. Teacher Motivation Professional Development

All teachers refer to their craving to learn and to reliably keep growing expertly. Teaching is a calling; it is a dynamic and always showing signs of change. A teacher who stops and doesn't identify with the changing idea of this work will fail and I can even detrimentally affect the students. Proficient improvement is a fundamental piece of being a teacher. Teachers contrast in the manner they express their inspiration for growing expertly. Some teachers place a greater emphasis on intrinsic motivations for professional development, such as a sense of fulfillment and enjoyment of the challenge of teaching, while others place a greater emphasis on extrinsic motivations, such as meeting others' expectations and wanting their work to be appreciated by those around them. As a result, teachers differentiate themselves based on the type of professional development inspiration they receive, whether it is internal or external. Intrinsic and extrinsic motivations are very important key-constructs which can be used to investigate teachers' task specific motivation (i.e., participation in training, teaching innovation).

(a). Teacher Intrinsic Motivation Professional Development

Teachers' intrinsic motives for professional development are linked to their inner world, according to them. Teachers describe this as a sense of mission tied to their profession, a mission that enabled them to satisfy a fundamental and individual need while also providing a sense of employment satisfaction. They also found their calling fascinating and loved the challenges it presents. Teachers' inherent inspiration is attributed to their desire to develop their skills and view this to be part of their moral duty as educators, a responsibility they have taken on for themselves and the profession. Obviously, the mentalities of teachers whose want to grow expertly are identified with their personal values, beliefs and even ideologies.

(b). Teacher Extrinsic Motivation Professional Development

Extrinsic motivation for professional development, which is defined by environmental or external professional expectations, such as participating in a popular advanced training course, pursuing an academic degree, or acquiring knowledge in a different formal framework; receiving recognition from others in their surrounding environment; and succeeding on the job, defines teachers' desire to progress. In this sense, the locus of control is external, and proficient improvement has been described as externally motivated. The desire for positive recognition, the desire to follow in the footsteps of a specific exemplary figure, and the desire to advance in the future were all seen extraneous reasons. The teachers' ideas are related to a strategy that says that the authoritative climate's desire in expanding professional viability in exhibiting powers instructors to obtain new information and abilities in order to meet the high standards set by society in the twenty-first century (Avalos, 2010).

D. Limited Number of Training Courses

The government's education budget already includes a significant amount for teacher training programs in the United States (Al-Dhubyani, 2014). The government of Singapore, too, spends a large amount of money on instructor training programs (Al-Dakheel, 2015). Furthermore, every instructor in Malaysia is expected to repeat their preparation at regular intervals (Al-Ahmed, 2005). Before they can teach effectively in Singapore, teachers must not only finish at least one teaching preparation project and pass a competency test, but they must also spend an average of 100 hours preparing for each phase of their educational journey (Al-Ateeq, 2015). An instructor's obligations in Finland are limited to four teaching hours each day, with an additional two hours set aside for professional development (Salberg, 2016). In addition, instructors in Finland are required to complete a large number of training programs each year. Furthermore, Nishino and Watanabe (2008) describe how Japan's trademark for in-service educator training programs is continuous improvement and education. In Japan, instructors must complete a mandated 20-day training program prior to entering the industry, which begins immediately after graduation.

Al-Zahrani (2013) investigates how Malaysia has been able to successfully organize on-site, in-school teacher training programs. Al-Dhubyani (2014) also talks about how in-school training and school field training for Diploma/Masters degree graduates in Australia has helped some schools become legendary educational institutions. Bakkenes et al. (2010) also discuss the need of having a welcoming and respectful learning environment. Singapore's Ministry of Education saw this need early on and made sure that every teacher's humanitarian, professional, and financial needs were met (Al-Dakheel, 2015). Teachers' comfort levels must be evaluated because they are linked to learning activities and outcomes, despite the fact that only a tiny proportion of instructors expressed such overall discontent.

According to Aljassar and Altammar (2020), despite the fact that 89 percent of supervisors acknowledge that there

are gaps in the number of training programs available, only 39 percent of supervisors interviewed supported the need to provide instructors with training programs for their professional development.

