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The Impact of Teachers' Professional Development on EFL Learners' Performance

The Case Study of Teachers in the Department of English
at the University of Laghouat

A Memoir Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of "Master" in civilization and foreign language

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Dedication

Alhamdulillah, all praises and thanks are Allah's who has given me his uncountable graces to accomplish this project .

I dedicate this work to my father's soul...I hope I made his dream come true.

To the candle that light my way, to my mother for her love, patience, encouragement and support....may god bless her

A special feeling of gratitude to my beloved husband whose words of encouragement have always pushed me for doing better.

To my dear brothers and sisters and Hassaini's family for their unconditional support and encouragements to pursue my interests

*To the flowers of my family, my nephews
chahida ;Dahmane ;Houcine ;kaouthar ;younes ;Meriem ;houria ;nour
elhouda ;Ibrahim ;Djawed and Tarek.*

To my friend Zineb for her patience and help to achieve this goal.

To all my friends specially FATima, Ahlem, farida, roguia, et Imen.

And to all those who believed in me and pried for my success.

Hassiba

Dedication

To my mother, God rest her soul.

To all the children of Syria and Palestine who could not


Complete their education.

This work is dedicated

Zineb EL Ghazali



Acknowledgements

The background of the page features a soft-focus image of several pink carnations arranged in a white, shallow bowl. The flowers are in various stages of bloom, with delicate petals and green stems. The lighting is bright and even, creating a clean and elegant aesthetic.

First of all we would express our deepest thanks to almighty allah for helping us to realize this work.

We would like to express our sincere gratitude to our supervisor Mr. Gasmi Mustapha for his guidance, help and patience.

Our gratitude also goes to the members of the jury for accepting to examine and evaluate our work.

We have to acknowledge all the staff members of the administration, teachers and the library of Foreign Languages Department for their support.

Abstract

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Many people may not be aware of their educational system's methods for improving teaching and student learning. Professional development is the most important strategy educational systems have to strengthen educators' performance levels. It is also the only way educators can learn so that they are able to better their performance and raise student achievement. Teachers want and need to develop their practice so that their students can succeed. In most places, these fall under the auspices of professional development.

In this study, we use descriptive research as an appropriate procedure to achieve this work. The study describes the influence of Teachers' professional development on learners' performance. The quantitative approach is also used for collecting data through questionnaire administered for teachers. All data obtained from the questionnaire are analyzed, interpreted and represented in form of figures and tables. In conclusion, we present some findings of the study, one of them is the appropriate staff development's modes that promote teachers' knowledge and skills to raise students' achievement.

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General Introduction

General Introduction :

Professional development can be thought as processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. The most well-known definition of Professional development is that of Emily Hasset (1999) who states that professional development is the process of improving staff skills and competencies needed to produce outstanding educational results for students. She claims that professional development is essential to improving student learning.

Being a teacher in the 21th century is not an easy task. . Recent changes in society, economy and politics had a huge effect on mass education. Such basic questions of compulsory education as “Why and what to teach, how to teach and to whom?” are more timely than ever. So, since teaching is a practical activity, professional development is one of the fundamental competencies teachers need to possess meaning that the improvement of teacher effectiveness can be focused not on the acquisition of isolated skills or competencies but on helping teachers exercise and types of teacher behavior that are more effective than others.

Teachers often face challenges at all levels of their professional development and they need to learn to cope with their current problems. It is why necessary that teachers possess tools and techniques that help them in this process. Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development i.e. when we become serious about improving teaching for the benefit of all students.

The forms of professional development described by Sandra (2003) as “unconventional” will be at the center of our attention. Accordingly, she claimed that Teacher Professional Development is not an event, it is a process and stresses the need for a sense of “urgency of providing teacher professional development that changes teacher behaviors in way that lead to improvement in student performance”. Student achievement is the product of formal study by educators. So, the professional development’s outcomes will depend ultimately on whether its variables and leaders are important.

General Introduction :

One of the most problems that teachers face is recognizing how to apply the skills that were acquired from professional development process. Since not all the learning of teachers promote professional development in practice and school improvement, existing literature and many researchers: Gejsel (2009) gives some indications about key professional learning activities that enable teachers to tackle rapid changes. Teacher education programs can make a difference to student achievement depending on the type of education program and support that is put in place. Specific factors such as the years of teacher training, the teacher's verbal fluency, having materials and knowing how to use them, teacher expectation of students 'performance , and frequent monitoring of student progress are all key factors identified in some key research studies that have a positive bearing on the quality of teachers' performance and, consequently, student achievement.

Professional development affects learner achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student achievement. Professional development in fact allows students to have an effective communication skill and have an appreciation for the need to be life-long learners. If one link is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas from professional development to classroom instruction, for example, student will not benefit from the teacher's professional development.

To have more information in this area four questions guided this study. The first question investigates the importance of teacher professional development in improving learners' performance. The second question examines the stages through which teachers' professional development triggers the learners' achievements. The third question determines the relationship between teachers' staff development and students' outcomes. The fourth question under sees the most functional professional learning modes that can be used to meet students' needs.

Without a focus on life- long learning, teachers cannot provide the best learning opportunities for their students. So, to answer the previous questions four hypotheses are supposed as following:

General Introduction :

- 1) It is hypothesized that Teacher professional development is very necessary for learners' performance.
- 2) It is hypothesized that Teacher professional development can trigger the learner performance through their achievement.
- 3) Teacher professional development is strongly related to student achievement.
- 4) It is hypothesized that there are fifteen typical modes of teachers' professional development that can be used to meet learners' needs and achievements.

This study aims to cover how professional development of teachers affects the performance of learners meaning that how teacher professional development can be used to develop learner performance. In this sense the study will provide a better understanding of teacher professional development and the dynamics of relationship between teacher professional development and the learners' outcomes. The purpose of this study also is to improve that teacher professional development is a process not an event which involved change over time and achieves in stages. The study determined to promote changes in teachers' practices, attitude and belief and to meet students 'needs and problems through Teacher professional development. The final purpose of this study is to increase the academic professional of both teachers and learners and enable them to acquire and apply new skills and knowledge.

The present research will be divided into two main parts: theoretical part and practical part. It contains three chapters: The first and the second chapters focus on literature review related to the study, the main themes which include the nature of teachers' professional development , the effect of teacher training in improving students' performance , as well as the importance and typical modes of professional development. The third chapter is the practical part and encompasses the design of the study, the sample selection and data collection methods. In addition to the analysis of data collected from teachers' responses which provide the discussion of the results, the recommendations designed to develop skills and competencies of both teachers and students.

