



**Perceptions of teachers in Abu Dhabi private schools
towards their professional development, its impact on
practitioners and students' performance**

**مدى إدراك معلمي المدارس الخاصة بأبوظبي لأهمية التنمية المهنية وأثرها على
أدائهم وأداء الطلبة**

by

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of the requirements for the degree of**

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Abstract

Professional development has been widely recognized for its positive effects on teachers' classroom practices. Voices from worldwide expressed a pressing need for teachers' engagement in professional development in behalf of students' performance.

This study investigated to what degree Abu Dhabi's private school teachers have clear perceptions towards their professional development, rewards and obstacles, and whether these programmes are impactful on teachers' instructional practices or student academic performance.

A final point was to test if statistically significant differences exist between teachers and supervisors on their responses to the seven dimensions of the professional development survey.

The researcher used the mixed methods to seek answers for 4 research questions. For the quantitative study, a sample comprising of 51 participants from 5 schools was targeted. For the qualitative enquiry, focus group and face to face interviews with 16 teachers and 2 supervisors were conducted. To answer the research questions, a questionnaire was designed with a 5 Likert scale to respond to the first 3 questions of the research, and as to the 4th question, a Man-Whitney comparative test was conducted. The researcher separated the questionnaires of the supervisors (8) to find out significant differences between their answers and those of the teachers' (43) on the 7 dimensions of the questionnaire. The descriptive statistical packages for social science (SPSS) were the analysis tool.

The study yielded the following conclusions: most teachers in private schools rated the professional development as of low impact on their performance or that of their students'; most teachers perceived PD accessible opportunities as focusing on traditional models and periodically held one-shot workshop; most teachers do not view their professional development as rewarding; instead most of them affirmed it put more pressure on their loaded schedule. While most teachers viewed their PD as of low value, most of their supervisors who assumed roles in teaching rated them of high value for all. As to the last question, the study showed that apart from the last two dimensions, there are no significant differences between the responses of both teachers and their supervisors who rated the impact of professional development on student and teacher performance as high while teachers' rate was low.

موجز الدراسة

حازت التنمية المهنية على اهتمام واسع النطاق لما لها من أثر بالغ على الأداء الأكاديمي للطلبة والذي ينبع من تأثيرها على ممارسات التدريس لدى المعلمين. وفي الآونة الأخيرة. ولأننا نعيش في عصر يتسم بالسرعة وديناميكية الممارسات تحتم على المشتغلين بالحقل التعليمي الانخراط في هذه البرامج لتحقيق غايات التعليم وعلى رأسها تحسين الأداء الأكاديمي للطلبة. ومن هذا المنطلق، تم تنفيذ هذه الدراسة بهدف استقصاء آراء معلمي المدارس الخاصة عن تصوراتهم لما يتلقونه من هذه البرامج وما تشتمل عليه من حوافز أو معوقات في طريق تطورهم المهني.

كما تم استقصاء آراء المعلمين عن أثر برامج التنمية المهنية في تحسين ممارسات التدريس لديهم أو تحسين مستوى الطلبة. ولتحقيق أهداف هذه الدراسة، استخدم الباحث الأسلوب المختلط كأساس لمنهجية البحث.

وبعد تحليل النتائج توصلت الدراسة لهذه الاستنتاجات:

- يُظهر معظم معلمي المدارس الخاصة فهماً واضحاً لطبيعة التنمية المهنية المتوفرة بمدارسهم.
- يمتلك معظم المعلمين رؤية واضحة لما يجب أن تكون عليه هذه البرامج على مدار جميع مراحلها من إعداد وتنفيذ وتقييم.

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DEDICATION

This thesis is tenderly dedicated

To my parents who did everything they could to see us well educated and happy. Their prayers have been the power that helped me stand on my feet and face any challenges.

To my brothers and sisters who always shower me with their warm feeling and prayers.

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Table of Contents

Chapter 1: Introduction

1.1 Research Background	4
1.2 Statement of the Problem	8
1.3 The Rationale of the Study	8
1.4 Significance and relevance of the Study	9
1.5 Purpose of the study	9
1.6 The Research Questions	9
1.7 The structure of the Study	10

Chapter 2: Literature Review

2.1 Introduction	11
2.2 Key Terms Definition	11
2.2.1 Various Concepts with almost single indication	11
2.3 The Importance of Involving into Professional Development	11
2.3.1 Professional Development and its rewards for Teachers	12
2.3.2 Professional Development and its impact on students	12
2.4 Top Notch Strategies for Teacher Professional Development	12
2.4.1 Impressive Models and Techniques of Professional Development	13
2.4.2 Small Scale Initiatives	15
2.5 Why the Status Quo is Ineffective	16
2.6 Principles for more Effective Professional Development	17
2.7 Practitioners PD Outlooks Virtues that of Theorists	18
2.7.1 Barriers & Hardships distracting teaching faculties PD pursuit	18
2.7.2 PD Important Aspects as perceived by Teachers versus Supervisors.....	18

2.7.3 Viable Prescription for Leaders: Campbell’s PD Handbook	19
2.7.4 Teachers’ Self-designed PD and Students Performance Development	20
2.7.5 Support: A factor of more resonance for Teachers	20
2.8 Reviewing Local Literature	21

Chapter 3: Methodology

3.1 What is this study about and how is it conducted?	22
3.2 Concise Explanation of Research Methods and the Rational for such Selection.....	22
3.3 The Research Design	23
3.4 The Research Questions	23
3.5 The Building Blocks of an Inquiry Process from an Experts’ Lens	23
3.6 Theoretical Framework	24
3.7 Population Participants and Sample	25
3.8 Development of the Instruments	25
3.9 Description of the Questionnaire	25
3.10 Interviews	26
3.11 The Piloting Phase	26
3.12 Validity and Reliability	27
3.13 Data Analysis	27
3.14 Delimitation and Limitation of the Study	28
3.15 Administration of the Study	28
3.16 Ethical Consideration	28
3.17 The Researcher as a Tool	29

Chapter 4: Data Analysis and Discussion

4.1 Introduction	30
4.2 Overall Analysis of Participants Background Information	30
4.3 Analysis of Teachers' Self- appraisal for the Professional Status	33
4.4 Analysis section B of the Questionnaire.....	34
4.4.1 Opportunities motivating professional development	30
4.4.2 Teachers PD Preferences.....	30
4.4.3 Analysis of Likert Scale Items	35
4.5 Results of Man-Whitney Test	55
4.6 Qualitative Results	56

Chapter 5: Discussion, Recommendations and Conclusion

5.1 Major Findings	58
5.2 Discussion	58
5.3 Scope for Further Research	59
5.4 Recommendations	60
5.5 Conclusion	61
References	63
Appendix A: Questionnaire	69
Appendix B: Interviews	75

List of Illustrations

Figure 1: Over two thirds of Abu Dhabi’s private schools need significant improvements	6
Figure 2: several private schools with “ineffective leadership and management”	7
Figure 3: Most prevailing up to date professional development models and techniques	13
Figure 4: Proposed model for teacher change	17
Figure 5: Teachers’ nationalities	30
Figure 6: Participants’ age	31
Figure 7: Participants’ work experience	31
Figure 8: Participants’ education	31
Figure 9: Participants’ type of school based on the curriculum	32
Figure 10: Participants’ teaching cycle	32
Figure 11: participants’ teaching subject	32
Figure 12: Participants’ self-evaluation	33
Figure 13: Respondents’ response to statement 1 in bar chart	35
Figure 14: Respondents’ response to statement 2 in bar chart	36
Figure 15: Respondents’ response to statement 3 in bar chart	37
Figure 16: Respondents’ response to statement 4 in bar chart	38
Figure 17: Respondents’ response to statement 5 in bar chart	39
Figure 18: Respondents’ response to statement 6 in bar chart	40
Figure 19: Respondents’ response to statement 7 in bar chart	41
Figure 20: Respondents’ response to statement 8 in bar chart	41
Figure 21: Respondents’ response to statement 9 in bar chart	42
Figure 22: Respondents’ response to statement 10 in bar chart	43
Figure 23: Respondents’ response to statement 11 in bar chart	44
Figure 24: Respondents’ response to statement 12 in bar chart	45
Figure 25: Respondents’ response to statement 13 in bar chart	45
Figure 26: Respondents’ response to statement 14 in bar chart	46
Figure 27: Respondents’ response to statement 15 in bar chart	47
Figure 28: Respondents’ response to statement 16 in bar chart	48
Figure 29: Respondents’ response to statement 17 in bar chart	49

Figure 30: Respondents' response to statement 18 in bar chart	49
Figure 31: Respondents' response to statement 19 in bar chart	50
Figure 32: Respondents' response to statement 20 in bar chart	51
Figure 33: Respondents' response to statement 21 in bar chart	52
Figure 34: Respondents' response to statement 22 in bar chart	53
Figure 35: Respondents' response to statement 23 in bar chart	54
Figure 36: Respondents' response to statement 24 in bar chart	55

List of Tables

Table 1: Participants' gender	30
Table 2: Teachers' self-awareness of professional development needs	33
Table 3: Factors motivating instructors to PD participation	34
Table 4: Preferred PD forms	34
Table 5: Results of Likert scale statement 1	35
Table 6: Results of Likert scale statement 2	36
Table 7: Results of Likert scale statement 3	36
Table 8: Results of Likert scale statement 4	37
Table 9: Results of Likert scale statement 5	38
Table 10: Results of Likert scale statement 6	39
Table 11: Results of Likert scale statement 7	40
Table 12: Results of Likert scale statement 8	41
Table 13: Results of Likert scale statement 9	42
Table 14: Results of Likert scale statement 10	42
Table 15: Results of Likert scale statement 11	43
Table 16: Results of Likert scale statement 12	44
Table 17: Results of Likert scale statement 13	45
Table 18: Results of Likert scale statement 14	46
Table 19: Results of Likert scale statement 15	46
Table 20: Results of Likert scale statement 16	47
Table 21: Results of Likert scale statement 17	48

Table 22: Results of Likert scale statement 18	49
Table 23: Results of Likert scale statement 19	50
Table 24: Results of Likert scale statement 20	50
Table 25: Results of Likert scale statement 21	51
Table 26: Results of Likert scale statement 22	52
Table 27: Results of Likert scale statement 23	53
Table 28: Results of Likert scale statement 24	54
Table 29: Questionnaire's 7 dimension on Mann-Whitney Test.....	55
Table 30: Test Statistics results	55

Chapter 1

Introduction

1.1 Research Background

Nations worldwide are currently undertaking large-scale improvements so as to better equip today's generation for the overarching goal of surviving and working in the 21st century. What Matters Most: Teaching for America's Future, a report by the National Commission on Teaching and America's Future (1996) pointed out that never has there been a previous era in history when the success of both nations and their respective citizens are tightly tied to their potentials to learn: national great expectations which are not viable without highly prepared teachers as a result of engaging in innovative professional development initiatives (NCLB, 2002).

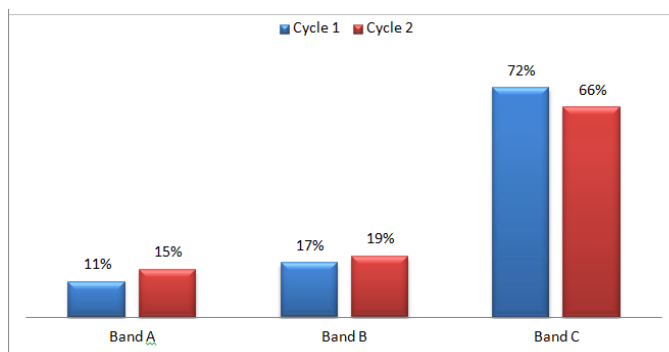
In 2006, then US secretary of Education, **Margaret M. La-Montagne Spellings**, confirmed that teaching has a role to play in schooling alongside society. She reiterated the connection between a nation's economy and its education is inseparable (Spellings, 2006 in Cochran-Smith & Lytle, 2006).

There exists, in the UAE, a pressing demand to develop highly competent citizens to independently drive the advancement of their nations and put it in the lead among the highly developed countries on the global stage (Forawi, 2015).

The Emirati society has witnessed radical unprecedented transformations in almost every single domain over the past few decades. Just like oil, the financial and social development seem to be so limited without real investments in education that will hopefully result in well prepared citizens for a more sustainable knowledge-based development. And since education is the driving-force towards the progress of any nation, leaders as well as policy makers have taken the responsibility of revolutionizing education on their shoulders reliant on research findings (ADEC, 2013).

According to data derived from the Abu Dhabi Education Council (ADEC) in its second round of school inspections between 2011 and 2013, it emerged that the majority of the private schools operating in Abu Dhabi were not performing up to standards. Also, quite a number of schools were reported as in urgent need for carrying out improvements (Olarde-Ulherr, 2014).

Figure 1 Over two thirds of Abu Dhabi's private schools need significant improvements.



(Adapted from the Abu Dhabi Education Council, 2013, p.15)

In response, a school reform agenda has been endorsed and put into effect by decision makers to improve the quality of education in the Emirate’s schools. The reform aimed at honing both school leaders and teachers’ potentials for generating a sweeping educational reform (ADEC, 2015).

In WAM (23August, 2015) then ADEC’s chairwoman, Dr. Amal Al Qubaisi, pointed out that ADEC intends to keep all teachers in the loop of every single change as well as any challenges underway since teachers are playing a key role in driving knowledge forward to students. Dr AL Qubaisi’s agenda, to update teachers with the most recent changes in the field for them to rise above any challenges in the most adept manner, is consistent with assertions by Head and Taylor (1999) that the field of education is constantly developing that means it is crucial for teachers to put up with the change so that they can teach their students how to deal with any emerging changes in learning situations. It is teachers who have the final word as to what kind of learning, in which style and even the quantity of learning their students are offered (Cochran-Smith &Lytle, 2006).

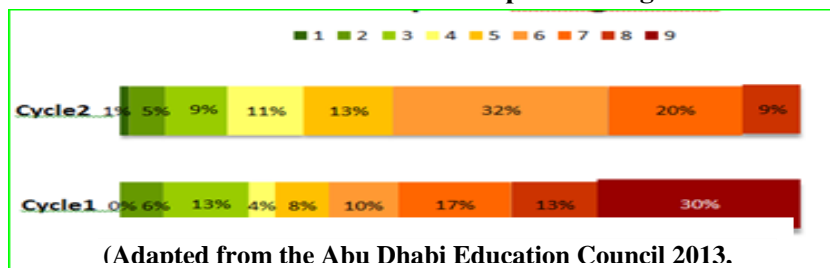
Given ADEC’s unlimited support, public school teachers are kept updated with the latest teaching pedagogies as well as knowledge pertinent to their daily teaching situations. Consequently, they hold a thorough understanding of their professional development given their awareness of its effects on their classroom practices and student performance.

Based on the researcher’s long experience in private schools, the spectacle is completely different. In terms of teachers’ professional development and support, the situation seems relatively uncertain especially in educational institutions led by under-qualified leaders lacking interest in or comprehension of its various facets in terms of effective models, right delivery and more importantly how to make PD an integral constituent of the school culture.. Experts touted the actions of school leaders as of maximum profits for improvement in behalf of the school (Hord, 1997).

In contrast with the significant support level provided to ADEC’s teachers, quite a number of their counterparts in the private sector seem to be lacking such support. Likewise, discrepancies even emerge among private school faculties depending on various factors such as the leadership awareness of and dedication to teacher professional development alongside the scale of motivation prevalent within the confinements of each private school. It has been reported by Zaman (2014) that the 2013 ADEC’s inspection report concluded that a major factor for many private schools’ unsatisfactory performance is ineffective leadership.

The report also shed the light on a worrying lived fact in several private institutions that is just one out of six private schools is operated by outstanding leadership and management. Poor quality ineffective leadership is hugely accountable for the poor rating in above 6 out of 10 private schools (ADEC, 2013).

Figure 2 several private schools with “ineffective leadership and mangement” at the helm.



1.2 Statement of the Problem

While ADEC's plans for improving the quality of teaching of its practitioners emerge ceaselessly, in this regard a significant number of private schools appear to pace quite a distance behind those of ADEC's. PD provision, when takes place, a top down approach is often adopted with no consideration to teachers' needs and/or opinions. In most cases, teachers seem indifferent to what is being introduced as it seems disconnected from their teaching needs and the overall school culture. Should professional development implementation not be backed by the school culture and teachers, it will never work out, hence, it ought to meet their needs and consider their thoughts (Al Neaimi, 2006). Teachers' attitudes towards their professional growth and development when probed to be considered upon implementation of change initiatives are key factors for any hopeful success (Guskey, 2002).

There has been little research investigating the perceptions of private school teachers towards their professional development and its impact on both their performance and the academic performance of their students. Almost all the research attempts have been carried out on public school faculties, for example, Badri et al. (2016) conducted a study to better comprehend teachers' attitudes towards their PD needs along with the barriers experienced by teachers from Abu Dhabi's schools. The enquiry targeted teachers in government institutions alongside those in private institution, however the study focused only on secondary cycle faculties ; a study by Al Taneiji (2014) interviewing seven teachers, who work in public schools in Al Ain, the UAE, about their lived experiences around the profession development programmes offered by ADEC; a dissertation presented to the American University by Al Neaimi (2006) that investigated 78 teachers of EFL along with 5 supervisors in 25 governmental school in the Emirate of Ras AL Khaimah about their attitudes toward and awareness of their received professional development and; a dissertation to the University of Bath by Alwan (2000) who investigated EFL teachers' opinions about their in-service education and training (INSET) and whether it is possible to replace the traditional training with another form, namely, teacher selected or school based training.

The researcher has found a research niche that needs to be filled; the teachers' attitudes toward their professional development, what boosts or hinders their participation, and whether these PD events impact their performance and that of their students' in private schools.

1.3 The Rationale of the Study

This dissertation investigates many aspects and elements that relate to PD in private schools in Abu Dhabi. The study draws upon almost a decade of practice the author has spent in a number of private educational organisations in the capital of the UAE.

Over a period of more than 10 years as a teacher in private education institutions, the researcher did not receive sufficient PD, to be honest apart from the one-shot workshop held over distant intervals customarily taking place pre-inspection to provide evidence for the institution commitment to providing professional development to its faculties in a bid to meet ADEC's standards in this area.

Lacking a sense of autonomy over their PD, teachers experience negative feelings whenever they have to enroll in PD sessions, which most teachers unwillingly attend just to please the school

administration and have a proof for their enrollment by signing the attendance sheet. Driven by a desire for getting a clear insight of the PD status quo from first hand experiences as lived by teachers in other venues along with the researcher's interest in teacher coaching aspiring to get a better position in teacher PD field prompted the writer begin this enquiry.

On many occasions, especially prior to ADEC's regular inspections of the private school the author is currently working, a discussion over to what extent the school has improved as per Irtiq'a standards, and to what degree individuals have shared in developing themselves and their colleagues triggers feelings of mutual mistrust between teaching faculties and the school administration.

All these first-hand experiences about a crucial topic to faculties in private schools aroused the authors' thoughts to pinpoint a research niche needing to be bridged via conducting such illuminating study.

1.4 Significance and relevance of the Study

This research is of a great significance for several reasons. First and foremost, it provides a clear insight on PD conditions as perceived through the lens of private school practitioners.