E. Training Program Curriculum Content

The content is developed and presented by unqualified trainers, according to in-service instructors. Both Singapore and Japan have narrowed in on the types of trainers they want by conducting a thorough screening process that includes college staff with expertise (Nishino & Watanabe, 2008). "A majority of the supervisors and teachers interviewed remarked that the Ministry of Education's training programs rarely achieve critical learning and development criteria," according to Al-Jassar and Al-Tammar (2020, p. 377). This suggests that training program infrastructure is lacking. According to Al-Qasim (2013), Malaysian training programs have resulted in a great deal of success in expertly upskilling instructors since they cover a wide range of educating specializations. Australian training programs are customized to schools, permitting educators to quickly apply what is realized through classroom methods, field analyzes, and applied research (Al-Dhubyani, 2014).

Despite the fact that in-service teachers are required to attend workshops and training programs, a few instructors attempted to comprehend the significance of their participation. A variety of training programs are available in the United States, and instructors are free to select the curriculum that best meets their educational goals (Freeman et al., 2014). As Mohammad (2008) states, analyzing the substance and creating an obvious training and development goal could deescalate the issue of low teaching performance. In a study of teacher training programs in Sudan, Hussein and Al-Hassan (2017) underline the importance of adjusting the content of training projects to balance academic and practical knowledge. Theorists who conducted similar investigations in various settings share some of these reactions. In-service training courses are often based on textbook knowledge rather than the day-to-day issues that instructors experience in the classroom, according to Bayar and Köstereliolu (2014). The majority of program delivery is lecture-based, according to Ylmaz and Esen (2015), which excludes components of teachers' active engagement. Late alumni and underperforming teachers, who require the most training and supervision, are particularly concerned about the limitations of the instructor preparation programs now offered in Saudi Arabia. In Australia, this problem is addressed by making relational advancement a requirement of instructor training (Aspland, 2006).

III. METHODOLOGY

A. Data Collection

The researcher began collecting data after gaining authorisation from King Abdulaziz University to conduct this study. The university also requested permission for data gathering from the Directorate of Education in Taif as part of the ethical application. For this study, an online questionnaire was created to collect teachers' perspectives on their professional growth. The participants were received a plain language statement from the researcher explaining why they were participating in the study. After that, each respondent was sent a link to a questionnaire where they may answer the questions.

Instrument

The questionnaire's adaptability as a data collection method has been described by several authors (Gillham, 2000; Oppenheim, 1992; Punch, 2003; Robson, 1993). Punch (2014) noted that the questionnaire enables researchers to quickly ask brief questions and standardize questions to address the same problems with the entire population after discovering that it is possible to collect significant volumes of information on a wide variety of subjects. Robson (1993) went on to say that self-completion at a time that is convenient for the particular respondent is also beneficial.

All face-to-face research is affected by the COVID-19 pandemic, as they could not be conducted in person due to social distancing-related rules and guidance that took effect during the outbreak. It is important to find and test available COVID safety methods for participants and researchers because of the need to continue such research during this critical period.

The tool was a questionnaire that investigated the teachers' perceptions. The questionnaire was designed by using Google Forms and it has 14 questions. I used 5 points Likert Scale items, from Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA) and neutral. Additionally, the survey collected basic demographic data to allow for the identification of trends or gaps among the participants. The survey contained items for the demographic variables of gender, age, qualification and years of teaching experience. There are five answer possibilities for each statement under questions, each representing a different degree of agreement, and the teacher can only choose one for each statement. The study provided quantifiable data on how Taif instructors felt about professional development programs. I may also calculate comparisons, such as the number of Strongly Disagree (SD) against Strongly Agree (SA) responses.

B. Data Analysis

The data was examined with the help of the statistical program SPSS. A total of 115 people took the time to complete the survey. There was no need to evaluate any of the responses based on gender in my study because the participants were both female and male. For both the demographic questions and the questions specifically linked to my research project, the SPSS software was used to generate frequencies, percentages, weighted averages, and standard deviations of the replies. The survey questions about professional growth received replies on a five-point Likert scale: strongly

disagree, strongly agree, neutral, and neutral. The internal consistency of this instrument was determined using Cronbach's alpha model. The researcher also used the frequency to look at the number of responses. Moreover, a set of demographic questions was included, such as gender, age, qualification and teaching experience years.