General Introduction :

To investigate the above stated hypotheses, the research will describe and analyze the influence of teachers' professional development on the learners' performance. We intent to collect data from a sample of EFL teachers at Laghouat University to make the study more valid. The questionnaire is mainly designed for teachers because of their complete understanding of professional development's meaning, importance, and process. The Participants were asked to validate and answer the questionnaire.

Numerous analyses were conducted using the research procedures (literature review and survey) The results were fingered through many statistical processing The final results demonstrate that teachers' professional development is extremely related to students ' outcomes. These results indicate that many of teachers need to participate in more staff development programs and sessions in which something from those sessions would benefit and serve students. Further results indicate that in order to raise students' high quality of education , teachers should never stop learning .

Part One :
Theoretical Framework

Chapter One :
Teachers' Professional
Development

Outline:

1 Introduction

1.1 Teacher Professional Development

1.2 Professional Development and Teacher Change

1.2.1 Definitions

1.3.2 Teachers' Characteristics

1.3.3 Teachers' Attitudes and Behaviours

1.3.4 Teachers' Challenges

1.4 National Standards for Staff Development

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1.5 Professional Development Programs

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1.5.3 Goals of the Teacher Education Program

1.6 Principles for Effective Professional Development

1.7 New Teachers in Relation to Staff Development

1.8 Evaluation of Professional Development

1.9 The Importance of Teachers' Professional Development and Teacher Knowledge

1.10 Conclusion

1. Introduction:

Professional development, staff development, in-service training, professional learning, continuing education, or whatever the term refers to several kinds of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, and people participate in professional development to learn and apply new knowledge and skills that will improve their performance in the job. This study aims to investigate the influence of teacher professional development on EFL learners' performance. That is to say how teacher professional development can be used to develop the performance of learners? Accordingly, this chapter is concerned with some definitions and background of the term professional development and teacher change, teacher competences and challenges, teachers characteristics, teacher behaviors and attitudes, teacher education programs its goals; and its importance, types of teacher professional development context, principles for effective professional development, adequate time and place for teacher professional development, evaluation of professional development, typical modes of teacher professional development, and finally the importance of teacher professional development.

1.1 Teacher professional development:

Education is perhaps one of the most significant social activities in the life of human beings, by this individual has a number of personal features and attributes apart from others so, education as a sciences formed on the basis of two notions, «education «and “teaching». Education helps new generations to gain the necessary information, ability and attitude in understanding and developing their character while preparing them for communal life. Teaching on the other hand, is the process which allows the individual to develop skills and knowledge obtained during the educational phase and being proportioned to their capacity (karsli,2007). The most important factor in these notions is the teacher.

A teacher, in the most general term, can be defined as a person works in educational institutes, gives students strength or ability to gain cognitive, sensory and behavioral goal under the educational system (Gundogdu, Silman,2007:259). Research confirms that student's success in school is related to the quality of teaching as a main factor in raising student's achievement. Families and parents are joined in their desire to ensure great teaching for their

kids every day by finding the best teacher in every classroom so this expectation can be got through professional development which is the most effective strategy schools and school districts. Seeing that school is the predominant socialization institution for the child after the family and the student's teacher is effectively in the adequate seat in regards to his or her personality development and both academic and social performance, the professional development of teacher defined by Watson in 2003 as:

“...a continuously supportive process which stimulates and empower individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment, in all roles circumstances, and environments”.

Several definitions follow in the same sense which is the understanding that professional development is about teachers learning, learning how to learn, how to transform their knowledge into practice to help student's process (Avalos,2011). According to the purpose of this study which aims at investigating the impact of teacher professional development on EFL learners' performance, this chapter studies the definition of teacher professional development, its process, and its importance.

1.2 professional development and teacher change:

Over the last decade, many literary studies have emerged on in-service professional development, teacher learning, and teacher change. Many literary studies include mixture of researches which includes intensive case study of school room teaching (Cohen,1990), evaluation of programs designed to enhance teaching and gaining knowledge and surveys of instructors about their pre-provider guidance and in-service professional development experiences .Similarly, there may be a large amount of literature describing "best practices" in professional development, drawing on professional reports(Loucks-Horsley et al., 1998). A professional consensus is emerging about particular characteristics of "high quality" professional development that described as a powerful approach yields a direct impact on teacher practice that must clearly relate to learner high level.

Those characteristics consist of a focus on content material and how students learn content material, active studying possibilities, connection to high level, giving teachers chances to engage in leadership roles, prolonged duration, and the collective participation of teachers 'groups from the same school, grade, or department. Although lists of such characteristics are commonly focused on raising an effective professional development, there is little direct evidence at the extent to which these latter are related to higher teaching and accelerated learner's achievement. A few studies conducted over the past decade recommend that professional development experiences that share all or most of these characteristics can have a substantial and positive impact on teachers 'classroom practice and learners 'outcomes (Garet et al., 2001) suggested that the outcomes of professional development on learner 'success are strongly related to teacher's expertise, exercise in the classroom, and teacher's strategy of using context of excessive requirements, difficult curricula, device-huge responsibility, and excessive-stakes assessments.

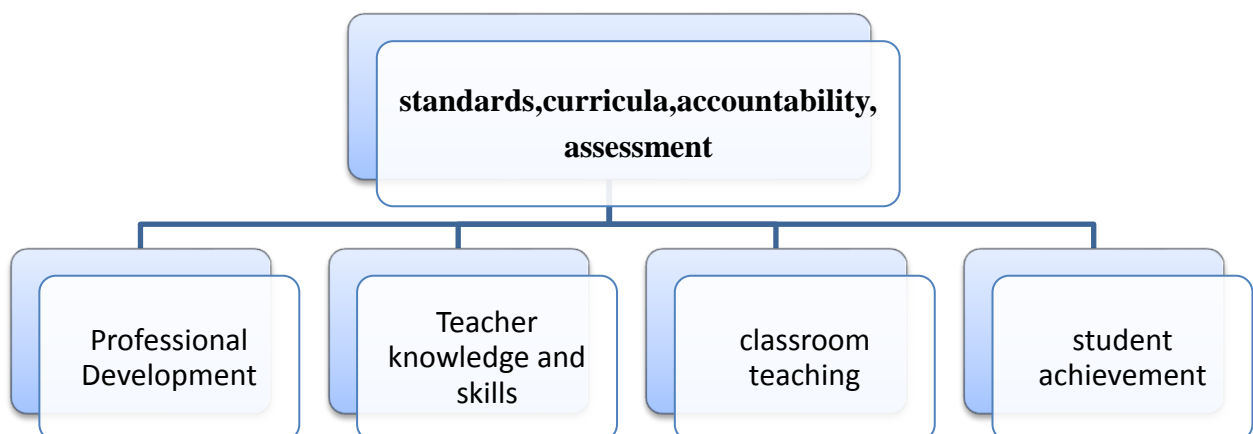


Figure 01: How Professional Development affects student achievement.