Another area of significance, surveying practitioners' perceptions about a vital subject so close to the prime goal of the overall educational process, could aid in problem identification, hence, prescribing remedies.

1.5 Purpose of the study

The study aims at investigating teachers' perceptions about professional development, what hinders or prompts their participation and whether PD impact the performance of teachers and that of their students'. Given the assumption that lifelong professional development of teachers are key factors in improving students learning as an ultimate goal for all concerned in education, this study addresses some questions coming right next.

1.6 The Research Questions

1. What are the teachers' perceptions towards the professional development they have engaged in?
 - a. Which incentives exist in such programs that boost teachers' engagement?
 - b. What are the barriers, if any, which impede teachers' participation?
2. Is there a relationship between professional development and teachers' performance?
3. Is there a relationship between professional development and students' performance, and if any, to what extent?
4. Are there statistically significant differences between the teachers and their subject leaders on their responses to the 7 dimensions of the professional development questionnaire?

1.7 The structure of the Study.

This study comprises of (5) chapters. The first one contains the introduction, which sheds light on how crucial teacher professional development has become in our increasingly changing era not only in the Emirati context but worldwide as well. The introduction, too, outlines the problem statement and provides succinct interpretation to the author's rationale for selecting the topic of the dissertation along with its significance and relevance. Its plenary outlines the purpose of the study as well as the questions the researcher intends to find answers to. Chapter 2 hosts a detailed reviewing for international professional development literature along with the existing local research. Chapter 3 presents the utilized methodology and the tools specifically devised for conducting this research. Chapter 4 introduces the data analysis and results. Chapter 5 discusses the findings, and provides recommendations based on them

Chapter 2

Literature Review

2.1 Introduction

In the Western literature, there arises abundance of research perceiving teacher professional development as central to a wide range development in education (Busher, Harris & Wise, 2000). There, also, exists a current trend placing much emphasis on the importance of professional development in an era which witnesses growing universal demand for teachers' expertise.

Earley and Coleman (2004) confirm that a primary hallmark for those working in the educational domain is that they exhibit substantial degree of commitment towards self-developing. This commitment is not commended for its own sake, but as a guarantee for ensuring high quality teaching practices are presented to students. This is the reason why policy makers, administrators, and professional development experts and authors consider professional development to be the driving-force towards any hopeful change efforts.

2.2 Key Terms Definition

2.2.1 Various Concepts with almost a single indication

Throughout the research of professional development literature several terms and notions have surfaced. The researcher has encountered various expressions such as in-service education and training (INSET), personal development and staff development. Despite the fact that quite a number of PD experts interchangeably use these terms to refer to a broader concept, that is, professional development, it is worth mentioning that with the recent conception of educators as professionals and their preparation process as being a sustainable process, traditional concepts of teacher training have become obsolete. Consequently, professional development has come to the fore as it initiates with teachers' assuming their roles in teaching and persists over their professional lives (Villegas-Reimers, 2003).

It has been noted by Day (1999) that most definitions of professional development view it as serving a substantial object that is to equip instructors with content knowledge along with instructional skills, however argues that its objectives head further beyond. A more comprehensive interpretation figures it out as follows:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone or with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching (Day, 1999, p.4).

2.3 The Importance of Involving into Professional Development

Since educators are the key drivers of knowledge and guidance to students, their engagement in a lifelong learning is almost inevitable as it promotes the development of the students themselves

(Day, 1999).

2.3.1 Professional development and its rewards for teachers.

Multiple factors have been acknowledged by England (1998) as of significant requirements for teachers' participation in PD. Some of these are:

1. Teachers need to attend to the various needs of their learners. Each classroom has different ability and varied learning style students suggesting that such needs have to be accommodated throughout the teachers' awareness of teaching and learning strategies.
2. It has been found out by Villegas-Reimers (2003) that scores of recently appointed teachers- referred to as "barefoot teachers" in south Africa are unaware of real classroom practices; hence they need to receive further training given the fact that initial teacher education is incapable to acquaint student teachers with all aspects of teaching nor can it familiarize them with the real or practical knowledge of classroom practices (Knight, 2002).
3. Even teachers with long expertise can benefit from PD engagement by working as mentors so that they can experience some sort of job satisfaction which could prevent teachers with impeccable practices burnout.

Apart from any personal gains individual teachers could obtain from engagement in professional development, the process seems to have favourable impact on various aspects in the educational field including teachers' beliefs and practices, students' learning as well as school reform as a whole.

According to, Villegas-Reimers (2003) successful PD events remarkably impact teachers' practices inside and outside their teaching venues. Assessing the impact of 4 different forms of PD- teacher network, counseling and inter-visitation, assessing students and plans of school improvement- Youngs (2001) concluded that all PD models on the whole leverage the knowledge, the skills alongside the capacities of teacher.

2.3.2 Professional development and its impact on students.

The National Commission on Teaching and America's Future (NCTAF) reported that investing on teaching skills and knowledge yields far more educational gains than any other educational investment (Darling-Hammond, 1999).

As for teachers' PD effects in behalf of students learning, it has been asserted by a number of studies that the more professional knowledge teachers' gain, the higher students' achievement levels reach (NCTAF, 1996).

For professional development to generate more effective and sustainable change in teachers' practices it should heavily provide practical, real and challenging goals; its activities ought to be technically and conceptually relevant to instruction; it should gain teachers support and provide opportunities on a regular basis for teachers to witness the effect of their work on their students' performance (Baker, 1999).

2.4 Top Notch strategies for teacher professional development

Currently prevalent sophisticated knowledge and fully advanced practices undoubtedly differ from what today's teachers used to experience themselves as students, so for teachers to grasp and abide by them, they need far more sophisticated learning opportunities than simply talking

about new pedagogical thoughts. Teachers do learn better when they jointly study and reflect on their work with their colleagues; collaborate with other teachers; monitor students work; and share what they view (Darling-Hammond, 1998).

It has been argued that such sort of learning can never take place through pre-service teacher education programme in college classrooms distant from practice nor can it be developed in teaching classes divorced from knowledge. Attempts have been exerted to rise over such dilemma by getting theory alongside practice in locations to question educational issues in real students context while work is underway.

2.4.1 Impressive Models and Techniques of Professional Development

To professionally develop teachers right from the start of their career up to their retiring, a wide array of models exist today, some of which can be implemented either on a large scale with inter-institutions backing or on a smaller level with collegial support. While the first ones are referred to as models the last are labeled as techniques and are also used in practice while implementing the organizationally-backed models (Villegas-Reimers, 2003).

Figure 3 Most prevailing up to date professional development models and techniques

Organizational partnership models	Small group or individual models
Professional-development schools	Supervision: traditional and clinical
Other university-school partnerships	Students' performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses, etc.
Schools' networks	Case-based study
Teachers' networks	Self-directed development
Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers' participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers' narratives
	Generational or cascade model
	Coaching/mentoring

(Adapted from Villegas-Reimers, 2003, p.70)

Professional Development School Model

In 2003 the United Nations Educational, Scientific and Cultural Organization (UNESCO) funded a report authored by Eleonora Villegas-Reimers where ample of PD models and techniques are highlighted. On top of the list is the Professional Development School (PDS) model- a partnership initiative- where teachers, administrators and university faculties with common goals for improving the education of their respective students, come together in a bid to mingle theory with practice.

According to Villegas-Reimers (2003) PDS models vary from setting to another but they share a common purpose of providing PD experiences for both pre-service and in-service teachers in school settings. To come to fruition, certain considerations have to be taken seriously. First and foremost, teachers in the schools taking part in the initiative and those teaching at colleges have to be considered of equal values. Till now, this model is evaluated as positive since all involved parties including the mentor teachers, the university faculty, student-teachers and more importantly school students learn from the initiative thanks to the new knowledge and enthusiasm brought into classrooms by student-teachers.

Knight et al. (2000) found out that elementary students' writing and mathematics problem solving achievements improved following the implementation of interventions devised by pre-service teachers in such schools. Even teachers and administrators' attitudes toward their school and work improved due to their experiences in PDS. What is more, college faculties became more informed about daily practices and encountered situations into the classroom- an illuminating experience for them to connect theory with practice (Villegas-Reimers, 2003).

Some other studies, however, have drawn different conclusions. Cobb (2000) claimed that despite the fact that PDS has a significant impact on practitioners' perceptions and practices as well as on student teachers and students' learning, these effects take time, however.

This initiative of collaboration between universities and schools is implemented in a number of Abu Dhabi's schools and need to be extended to all schools; however the current limited implementation misses a factor crucial for the success of this initiative, that is, the good relationship grounded on trust between its concerned members.

Other University-School Partnership

Based on Eleonora Villegas-Reimers's 2003 report there exist other forms of partnerships between universities and schools in addition to the PDS model acting like networks for connecting practitioners with common interests and concerns on certain aspects of education. Such networks' primary purpose is to create new places for teachers' professional development. A good instance, which even crossed the geographical restrictions, is the case of a small project that brought science advisors working under poor conditions at a South African school together with science educators at a couple of colleges based in the UK.

School Networks

It is a PD model with a major focus on teachers' development, school improvement and education reform at a larger scale. Engaging in an innovative experiment labeled as the National Schools Networks, Australian teachers touted its impact on their perceptions towards their professional development being designed within their schools and in unison with the staff (Villegas-Reimers, 2003).

Teacher Networks

According to Lieberman (1999) teacher networks -which can be created informally through meetings between teachers or formally by having the liaison, the dialogue and communication managed by the organization- bring teachers together so as to address the issues they encounter in their work. Such approach promotes their professional development as individuals and groups. Most teacher networks existing today run with no fund or support from schools or governments.

Impressive teacher networks instances hail from different countries worldwide including Finland, Colombia and Japan whose teachers set up teacher associations with a core expectation to back practitioners' development so as to improve their instruction practices presenting a substitute to government created and sponsored PD programmes (Villegas-Reimers, 2003).

2.4.2 Small Scale Initiatives

Inspectional Supervision versus Clinical Supervision

At present, supervision is hailed as a most required element in most PD practices since its ensuing evaluations are viewed as means of providing feedback and recommendations for areas of improvement and suggesting methods for developing specific aspects of individuals' teaching (Alwan, 2000).

However, this process, in its most traditional form, is carried out by an administrator who visits a classroom to check, against a list of criteria, whether teachers are accordingly performing or not and leaves with no instant or otherwise feedback. As consequence, a teacher might receive or be denied a salary rise, a promotion or even the renewal of their contracts for the coming year. As a result teachers show resentment and negative attitudes for being observed.

In the ministry overseen schools, supervision has always been known for a number of shortcomings stemming from the dual roles supervisors often play as assessors and trainers. In a number of private schools, the spectacle is more unusually bizarre in that supervisors could often play triple roles-teaching, evaluating teachers and even training them (Alwan, 2000).

Since changing individuals' attitudes is extremely crucial for innovations to yield their desired outcomes, the traditionally conducted supervision sessions have transformed into more clinical ones run in a friendlier manner to offer feedback in a far more respectful mode. For example, Chinese teachers, who initially felt skeptic and reluctant about being supervised, hugely changed such attitudes and start to perceive it as an opportunity for professional growth (Villegas-Reimers, 2003).

Workshops

Workshops attract major disapproval when they are offered like the only one-shot PD events infamously known for being divorced from teachers' needs; more often than not, such episodic events deprive teachers of the time to experiment the presented ideas and reflect on their results (Darling-Hammond, 2009).

Nevertheless, when accompanied by other professional development types and their topics to be teacher picked and decided based on their experiences and needs, workshops can produce the intended results especially abiding by novel thoughts viewing teacher PD as learning and professional growth opportunities (Villegas-Reimers, 2003).

Self-directed development

It is a model where teachers are in charge of their development and the role of administrators and supervisors to be facilitators, guides and advocates to that development. For implementation, individual teachers or minimal groups specify a single goal considered of importance to them; list the steps, resources, and even progress assessment measures for fulfilling that goal. An impressive example for this PD type is the School Innovation Trough Teacher Interaction

(SITTI) model that is described by Pierce and Hunsaker (1996) as a model of “Professional development for the teacher, of the teacher, and by the teacher”. The authors point out that although teachers are always targeted by professional development providers, they often fail to get them involved. Their proposed model empowers teachers to carry out the changes they think are appropriate. For that model implementation specific steps, including to jointly agree on how would the school be like, to carry out a needs probe engaging administrators into, to decide the expert panel from inside the school to work on the agreed upon topics as well as team members to take part in peer coaching, are all crucially significant.

Observation of Excellent Practices

This model could be implemented at a large scale securing opportunities for teachers to observe colleagues, sometimes in overseas settings, with best instructional practices in a bid to boost their reflection on such outstanding performance. It can also be applied at a more informal level by letting less experienced teachers be shadow and observe senior teachers at work even in the same school or in another setting.

2.5 Why the Status Quo is Ineffective

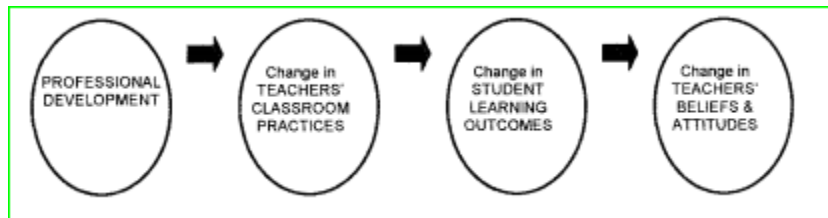
While high quality teacher professional development is widely perceived as central for successfully accomplishing reform ends, most programmes have proven ineffective in achieving their intended goals given their stark failure to alter teachers instructional techniques and even their minds to engage more into what is being offered (Guskey, 2002).

It has been pointed out by Omazic and Danijela (2011) that any organization is well known for possessing an important element for their ends to be accomplished: its people. So careful planning is what can contain such resistance by means of taking into considerations a number of techniques while setting out the change process.

As far as business and management sector is concerned, rewards prevail any potential barriers. Omazic and Vlahov (2011) conducted a survey in the business field with a prime aim to probe whether Croatian companies let their employees express their viewpoint to be considered when undertaking any change processes. Another focal point has been to investigate the sort of rewards which can boost the employees’ participation. The research unfolded the following findings.

The young highly-educated Croatian reported that their voice needs to be listened in terms of the change process application. It has also been revealed that material rewards are central for initially getting individuals into the process, as are non-material rewards for the change to persist following implementation. Besides getting more involved into the change, they called for their efforts to be more acknowledged by their seniors. What is more, they expressed hopes for their skills and knowledge to be furthered as a result of the change; a conclusions which aligns with revelations by Guskey (2002) that confirmed teaching staff normally accept any new innovations later after the implementation phase, however their acceptance is conditioned by their perception of tangible effects for these techniques on their students’ academic outcomes. A situation if reversed by changing the teachers’ attitudes ahead of application, these programmes would bring about significant results on teacher classroom practices leading to high profile transformations in students’ performance, an overarching end all stakeholders aspire to achieve.

Figure 4 proposed model for teacher change



(Adapted from Guskey, 2002, p. 383)

As for teachers' professional development provision setbacks, its application rather than teachers' shunning participation that ought to be recognized as a fundamental issue. Not to mention adopting flawed forms like the one-shot workshops infamously known among teachers as a waste of time to no avail (Darling-Hammond et al., 2009)

2.6 Principles for More Effective professional development

Most professional development presented in quite a number of private institutions today is ineffective. It neither changes teacher practices nor improves student learning. For more effective professional development opportunities with positive effects on students' gains, Gulamhussein (2013) suggested 5 key principles to comply with:

1. Professional development time has to be significant and lifelong to allow time for teachers to learn a new strategy. Long in duration, a PD event most likely has a greater impact on advancing teacher practices, and in turn, student learning. Mastery of a new skill is a time consuming for teachers. In a study analyzing the impact of a science professional development programme, it has been concluded that teachers receiving a PD opportunity as long as 80 hours have further chances to use the learnt teaching practice than those who had less than 80 hours of training (Corcoran, Mcvay & Riordan, 2003).

2. Support is a non-negotiable element throughout the whole process. There must be support addressing the specific challenges encountering teachers while changing classroom practices. It has been found that when they are backed during implementation phase, individuals are ready to alter their practices (Omazic & Vlahov, 2011).

One of the much-needed forms of support in the implementation phase is extensive time as, if wisely spent, teachers can recognize any frustration stemming from testing the recently learnt technique in instructional situations so that discussion could be raised about it.

3. Exposing teachers to a novel concept need not be passive; teachers have to get engaged via varied approaches so as to participate actively in making sense of a new practice. Considering how a new skill being presented is so crucial for preparing teachers for its adoption. Just like students, teachers need to initially understand new ideas through active participation rather than being considered passive recipients of knowledge.

4. It has been found that modeling has proved to be a highly effective strategy not only in the introduction of a new concept but also in aiding teachers in making sense of a new practice. Teachers tend to understand and apply a new concept by watching an expert, for example, a master teacher demonstrating its practice in a real teaching experience. Instead of being exposed

to theoretical explanation about how a new skill can be applied, teachers can better make sense of its application by watching it while being implemented in a real teaching situation.

5. It is discipline based rather than content based professional development that has to be provided since pedagogical principles spanning all disciplines are rare, while there are many important areas to be explored and analyzed within highly discipline-specific content that might go unaddressed otherwise.

2.7 Practitioners PD outlooks versus that of Theorists

In the wake of finding out about the tenets of renowned figures from the academia as for the nature of effective professional development programmes along with their perceptions about its most beneficial forms, the time has come to explore the field studies conducted by international and local researchers in order to gain a thorough understanding of teachers' PD resting upon their well-grounded conclusions drawn from closely observed real practices.

2.7.1 Barriers & Hardships distracting teaching faculties PD pursuit.

An investigatory article by Broad (2015) aimed to present teachers' awareness of hindrances restricting their engagement in PD opportunities. The article embarks on explaining the obstacles further education instructors encountered while striving to access PD opportunities.

It was found that the most significant barrier to getting engaged in meaningful PD is the result of teachers' poor PD networks. These impoverished networks deprived these instructors of linking with subject-specialist teachers, leaving them to develop subject and occupational expertise in isolation. A range of essential conclusions have emerged:

1. Teachers often get stymied by how their workplace is structured, organized and funded despite legislative and policy-making bodies' good intentions towards improving teaching and learning through professional development efforts.
2. Having lost once allocated PD funding, teachers have shown creativity pursuing suitable PD forms through seeking alternates including self-funding programmes, searching other available external funding sources, or even finding free activities (Broad, 2015).

2.7.2 PD important aspects as perceived by teachers versus supervisors

An interesting research hails from the US conducted by Sherrod (2014) with a primary goal to identify the traits of effective PD programmes resting on the firsthand experiences grounded on what the participants deemed important or unimportant in terms of PD format.

Aiming to identify the characteristics of effective professional development as perceived by practitioners, the researcher examined the views of 33 secondary school teachers together with 22 administrators. The researcher attempted to gauge- through a multivariate analysis of variance (MANOVA)- whether there exist major statistical differences between teachers and administrators over 5 domains of teachers' PD: teachers' learning, organizational motivation, student outcomes and to what extent the learnt knowledge and skills are put into effect by teachers.