C. Target Population

The situation in this study focused on the current perceptions of Saudi male and female teachers in Taif, Saudi Arabia towards the professional development and its effects on their performance. Participants' selection was done through the Department of Education in Taif, Saudi Arabia. The suitable participants in my research were English language teachers in Taif Education. A randomly sample was used to take part in the questionnaire. The researcher passed the questionnaire along for both teachers and supervisors who were willing to participate. However, I faced many difficulties and challenges with participants to take part in during data collection process, because they were not willing to participate or did not have time to do so. The target population included in this study were male and female teachers at Taif Education Department.

D. Ethical Considerations

The research design, participant selection and engagement, and data collection and analysis have all been covered in this section. Important ethical considerations were made throughout the research process to ensure that the researcher behaved and interacted with the participants in a manner that was indicative of solid ethical conduct in the research field. "Focus on developing safeguards that will protect the rights of participants, including informed consent, safeguarding participants from harm, and preserving anonymity," according to the study's ethical concerns (Bloomberg & Volpe, 2008, p. 68). Prior to data gathering processes, authorisation from King Abdulaziz University and Taif Education were obtained. The study's key ethical issues were to respect participants' rights through informed consent, to protect participants from harm, and to maintain confidentiality.

E. Limitations of the Research and Methods

This study was conducted in Taif Education for English language teachers only. It can be used for teachers in all Saudi Cities. Teachers' experiences may not be generalizable, they may provide insight into how participants at the Taif Education approach professional development and teaching practices. Finally, the findings may be useful in other situations by providing information regarding teachers' perceptions of professional development programs and how those programs alter instructors' performance practices.

IV. RESULTS

A. Cronbach's Alpha Model

The researcher applied the study tool to a sample of 40 teachers, and to ensure the reliability and stability of the questionnaire, a statistic scale was used Cronbach's alpha for all the statements and items of the questionnaire, where the results showed that the total reliability amounted to 0.88, meaning that the tool with all its items is characterized by statistical stability and its validity for the purposes of the study.

TABLE 1
ALPHA CRONBACH RESULT

Reliability Scale: ALL VARIABLES			
Case Processing Summary			
Cases	Valid	40	100.0
	Excluded ^a	0	0.0
	Total	40	100.0
Reliability Statistics			
Cronbach's Alpha	N of Items		
0.885	15		
Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
53.95	116.254	10.782	15

B. Demographic Data

Generally, the results illustrated in Table 2, Table 3, Table 4 and Table 5 showed the frequency and percentage of respondents for questionnaire. The tables presented the demographic information about the participants.

Table 2. , Table 3, Table 4, Table 5. Demographic characteristics of the participants (n = 115).

As it can be seen from the below tables, there are four variables (gender, age, years of teaching experience and qualification).

Gender. In terms of participants' gender, 71 out of 115 participants (71. 62 %) were male, while only 44 out of 115 (44. 38 %) were female.

TABLE 2
PARTICIPANTS' GENDER

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	71	61.7	61.7	61.7
	Female	44	38.3	38.3	100.0
	Total	115	100.0	100.0	

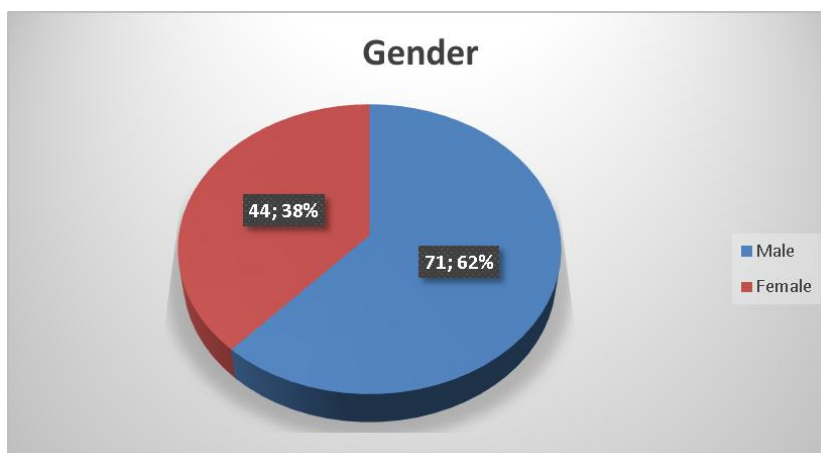


Figure 1. Pie Chart of Male and Female Responses Based on Gender

Age. The largest number of participants were between the ages of 31 and 40, which included 66 participants (57.4%). The next highest age range was 21 to 30 years, with 29 participants (25.2%). sixteen participants (13.9%) were 41 to 50 years old. Finally, the lowest age range among the sample was the 51-60 year-old-range, with only 4 participants (3.5 % of the sample).