A few recent researches have begun to have a look at the relative importance of particular characteristics of staff development. Several studies have found that staff development's duration and intensity is connected with the degree of teacher change (Shields, Marsh, & Adelman, 1998; Weiss, Montgomery, Ridgway, & Bond 1998). Furthermore, there is some indication that as compared to professional improvement centered on general pedagogy or control strategies, staff development that makes a specialty of content and the methods college students research such content material is especially helpful, particularly for education designed to improve students' conceptual understanding (Cohen & Hill, 2002; Fennema et al., 1996; Kennedy, 1998; Ma, 1999; Stigler & Hiebert, 1999). Given the dimensions of investment in professional development and the dependence of education reform on imparting

effective expert development, the knowledge base on what works need to be reinforced. Practices require teachers to have a deep understanding of the content they teach (Ma, 1999). Professional development is considered an essential mechanism for deepening teachers' content knowledge and developing their teaching practices. In 1991, Smith and O'Day confirmed that as a consequence, professional development could be a cornerstone of systemic reform efforts designed to increase teachers' capacity to teach to high standards.

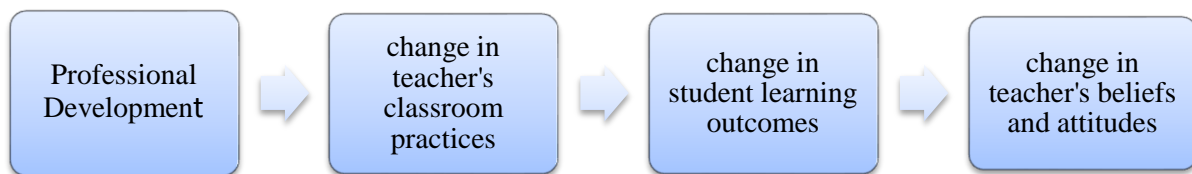


Figure 02: A model of teacher change.

1.2.1 Definitions:

The success of standards-based reform depends on teachers' ability to foster both basic knowledge, advanced thinking and problem solving among their students. In 1994, Brown endorsed the following remark: *“One of the most interesting things about teaching is that you never stop learning”*. This remark highlights that teacher development is the process of lifelong learning in the teaching profession; it involves any activities aiming to achieve personal and professional growth for teachers. In the educational profession, educators have often interchanged the terms professional development, in-service training, and staff development. Jones and Lowe (p.8) also referred to staff development as a continuing process that changed a teacher's practice. It should involve examining assumptions about teaching, learning, and the subject matter. Mizell (2003) suggested that in-service training is a process in which learning opportunities are created for teachers, resulting in students receiving the benefits from the teachers' new knowledge. He stated that the more challenging process would result in a higher quality of staff development.

1.2.2 Teachers' characteristics:

Inside the whole process of modern education, teachers' responsibilities and duties did not carry out simply of being effective inside the students' intellectual development but also

character development completely at the teacher's shoulders. The accomplishment of those responsibilities is realized when teachers develop their healthful personality values and provide efficiency of their relationships with students in order to allow them to develop their character freely (Can,2011;Inelmen,2011). Then, they attain their pride for being good teachers by using a few primary characteristics which might be decision making, reflecting. Knowledge of material, critical thought and problem solving ability, self-correction and self-understanding, applying new finding in education Recognizing students and knowing their learning needs, and communication capability.

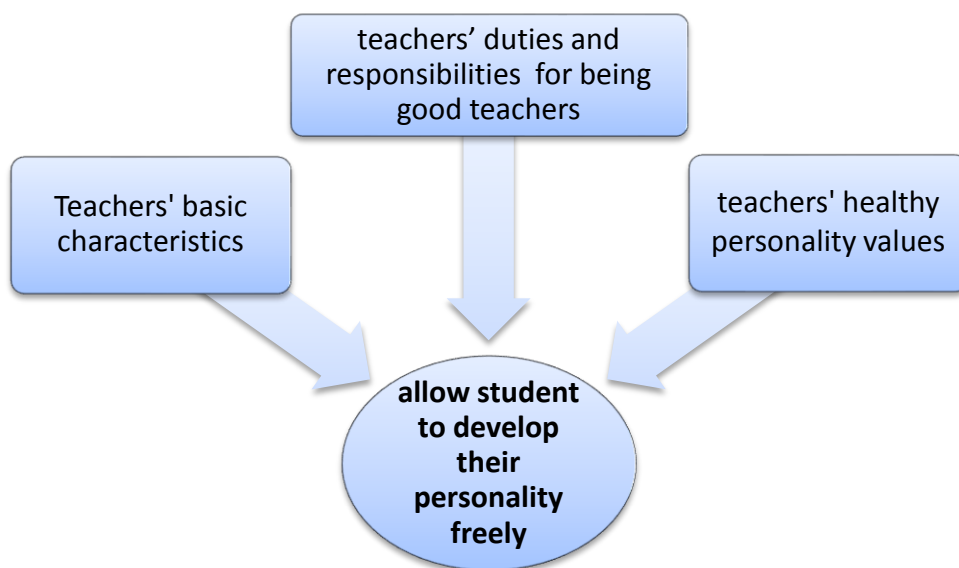


Figure 03:Teachers' efficiency in their relationships with students.

1.2.3 Teachers' Attitudes and Behaviours:

There may be no doubt that students frequently believe in their teachers because they look at them as models by way in their personal behavior and attitude in asking questions, understanding their minds, showing interest and appreciation in order to increase their motivation and success. Accordingly, positive attitudes lead to success while poor attitudes cause failure. In Geser's 2002 research, he stressed that if the teacher underestimates the student towards his/her failure, the negative effects of this will be inevitable. Many educators concur in the influence of mutual interaction in teacher-student relationships on student, they assure that the student's performance is not completely the result of their works but it is

influenced by several factors such as teacher's positive attitude which affects the student's motivation, attitude toward school and school work, the student's self-confidence and as a result the personality development. Frymier's study which has focused on certain behavior for teacher (like giving feedback for learner works, complimenting, wanting to listen to students and being interested) has shown that teachers' nonverbal actions such as smiling, having a relaxed stance, various gestures and facial expressions come first in improving the learning experience for students whereas the topic of the class itself comes in second.

1.2.3 Teachers' challenges:

Each year, new teachers and even the experienced one confront great challenges that may be recapitulated as follows: changes in subject content, new instructional methods, advances in technology, Changed laws and student learning needs.

The main reason for these challenges illustrated among College and university programs that cannot provide the extensive range of learning experiences necessary for graduates to become effective public-school educators. Once students graduate, meet the state's certification requirements, and are employed, they learn through experience.