The study has yielded conclusions based on the perceptions of the participants who had obtained a great deal of PD learnt knowledge through participating as trainees or providers. The author

recognized that effective development programmes are defined by the participants according to their personal experiences. The following conclusions have been drawn:

1. Teachers and administrators generally perceived that the whole 5 elements are crucial components of creating effective PD programs.
2. Teachers and administrators had agreement as for most of the constituents making an effective PD programme, however, variances showed up depending on which group responds; teachers' reaction as well as organizational support and change have been rated as the most important factors for the teachers and administrators respectively.
3. More interestingly, while the teachers have rated their use of new knowledge and skills as the least important factor for a professional development program, the administrators have rated teachers' learning as the least important factor for a professional development program.

2.7.3 Viable Prescription for leaders: Campbell's PD handbook

Another US study by Campbell (2014) shedding light on and attending to a prevailing issue encountering school administrators in charge of planning PD activities while lacking either the sufficient training or the required support. Carrying out their responsibilities for staff development, these administrators often concentrated on one-shot presentation, power points and workshops by costly experts hired to deliver activities void from collaboration, sharing ideas and reflection and analysis opportunities (Torff & Byrnes, 2010).

In a bid to create more agreeable and viable PD opportunities for teachers' practices to get upgraded, the author, a school principal herself, embarked upon building relations with the staff perceiving it as a crucially important factor for any hopeful success to be achieved. She embarked on surveying former PD opportunities undertaken by teachers who were asked to rate such opportunities on a scale of 1 to 5. One of the five rated had to have brought about significant change in their teaching practices or student achievements.

That strategy assisted her to gain insight into the staff's PD status and explore what is engaging and/or beneficial for them and what is not in terms of their professional learning. The survey's results led her to solicit the support of a local expert who had PD interests so that they could set up a year-long PD plan that considered the staff's teaching expertise and viewed teaching as a possibly shared art requiring no external experts. The adopted year one PD opportunities included peer observation, visiting other schools and a summer camp curriculum which the author found as absolutely supportive and collaborative given her former experience in teaching. The week long summer camp engaged teams of teachers across content areas offering them multiple privileges such as preparing integrated units, preparing activities featuring differentiation and raising discourse on instruction among teachers. A survey run at the end of the year showed the teachers' approval of that PD model and expressed their interest to continue.

The following year a team of teacher volunteers, who would meet monthly, undertook the responsibility of setting up the PD calendar. Peer observation continued and model teaching was instituted. Teachers again rated their experiences as high and it was effortlessly observed how teacher practices had improved in such a way that impacted students' achievements.

By year 3, a model was sustained in which teachers collaboratively offered training for their colleagues. An action research project was conducted by each teacher and its results were

presented to the staff. Some of the presentations were inspiring that other teachers were motivated to try similar practices. During that year it was decided that a full day PD was to be incorporated as a sustainable experience into the school agenda.

The PD event, where selected teachers would deliver 90-minute workshops on a self –designed unit or a teaching strategy, was rated as the best professional development ever attended by almost 100% of the teachers. Resting on these lived experiences along with feedback from the teachers, the researcher recognized that there is no magic formula and that it is possible for all educators to experience high quality professional development by means of collaboration. It has been concluded that all teachers have to be incorporated in the planning and implementation of PD activities for the hopeful success to be attained.

2.7.4 Teachers’ self-designed PD and student performance development

Stigler and Stevenson (1991) found out that a single reason explains why Maths teaching in Japan is so efficient. Systematic efforts are being exerted to pass on the accumulated expertise of teaching practices from senior teachers to new generation of teachers. Such PD strategy was able make teachers’ instructional practices better by providing educators the opportunity to learn from one other.

By the effect of law, first-year Japanese teachers receive a minimum of 20 days of in-service training as well as 60 days of professional development. New teachers in Japan and China get closely in touch with other teachers to view, at length, their practices, discuss practice issues, present and critique demonstration lessons and in teams they imagine and act out students’ possible responses to specific presentations of materials (Stigler and Stevenson, 1991).

2.7.5 Support: a factor of more resonance for teachers.

A dissertation submitted to Western Michigan University by Nugent (2007) aimed at investigating teachers’ views of their professional development experiences. The researcher is of the view that teachers’ voices are so vital for comprehending the possible linkage between teacher learning and students’ outcomes improvement via professional development experiences in a time of accountability. For data collection a purposeful sample of 8 teachers teaching grades 1 and 2 was targeted. The participants were selected based on recommendations by their principals due to their showing a lifelong commitment to professional learning and applying the learnt knowledge in their classrooms.

In response to the researcher’s inquiries, teachers made reflection on their valued PD experiences, how these experiences were applied to underpin students learning outcomes, which support they received and which obstacles were faced. The researcher drew the following conclusions:

1. Teachers called for more chances for their voices to be heard concerning the PD programmes.
2. Teachers rated PD experiences promoting their teaching strategies, practical knowledge, and their confidence of themselves as of more value.
3. As for sorts of support, teachers suggested more time was required for teachers to create constant informal dialogue with colleagues as they applied newly learnt knowledge.
4. Lack of time, sense of ownership, preconceived notions, insufficient training, and management of disruptive students were recognized as remarkable constraints stymieing

teachers' development and for these issues to be resolved teachers asserted more support is inevitable.

5. The author realized that the investigated teachers evaluated the impact of new learning on student outcomes by means of their observational skills rather than formal assessments and most teachers did not make the connection between participating in PD experiences and student outcomes.

2.8 Reviewing Local Literature

As mentioned in chapter 1 of this study, most locally conducted studies focused on investigating PD events accessible for teachers in public institutions. Recognizing that gap, the researcher decided to conduct this research with an intention to investigate teachers' attitudes toward their professional development various aspects. The researcher browsed the local research and chose the following study to manifest its conclusions that seemed of significance to the present research.

Badri et al. (2016) conducted a study drawing upon information from the 2013 Teaching and Learning International Survey (TALIS) to better comprehend teachers' perceptions toward their PD needs along with the barriers experienced by teachers from Abu Dhabi's secondary schools. The importance of this study stems from the truth that it provides a clear insight into how varied those perceptions were depending on age, gender and type of school variations.

One of the major points of concern the survey investigated has been the forms of support including scheduled activities, monetary support, and non-monetary such as minimizing teaching time, the study leave and days off that teachers received in return for undertaking PD.

About hindrances to enrolling into more PD activities, a couple of factors out of seven options, received the highest scores, namely, unaffordable or no offered incentives and conflict of PD schedule with the work schedule frequently opted by 42% of Abu Dhabi teachers as a far-reaching barrier.

Reporting on PD support, 54.9 % of Abu Dhabi participants recounted their participation in certain events at working times while 81.2 % of respondents recorded lack of monetary incentives for taking PD outside work hours. What is more, just 12.9 % of teachers recorded receiving non-financial aid as an incentive for involving into PD activities outside their working time.

As a conclusion, it is worth mentioning that the most grave PD challenge is the separation between what has been described by Joyce as the divorce between what is being offered in training venues labeled as "the workshop" and what is being practised in "the workplace" referring to the classroom, the department or the school in which such new skills and knowledge are implemented (Joyce 1999 in Busher, Harris & Wise 2000).

Chapter 3: Methodology

3.1 What is this study about and how is it conducted?

The focus of this study is on professional development available for teachers working in private schools. The researcher is out to probe into the perceptions of these teachers towards their PD to assess their level of awareness of its importance for classroom practices. Also, investigating what motivates teachers towards or hinders them from engaging into PD events was in the core of the researcher's interests together with finding out if these events had any effects on the performance of both teachers and students. A final point was to examine whether there exist statistically significant differences between teachers and their subject leaders on the seven dimensions of the professional development survey.

3.2 Concise explanation of research methods and the rationale for such selection.

There exist 3 approaches for research, namely, quantitative, qualitative and the mixed approach. It is the last that centers a continuum whose ends accommodate each of the first two other approaches as elements of each approach are incorporated in the mixed approach (Creswell, 2014).

While the quantitative method is characterized by making use of numbers and closed-ended questions, the qualitative approach, on the other hand, is known for using words and open-ended questions (Creswell, 2014).

Still, it might be good to define each approach just to clarify the rationale for the picked method. Creswell (2014) stated that quantitative research is a method for examining the linkage between variables so that testing a theory is feasible. The variables are tested on instruments leading to statistical data. Creswell defined the qualitative method as an approach assisting in understanding the perceptions of a sample of population towards a social or a human issue. For qualitative data analysis, a researcher inductively builds from particular to general themes, reaching interpretations to the meaning

As for the mixed method opted for carrying out this research, the data is gathered both quantitatively and qualitatively fusing the two formerly explained approaches seeking a more thorough understanding of a research problem rather than using either method by itself (Creswell, 2014).

Multiple methods for collecting data have been opted hopefully to avoid the bias and weaknesses attached with either method alone. Mixed methods also promote the triangulation of data sources adding strength to the research findings in terms of accountability and validity not to mention the advantage of reaching a detailed analysis of the research subject.

For that end, the mixed research methods have been used. The quantitative approach has been opted since an image of teachers' attitudes towards their PD is sought whereas qualitative method can provide the author with thorough understanding of the respondents' postulations.

3.3 The Research Design

The mixed approach has 3 research designs of prominence in the research domain: the convergent design, the explanatory sequential and the exploratory sequential. In the first, the investigator gathers both forms of the data at almost the same time and subsequently the information is merged in the interpretation of the whole results. The second is the one used in this research in which a quantitative study is initially conducted, the findings are analysed and further explained extensively via the collected qualitative data. It is sequential as the qualitative stage occurs in the wake of the quantitative phase. The 3rd design is the exploratory sequential that takes the opposite sequence (Creswell, 2014).

3.4 The Research Questions

1. What are the teachers' perceptions towards the professional development they have engaged in?
 - a. Which incentives exist in such programs that boost teachers' engagement?
 - b. What are the barriers, if any, which impede teachers' participation?
2. Is there a relationship between professional development and teachers' performance?
3. Is there a relationship between professional development and students' performance, and if any, to what extent?
4. Are there statistically significant differences between the teachers and their subject leaders on their responses to the 7 dimensions of the professional development questionnaire?

3.5 The Building Blocks of an Inquiry Process from an Expert's Lens

Burgess (2001) suggested that a survey process follows a number of specific steps, namely, defining the research aims, identifying the population and sample, deciding collecting responses process, designing the questionnaire, running a pilot survey, and carrying out the main survey and analyzing the data.

To ensure the selected individuals represent the whole population, it was affirmed by Newsted, Huff and Munro (1998) that sample responses can be generalized to other members of the population when the sample members are randomly selected. Although the author went out of his way to get to the right representatives, the access has been prohibitive in time and inconvenient in some other cases. Initially, the author targeted 8 private schools of different curricula, explaining the main focus and aims of the study, reassuring confidentiality of the respondents' personal data. 110 questionnaires have been sent out personally, however, 5 out of 8 schools accepted running the survey while 3 fully rejected.

The author retrieved 51 out of 110 questionnaires implying that the anticipated rate has been in line with the 20% proportion suggested by Burgess (2001) when he confirmed that a researcher needs to send out 5 times the number of questionnaires as they want getting back.

3.6 Theoretical Framework

The current study is framed by the ideas and thoughts stemming from the constructivist theory. It interprets how people build up their reality and self-understand their world. Its implementation to education proposes that learners construct their own meanings (Walker, 2002).

It has been stated by Lambert et al (2002) that constructivists view learning as a social activity enhanced by joint inquiry. When allowed to share ideas, learners learn with more understanding, participate together in dynamic thinking, accept other viewpoints and widen their own perspectives.

Constructivism is deep-rooted into antiquity as far as Plato and Socrates's era. Traces of constructivist thought mirrors from Plato's argument that knowledge is constructed within the learner and is restored to the surface via a process of inquiry and Socratic dialogue triggered by skilled teachers (Walker, 2002).

Contemporary constructivists introduced the rhetoric of the community of leaders into education suggesting a wholly sophisticated form of leadership, namely, interactive shared leadership through which the professional staff share leadership with the principal viewed as the leader of leaders (Walker, 2002).

This current study is also pivoted on the ideas of other prominent constructivism theorists including Dewey (1916) and Vygotsky (1962, 1978). The latter's notion of the "zone of proximal development"- room through which individuals exchange meaning, construct knowledge and reach understanding collaboratively- is a key constituent of constructivism theory in today's instruction. The former's visionary views paved the route to the development of constructivism despite the term was never used by him. Dewey's unprecedented notion of shared decision making among members of the school ecology evolved the concept of schools as learners and leaders' communities and led to the birth of constructivist leadership theory (Walker, 2002).

Constructivist leadership rests on the same tenets underlying constructivist learning. Just like children, adults learn via meaning and knowledge construction, inquiry, participation and reflection processes. According to this theory, leadership role is to create the conditions for learning to take place. Schools ought to be led in a way that these processes give direction and momentum to faculties' development. It has been stressed by Lambert (2002) that a constructivist leader tends to remove the hindrances away from educators and other learners' engagement in processes that call forth their successful experiences and thoughts to jointly understand their world and develop together.

A third illuminating theory is the constructive developmental theory presenting 2 broad suggestions as stated by Fahey and Ippolito (2014) that adults ceaselessly strive to understand their experiences in a way that is changeable and developmental. Just like good teachers, leaders should understand how adults learn is what makes a difference. Teachers are prompted to adopt constructive approaches in instruction while they are denied similar models when it comes to their professional development.

3.7 Population, Participants, and Sampling

51 participants of different disciplines have been randomly selected from 5 private schools delivering various curricula including Ministry of Education and the British Curriculum. The respondents are mainly teachers and supervisors who play dual roles: teaching and supervising (Alwan, 2000).

As to the study settings, a single school was a cycle 1 school teaching from KG1 to 6th grade, while the other four were K-12 schools. The researcher strived to expand the number of participants but access and time factors were major obstacles. As to the five schools the writer was permitted access, “a foot in the door” as recommended by Burgess (2001) was available to offer a hand concerning the survey administration.

3.8 Development of the Instruments

To glean the required data from the target population, a couple of research instruments, that is, questionnaires and interviews have been devised for this end.

3.9 Description of the questionnaire

A 24-statement questionnaire adopted from the wide range of literature the writer reviewed (Busher, Harris & Wise, 2000; Earley & Coleman, 2004; Darling-Hammond et al., 2009; Sherod, 2014). It falls in 3 sections (see appendix A).

Section A consists of 10 items for collecting demographic information about the participants with the final item No.10, adopted from ADEC’s performance appraisal framework to capture practitioners’ performance level as they see it against five performance level used by ADEC.

Section B consists of 3 sub-sections. One to identify what drives teachers for taking part in professional development programmes, another to investigate the PD programmes of preference to teachers and the third division in section b is the 5-Likert scale that consists of 24 items. Items from 1 to 19 provide answers to the first research question while items 20 to 22 respond to the second research question whereas the two final queries answers research question 3. The respondents were asked to respond to a 5-Likert ranging from 1 ‘strongly agree’ to 5 ‘strongly disagree’.

Section C has been specifically designed for drawing qualitative data on the respondents’ viewpoints about their professional development to expand the scope of responses given the relatively large number of the questionnaire informants compared with that of the interviewees as well as overcoming any likely disruptive factors for running face to face interviews.

The questionnaire statements can be grouped as follows:

1. Items probing respondents understanding
2. Items to investigate what motivates or impedes their involvement
3. Items to measure the level of influence PD have on their performance.
4. Items that measure the impact of the practitioners’ PD on students.

3.10 Interviews

6 interviews were carried out with 16 teachers and 2 subject leaders to delve deeper into their perspectives on their professional development and to better understand their postulations as for its obstacles alongside its incentives. 4 focus group interviews were conducted in two school settings including 4 teachers at a time. In each of the two targeted settings a face-to-face interview was run with one supervisor. The author was so meticulous about obtaining as clear perceptions as the informants hold, for that end, the interviews (Appendix B) were run in Arabic and a written copy was handed for each interviewee to ensure they fully grasped the points ahead of any discussions. By contrast, the questionnaires were conducted in English given the disciplines of the participants teaching English-delivered with a few respondents teaching Arabic in a British curriculum school. The aim of these interviews was to collect qualitative data to help interpret the quantitative data so that a deeper and clearer understanding of the drawn data could be achieved. Another merit for interviews is that participants are permitted to reflect and express their points of view without any constrains (Creswell, 2014).

It has been stated by Maree (2007) that an interview is a two-way dialogue in which the interviewer inquires and the informants disclose information so freely about their ideas, beliefs, views and attitudes towards the issues under investigation. The interview obtained data provides rich descriptive information that reflects the participant's construction of knowledge. The same interview queries were asked to the two parties to ensure the findings reliability. For investigating private school teachers' understanding of their professional development and obtain clear insight into its obstacles and rewards from teachers' own perspectives, the following points (translated from Arabic into English) were the subject of the queries:

1. Do you think discussions on PD should be held with teachers to identify their needs, and then involve them into designing such programs before implementing them? What is the benefit of this?
2. Do novice teachers PD needs differ from experienced ones? Explain this through your real personal experience.
3. Do PD programs have to be planned according to emerging challenges or should they be an established culture within the school? Give one example of PD programs types that could be a part of school culture.
4. Do you think PD opportunities accessible by ADEC teachers are more than those available to their counterparts in private schools?
5. What are the obstacles that could be removed in order to enhance teachers' involvement in PD programs? And when does leadership become supportive to teachers?
6. Do teachers need incentives to motivate them to involve effectively in PD programs? Mention these incentives from your own opinion.
7. To what extent PD programs contribute in improving teacher's daily performance? What are the most impactful PD programs types?
8. What is the impact of PD programs on students' performance? How this impact could be measured according to real experience?

3.11 The Piloting Phase

For the instrument pilot testing, the survey was carried out on a number of the researcher's colleagues who were later excluded from the study to eliminate biased responses. They helped

the researcher to identify any pitfalls concerning misprinted words or even any points which would have led to the participants' misunderstanding or confusion.

3.12 Validity and Reliability

According to Leung (2015) validity indicates that the tools and processes are appropriate. The external appropriateness of the study was checked against a couple of methods. First and foremost, discussing the outline of the survey with the dissertation supervisor and carrying out the recommended modifications is a step that ensured the validity of the survey for achieving the study objects. Secondly, the pilot testing of the questionnaire as a basic instrument for data collecting also ensured its validity as it tested its clarity and understandability from the participants' part.

Reliability as defined by Leung (2015) refers to the appropriateness of the processes and the results. The study reliability has been tested against Cronbach's Alpha test for examining internal consistency. The Alpha value was 0.7 which is considered acceptable for such a small number of participants. In designing the present study methodology, the researcher had in mind the data triangulation and for that reason the multiple methods approach had been utilized for data collecting. To examine any likely differences between the teachers and their subject leaders on their responses to the final question in the quantitative study, the results were explained with measuring the mean, median, mode and standard deviation using inferential statistics from a Mann Whitney-Wilcoxon. Inferential statistics analysis proved appropriateness for assessing significance differences between two groups on multiple dependent variables (Stevens, 2009)

In the methodology designed for the current study, the researcher depended on data triangulation. Questionnaires and interviews were designed and conducted for the purpose of having a comprehensive picture from all parties. All the above mentioned criteria were taken into consideration in the process of designing the study's instruments. The researcher wanted to come up with valid and reliable data and this would not have happened without making sure of the validity of the research design and research instruments. The main objective was to fulfill the study's purpose and to answer the research questions.