TABLE 3
PARTICIPANTS' AGE

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	29	25.2	25.2	25.2
	31-40	66	57.4	57.4	82.6
	41-50	16	13.9	13.9	96.5
	51-60	4	3.5	3.5	100.0
	Total	115	100.0	100.0	

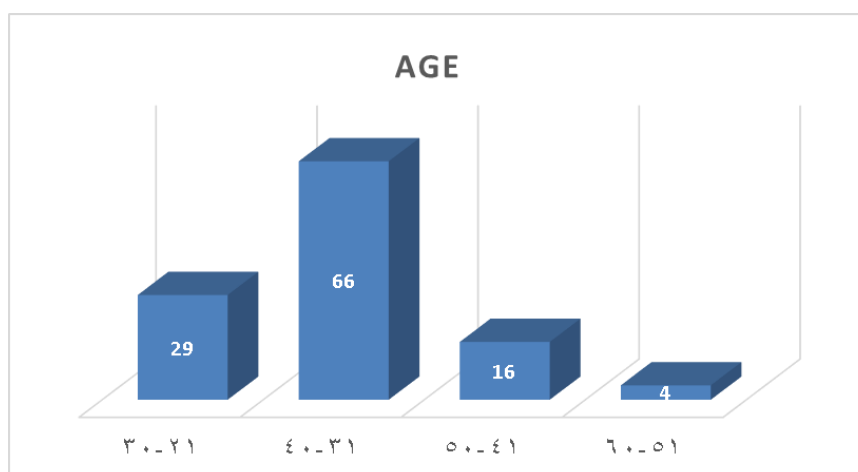


Figure 2. Bar Graph Participants' Age Ranged From 20-60 Years

Years of teaching Experience. Among the teachers in this study, most (60.9 %, N = 70) responded having more than 10 years of total teaching experience. In contrast, only 11 of the teachers (11.3 %) had less than 5 years of total teaching experience. Finally, 32 out of the teachers (27.8 %) ranged from 5 to 10 years of total teaching experience. That means that the sample in this study skewed towards older teachers with more years of total teaching experience.

TABLE 4
PARTICIPANTS' YEARS OF TEACHING EXPERIENCE

Years of teaching experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 years	13	11.3	11.3	11.3
	from 5 to 10 years	32	27.8	27.8	39.1
	more than 10 years	70	60.9	60.9	100.0
	Total	115	100.0	100.0	

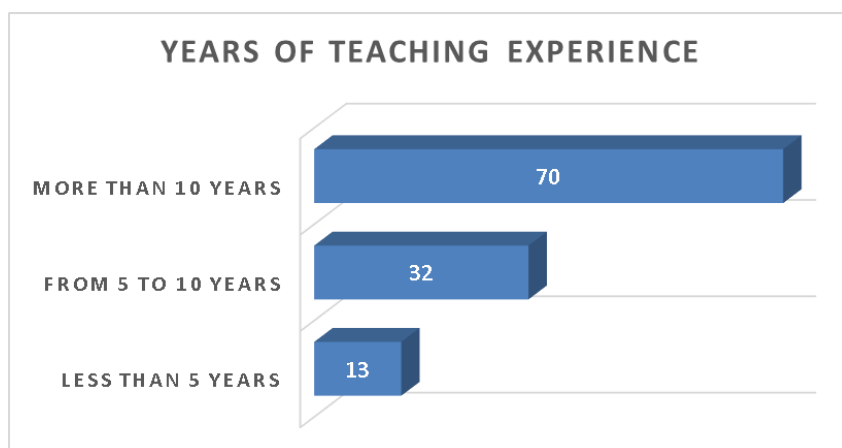


Figure 3. Line Chart the Percentage of Participants' Years of Teaching Experience

Qualification. The qualifications of the teachers also varied. The largest group of respondents, totally around 81 teachers (70 %), had bachelor's degree. In contrast, the lowest number of the participants had doctorate degree, with 9 out of 115 teachers (8 %). Eventually, at the middle of the group about 25 teachers had master's degree (22 %).