Ingersoll (2003) stated that new teachers and principals take years to gain the skills they need to be effective in their roles and the complexity of teaching is so great that one-third of teachers leave the profession within three years and 50% leave within five years. Thereby, teachers who do not experience effective professional development do not improve their skills, and student learning suffers.

1.3 National Standards for Professional Development:

The National Staff Development Council (2001) designed standards to which all staff development activities or programs should use when planning experiences. It divided into three main areas :



Figure 04:The National Staff Development.

1.3.1 Context Standards:

This section or area defined as system through which most of the success or failure of staff development programs occurs (Gasner,2000) ;Whereas Guskey and Sparks (1996) describe this section as"the organization, system, or culture in which staff development takes place and where the new understanding will be implemented".In other words, When designing staff development, the culture of the school or school district should be taken into consideration and anyone who is involved with the education of the students should participate in staff development (including assistants and paraprofessionals).This section of the staff development model refers to the “who”, “when”, and “why”.

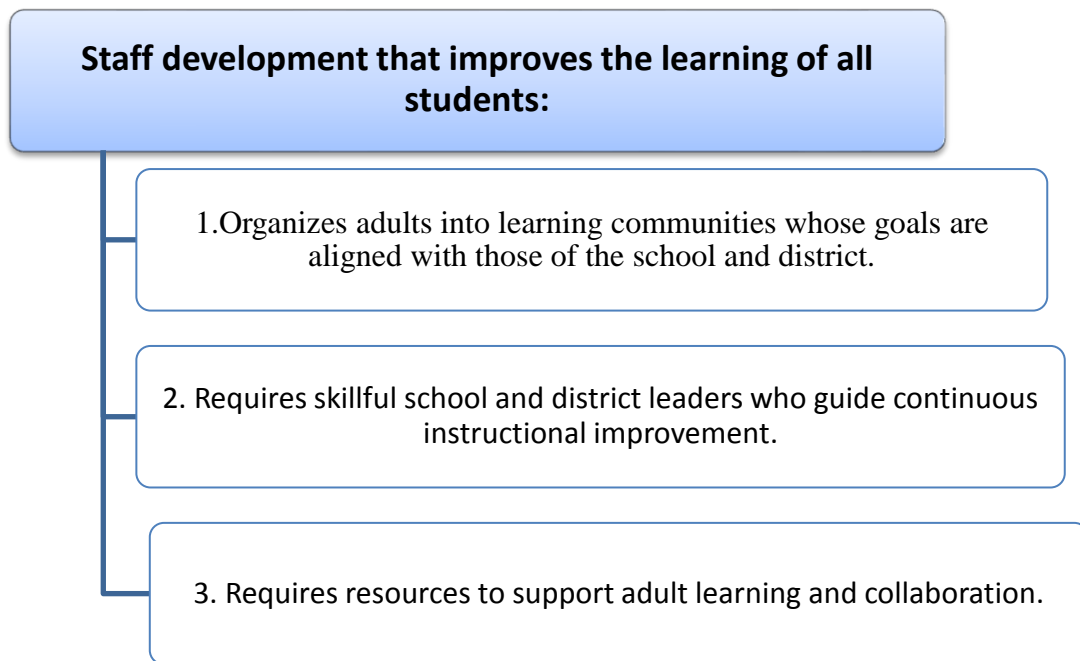


Figure 05: Context standards for professional Development.

1.3.2 Process Standards :

Staff development process refers to the “how” of staff development. How activities are planned, organized, and carried out describes the process section of staff development . The history of staff development reveals short “one-shot” workshops without follow-up sessions. Generally, designed as motivational speeches, these sessions were seldom beneficial for all types of adult learners. Also, they did not address problems in the classrooms. When planning staff development activities the teacher should be considered foremost. Teachers should engage in staff development activities that are intense, ongoing, and intellectually stimulating (Guskey and Sparks, 1996). Gasner (2000) states that effective professional activities need to be carefully planned and sustained over a long period of time. These qualifications allow teachers to receive follow up and support. This type of staff development directly impacts the teachers as well as the students they teach.

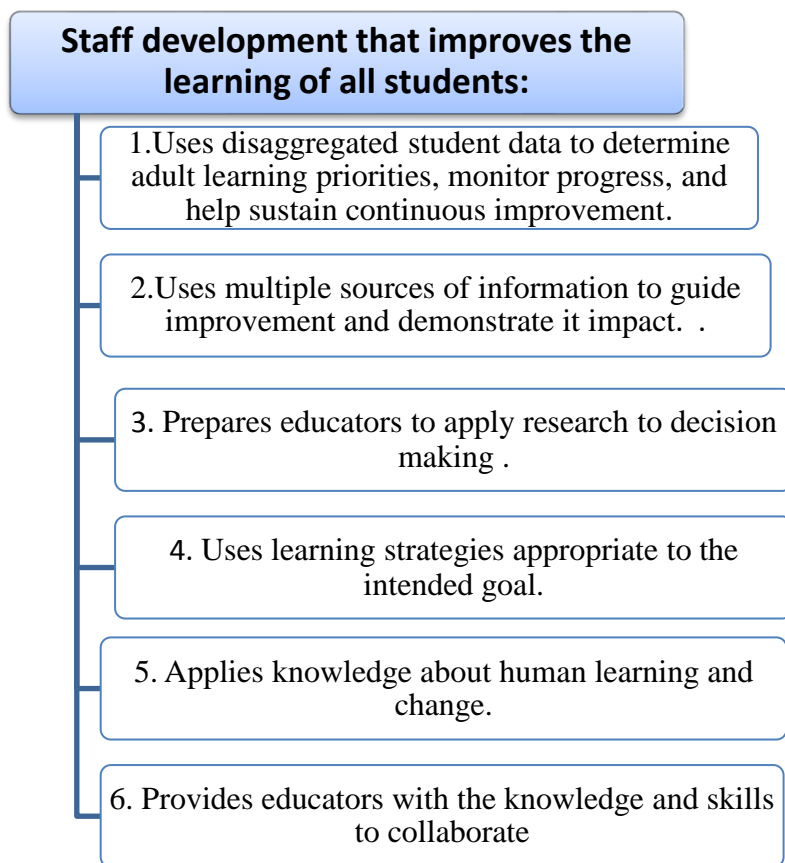


Figure 06:Process standards for professional Development.

1.3.3 Content Standards :

When educators want their students to learn then they must involve themselves in staff development that is grounded in research (Gasner, 2000). The area of content referred to as the “what” of staff development. Within this model staff development coordinators should provide teachers with new knowledge, skills, and understanding for their staff development activities. The purpose of staff development is to allow educators to maintain a high knowledge level of their field.