3.13 Data Analysis Methods

To perform the analysis of the gathered data and to reveal percentages, group means, modes and frequencies, the statistical means of the quantitative data were analyzed using the descriptive statistical packages for social science (SPSS) which has proved to be an appropriate software for similar studies (Muijs, 2011). The 5 Likert scale items were tested by means of nonparametric ManWhitnet-Wilcoxon test known for its low error rate and is more likely used with small sample size (Rahardja, Zhao & Qu, 2009).

For a comparative image between teachers' perceptions on the survey various dimensions, the author separated the responses of 8 questionnaires that happened to have been responded to by 8 supervisors with dual roles. A step the researcher took to find out if statistically significant differences exist between teachers and their subject leaders on their responses to the 7 dimensions of the professional development questionnaire

The qualitative data was then analyzed thematically- a form taunted for its flexibility as its analysis measures offer a guideline for the analyst rather than rules. It is also viewed as a more

recursive process where an analyst moves back and forth throughout the phases for the good of the analysis. The analysis took place against a number of phases: first reading through the whole data to define patterns, then organizing data into meaningful categories- coding, next creating themes through analysis of codes, improving the themes and finally to define the themes for the final report (Braun & Clarke, 2006).

3.14 Delimitation and Limitation of the study

Apart from the schools where the author has acquaintances that provided the required assistance, accessibility was a major delimitation factor; three other schools which the researcher seemed unfamiliar with, fully turned down the author's request for conducting the study on their faculties.

Another limitation is that the sample is limited to private schools in Abu Dhabi so the findings might not be relevant to public schools or even to other private schools in the other Emirates. The number of female respondents in this study was relatively small compared with that of males, so gender choice should have been balanced. What is more, the survey gleaned data could have been susceptible to the respondents' feelings, biases and personal judgments toward the leadership of their schools about PD shortcomings in terms of its provision. So to reduce any likely bias of one group toward the other, the researcher considered the responses of both teachers and subject leaders, however, the perceptions of other administrators as principals or vice principals should have been investigated.

In addition, time, too, was a limitation since the administration of the questionnaire coincided with school preparation for the final evaluations of semester 2 so the teachers and administrative staff were hectic with the exam works factors which compelled the researcher to run the interviews on staff from just 2 schools.

3.15 Administration of the study.

Having had the permission for the survey running from the principal of each targeted private school, the surveys were distributed to the teachers and subject leaders either personally in the case of the author's current school and another one where he used to work or by someone in connection with the author himself like some colleagues from the other private schools or even by the author's spouse in the case of a primary school she used to teach in. Considering the teachers' busy schedule and upon the administration and teachers' advice, the participants were let a period between two days to a week to fill in the questionnaires. Regarding the interviews, 4 focus group interviews were conducted in two school settings including 4 teachers at a time. In each of the two targeted settings a face-to-face interview was run with one supervisor. Translation was carried out to specific points revealing answers pertinent to the research questions.

3.16 Ethical Considerations

For the respondents to be encouraged to respond with no apprehension about their confidential data and feel secure about any issues that might negatively impact their career or even their life, the investigator abided by the research ethics codes (Burgess,2001).

First of all, privacy of the respondents' personal data and replies was pledged. Responses around sensitive points were never sought nor were personal details except for those who willingly agreed to take part in follow up interviews.

3.17 The Researcher as a Tool

As a private school educator, throughout the study the researcher was in direct contact with almost all the school personnel in relevance with the study: school principals for access permission, vice principal, department heads, subject leaders and teachers. That close contact earned the author new skills such as building rapport with participants while interviewing them. After all, the researcher remained neutral throughout the whole process given the qualitative data descriptive nature, quantitative data results was mingled with that of the former to keep the conclusion based on the respondents obtained information with the aim of eliminating bias as much as possible (Cresswell, 2014).

Chapter 4: Data Analysis & Discussion

4.1 Introduction

The purpose of this chapter is to present the findings gleaned from the tools used in this study. The analysis of the data has come consistent with the research questions and the literature reviewed.

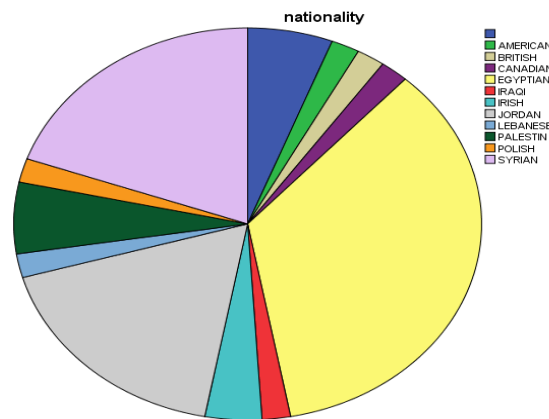
The questionnaire, which had three sections with one for personal information with a point seeking individuals' self-evaluation, a second tested practitioners' PD needs, their perspective on preferred PD forms, and the 24 Likert-Scale statements, and a third section designed to get as more qualitative information as possible from the quantitative study sample.

4.2 Overall Analysis of Participants' background information

Statistical Packages for the Social Sciences (SPSS) frequency analysis software was utilized to analyze the background information of the participants of this study. Also, the Likert scale and the closed-ended items data were entered into SPSS version 19. The analysis technique resulted in statistical data illustrated in various visuals as pie charts, tables and graphs as shown below.

The participants' nationalities

Figure 5 (n=51) Teachers' Nationalities



As shown from the diagram, the origin of the 51 participants in this study varied. The findings match the nature of the work force in private schools which basically depends on expat teachers.

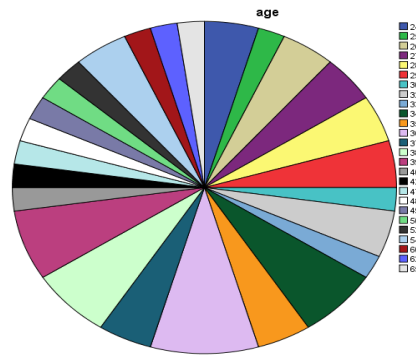
Table 1 (n=51) participants' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Females	14	27.5	28.0	28.0
	males	36	70.6	72.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

As to the participants' gender, the females were 28 % while the males were 72 %.

The Age

Figure 6 Participants' age (n=51)



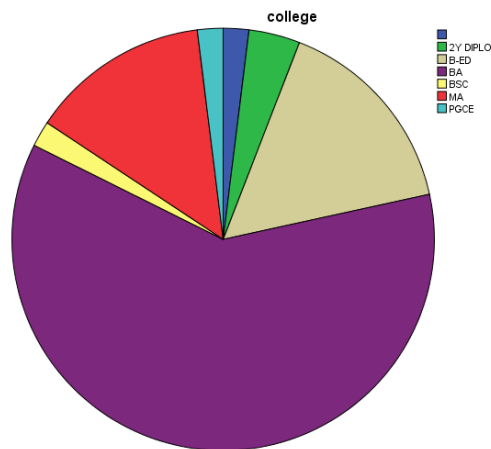
The age of individuals fell between 24 and 60 given their varied positions as novice teachers, experienced teachers and veteran subject leaders or supervisors another logical result matching the spectacle of mandated educators in the private institutions.

Figure 7 (n=51) Participants' work experience



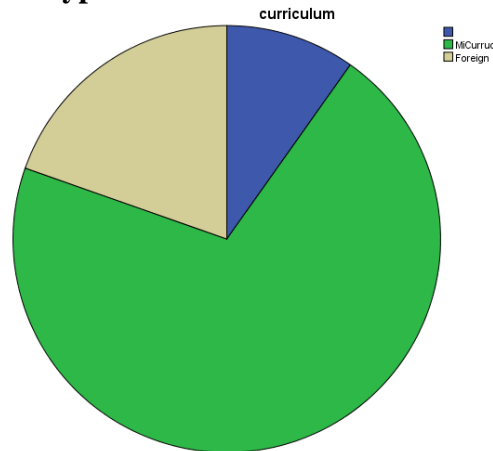
Like their age, the respondents work experience differed. Logical findings that mirror the hiring scenario in most private schools in which the nomination of faculties is mostly conditioned by the availability of individuals in teaching workforce market.

Figure 8 (n=51) Participants' education



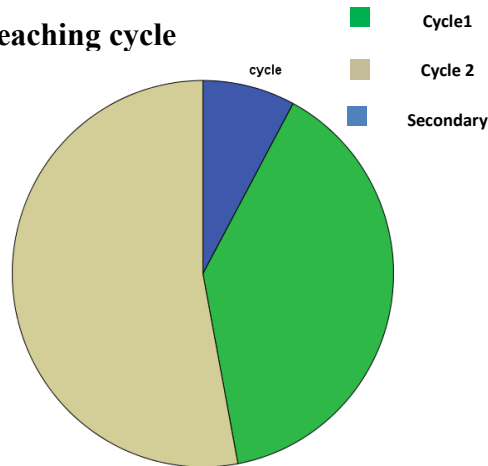
The respondents' educational background was ranging between a two-year diploma, 3.9%, postgraduate certificate of education (PGCE), 2%, bachelor of education 15.7 %, Bachelor of Arts 60% and those with an MA were 13.7 %.

Figure 9 (n=51) Participants' type of school based on the curriculum



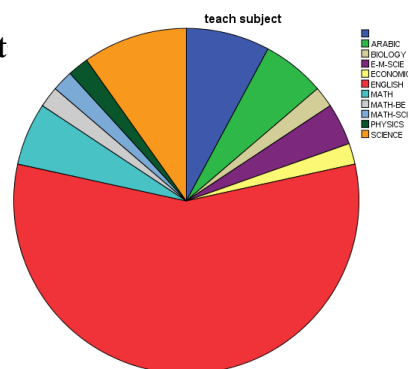
As shown in the figure, the respondents teach in schools offering varied curriculums, 4 Arabic schools and a British one. In Abu Dhabi and nationwide, besides the Arabic private schools delivering the MOE curriculum, there exist a substantial number of private institutions delivering a curriculum based on what is typically taught in foreign countries like the US or the UK or based on text books by foreign publishers. There are other schools comprising of: Asian, Australian, Canadian, German, Japanese, French, SABIS and International Baccalaureate. More students attend MOE schools. Next in popularity come American, British and Indian curriculum schools.

Figure 10 (n=51) Participants' teaching cycle



As the diagram shows, the respondents taught in these three educational cycles: cycle1 39.2%, cycle2 52.9 % and secondary stage 7.8 %

Figure 11 (n=51) Participant



The diagram shows the participants are of different disciplines teaching English-delivered subjects with a few individuals teaching Arabic.

4.3 Analysis of teachers' self-appraisal for their professional status

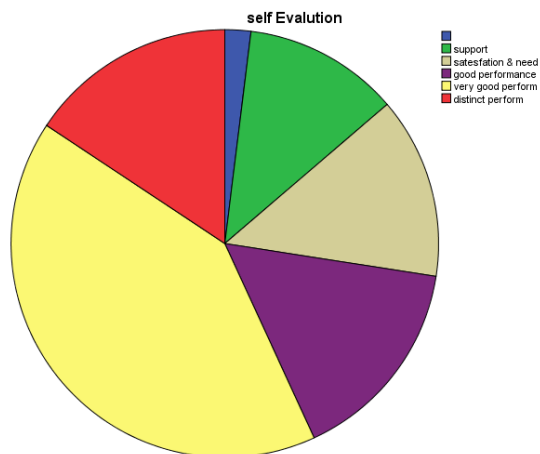
Table 2 (n=51) Teachers' self-awareness of professional development needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2.0	2.0	2.0
support	6	11.8	11.8	13.7
satisfaction & need	7	13.7	13.7	27.5
good performance	8	15.7	15.7	43.1
very good perform	21	41.2	41.2	84.3
distinct perform	8	15.7	15.7	100.0
Total	51	100.0	100.0	

Participants' self-evaluation for their professional performance also varied. A five scale criteria used by ADEC to vet the staff progress in the profession, a technique narrowly used by private school administrative staff for the same purpose it had been created for depending on administrative leaders' awareness and whether teachers' self-appraisal is a prevalent aspect of assessment procedures or an episodic event responding to specific situations as school inspection, for instance.

The 5 level self-evaluation tool yielded information showing that 11.8% of the sample are on the pre-foundation level and instant support for their performance to get improved is required. Those on the foundation level represent 13.7%. Some areas in their performance need urgent improvement for the good of their students' performance although they, to some degree, meet the standards of the performance indicators. The rest of the individuals fall in the other 3 categories labeled as of good, very good and distinct professional performance.

Figure 12 (n=51) Participants' self-evaluation



4.4 Analysis of section B of the Questionnaire

This section features 3 sub-divisions that all together release responses to the major research questions. After assessing informants' professional performance as they see it, of course, the researcher designed a subdivision B1 to investigate the opportunities attracting practitioners into PD engagement. All of section B items with its divisions seek answers to one overarching question including all the research queries of this investigatory study, that is, which attitudes and beliefs teachers hold towards their PD programmes and which factors could maximize or minimize real involvement and whether the prevalent programmes in their work venues impact both their performance and that of the students'.

4.4.1 Opportunities motivating professional development

Table 3: factors motivating instructors to PD participation

Reasons for undertaking PD	Frequency	Percentage
A. Update subject knowledge	25	50%
B. Required to undertake	10	20%
C. Response to curriculum change	38	76%
D. Improve teaching skills	35	70%
E. To gain a required qualification for a higher position	8	16%

In reference to the item asking participants to tick their motivating reason as for signing up in PD programmes, the respondents rated, responding to curriculum change boosting teaching skills, and updating subject knowledge as high with 76%, 70% and 50% respectively.

4.4.2 Teachers PD Preferences

Table 4: preferred PD forms

Preferred PD forms	Frequency	Percentage
A. School network	14	28%
B. Professional Development Schools	11	22%
C. Teachers Networks	15	30%
D. Lesson observation for assessment	1	2%
E. Workshops	3	6%
F. Self-directed	31	62%
G. Observation of best excellent practices	23	46%

As shown in table 4 participants have selected, self-directed PD and observation of best practices as of a high frequency while lesson observation for assessment and workshops has gained low rating, suggestive findings that could have multiple implications. An inference could be made from the very low rating of workshops and supervisors carrying out visits for assessment. The first might be manifesting the negative attitudes a majority feel towards workshops especially the one-shot workshops that teachers later identified (item 18 on the Likert scale) as the most prevailing PD forms in private schools. Teachers' low rating for supervisors' assessment stands for their mistrust of the more traditional and less agreeable inspectional supervision.

4.4.3 Analysis of Likert scale items

The questionnaire items on the Likert scale comprised of 24 statements. Numbers and percentages extracted from them are displayed in the following tables and bar charts. The questionnaire statements examine the participants’ understanding and awareness of teachers’ effective PD that generate authentic impacts on them and more crucially on their students’ performance. Statements 1 to 19 respond to research question1. What are the teachers’ perceptions of the professional development they have engaged in, what motivates (items 12 to 15) or hinders (items 16 to 19) their participations?

Table 5 Statement 1 (n=51)

“Professional development is an authentic requirement for all teachers in today’s rapidly, constantly and technologically changing world”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid don't have opinion	1	2.0	2.0	2.0
agree	15	29.4	29.4	31.4
strongly agree	35	68.6	68.6	100.0
Total	51	100.0	100.0	

It is worth mentioning that, for the purpose of data analysis, the researcher considered “do not have opinion” response suggestive of informants’ ignorance of the PD conditions in other private institutions given the reclusive nature of such venues or a personal choice of a respondent to refrain from expressing an opinion that might be sensitive or even critical for the career.

The first questionnaire item meant to examine whether teachers’ attitudes and beliefs on the current trajectory toward immersing practitioners in PD in behalf of teaching and learning development. The responses revealed that most participants, 68.6%, strongly agree, 29.4 % agree.

Figure 13 Respondents’ response to statement 1 in bar chart

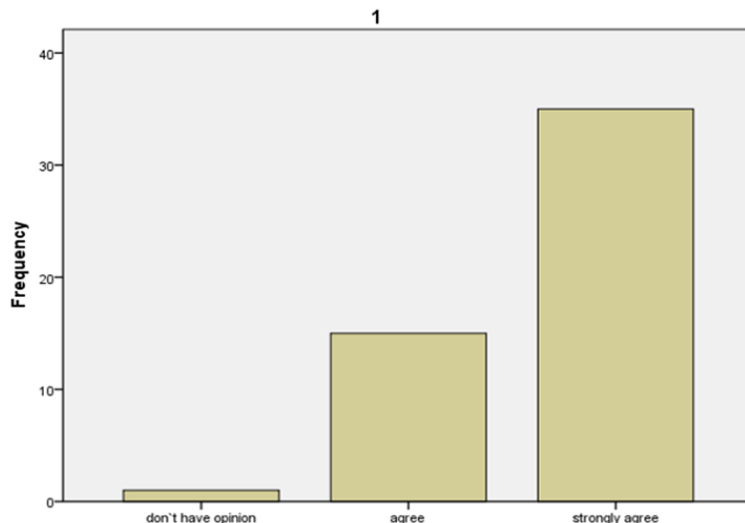


Table 6 Statement 2 (n=51)

“Effective professional development should be intensive, continuous and connected to practice”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid don't have opinion	1	2.0	2.0	2.0
agree	22	43.1	43.1	45.1
strongly agree	28	54.9	54.9	100.0
Total	51	100.0	100.0	

In their response to item 2 a majority of the population, 54.9%, strongly agree to the statement, 43.1% agree. The revelations from the qualitative section on the questionnaire explain that attitude. A young Irish teacher of English in response to the query what school leaders should consider to make PD programs more engaging to teachers reported “relevant to school, students, teachers and education not just informative.” In her response to the same question, another class teacher of English, Maths and Science in a cycle 1 elementary school reported a preference to “a special PD for kindergarten.”