TABLE 5
PARTICIPANTS' QUALIFICATION

qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bachelor degree	81	70.4	70.4	70.4
	master degree	25	21.7	21.7	92.2
	doctorate degree	9	7.8	7.8	100.0
	Total	115	100.0	100.0	

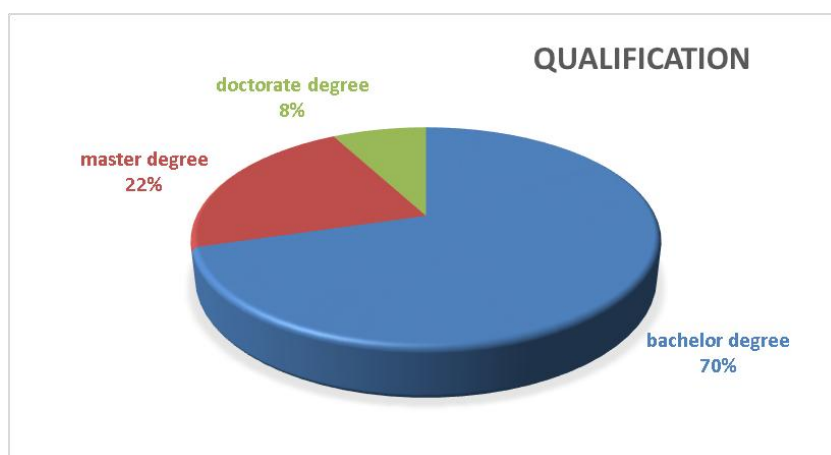


Figure 4. Pie Chart the Qualifications of the Respondents

C. Frequency Average Responses

Table 6 indicated that the statement number 1 most frequent teachers are "agree" with the highest percentage 39 % (45 out of 115), while 10 teachers are "strongly disagree" (8.7 %). Statement 2 indicated that 42 (36.5 %) of respondents are "agree", but 9 of participants are "disagree" (7.8 %). Thirty nine percent (45 out of 115) responses of statement 3 indicated that teachers were "agree", while 14 out of 115 (12.2 %) were "strongly disagree". Twenty-five percent (29 out of 115) were "agree" and 13.9 % (116 out of 115) responded "strongly disagree" to statement 4. The table showed that statement 5 has responded 37 (32 %) teachers were "agree" and 11 (9.7 %) were "strongly agree"

about the training courses. Of participants who responded, 29% agreed (n = 34) or strongly agreed (n = 22) that they were agreed that there are lack strategies for professional development whilst 15% of participants disagreed (n = 18) or strongly disagreed (n = 17) that they were disagreed that there are lack strategies for professional development. A further 20% (n = 24) chose a neutral response. For statement 7, the majority of participants (33%) agreed (n = 39) or strongly agreed (n = 23) that teachers use skills and knowledge acquired from training courses. Finally, the statements from 8-14 most of them were either "agree" or "strongly agree".

TABLE 6
FREQUENCY AND PERCENTAGE PARTICIPANTS' RESPONSES
1- Professional development has high direct effects on teachers and students' achievements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	8.7	8.7	8.7
	Disagree	19	16.5	16.5	25.2
	Neutral	21	18.3	18.3	43.5
	Agree	45	39.1	39.1	82.6
	Strongly agree	20	17.4	17.4	100.0
	Total	115	100.0	100.0	

2- Using computer and internet technologies for teaching purposes has increased dramatically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	13.9	13.9	13.9
	Disagree	9	7.8	7.8	21.7
	Neutral	18	15.7	15.7	37.4
	Agree	42	36.5	36.5	73.9
	Strongly agree	30	26.1	26.1	100.0
	Total	115	100.0	100.0	

3- Technology professional development provides teachers appropriate teaching for the 21st-century learners and increase student achievements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	12.2	12.2	12.2
	Disagree	15	13.0	13.0	25.2
	Neutral	19	16.5	16.5	41.7
	Agree	45	39.1	39.1	80.9
	Strongly agree	22	19.1	19.1	100.0
	Total	115	100.0	100.0	