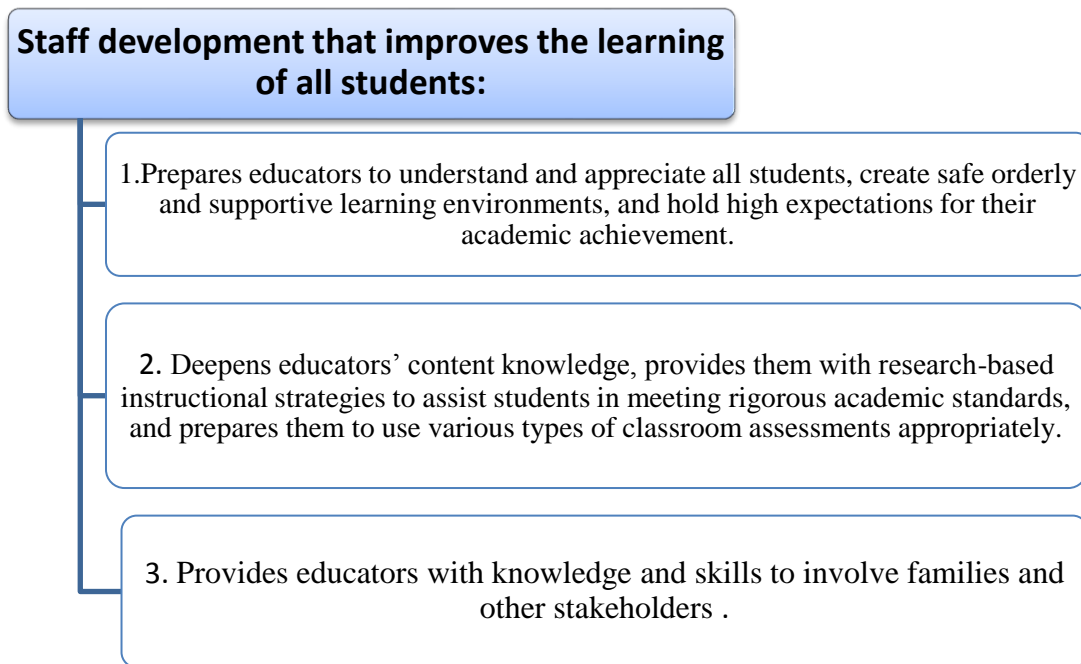


Figure 07 :Content standards for professional Development.

1.4 Adequate time and place for teacher professional development:

It is known that when professional development occurs in the contexts of teachers' daily work, it became most effective. Furthermore, When learning is part of the school day, all educators are engaged in growth rather than learning being limited to those who volunteer to participate on their own. School-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. Professional development also can be useful if it takes place before classes begin or after they end. Professional development may occur:

During the regular school day, at school, but before classes begin or after they end.

after school on an educator's own time, during days a school system sets aside solely for professional development or during the summer and other school breaks, and educators benefit most by learning in the setting where they can immediately apply what they learn in the school where they work. However, other professional development may occur at : an educator's school district office or professional development center/school, a third-party site such as an education service center, corporate office, or learning center, school system, state, or a foreign country, a college or university (summer or evening

courses, or institutes) and local, state, or national conferences, seminars, or workshops; or Online.

1.5 Professional development programs:

Professional development programs are systematic efforts designed to change the professional belief, practice, and understanding of school person toward a specific end which is mostly the improvement of student learning (Griffin,1983:12).Even these programs are widely varied in their format and content but it seek to alter three areas in education: the classroom practice of teachers, teachers' beliefs and attitudes, and in the learning outcomes of students.

1.5.1 Typical modes and programs of teacher professional development:

Frustrated with the quality of the staff development that many school districts were providing for teachers, many educators became skeptical of the professional development programs. When teachers participated in the staff development activities, it was often with a lack of enthusiasm. Guskey (1990) attributed this feeling to the lack of continuity or long range planning associated with the staff development programs. Teachers viewed these training sessions as “one-shot” approaches to the problems in the classroom.

Sparks and Loucks- Horsley (1989) researched five effective models in staff development: individually guided staff development, observation/assessment, and involvement in a development/improvement process, training, and inquiry. As teachers we often learned many tasks independently whether those concepts were self-taught or through the help of a colleague. Using a self-guided approach to staff development allows the individual to determine his/her own goal and the activities that will result in the attainment of that goal. Using this model of staff development often motivates adult learners. Sparks and Loucks-Horsley's (1989) research demonstrated that individuals who selected this model were more likely to achieve their goals. Individually- guided staff development has taken many forms. For example, teachers may read an Internet based lesson plan in applying for a grant.

The second model of staff development is observation and assessment. However, when looked at from a different viewpoint it had become beneficial. This model focuses on using peer coaching and teacher evaluation. Also, widely accepted in this model is the need for teachers to reflect upon their own teaching. This practice benefits the teacher as well as the students. Peer coaching allows teachers to visit each other's classroom. This practice promotes the use of individual feedback for teachers (Sparks & Loucks-Horsley, 1989).

In addition to these models that were mentioned by Sparks & Loucks-Horsley (1989), there are also others models that teachers should take into consideration in their professional development :

- ✓ Individual reading, study, research.
- ✓ Study groups among peers focused on a shared need or topic.
- ✓ Observation: teachers observing other teachers.
- ✓ Coaching: an expert teacher coaching one or more colleagues.
- ✓ Mentoring of new educators by more experienced colleagues.
- ✓ Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy.
- ✓ Faculty, grade-level, or departmental meetings.
- ✓ Online courses.
- ✓ College, university courses.
- ✓ Workshops to dig deeper into a subject.
- ✓ Conferences to learn from a variety of expertise from around the state or country.
- ✓ Whole-school improvement programs.
- ✓ Proprietary programs by private vendors.

1.5.2 The Importance of Teacher Professional Development Programs:

Regardless of the professional development's general acceptance, many researchers relied on reviews of professional development to show the ineffectiveness of most programs

(see Cohen & Hill, 1998, 2000; Kennedy, 1998; Wang *et al.*, 1999) because of many factors. It has been suggested that the majority of programs fail because they do not take into consideration that the motivation of teachers to engage in professional development and the process by which change in teachers typically occurs are probably the two crucial factors that lead to the professional development programs' effectiveness. Then, most of teachers state that they engage in professional development activities because they want to become better teachers and they see that professional development programs are the most easily available and promising means to process on the job (Fullan, 1991, 1993). In other words, professional development programs used as a pathway to increase great professional satisfaction ;not only to alienation and weariness ;and competence.(Huberman, 1995). The first factor that many professional development programs fail to consider is recognizing the teachers needs that be supposed to be succeed because when teachers participate in professional development they believe that it will expand their knowledge and skills, and strength their effectiveness with learners. They also try to be quite pragmatic to acquire specific, concrete, and practical ideas that directly relate to the day-to-day of their classrooms 'process. Oftentimes, professional development activities are designed to initiate change in teachers 'attitudes, beliefs, and perceptions. For instance, professional development leaders try to change teachers' beliefs or desirability about certain aspects of teaching or a particular curriculum. They assume that such changes will lead to specific changes in their classroom behaviors and practices. In this case the process of teacher change seems as a second important factor that many professional development programs fail to consider.