Figure 14 Respondents’ response to statement 2 in bar chart

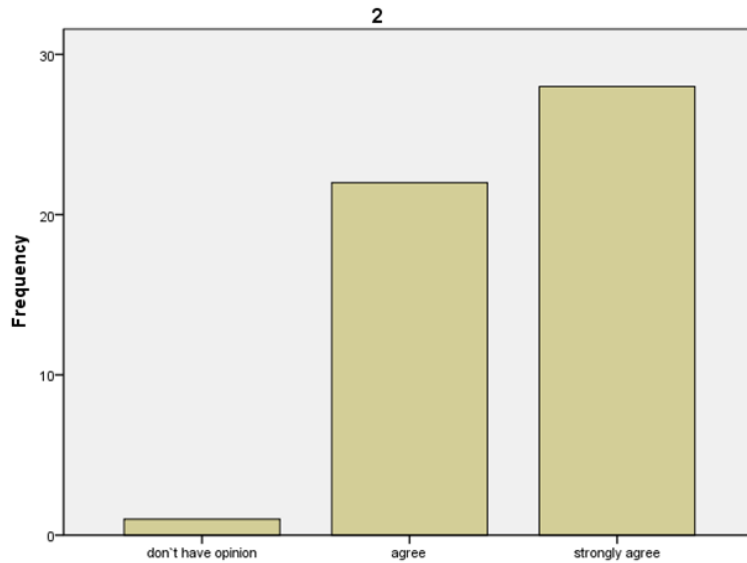


Table 7 Statement 3 (n=51)

“Professional development is viewed as a collective responsibility of both staff and the organization in which they work”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid don't have opinion	2	3.9	3.9	3.9
agree	24	47.1	47.1	51.0
strongly agree	25	49.0	49.0	100.0
Total	51	100.0	100.0	

In their response to item 3, the idea of shared responsibility for staff PD gained strong approval of most of the respondents. However, and according to the qualitative study gleaned data 16 out of 18 interviewees in their response to interview question No. 5 “Do you think PD opportunities available to ADEC teachers are more than those accessible by their private schools counterparts?” have replied “Yes”. And 2 gave “I don’t think” response; those with yes answer have unanimously justified their position asserting that private schools mainly care about making profits. A high school Physics teacher said: “yes and it is due to the support provided for the teaching faculties in public schools while their counterparts in the private sector lack sufficient backing.” Another Maths teacher said: “public schools have substantial budgets and, unlike private schools, these educational institutions are non-profitable organization.” An academic advisor stated: “yes the reason for that is private school teachers’ schedule is so loaded with classes and duties that they receive so little.”

Figure 15 Respondents’ response to statement 3 in bar chart

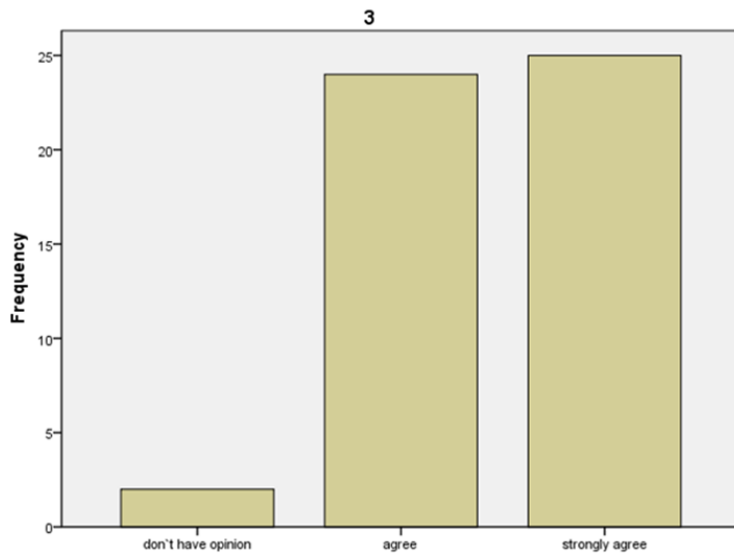


Table 8 Statement 4 (n=51) missing=1

“The prime responsibility for securing professional development lays in the first instance on teachers themselves”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid don't have opinion	4	7.8	8.0	8.0
agree	34	66.7	68.0	76.0
strongly agree	12	23.5	24.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

With reference to item 4, the majority showed strong approval -findings that could seem sensible especially for individuals having interests in getting promoted or others who might be self-motivated by a desire for comprehending emergent pedagogical practices. However, responding to question 6 on whether teachers need incentives to motivate them to involve in PD programs,

most informants expressed their resentment about too little to no support and started, listing forms they wish to have. An academic advisor confirmed: “undoubtedly yes. All need to get encouraged through incentives, for example, honorary certificates, a pay rise or defining opportunities for professional growth in return for PD engagement.” Another interviewee expressed concerns about “financial and career instability” an issues which is not likely to be handled by individuals away from their employers.

Figure 16 Respondents’ response to statement 4 in bar chart

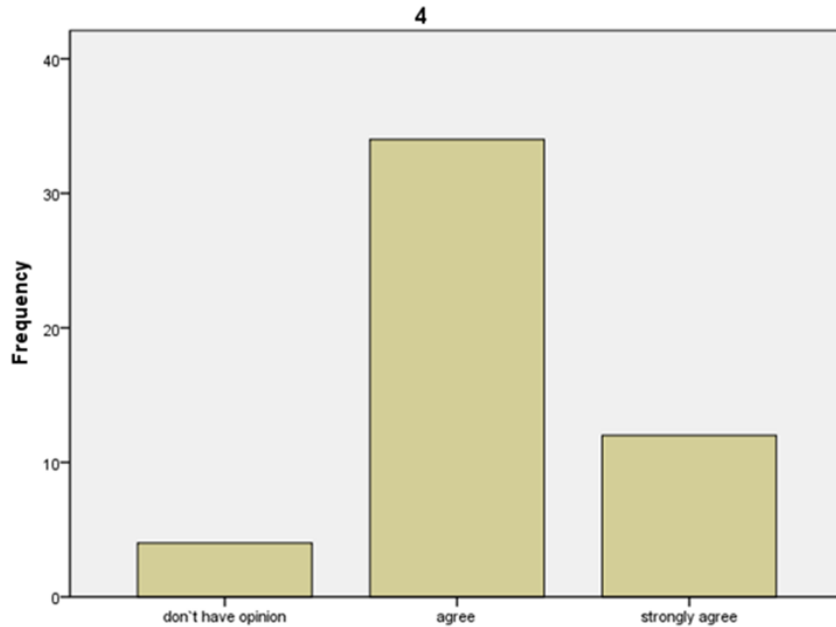


Table 9 Statement 5 (n=51) missing=2

“There is a kind of conflict and stress between the school needs and those of the teaching staff targeted by professional development”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	12	23.5	24.5	24.5
	agree	29	56.9	59.2	83.7
	strongly agree	8	15.7	16.3	100.0
	Total	49	96.1	100.0	
Missing	System	2	3.9		
Total		51	100.0		

As shown in the table, 56.9 % agree, 15.7 % strongly agree but 23.5 % chose a neutral response with reference to statement 5.

Figure 17 Respondents’ response to statement 5 in bar chart

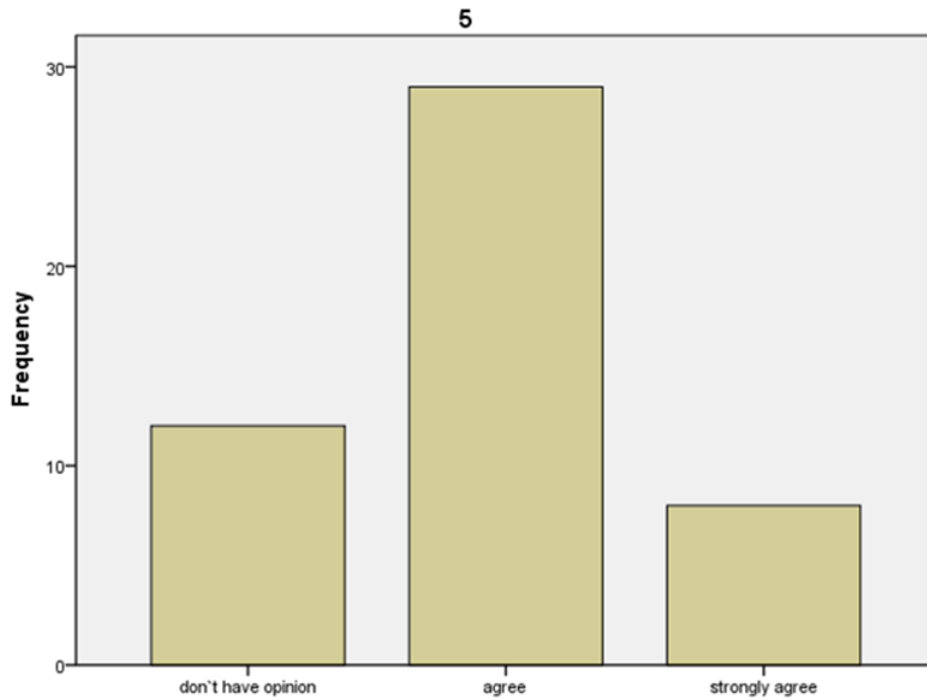


Table 10 Statement 6 (n=51) missing=2 “Head teachers and other educational leaders should reduce the conflict rising between the needs of the organization and those of the individuals”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	7	13.7	14.3	14.3
	agree	28	54.9	57.1	71.4
	strongly agree	14	27.5	28.6	100.0
	Total	49	96.1	100.0	
Missing	System	2	3.9		
Total		51	100.0		

As for the statement 6, 54.9 % agree, 27.5 strongly agree but 13.7% have opted to be neutral.

Figure 18 Respondents’ response to statement 6 in bar chart

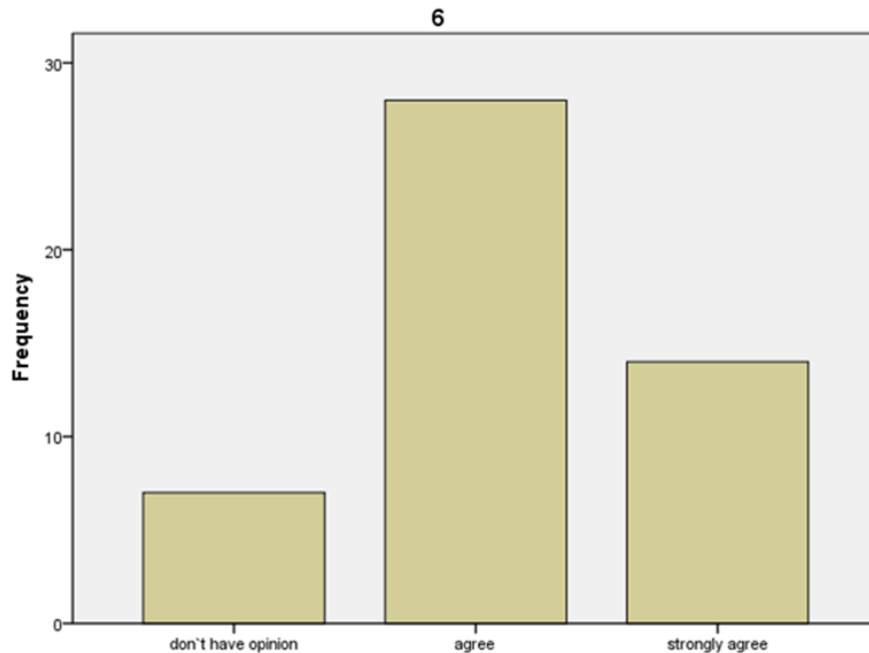


Table 11 Statement 7 (n=51) missing =1

“Teachers’ voice should be heard in terms of designing the PD programmes”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid don't have opinion	3	5.9	6.0	6.0
agree	20	39.2	40.0	46.0
strongly agree	27	52.9	54.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

Approximately 92% showed strong support considering mingling the responses of those who selected scales 2 and 3, while those with neutral opinions (scale 1) appeared to be about 6 percent. These quantitative findings were supported by interview yielded data showing that 100 % responded with a yes reply to the interview query No. 1 “Do you think discussions on PD should be held with teachers to identify their needs, and then involve them in designing such programs before conducting them? What is the benefit of this?”

One interviewee reaffirmed: “raising discussions between providers and faculties about their professional development helps to investigate their opinions, recognize areas of strength and others for improvements” and added “ a phase which never takes place since all the events are imposed in up down mode from one side, administration.” Another interviewee stated: “Initial discussions help to define the rewards or the shortcomings of the potential event and to assess to what extent it addresses practical instructional issues encountering teachers rather than focusing on theoretical concepts.” A third interviewee predicts: “teachers would actively participate and their attitudes would be more positive given their inputs into its design.”

Figure 19 Respondents' response to statement 7 in bar chart

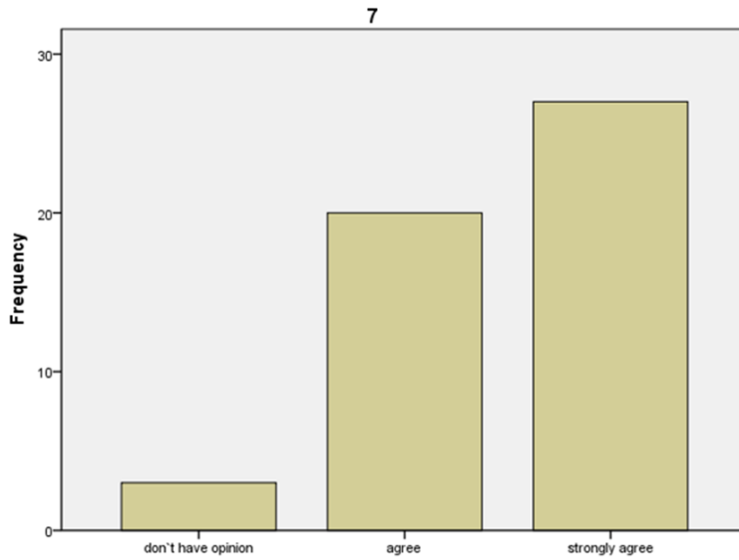


Table 12 Statement 8 (n=51) missing =3

“It is important that teachers and administrators agree on the expected learning goals of a professional development programs”

		frequency	Percent	Valid Percent	Cumulative Percent
Valid	don` t have opinion	1	2.0	2.1	2.1
	agree	24	47.1	50.0	52.1
	strongly agree	23	45.1	47.9	100.0
	Total	48	94.1	100.0	
Missing	System	3	5.9		
Total		51	100.0		

As to item 8, more than 90 % of the participants showed approval. A conclusion that supports the idea of mutual understanding between administrators who come first in accountability in terms of all the school activities and upon their decision PD bids may succeed or not and those for whom PD initiatives primarily designed.

Figure 20 Respondents' response to statement 8 in bar chart

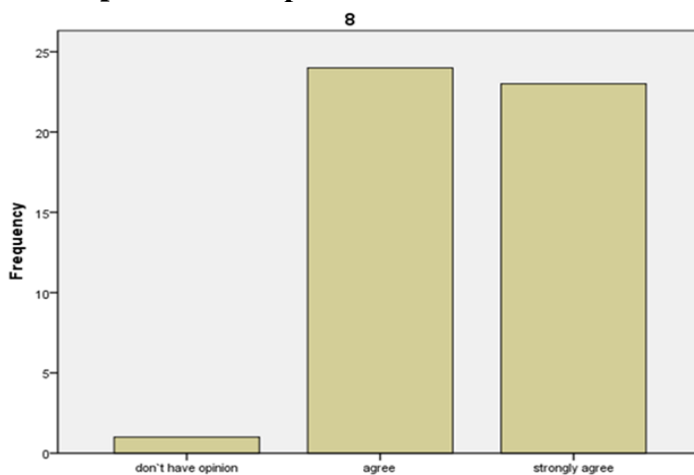


Table 13 Statement 9 (n=51) missing=3

“professional development serves both individual and system needs”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	2	3.9	4.2	4.2
	agree	25	49.0	52.1	56.3
	strongly agree	21	41.2	43.8	100.0
	Total	48	94.1	100.0	
Missing	System	3	5.9		
Total		51	100.0		

49.0% agree and 41.2% strongly agree to item 9.

Figure 21 Respondents' response to statement 9 in bar chart

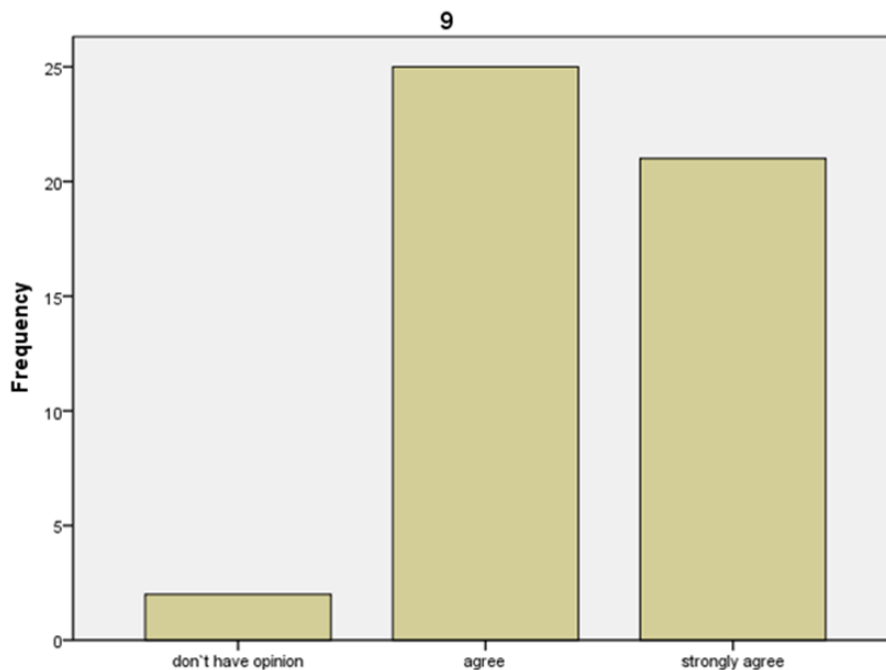


Table 14 Statement 10 (n=51) missing =3

“An internal PD advisor is more welcomed by teachers than an external one”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	12	23.5	25.0	25.0
	agree	24	47.1	50.0	75.0
	strongly agree	12	23.5	25.0	100.0
	Total	48	94.1	100.0	
Missing	System	3	5.9		
Total		51	100.0		

Item 10 above showed that 47.1% of the participants agree and another 23.5 % strongly agree while 23.5 % of the respondents have selected a neutral response.