4- Current teachers' training courses are limited in number

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	13.9	13.9	13.9
	Disagree	24	20.9	20.9	34.8
	Neutral	26	22.6	22.6	57.4
	Agree	29	25.2	25.2	82.6
	Strongly agree	20	17.4	17.4	100.0
	Total	115	100.0	100.0	

5- The training courses offered by the ministry of education seldom meet learning purposes and follow professional development criteria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	15.7	15.7	15.7
	Disagree	23	20.0	20.0	35.7
	Neutral	26	22.6	22.6	58.3
	Agree	37	32.2	32.2	90.4
	Strongly agree	11	9.6	9.6	100.0
	Total	115	100.0	100.0	

6- There are lack strategies for professional development in the field of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	14.8	14.8	14.8
	Disagree	18	15.7	15.7	30.4
	Neutral	24	20.9	20.9	51.3
	Agree	34	29.6	29.6	80.9
	Strongly agree	22	19.1	19.1	100.0
	Total	115	100.0	100.0	

7- Teachers use knowledge and skills they acquired from training courses with students in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	8.7	8.7	8.7
	Disagree	13	11.3	11.3	20.0
	Neutral	30	26.1	26.1	46.1
	Agree	39	33.9	33.9	80.0
	Strongly agree	23	20.0	20.0	100.0
	Total	115	100.0	100.0	

8- Teachers are aware of the importance of professional development and training courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	10.4	10.4	10.4
	Disagree	14	12.2	12.2	22.6
	Neutral	20	17.4	17.4	40.0
	Agree	42	36.5	36.5	76.5
	Strongly agree	27	23.5	23.5	100.0
	Total	115	100.0	100.0	

9- As a language teacher you should attend training courses and participate in professional development programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	7.0	7.0	7.0
	Disagree	9	7.8	7.8	14.8
	Neutral	22	19.1	19.1	33.9
	Agree	42	36.5	36.5	70.4
	Strongly agree	34	29.6	29.6	100.0
	Total	115	100.0	100.0	

10- The most obstacles that might prevent teachers from attending professional development training courses are: a- Teaching load/timetable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	9.6	9.6	9.6
	Disagree	13	11.3	11.3	20.9
	Neutral	22	19.1	19.1	40.0
	Agree	36	31.3	31.3	71.3
	Strongly agree	33	28.7	28.7	100.0
	Total	115	100.0	100.0	

b- School principals rejections

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	15.7	15.7	15.7
	Disagree	18	15.7	15.7	31.3
	Neutral	33	28.7	28.7	60.0
	Agree	29	25.2	25.2	85.2
	Strongly agree	17	14.8	14.8	100.0
	Total	115	100.0	100.0	

11- The ministry of education highly motivate teachers to attend professional development training courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	15.7	15.7	15.7
	Disagree	24	20.9	20.9	36.5
	Neutral	31	27.0	27.0	63.5
	Agree	26	22.6	22.6	86.1
	Strongly agree	16	13.9	13.9	100.0
	Total	115	100.0	100.0	

12- The content of training courses or professional development programs might be developed and delivered by unqualified trainers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	13.0	13.0	13.0
	Disagree	14	12.2	12.2	25.2
	Neutral	32	27.8	27.8	53.0
	Agree	36	31.3	31.3	84.3
	Strongly agree	18	15.7	15.7	100.0
	Total	115	100.0	100.0	

13- Professional development training courses should be designed according to teachers' needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	11.3	11.3	11.3
	Disagree	12	10.4	10.4	21.7
	Neutral	15	13.0	13.0	34.8
	Agree	35	30.4	30.4	65.2
	Strongly agree	40	34.8	34.8	100.0
	Total	115	100.0	100.0	

14- Professional development should be a compulsory requirement for teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	13.9	13.9	13.9
	Disagree	9	7.8	7.8	21.7
	Neutral	24	20.9	20.9	42.6
	Agree	39	33.9	33.9	76.5
	Strongly agree	27	23.5	23.5	100.0
	Total	115	100.0	100.0	