1.5.3 Goals of the Teacher Education Program:

The courses offered in the Teacher Education Program are designed to foster in students:

- Knowledge of and skills in the subject matter in the area of specialization.
- The ability to use the scientific method.
- Attitudes and skills to excite learners' interest in and involvement with subject matter.
- Knowledge of the nature of the learner and the learning process;

- Knowledge of the role of the school in a democratic society;
- Knowledge of the philosophical, social, historical, and legal contexts in which Professional educators operate.
- Knowledge of various teaching strategies, materials, instructional technologies, and methods of classroom organization.
- Knowledge and skills to maintain a classroom environment conducive to learning.
- Knowledge of various learning styles and the skills to vary instruction to meet learners' needs.
- Knowledge of elements of cultural diversity and their influence upon the learner.
- The skills to evaluate learning.
- The skills to locate and integrate classic and contemporary scholarship pertaining to student achievement and teacher effectiveness.
- The ability to use effective communication skills in classroom interaction and in consultative and collaborative relationships.
- An understanding of the impact of family dynamics on learning readiness.
- Knowledge of the nature of a range of exceptionalities and the skills to begin to
- design and deliver appropriate instruction.
- An understanding of the necessity for life-long professional learning.

1.6 Principles for Effective Professional Development:

Many researchers in literature converged to state that effective professional development emphasizes on developing subject matter/content knowledge, focusing on student learning, examining student's work, participating collectively, and active learning (Garet et al, 2001) They proposed a number of design principles which make professional development effectively impacts the learner's performance :

- ❖ The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.
- ❖ Professional development should be based on analyses of the differences between actual student performance and goals and standards for student learning.
- ❖ Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
- ❖ Professional development should be primarily school-based and built into the day-to-day work of teaching.
- ❖ Professional development should be organized around collaborative problem-solving.
- ❖ Professional development should be continuous and ongoing, involving follow-up and support for further learning—including support from sources external to the school that can provide necessary resources and new perspectives.
- ❖ Professional development should incorporate evaluation of multiple sources of information on learning outcomes for students and the instruction and other processes that are involved in implementing the lessons learned through professional development.
- ❖ Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
- ❖ Professional development should be connected to a comprehensive change process focused on improving student learning. (Hawley & Valli, 1999, pp.137 143).

1.7 New Teachers in relation to Staff Development:

New teachers have often been very positive and excited about the thoughts of their first year in the classroom. They often view the profession of education through rose-colored glasses in the beginning. However, after a few months of on the job training, these positive

thoughts tend to fade and reality comes into focus. New teachers typically are assigned the most difficult classrooms and extra duties outside the classroom such as coaching sports. Many teachers are hired late in the school year, arriving shortly before the students. Thrust into the school setting, beginning teachers are wondering where to put their desk, let alone what to teach during the first week of school. These teachers often receive limited training and orientation about school procedures before they begin the school year. However, they are expected to maintain the same high standards set by veteran teachers. These new teachers need to learn things that cannot be taught in a one-day in-service workshop.

According to Feiman-Nemser (p.27, 2003): *“New teachers need three to four years to achieve competence and several more to reach proficiency.”* With this in mind, new teachers need assistance in learning how to integrate the standards into their teaching. Feiman-Nemser stated, “New teachers need to learn how to think on their feet, size up situations and decide what to do, study the effects of their practice, and use what they learn to inform their planning and teaching”. (p. 26). If these teachers are not assisted in some manner from veteran teachers, new teachers are often found teaching using inappropriate methods and not meeting the educational needs of today’s children. New teachers often look to veteran teachers for advice in their new profession.

1.8 Evaluation of professional development:

In spite of change in professional practice as a desired outcome that leads to enhanced learner outcomes and opportunities can undoubtedly show the effectiveness of professional development, it is not easy to show this outcome in simply way. Fishman, wilson and some other researchers confirm that even we do know from literature a good deal about effective professional development, we do not know what teachers actually learn from professional development (Fishman, Marx, Best, & Tal, 2003; Wilson & Berne, 1999) as well as what learners learn as a result of changed practices (Supovitz, 2001).However,Guskey classified Participants’ reactions level, Participants’ learning level, organization support and change level, Participants’ use of new knowledge and skills, undstudent learning outcomes level as the most five important levels ;according to some guidance in literature ;to evaluate the professional development (2000) .In planning professional development to improve student

learning, Guskey also stressed that the order of the levels must be reversed; planning must be 'backward'. In other words, starting where you want to end and then working back.

1.9 The Importance of Teacher's Professional Development and Knowledge:

Darling-Hammond (2000) noted that students who were assigned teachers who were found to be ineffective in their teaching consecutively they would have significantly lower achievement than those students who were assigned to several highly effective teachers. Teachers want to improve their classrooms. However, not all educators know how to improve and what aspects of their classroom need improvement. Mizell (2003) stated that some teachers did not have the necessary skills to bring their below average students to grade level. Staff development planners should gather data on student progress and evaluate this to determine their needs before planning staff development activities. Staff development opportunities ought demonstrate that these experiences lead to specific improvements in student performance. Staff development coordinators will now need to collaborate with school leaders to fully understand what their students need. This is the opportunity for school leaders to help educators fill the learning gaps for their students. Educators should be able to know student needs and allow the staff development coordinator to plan educational opportunities to enhance student learning (Mizell, 2003).

The learning process only begins at this stage in staff development. When teachers receive staff development training on a new theory or technique, it is here that the true challenge begins. When teachers return to their classrooms they must then decide how to implement that new knowledge to their students. Teachers usually make great efforts to fully understand what they have learned and how to apply it in their daily curriculum. Through evaluation of professional development programs it will be essential to analyze what educators have and have not learned how they have applied this knowledge to their students, and how it benefits their students (Ibid, 2003).

1.10 Conclusion:

Regardless of teaching level, Harootunian and Yargar (1998) found that the majority of teachers believe that becoming a better teacher means enhancing student learning outcomes meaning that many teachers link their success to their students' behaviors and activities more than their criteria or themselves, so the teacher development's effect is evident among the learner's behaviors, needs, competencies, performances, and achievement. In short, this chapter presents some definitions of Teachers' Professional Development, its process, and importance.