Figure 22 Respondents' response to statement 10 in bar chart

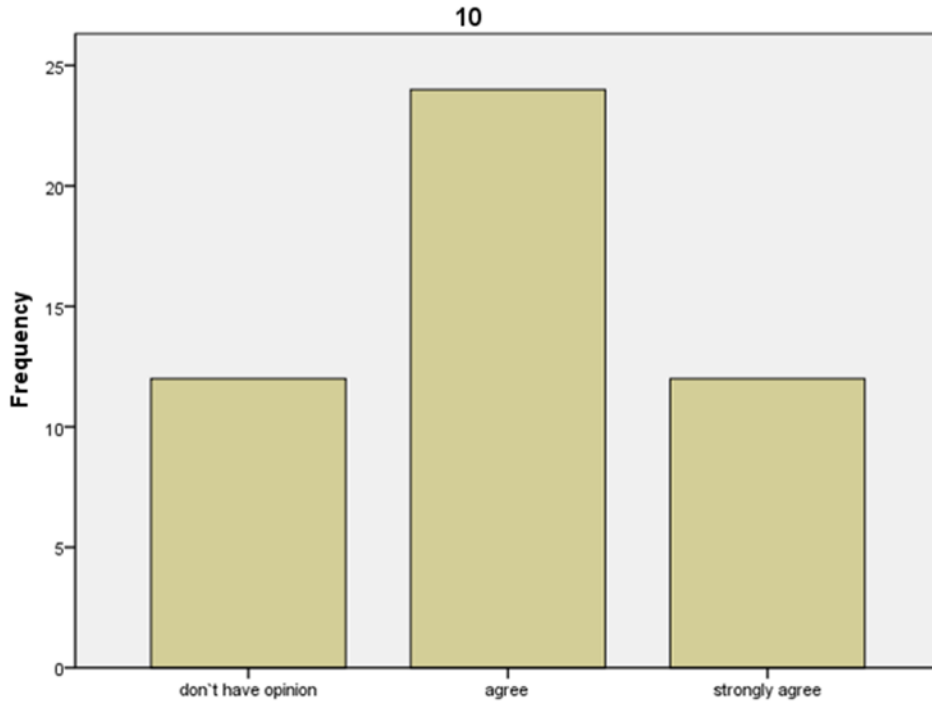


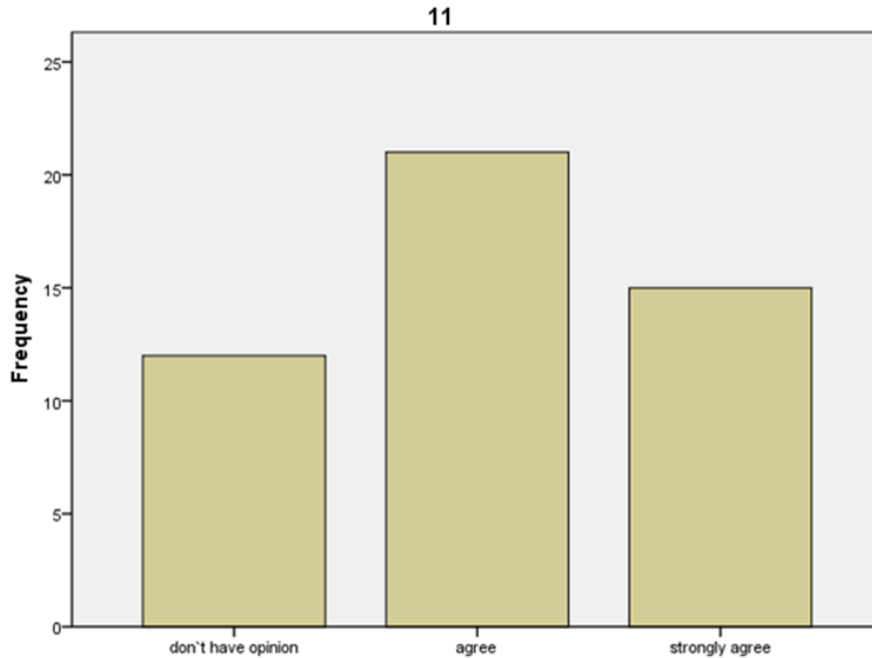
Table 15 Statement 11 (n=51) missing =3

“An internal trainer is more beneficial for the success of the program than an external one”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	12	23.5	25.0	25.0
	agree	21	41.2	43.8	68.8
	strongly agree	15	29.4	31.3	100.0
	Total	48	94.1	100.0	
Missing	System	3	5.9		
Total		51	100.0		

41.2% agree and 29.2 strongly agree to item 11, but 23.5%, about a quarter of the respondents, chose a neutral response. It might seem how knowledgeable the trainer is that counts for teachers as gleaned from a reply to the questionnaire qualitative query: “what should professional development providers and school leaders consider to make PD programmes more appealing for teachers?” A female science teacher stated: “training should be provided by a knowledgeable trainer.”

Figure 23 Respondents’ response to statement 11 in bar chart



Statement 12 to 15 on Likert scale answers research question 1.a Which incentives exist in such programs that boost teachers’ engagement?

Table 16 Statement 12 (n=51) missing =1

“Teachers need external incentives to become more committed to PD”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don` t have opinion	8	15.7	16.0	16.0
	agree	20	39.2	40.0	56.0
	strongly agree	22	43.1	44.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

The participants’ responses to item 12 showed that about 84 % of the participants agreed. The data drawn interview showed evidence for that quantitative conclusion. All 18 interviewees called for various stimulants to trigger authentic participation including financial incentives in the first place and other non-material rewards. Some suggested creating professional growth opportunities for teachers like getting promoted; some others suggested carrying out teachers’ evaluations upon which a salary increase to be offered. In reference to interview query “do teachers need incentives to motivate them to involve effectively in PD programs? Mention these incentives from your own opinion” various revelations have emerged. One interviewee states: “incentive is the key driver for any interaction.” Another affirmed: “it is incentives that all need.” A third stressed the importance of monetary incentives and wondered: “how can a teacher meet the professional development requirements while struggling with a fixed payment!”

Figure 24 Respondents' response to statement 12 in bar chart

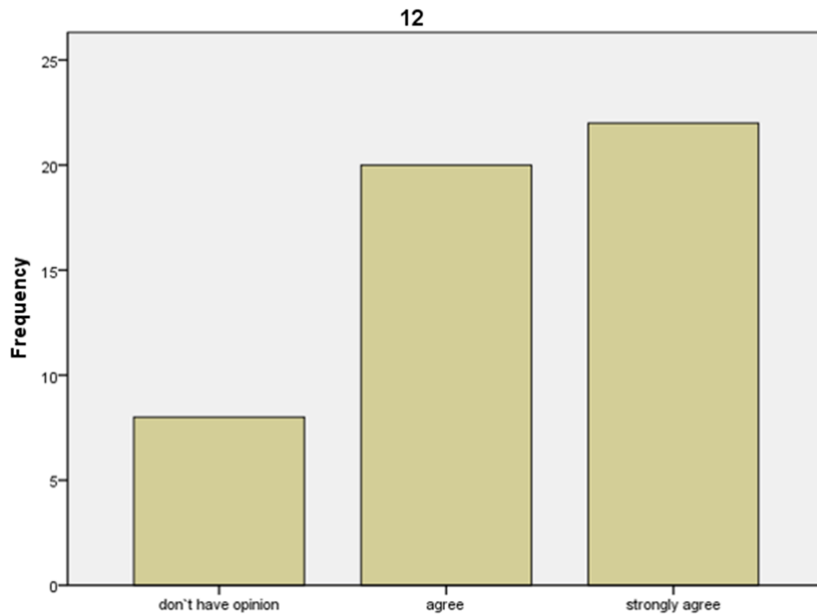


Table 17 Statement 13 (n=51) missing system=3

“It is important that the PD providers be knowledgeable about the subject areas”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	3	5.9	6.3	6.3
	agree	21	41.2	43.8	50.0
	strongly agree	24	47.1	50.0	100.0
Total		48	94.1	100.0	
Missing	System	3	5.9		
Total		51	100.0		

In reference to item 13, 47.1 % agree strongly agreed and another 41.2 agreed.

Figure 25 Respondents' response to statement 13 in bar chart

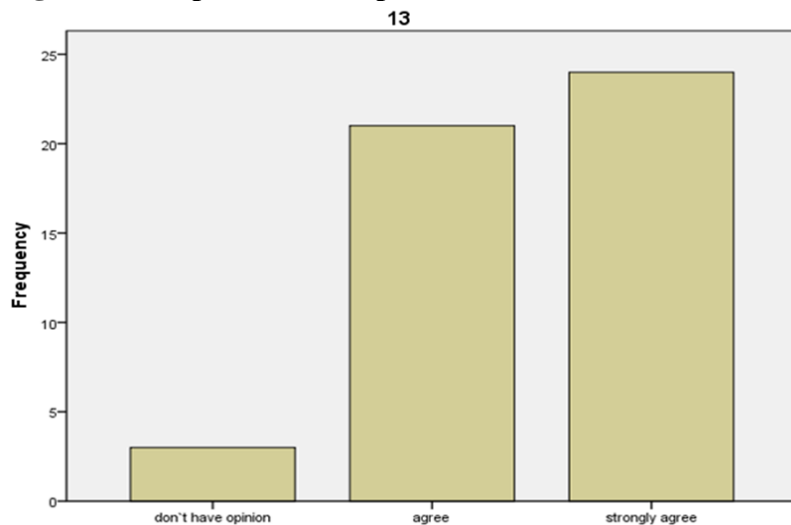


Table 18 Statement 14 (n=51) missing system= 4

“For professional development to become an integral part within the school culture, not only do school leaders have to set the circumstances for teachers to learn together but also to learn with them”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don` t have opinion	6	11.8	12.8	12.8
	agree	25	49.0	53.2	66.0
	strongly agree	16	31.4	34.0	100.0
	Total	47	92.2	100.0	
Missing	System	4	7.8		
Total		51	100.0		

About half of the participants agreed to item 14, and 31.4% strongly agreed, but 11.8% selected a neutral position. Revelations from interview data have made administrative leadership accountable for removing the obstacles hindering teachers’ real engagement in professional development. A Maths teacher states: “It is the will of administrative leadership that can relieve the load off teachers’ shoulders to pave their way towards genuine PD participation.” Another Maths teacher maintains: “a better relationship between staff and the administration can enhance teachers’ participation.”

Figure 26 Respondents’ response to statement 14 in bar chart

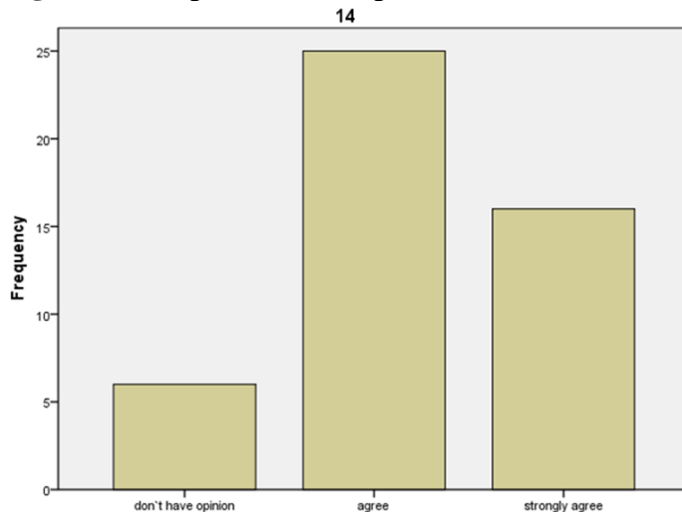


Table 19 Statement 15 (n=51) missing system=1

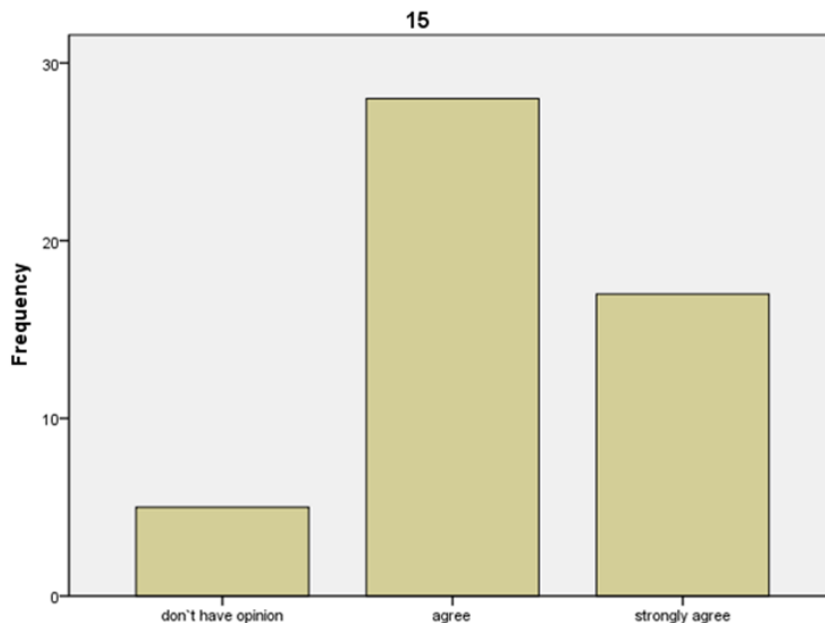
“It is important for the structure of the school to be organized for teachers to collaborate regularly”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don` t have opinion	5	9.8	10.0	10.0
	agree	28	54.9	56.0	66.0
	strongly agree	17	33.3	34.0	100.0

Total	50	98.0	100.0
Missing System	1	2.0	
Total	51	100.0	

In reference to the item 15, a majority of 54.9 % agreed. Analysis of questionnaire’s qualitative data section manifested descriptive views of some respondents, for example, a young female British teacher for Maths, Science and English theme assumed: “If teachers collaborate on areas they believe need improving, they would benefit more from PD.” Another confirmed: “Time is an important factor. Opportunities for collaboration need to be structured within the school operational plan for teams of teachers to manage to come together.”

Figure 27 Respondents’ response to statement 15 in bar chart



Statement 16 to 19 to on Likert scale answers research question 1.b

What are the barriers, if any, which hinder teachers’ participation?

Table 20 Statement 16 (n=51)

“Private school teachers are not provided enough support to enhance their participation in professional development programmes”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid don` t have opinion	5	9.8	9.8	9.8
agree	27	52.9	52.9	62.7
strongly agree	19	37.3	37.3	100.0
Total	51	100.0	100.0	

As shown in the table more than half of the sample, 52.9% agreed to statement 16 and another 37.3 % strongly agreed while 9.8 % selected neutral positions. Such varied responses might be reflecting variation in professional development provision from one private institution to another.

Again, and in reference to interview query No. 5 “Do you think PD opportunities available to ADEC teachers are more than those accessible by their private schools counterparts?” All

members of the sample have given out “a yes” response which can be a clue to their being short of appropriate teacher PD; private schools’ caring more about making financial gains as a single fundamental goal has also been referred to, unlike government run schools that place backing their teachers’ professional development as a priority.

Figure 28 Respondents’ response to statement 16 in bar chart

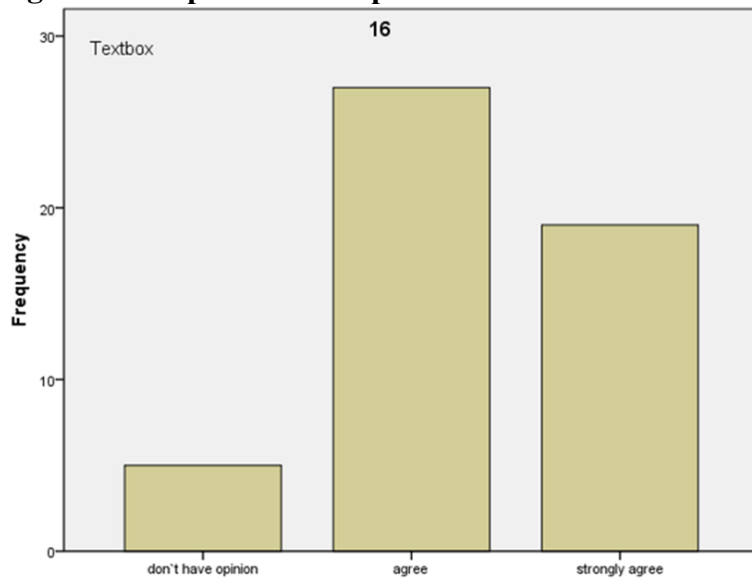


Table 21 Statement 17 (n=51) missing 2

“Teachers tend to disapprove of professional development programs focusing on abstract educational principles or teaching methods taken out of context”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	11	21.6	22.4	22.4
	agree	26	51.0	53.1	75.5
	strongly agree	12	23.5	24.5	100.0
	Total	49	96.1	100.0	
Missing	System	2	3.9		
Total		51	100.0		

A majority of 51 % of the surveyed teachers agreed to item 17 another 23.5% strongly agreed. Expressing hopes for PD programmes to be tailored with intelligible objects and outcomes attached to teachers’ individual subjects, a young female teaching Arabic language in a foreign curriculum school pointed out: “The workshops should be related to our subjects and have clear outcomes and objects” in response to question 1 in section C of the questionnaire allocated for drawing personal posits. Another female informant teaching English in an MOE school expressed wishes for PD programmes to be created in a way to meet teachers’ demands by suggesting: “find out teachers’ needs” professional development would be more agreeable to teachers.

Figure 29 Respondents' response to statement 17 in bar chart

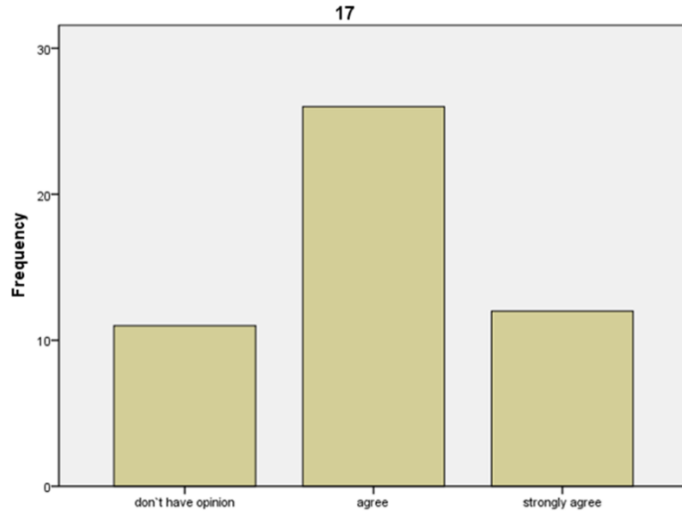


Table 22 Statement 18 (n=51) missing 2

“The most prevailing form of professional development programs which many school systems tend to provide their staff with is the one-shot workshop”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	14	27.5	28.6	28.6
	agree	26	51.0	53.1	81.6
	strongly agree	9	17.6	18.4	100.0
	Total	49	96.1	100.0	
Missing	System	2	3.9		
Total		51	100.0		

In reference to item 18, more than a quarter of the informants, 27.5% responded by choosing a neutral position; however 51.0% agreed to the point. This might suggest variations in PD provision among the surveyed schools.

Figure 30 Respondents' response to statement 18 in bar chart

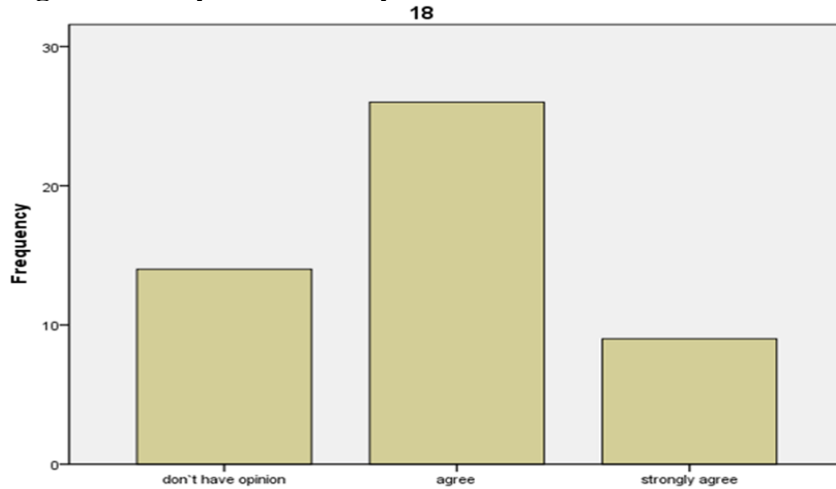


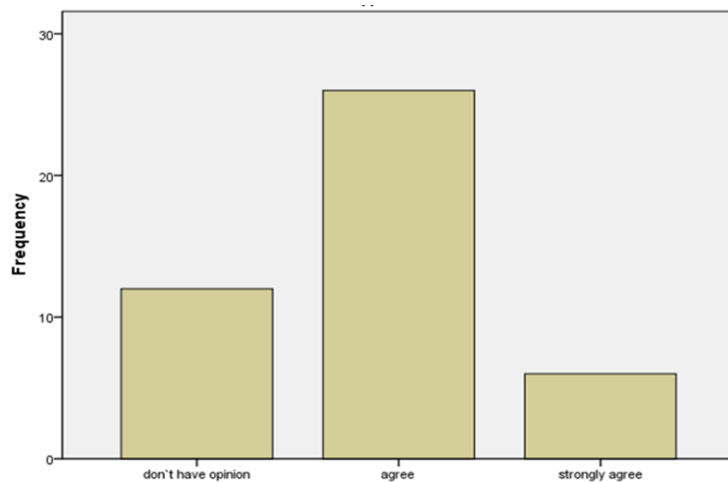
Table 23 Statement 19 (n=51) missing= 7

“The one-off workshops are flawed and have several shortcomings”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	12	23.5	27.3	27.3
	agree	26	51.0	59.1	86.4
	strongly agree	6	11.8	13.6	100.0
	Total	44	86.3	100.0	
Missing	System	7	13.7		
Total		51	100.0		

While 51% of the respondents agreed and another 11.8% strongly agreed in their response to item 19. 23.5% chose a neutral response, findings that also display traces of variation in PD perceptions among various participants from schools with varied PD orientations.