V. DISCUSSION

The sampled teachers and supervisors demonstrated that professional development has a considerable impact on teacher performance, according to the findings of this research study. Furthermore, professional development has a considerable favorable impact on instructors' beliefs and behaviors, as well as students' learning, according to this study. Successful professional development experiences have a significant impact on teachers' work both within and outside the classroom. This conclusion is consistent with that of (Day, 1999; Verloop, 2003). In general, the teachers in this survey stated that professional development programs they had attended had a substantial impact on their professional development and classroom practices. This study found that EFL teachers require professional development to address a variety of demands as a result of changes and new findings in the field of ELT. The data also demonstrated that the language school evaluation had a significant impact on how EFL teachers continued their own professional development. We believe that excessive evaluation hinders genuine professional development for any group of teachers. As a result, there is a clear need for new approaches to professional learning that regard teachers as change agents in their own development. In order to engage instructors in PD activities, administrators must be far less directive and rigid in their evaluation of their work, according to the findings of this study. In particular, the survey responses revealed that the teachers have improved their skill practice and classroom performance. Furthermore, a link was discovered between their professional development and their teaching practices.

The conclusions of this study backed up those of a prior investigation. According to Bubb and Earley (2013), finding time for staff development is a universal issue, and schools aren't always making the greatest use of what they have. According to the same survey, some school administrators refuse to allow instructors to attend professional development sessions due to the cost and disruption to kids' learning, which is consistent with the findings of this study. The largest hurdle to widespread adoption of the collaborative or joint practice development (JPD) model of professional development, according to Hargreaves (2012) in his think piece on Teaching Schools, is simply a lack of time for teachers to engage in it.

According to Aljassar and Altammar, despite the fact that 89 percent of supervisors acknowledge that there are gaps in the number of training programs available, only 39 percent of supervisors interviewed supported the need to provide instructors with training programs for their professional development (2020). Similarly, the Saudi Arabian Ministry of Education offers a limited number of training courses, according to the teachers in the current survey. This shows that some teachers' teaching abilities aren't up to par. Furthermore, Nishino and Watanabe (2008) describe how Japan's trademark for in-service educator training programs is continuous improvement and education. Instructors require significant professional development programs and opportunities, according to Al-Dhubyani (2014), Al-Dakheel (2015), and Salberg (2016), in order to execute good teaching.

According to the research, teachers differ in their motivation for professional development, whether intrinsic or extrinsic, and the type of development they want, whether lateral, i.e. within the realm of teaching, or vertical, i.e. with the goal of obtaining leadership positions. These two factors combine to provide four developmental patterns that help us better understand how teachers view professional development and what motivates them to pursue it. Professional development patterns also demonstrate the importance of professional development processes in the growth of a teacher's desired position, motives, and aspirations, whether they are geared toward learning more knowledge or progressing up the hierarchy.

VI. CONCLUSION

The current study's findings revealed a scarcity of research on professional teacher learning in Saudi Arabia. Testing the effectiveness of professional learning could be a good idea for future research. In addition, research is needed to

determine why Saudi Arabian supervisors and trainers appear to be less effective, as well as what skills and knowledge they require to properly conduct professional learning activities. Because school principals in Saudi Arabia are also responsible for staff supervision in addition to student achievement and school administration, a study on the role of school principals in the field of teacher professional learning in their schools might be done. Furthermore, the findings of a study on the use of alternative models of professional learning, such as coaching, mentoring, and peer observation, may provide new ways to teacher practice in Saudi Arabia that are not currently being examined.

Based on the results of this study, it is evident that PD opportunities for Saudi teachers must include teacher collaboration practices. It would be beneficial to develop a PD platform that would allow teachers to collaborate with peers in their subject and grade level, as well as with administrators, to provide ongoing support and discuss lesson plans and activities. Based on research on PD programs, it appears that professional learning communities, particularly those with an online component, can best meet teachers' needs in this regard. To provide ongoing support to teachers at all levels, teachers should be surveyed regularly to identify needs at their level. PD should then be tailored to the needs of middle school, high school and elementary school teachers.

Finally, it is recommended that the MoE find methods to more explicitly reward or recognize participation in PD through financial incentives, promotions and/or awards. These incentives show the teachers the MoE values PD and additionally motivate participation.

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