Chapter Two :

Learners' Performance

Outline:

2. Introduction

2.1 Definition of Learners' Performance

2.2 Factor Effecting Learners' Performance

2.3 The Difference between Performance, Achievement and Outcomes

2.3.1 Academic Performance

2.3.2 Academic achievement

2.3.3 Learning Outcomes

2.4 Learners Characteristics (Learner profile, learner model)

2.5 Measuring Learners' Outcomes

2.5.1 Four Dimensions of Outcomes

2.5.2 The Importance of Measuring Learners' Outcomes

2.6 Conclusion

2. Introduction

According to the purpose of this study, which aims at investigating the impact of teacher professional development on learner's performance, this second chapter is concerned with issues related to learner's performance such as the definition of academic performance, learners characteristics, learner's competencies and learner's outcomes.

In the act of learning, students obtain content knowledge, acquire skills, and develop work habits and practice the application of all three to real world situations. Many factors contribute to a student's academic performance, including individual characteristics, behaviors, competencies and needs (Harmer, 2007:81-92). But researchers suggest that among school-related factors are teachers' professional development as it plays an important role in shaping student's good performance. When it comes to students, a teacher is estimated to have two to three times the impact of any other school factors, including services, facilities, and even leadership. Instruction is always looking ahead to the targeted proficiency level while supporting and developing learners' performance through designing an effective teacher professional development.

Enhanced academic performance is beyond question the postponed outcome of the practical use of learning time, using data to choose and enhance educator quality, intense activity, positive atmosphere, actively engaged family, parent, and other group organizations. Improving learners' academic performance demands that instructors at all levels work with successful practices and thinking. In a meta-analysis based on many studies, Hattie (2009, :238-239) provided six "outlines" of magnificence in instruction. What Hattie is stressing in these outlines is that when educators draw in with each other in discussion, reflection, and evaluation of their practices and student progress, student academic performance improves. It is teacher quality that has the greatest impact on student performance. These six outlines are:

1. Teachers are among the most capable impacts in learning.
2. Teachers should be ordered, powerful, mindful, and effectively occupied with the energy of instructing and learning.
3. Teachers need to be aware of what each and every student is thinking and knowing.
4. Teachers need to know the learning aims and achievement criteria of their lessons, know how well they are accomplishing these criteria for all understudies.

5. Teachers need to move from a solitary thought to different thoughts and to relate and afterward broaden these thoughts with the end goal that learners build and recreate information. It is not the information or thoughts, but rather the learner's development of this learning.

6. School pioneers and instructors need to make school staffroom and classroom situations where error is invited as a learning opportunity.

2.1 Definition of learner's performance:

Many definitions were given to learner's performance. Yet, none of these definitions contradicted with the other; but they were rather complementary.

Performance is defined by K-12 education as "*student's success in meeting short- or long-term goals in education*". In the big picture, learners' academic performance implies finishing secondary school or acquiring a professional education. In a given semester, high academic achievement may mean a student is on the honor roll. Unlike K-12 education¹, Simpson (1989:344) argues that Academic performance is "*an observable or measurable behavior of a person or an animal in a particular situation usually experimental situation*". This subsequently means performance measures the practices or a part of an accomplishment that can be seen at a particular period. Students' performance is very important because, it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged.

This is more comprehensive than K-12 education's definition but less than Recarda, et al (2014:01) who define academic performance as "*representation of outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university*".

¹ K-12 education : kindergarten through twelfth: used for talking about the 13 years of school before your university education. Macmillan dictionary .com .Macmillan Publishers Limited 2009.Web. 05 April 2017

Accordingly, The tracking of learners' academic performance satisfies various purposes .Zones of accomplishment and disappointment in a students' academic performance should be assessed with a specific end goal to cultivate change and make full utilization of the learning procedure.

2.2 Factor Effecting Learner's Performance:

Educators, mentors, and researchers show there interest in investigating factors contributing adequately for the nature of learners' accomplishment. These factors are inside and outside the school that affect students' academic achievement. These elements are related to student, family and school. Consider (Ali et al, 2009 n.p.) argument:

"The students' academic achievement plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development".(qtd. In Zenebe,2015:1)

The academic achievements of students were influenced by various components. These variables could be gathered into two general classifications as: in-school and out school elements. Philp (2000:284) indicated that factors such as qualified teachers, facilities like adequate and conducive class rooms, text books, and furniture, curriculum relevance, infrastructure, learning process(monitors and evaluation) and adequate funding have extraordinary impact on the effective accomplishment of the instructive goal and enhancing students' academic achievement. So that, the main concern of this study is to analyze an important factor that affect students' academic achievement related to teachers' competency and training, teacher efficiency, and teachers' attitude towards their job.

2.3 The Difference between Performance, Achievement and Outcomes:

The expressions academic performance, academic achievement and learning outcomes allude to the distinctive levels of quantifiable and discernible conduct of learners. In

educational research is that on one hand they mean distinctive things to a few specialists and to others they mean a similar thing. To those who view them as the same. they can be used inter-changeably. The diverse positions held by different analysts can be credited to the issues of estimation of performance and accomplishment in the Unified Conditions of America government funded schools (Yusuf, n.d:2).

2.3.1 Academic Performance :

In connection to educational research, academic performance of a student can be viewed as the discernible and quantifiable conduct of a student in a specific circumstance. In this manner, we can liken academic performance with the observed conduct or desire of accomplishing a particular statement of educational expectation in a research. Academic performance of students comprises scores obtained from teacher-made tests, first term examination, mid-semester test. And So on. (Simpson and Weiner, 1989, n.p.).

2.3.2 Academic Achievement:

Achievement is defined as measurable behavior in a standardized arrangement of tests (Simpson and Weiner,1989, n.p). In most cases, according to them. "Accomplishment" is sometimes used in place of "achievement". They contended that achievement test means to quantify systematic education and preparing in school occupation towards an ordinarily accepted pattern of skills or knowledge. What this means is that academic achievement is measured in connection to what is achieved at the end of a course, since it is the accomplishment of medium or long term target of education.

2.3.3 Learning Outcomes:

Studies have shown that outcome is "*a generic word which can be used for both performance and attitude or achievement and attitude*" (Yusuf, n.d:11).

In other words, outcome measures the general articulation which provides for both academic performance/achievement and attitude. Learning outcome accommodates estimation of

particular activities intended to accomplish some future conduct. However, learning outcome is more of curriculum content than measurement (Ibid).

Researchers have confusedly used these terms and this is not restricted to any particular group. This is due to the fact that literature has not provided a definite clarification on the difference existing among the terms. The good use of these terms rest on the intention of the researcher and what areas or levels of objective he/she wants to cover.