Figure 31 Respondents' response to statement 19 in bar chart



Statement 20 to 22 on Likert scale answers research question 2

Is there a relationship between effective professional development and improving teachers' performance?

Table 24 Statement 20 (n=51) missing= 1

“Assessing teachers in the wake of completing a PD program is highly required for ensuring its success”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	12	23.5	24.0	24.0
	agree	21	41.2	42.0	66.0
	strongly agree	17	33.3	34.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

An approximate rate of 74 % of the informants comprising the study sample showed approval to item 20 by either choosing agree or strongly agree scales, while a percentage of 23.5 selected a neutral position, logical findings that seem to back the reluctant attitude familiar among a number of practitioners when it comes to being assessed, a conclusion supported earlier with an evidence drawn from the respondents' low rating to (item D of table 4). However, at first glance, there seems to be a paradox between findings from the low frequency to assessment emerged earlier (table 4) and the high rating observed in this table. Based on interview discussions, most interviewees pointed out that the type of assessment they meant here is the clinical form rather than the traditional one.

Figure 32 Respondents' response to statement 20 in bar chart

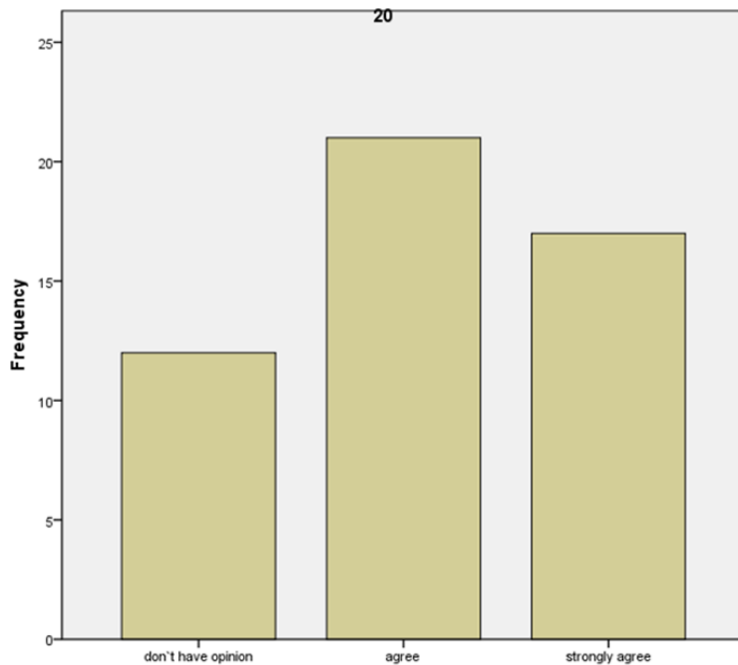


Table 25 Statement 21 (n=51) missing= 1

“PD programmes help increase both novice and veteran teachers’ instruction techniques and ways for their empowerment”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	15	29.4	30.0	30.0
	agree	20	39.2	40.0	70.0
	strongly agree	15	29.4	30.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

As shown in the table, 30.0 % of the informants showed a neutral response. The questionnaire gleaned data comes, to some degree, compatible with that obtained from the interview data. Quite a number of informants argued against the veterans' need for PD programmes; a Maths

teacher claimed: “Experienced teachers might not need such programmes since they had gone through before.” Another interviewee pointed out: “An experienced teacher’s practices are not in need for any more improvements as these faculties manage to adapt and perform according to the prevailing situation.” Another says: “It is novices who need to further their understanding of some techniques.”

On the other hand, an academic advisor extols PD rewards for both novices and veterans; He has expounded: “Novice teachers need induction to be integrated and informed about their mandates, while expert teachers are kept in the loop with the most recent in the field.”

Figure 33 Respondents’ response to statement 21 in bar chart

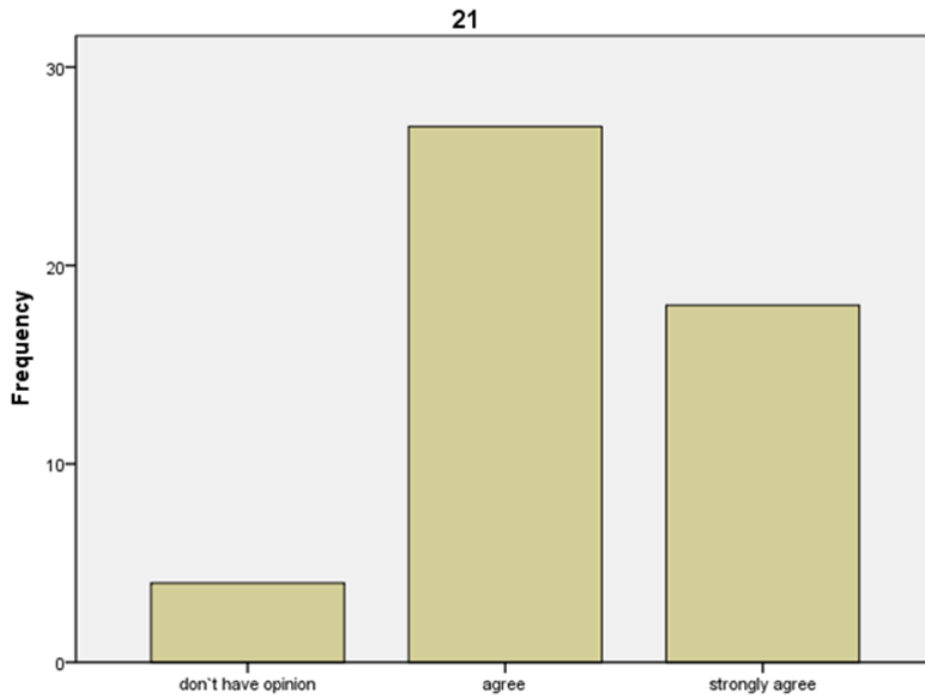


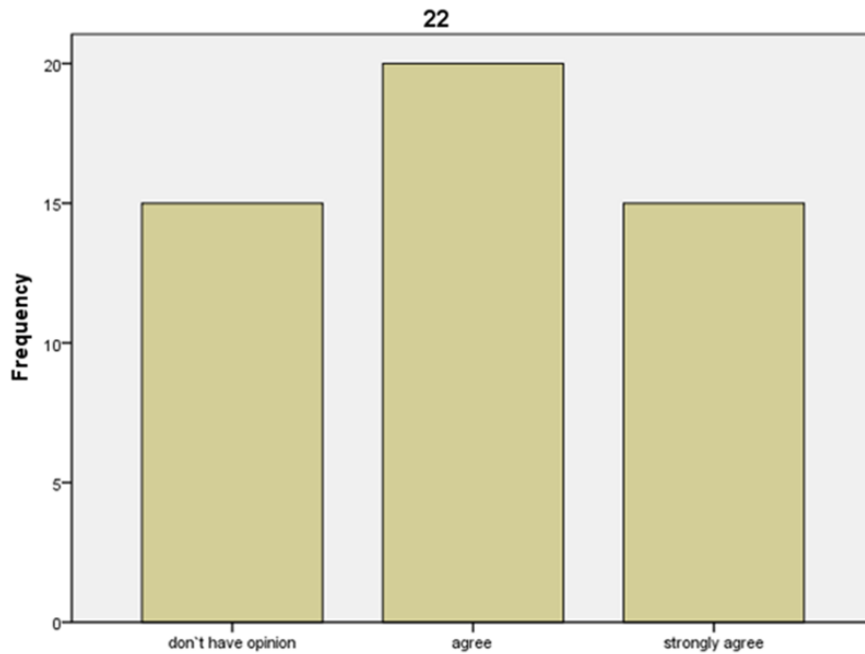
Table 26 Statement 22 (n=51) missing= 1

“Professional community building can deepen teacher’s knowledge, build their skills and improve instruction”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	15	29.4	30.0	30.0
	agree	20	39.2	40.0	70.0
	strongly agree	15	29.4	30.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

As shown in the table in their response to item 22, 39.2% agreed and another 29.4 strongly agreed while about a third of the participants selected a neutral response.

Figure 34 Respondents' response to statement 22 in bar chart



Statements 23 and 24 on Likert scale answers research question 3
Is there a relationship between effective professional development and students' performance, and if any, to what extent?

Table 27 Statement 23 (n=51) missing= 2

“Teachers who are motivated about their professional learning are likely to communicate that excitement to their pupils”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don't have opinion	5	9.8	10.2	10.2
	agree	16	31.4	32.7	42.9
	strongly agree	28	54.9	57.1	100.0
	Total	49	96.1	100.0	
Missing	System	2	3.9		
Total		51	100.0		

In reference to item 23, 54.9% strongly agreed and another 31.4 agreed. The perspective when practitioners become more enthusiastic about their learning could generate transformations in students' attitudes towards their learning in a way that enhances their involvement into their learning is supported by revelations yielded from the interview question 8 “ What is the impact of PD programs on students' performance? How this impact could be measured according to real experience? An interviewee confirms: “Implementing PD learnt techniques in instruction, assists students to further their achievements and get rid of boredom.” Another asserts: “It promotes their (students) involvement. A third interviewee confirms: “A positive impact can be instantly detected. While another argues: “Such programmes have no tangible impact on students' performance apart from furthering their fun level into learning. Another debated: “When we

(teachers) go outside our books as barriers, the students can learn and they will be more accountable for their education.”

Figure 35 Respondents’ response to statement 23 in bar chart

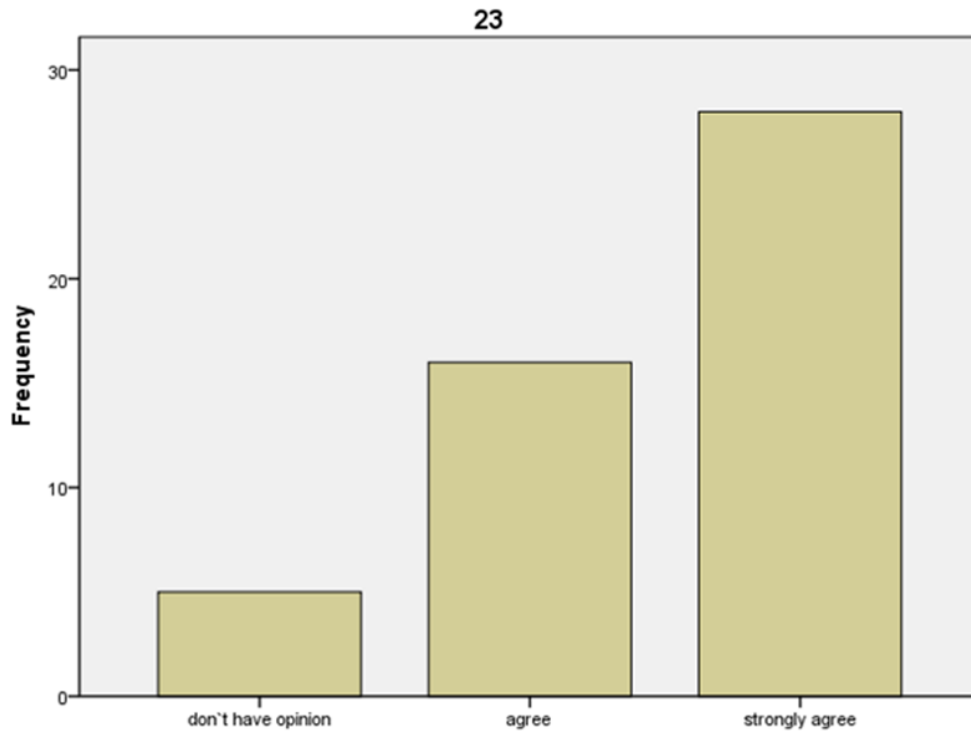


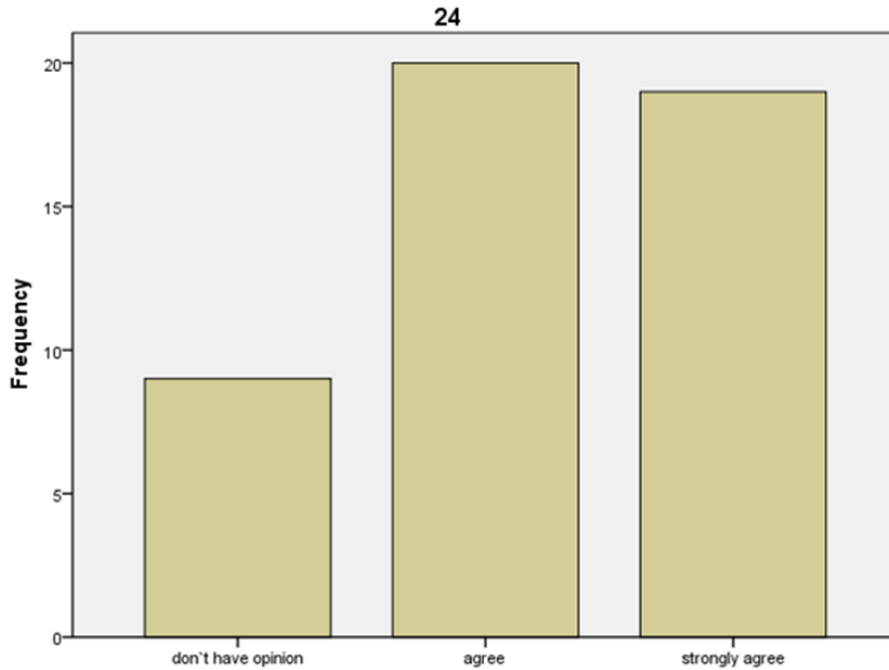
Table 28 Statement 24 (n=51) missing= 3

“The quality of teachers depends to a considerable degree on the quality of their professional development”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	don` t have opinion	9	17.6	18.8	18.8
	agree	20	39.2	41.7	60.4
	strongly agree	19	37.3	39.6	100.0
	Total	48	94.1	100.0	
Missing	System	3	5.9		
Total		51	100.0		

In their response to the questionnaire’s final item, 39.2 % have agreed and another 37.3 have shown strong feeling suggesting that students’ performance could never be far better than that of the individuals who instruct them. They attributed the quality of teachers to the quality of PD programmes they immerse themselves into. Nonetheless, most of the interviews attributed the impactful PD to the model being presented either effective or ineffective.

Figure 36 Respondents' response to statement 24 in bar chart



4.5 Results of Man-Whitney Test to answer research question 4

Are there statistically significant differences between teachers and their subject leaders on their responses to the 7 dimensions of the professional development questionnaire?

Table 29 Questionnaire's 7 dimension on Mann-Whitney Test Ranks

Leaders and Teachers		N	Mean Rank	Sum of Ranks
1-Sum_Need_PD	1.00	5	26.50	132.50
	2.00	35	19.64	687.50
	Total	40		
2-Sum_PD_preferred	1.00	7	24.50	171.50
	2.00	33	19.65	648.50
	Total	40		
3-Sum_T_understand_PD	1.00	8	22.13	177.00
	2.00	30	18.80	564.00
	Total	38		
4-Sum_PD_stimulants	1.00	8	19.56	156.50
	2.00	36	23.15	833.50
	Total	44		
5-Sum_PD_obstacles	1.00	8	18.56	148.50

	2.00	34	22.19	754.50
	Total	42		
6-Sum_Teacher_Perform	1.00	8	32.00	256.00
	2.00	39	22.36	872.00
	Total	47		
7-Sum_PD_Student_Per	1.00	8	32.81	262.50
	2.00	40	22.84	913.50
	Total	48		

Table 30 Test Statistics results

	Sum_Need_PD	Sum_Per_PD_Efeacay	Sum_Teach_understand_PD	Sum_PD_motivation	Sum_Impede_Motivation	Sum_Teacher_Perform	Sum_PD_AffectStudentPer
Mann-Whitney U	57.500	87.500	99.000	120.500	112.500	92.000	93.500
Wilcoxon W	687.500	648.500	564.000	156.500	148.500	872.000	913.500
Z	-1.486	-1.430	-.756	-.725	-.769	-1.982	2.938
Asymp. Sig. (2-tailed)	.137	.153	.449	.468	.442	.050	.010
Exact Sig. [2*(1-tailed Sig.)]	.228	.326	.470	.482	.459	.042	.010

In reference to research question 4 aimed at deciding whether statistical differences exist between teachers and their supervisors on their responses to the 7 dimensions of the professional development questionnaire, a Man-Whitney test was conducted and it emerged that apart from the last two dimensions, there are significant differences between the two parties. As to the sixth PD dimension testing whether professional development affects teachers' performance the results show significant difference existing between each party in favour of the leaders with a $Z = 1.9$ and $P = .05$. As for the point testing if professional development impacts students' performance or not the results also display significant differences again for the supervisors side with a $Z = 2.9$ and $P = .01$. Overall, while there are no significant statistical difference between teachers and their supervisors on the first 5 dimensions of PD, significant differences emerged concerning the last two dimensions gauging the impact of PD on both teachers and students' performance while teachers scored them low, the supervisors' scoring was high.

4.6 Qualitative results

8 qualitative questions were the subject of 4 focus group interviews were conducted in two school settings including 4 teachers at a time. In each of the two targeted settings a face-to-face interview was run with one supervisor. The analysis, including brought out data from the questionnaire qualitative section, yielded a number of research supported conclusions all of which have been used for interpreting the quantitative data. The major emergent themes were as follows:

1. Most teachers view they are short on professional development programmes compared with their public school counterparts.
2. It has been identified through the informants' constructs that quite a number of their work venues not only have paucity of adequate professional development but they also lack a PD vision.
3. When implemented, professional development take the up-down form that lacks teachers' input and hence their support.
4. Teachers are motivated towards more authentic engagement through ample of strategies including material and nonmaterial rewards with the former placed in the first place. Teachers also called for collegial collaboration and a more considerate approach from the part of their leadership.
5. Leaders are the ones who can reverse the situation for more teacher participation in professional development by removing the hindrances since sparing more time for collaboration between teachers boost their PD. Also, teachers need to feel more secure about their careers. Generic PD programmes need to be avoided for more subject and discipline based ones.
6. Most private school teachers hold clear understanding of the professional development programmes, what can maximize or minimize their participation. They have called for more individualized, subject-based, teacher-, student-, school-oriented professional development forms geared up for instructional practices rather than abstract theories.
7. Apart from making students' learning more fun, most teachers see little to no impact for professional development on students' performance given the implementation shortcoming within most of their working venues. Nonetheless, quite a number, however, do believe professional development do have significant effects both on teachers along with students' performance on condition that the situation is reversed towards more effective forms adopting appropriate implementation strategies.
8. Teachers' beliefs about different aspects of PD were consistent with those of their supervisors but for to which degree these impacts students' performance- while many teachers viewed the impact is no more than making learning more joy, supervisors thought otherwise. However, their lauding of professional development impact on students' learning stemmed from observation rather than formal assessments.

Chapter 5

Discussion, Recommendations and Conclusion

This dissertation aimed to investigate the perceptions of teachers in Abu Dhabi private schools with an overarching goal to define what motivates or stymies teachers in their pursuit for genuine professional development opportunities and whether the offered models have impact their performance and that of their students'. The results have revealed several shortcomings negatively affecting the efficiency of these programmes in private schools. The findings of this study also served as a platform to present a set of recommendations and possible practical solutions that could function as a framework for future PD programme implementation. These recommendations would be crucially important for several decision making entities charged with school reform, PD providers and school leaders accountable for PD provision to elevate teachers' professional and instructional standards, and to every teacher in the field.

5.1 Major Findings

1. Most teachers in private schools rated the professional development they received within their workplace as of a low impact to their performance or that of their students'. The only perceived benefit was making learning seem more agreeable for students based on gleaned-interview data.
2. Most teachers perceived PD opportunities accessible as focusing on traditional models, periodically held one-shot workshop.
3. While some teachers view their professional development as rewarding; most of them affirmed it put more pressure on them.
4. While most teachers viewed their PD as of low value, their supervisors rated them of high value for all, although their judgments were not data drawn.

5.2 Discussion

Revelations of this study flowing from the PD questionnaire and interviews corroborate to those prevalent in the international and local literature on professional development reviewed in chapter 2 of the current research.

In reference to the most overarching aim of this study probing perceptions of teachers towards their professional development experiences, which incentives offered and the obstacles encountered, the derived data from the two utilized tools was analyzed at different levels for the goal of finding relevant clear responses. It was identified through perceptions of most participants that their aspirations for professional growth are primarily sparked by their hopes to improve instruction for the good of their students. Most teachers highly valued opportunities bolstering their practical knowledge, improving their teaching skills and updating their knowledge, findings paralleled with conclusions by (Nugent, 2007; Day, 1999; Darling-Hammond, 1988) asserting that a practitioner's main concern is to see their students' learning improve.

Also, it was made clear that as professionals, most teachers better understand their roles as change agents who either alone or via collaborating with others, as Day (1999) has suggested, set off to review, renew and extend their commitment to development. However, the needs of most teachers go unaddressed by a number of their respective schools, sometimes by shortage of

adequate support or/and on most occasions due to the ignorance of proper implementation by providers as (Campbell, 2014) asserted.

Requested to define their preferred PD forms, it has been manifested that PD models like self-directed, observing best practices, school and teachers networks keeping their learning sustainable, leveraging their autonomy and holding them accountable about their learning rather than passive participants have been of high value corresponding with previous studies (Villegas-Reimers, 2003; Lambert et al 2002; Lieberman, 1999; Pierce and Hunsaker; 1996; Vygotsky,1962, 1978); Dewey, 1916)) lauding effective PD forms fostering collaboration at a small or a wider scale for bringing about significant gains for school reform on the whole. By stark contrast with those findings from the quantitative study, interviews revealed that most teachers are short on adequate professional development apart from traditional forms presented on periodic occasions which mostly lack teachers' inputs. Workshops, which have been recognized as the most commonly used PD form in private schools along with assessments resulting from supervisors traditionally conducted visits, have gained very low rating. Alwan (2000) has highlighted that supervision in most MOE run schools has always been known infamously for several shortcomings given supervisors' dual roles. This disclosed information supports what (Villegas-Reimers, 2003) commended as crucial for innovations to fulfill the desired outcomes is to alter individuals' attitudes.

Based on teachers' personal constructs drawn from their interview replies, it has emerged that most of them suffer a shortage of appropriate rewards given the ineffective offered PD forms which totally deprive them of their right of sharing opinions. Most teachers view offered PD events worsen their pressurized working days and elaborated on the impediments stymieing their professional development. Lack of autonomy, rewards both monetary and non-material, collaboration time with colleagues and individualized programmes tailored to address individual differences have been highly recognized by most of the participants. Another resonating factor disclosed by most of the informants was that their work venues fall short in defining areas for teachers' professional growth as reiterated by a majority of informants suggesting if given a prospective for any promotions along with salary rise, only then, they would be more motivated. The literature relates to this issue (Gulamhussein, 2013; Omazic & Danijela, 2011) confirm that providing a wide array of support forms ranging from extensive time, to offering a bundle of incentives, boosting faculties autonomy and delivering a vast array of PD forms are key factors, if absent, any development attempt is not viable.

5.3 Scope for Further Research

This study has implication on professional development and presents a variety of opportunities for future research. While measuring the impact of PD is a key factor in this study, the results were mainly drawn from posits of teachers and a number of their supervisors. Investigating the perceptions of administrative leadership members can be an area for investigation in future studies. If I were to conduct any future research, I would widen the scope of the study by conducting a comparative research between private school teachers and their counterparts in public schools to investigate any nuances or similarities in each side perceptions about their current PD status.

5.4 Recommendations

Policy makers and school districts

1. School principals need to be constantly informed about the latest regarding professional development trends since traditional PD opportunities widely prevalent in private schools have gone outdated and proven to be of detrimental effects on all school levels.
2. Retaining traditional leaders showing no commitment to teaching best practices is to no avail. Only constructive leaders would be able to modernize our schools to make learning viable for all individuals in a supportive school culture in behalf of students learning and performance.
3. School districts have to create opportunities of liaising between schools and colleges since such models can bring significant outcomes for all the parties concerned, but for that end huge support is required from outside schools to make such model viable.

School leaders and stakeholders

1. Since schools can never be better than people who work in, learning opportunities need to be well established within the school culture for all individuals to upgrade students' performance- an ultimate goal for the whole system.
2. The more professional knowledge teachers' gain, the higher students' achievement levels reach, so leaders and stakeholders have to provide more varied PD forms to cater for teachers' individual needs.
3. Teaching staff normally accept any new innovations later after the implementation when they see the impact of such techniques on their students' academic outcomes. A situation if reversed by changing the teachers' attitudes ahead of application, these programmes would bring about significant results on teacher classroom practices leading to tangible change in students' performance, a central goal to all concerned in education.
4. For school managers, it is not the availability of what is being offered that maximize teacher professional development gains but rather the efficiency of what is being offered and in the right way.
5. Professional development can no longer just be about exposing teachers to a concept or providing basic knowledge about a teaching methodology, practitioners have to be involved in hands on activities for effective participation.
6. Leaders should bear in mind that no magic formula exists for PD and that it is most likely for educators to experience high quality professional development by means of collaboration.
7. Teachers should be held on equal terms as any other professionals just to attract them to get in PD partnership with teaching faculties at colleges a model that has proven significant success.
8. A far more sophisticated leadership style has to be disseminated through the school culture in which the professional staff share leadership with the principal viewed as the leader of leaders.

Supervisors and middle leaders

1. While their roles are lauded to be substantially important to define teachers' areas of strengths and those for improvements, supervisors' practices should retreat from traditionally conducted towards far more sophisticated clinically run visits where teachers feedback about their instructional styles is provided in a more agreeable respectful manner unlike the intimidating traditionally conducted visits mostly loathed by a large number of teachers.

Teachers

1. Since vast majority of teachers view their success in their students improved learning outcomes, teachers' engagement in PD events is quite inevitable since how teachers can cater for students' sophisticated learning, with no adequate training on techniques they might not have experienced themselves.

2. Apart from availability of funding, there exist viable PD initiatives which are cost effective and have proven to be of significant success if adopted, so teachers have no excuse to shun a central requirement for carrying out their jobs against international standards as taking part in such initiative has become the norm worldwide and inevitable.

5.5 Conclusion

Not only does the younger generation of modern age have significant challenges which they need to rise above by means of high quality education, but also nations experience similar pressures to equip their citizens with the best educational opportunities, an end if failed, these countries' chances for competing in the world's economy would be so minimal.

For accomplishing these national and individual aspirations development agendas have been set up by governments and educational organizations with one sole purpose aiming for creating sweeping educational improvements with teacher in their core interests since they are the individuals who have the final say about what, how, and how much students learn (Cochran-Smith & Lytle, 2006).

In an era, witnessing a pressing demand for teachers' expertise worldwide, Day (1999) remarked that teacher professional development has gained considerable momentum. Educators commitment to and engagement in professional development is almost inevitable since it primarily targets students' learning. The more professional knowledge teachers' gain, the higher students' performance levels reach. For accomplishing this end, PD programmes have to foster several primary hallmarks: providing practical, real and challenging goals; designing activities with technical and conceptual relevance to instruction and winning teachers' support for effectively transforming teachers practices (Baker, 1999).

Never before have teachers been expected to teach to highly sophisticated knowledge and cutting-edge practices in a way they might themselves not have experienced. Hence, far more exquisite development opportunities need to be sought rather than traditionally presented forms (Hammond, 1998). Traditional development greatest irony - with notably one-size fits all events - is that teachers are being persuaded to adopt instructional styles like fostering collaboration while teaching in a more social context for learners to jointly construct their knowledge – techniques these programmes typically ignore when teaching teachers. Professional development

can no longer just be about exposing teachers to a concept or providing basic knowledge about a teaching methodology in a way that underestimates teachers by presuming their shortage of knowledge. Instead, professional development in an era of accountability requires a change in a teacher's practice leveraging students' performance.

To sum up, it appears that professional development gravest issue is not any more a shortage of what is available but rather the quality and effectiveness of what is accessible. Should the structure of the whole process be reviewed and a radical paradigm shift led by supportive leaders takes place, professional development challenges can be resolved and other school challenges as well and until then the status quo will detrimentally turn sour.

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Appendix A: Questionnaire

Teachers' Perceptions Questionnaire on Professional Development

This questionnaire is designed to elicit teachers' perceptions as to professional development and to what extent it impacts both teachers' performance and their students' academic performance. So, you need to consider the professional development programmes you have engaged in as a teacher or consider the ones you have overseen in case of playing an administrative role. The results of this survey will be used only for research purposes so please give your answers sincerely. It takes a few minutes to respond to its items and questions. Your participation is voluntary and data obtained will be treated with confidentiality. Thank you in advance for your kind participation.

Part A: Demographic Information

1. What is your gender? Male Female
2. What is your age?
3. What is your current post?
4. Which is the highest qualification you hold? College Certificate (2 year diploma)
B.Ed. B.A. MA Ph.D. other, specify
5. Which school subject do you teach?
6. Which curriculum is taught in your school? Ministry of Education foreign curriculum
7. Which school cycle do you teach? Cycle 1 Cycle 2 Secondary stage
8. What is your nationality?
9. What is your working experience?
 less than 5 years 5-10 years 11-15 years 16- 20 years
 21-25 years over 25 years
10. If you were to self-evaluate yourself with regard to your profession, tick the category that best describes your current situation.
Require support Achieve satisfactory level while some areas still need urgent improvement Showing good performance level Very good performance level
Distinct performance matching international benchmarks

Section B: How is PD perceived by teachers?

- 1- Tick the reason(s) for getting engaged in PD programmes based on your personal experience. You can tick more than one choice.

1. Updating subject knowledge
2. Required to undertake
3. Response to curriculum changes
4. Improving teaching skills
5. To gain a required qualification for a higher position

If any other specify

.....

2-Here are types of professional development programmes, tick the preferred one(s)

Preferred PD forms	
A. School network
B. Professional Development Schools
C. Teachers Networks
D. Lesson observation for assessment
E. Workshops
F. Self-directed
G. Observation of best excellent practices

If any other specify

.....

3-For each statement of this part, check off whether you Strongly agree(SA); Agree(A); Don't have an opinion(N); Disagree(D); Strongly disagree(SD).

STATEMENT	SA	A	N	D	SD
Teachers' understanding of their PD					
1. Professional development is an authentic requirement for all teachers in today's rapidly, constantly and technologically changing world.					
2. Effective professional development should be intensive, continuous and connected to practice					
3. Professional development is viewed as a collective responsibility of both staff and the organization in which they work.					
4. The prime responsibility for securing professional development lays in the first instance on teachers themselves					
5. There is a kind of conflict and stress between the school needs and those of the teaching staff targeted by PD					
6. Head teachers and other educational leaders should reduce the conflict rising between the needs of the organization and those of the individuals.					
7. Teachers' voice should be heard in terms of designing the PD programmes.					
8.It is important that teachers and administrators agree on the expected learning goals of a professional development programs					

9. Professional development serves both individual and system needs					
10. An internal PD advisor is more welcomed by teachers than an external one.					
11. An internal trainer is more beneficial for the success of the program than an external one.					
What motivates teachers toward PD					
12. Teachers need external incentives to become more committed to PD					
13. It is important that the PD providers be knowledgeable about the subject areas					
14. For professional development to become an integral part within the school culture, not only do school leaders have to set the circumstances for teachers to learn together but also to learn with them.					
15. It is important for the structure of the school to be organized for teachers to collaborate regularly.					
What impedes teachers from PD					
16. Private school teachers are not provided enough support to enhance their participation in professional development programme.					
17. Teachers tend to disapprove of professional development programs focusing on abstract educational principles or teaching methods taken out of context.					
18. The most prevailing form of professional development programs which many school systems tend to provide their staff with is the one-shot workshop					
19. The one-off workshops are flawed and have several shortcomings					
PD and teachers' performance					
20. Assessing teachers in the wake of completing a PD program is highly required for ensuring its success.					
21. PD programmes help increase both novice and veteran teachers' instruction techniques and ways for their empowerment .					
22. Professional community building can deepen teacher's knowledge, build their skills and improve instruction.					
PD and students' performance					
23. Teachers who are motivated about their professional learning are likely to communicate that excitement to their pupils.					
24. The quality of teachers depends to a considerable extent on the quality of their professional development.					

Section C- Qualitative Data Collecting

1. What should PD providers and school leaders consider to make PD programs more appealing for teachers?

.....

2. To what extent do such programs reinforce students' learning?

.....
.....

Final Section

Kindly provide a contact email in case you are willing to take part in follow up interviews.

.....

Thanks so much for your participation

2-Here are types of professional development programmes, rank them from 1-8 denoting most effective to the least effective respectively.

- 5 1. workshops
- 8 2. Education conferences and seminars
- 1 3. Qualification programmes
- 7 4. Observation visits to other schools
- 4 5. Professional development network
- 2 6. Individual and collaborative research
- 3 7. Peer observation
- 6 8. Reading professional literature

For each statement of this part, check off whether you Strongly agree(SA); Agree(A); Don't have an opinion(N); Disagree(D); Strongly disagree(SD).

STATEMENT	SA	A	N	D	SD
1. Professional development is an authentic requirement for all teachers in today's rapidly, constantly and technologically changing world.	✓				
2. Professional development is viewed as a collective responsibility of both staff and the organization in which they work.	✓				
3. Private school teachers are not provided enough support to enhance their participation in professional development programmes.	✓				
4. The most prevailing form of professional development programs which many school systems tend to provide their staffs with is the one-shot workshop.		✓			
5. The prime responsibility for securing individual professional development lays in the first instance on teachers themselves.		✓			
6. The one-off workshops are flawed and have several shortcomings.		✓			
7. An internal PD advisor is more welcomed by teachers than an external one.	✓				
8. When both novice and experienced teachers learn new instruction techniques and ways for their empowerment they get more motivated towards PD.	✓				
9. Professional development serves both individual and system needs.	✓				
10. An internal trainer is more beneficial for the success of the program than an external one.		✓			
11. Assessing teachers in the wake of completing a PD program is highly required for ensuring its success.	✓				
12. Effective professional development should be intensive, continuous and connected to practice.	✓				
13. Teachers need external incentives to become more committed to PD.	✓				
14. For professional development to become an integral part within the					

school culture, not only do school leaders have to set the circumstances for teachers to learn together but also to learn with them.	✓				
15. Professional community building can deepen teacher's knowledge, build their skills and improve instruction.		✓			
16. It is important that teachers and administrators agree on the expected learning goals of a professional development programs.	✓				
17. It is important that the CPD providers be knowledgeable about the subject areas.	✓				
18. The teachers' voice should be heard in terms of designing the CPD programs.	✓				
19. It is important for the structure of the school to be organized to collaborate regularly.	✓				
20. Teachers tend to disapprove of professional development programs focusing on abstract educational principles or teaching methods taken out of context.			✓		
21. There is a kind of conflict and stress between the school needs and those of the teaching staff targeted by PD.			✓		
22. Head teachers and other educational leaders should reduce the conflict rising between the needs of the organization and those of the individuals.			✓		
23. Teachers who are motivated about their professional learning are likely to communicate that excitement to their pupils.	✓				
24. The quality of teachers depends to a considerable extent on the quality of their professional development.	✓				

Qualitative Data Collecting

1. What should PD providers and school leaders consider to make PD programs more appealing for teachers?

Motivation

2. To what extent do such programs reinforce students' learning?

It is VERY important to be able to help students

Final Section

Kindly provide a contact email in case you are willing to take part in follow up interviews.

tongyiintexas@hotmail.com

Thanks so much for your participation

Appendix B: Interview

Interview

All views, opinions and information will be anonymously treated and are mainly for research purposes.

This interview aims at investigating teachers’ opinions and perspectives on PD programs and their impact on both teachers’ performance and Students learning outcomes.

Questions

1. Do you think discussions on PD should be held with teachers to identify their needs, and then involve them in designing such programs before conducting them? What is the benefit of this?

.....

2. Do novice teachers PD needs differ from experienced ones? Explain this through your real personal experience.

.....

3. PD programs have to be planned according to emerging challenges or need to be an established culture within the school? Give one example of PD programs types that could be a part of school culture.

.....

4. Do you think PD programs provided to private schools teachers are less than which are planned to public schools teachers? What are the reasons from your point of view?

.....

5. What are the obstacles that could be removed in order to enhance teachers’ involvement in PD programs? And when does leadership become supportive or anti-supportive to teachers?

.....

6. Do teachers need incentives to motivate them to involve effectively in PD programs? Mention these incentives from your own opinion.

.....

7. To what extent PD programs contribute in improving teacher’s daily performance? What are the most impactful PD programs types?

.....

8. What is the impact of PD programs on students’ performance? How this impact could be measured according to real experience?

.....

Thank you for cooperation!