2.4 Learners' Characteristics (Learners' Profile, Learners' Model) :

The concept of learner characteristics or qualities is used in the sciences of learning and cognition to to assign a specific group of learners and classify those aspects of their personal, academic, social or cognitive self that may influence how and what they learn. Learner characteristics are important for instructional designers as they enable them to outline and make customized guidelines for a specific group. It is the expected that by assessing the qualities of learners, more proficient, compelling as well as inspiring instructional materials can be planned and created (Drachslerand Kirschner ,2011,n.p.).

Drachsler and kirschner (2011,n.p.) argue that "*learner characteristics can be personal, academic, social/emotional and/or cognitive in nature*". Personal characteristics often relate to demographic information such as age, sexual orientation, development, dialect, social financial status, social foundation, and particular needs of a learner group such as particular skills and disabilities for and/or impairments to learning. Academic attributes are more training or potentially learning related such as learning objectives of an individual or a group, earlier information, educational sort , and educational level. Social/passionate qualities relate to the group or to the individual with respect to the group. Examples of Social/passionate qualities are group structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood, et cetera. Finally, cognitive characteristics identify with so many things as the capacity to focus, memory, mental strategies, and scholarly aptitudes which decide how the learner sees, recalls, considers, takes care of issues, composes and speak to data in her/his mind.

Concerning learner qualities, there are frequently substantial contrasts between the characteristics of different learners and groups of learners such as children, students,

professionals, adults, older people and disabled persons. These groups vary in their inspiration, earlier information, skill level, examine time, and physical capacities. The distinctions in the learners' characteristics affect the structure of the direction and the level of support and direction of the learning procedure.

Understanding learners' differences can be an overwhelming and daunting task, but it is extremely essential. so as to ensure that all students have opportunities to be successful within the learning process. Within any given classroom at any particular grade level teachers should understand that their students come from diverse background, have unique personal and individual differences. Subsequently, each student may learn new knowledge differently and this naturally will affect how they perform in the classroom. Students have different levels of motivation, attitude, and response to specific classroom environments and instructional practices. Therefore, the more teachers understand these differences; the better students have opportunities in the learning process.

2.5 Measuring Learners' outcomes:

Evaluation is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning (Walvoord 2010:23).

When teachers create a course, they should determine the goals of their students to reach by the end learning process. Joli (2016,n.p.) emphasizes that Creating learning outcomes give teachers a tool by which they tailor students' assessment, measuring their attitude against the initial purpose of the course. Writing student learning outcomes can be a challenge, and there are several different ways to look at this tool.

Evaluating students' academic performance can be easily summed up as teachers determine if their students have learned what they want them to know through the course. Teachers must decide how they will measure their knowledge, as well as how well they want them to know the material. Evaluation is an ongoing process rather than a one-time grade; once teachers have developed tools, they can apply them throughout the semester to measure their students' learning. Evaluating learning outcome is a statement that sums up what it is you want your students to achieve. It usually takes the form "Students can" or "Students are able to," followed by a verb that applies to the knowledge or skill you are measuring. (Ibid).

2.5.1 Four dimensions of outcomes:

At the UCLA Reaccreditation by WASC website², staff members who made the archive Learning Outcomes Guidelines offered an alternate perspective of learning outcomes, measuring in terms of four dimensions. These dimensions measure not just knowledge and application, but also social, ethical, and performance outcomes. The staff also noted that learning outcomes differ from course goals in their specificity: learning outcomes are concrete, measurable descriptions that can be assessed, whereas goals are broad and non-specific these dimensions are:

- Knowledge outcomes.
- Skills outcomes.
- Attitudes and values outcomes.
- Behavioral outcomes.

2.5.2 The Importance of Measuring Learners' Outcomes:

School education is a part, sometimes perhaps the most important part, of the 'preparation for life', that is, for citizenship, for parenthood, for future occupation, etc. Since all of these tasks are performed within various social and economic settings, the criteria for

²The UCLA Reaccreditation by WASC website: the Western Association of Schools and Colleges (WASC) is the regional organization that provides umbrella accreditation for UCLA as a whole, through its Accrediting Commission for Senior Colleges and Universities. This site displays the plans, processes, data, analyses and reports associated with UCLA's reaccreditation by WASC.

evaluating to what extent the school has succeeded in accomplishing its functions vary with regard to both kind and order of priority. It is therefore inappropriate to apply the same set of criteria when evaluating the quality of education achieved by schools in, for example in two different countries.

A basic term can be seen in this area is the educational quality of both teachers and learners. Therefore, the term quality can be defined by oxford dictionary as «*how good or bad something is*» (2011:634). The achievements, both quantitative and qualitative, of 'education' in this formal sense, can only be evaluated in relation to whether *or* not they are serving the needs of learners, and not in terms of an abstract set of principles.

It follows that improvement in the quality learners' outcomes presumably means taking action to ensure that the needs of students will be more effectively provided for. Such action can be taken only if there is specific realization and recognition of what these needs are. Therefore, after measuring the learner's outcomes or achievements, the educational programs will undertake clear view to meet students' needs and enable them to use their own skills and abilities. (philip 2000:280).

Evaluating learner's achievements is highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Evaluation also gives teachers useful information about how to improve their teaching methods. Through using appropriate measurements' strategies and techniques, teachers can increase their students' motivation and show them how well they have learned new knowledge. Evaluation goes beyond students' achievements and knowledge assessments to consider all aspects of teaching and learning, and to look at how educational decisions can be informed by the results of alternative forms of assessment and evaluation (Jabbarifar 2009:1).

2.6 Conclusion

Learners' academic performance, achievements and outcomes were the main elements discussed in this chapter. The effectiveness of teacher professional development can be achieved through certain procedures that focus mainly on learner's needs. This process suggests that there are many practical factors that contribute the academic achievement of learners. Therefore, improving learners' academic performance demands those instructors at

all levels work with successful practices that can help them to meet students' needs and enable them to use new skills and competences

Part Two :
Field Work

Chapter Three:
Methodology and Procedures

Outline:

3. Introduction

3.1 Research Design

3.2 The Data Collection Methods

3.3 Data Analysis Methods

3.4 The Geographical Setting of the Study Area

3.5 Description of Variables

3.6 Teachers' Questionnaire

3.6.1 Sample

3.6.2 Description of the Questionnaire

3.6.3 Analysis of the Results

- I. Section one : Background Information
- II. Section Two : Professional Development
- III. Section Three: Teachers' Beliefs and Practice

3.7 Findings and Discussion

3. Introduction:

This chapter describes the procedures the research has gone through. It gives a full description of the methodology and procedures of the study. At first, the overall research design is explained. This is followed by the presentation of the sample and its context. Then, data analysis and procedures of data collection are stated. Finally, the summary of results concerning this chapter is discussed.

3.1 Research Design:

The purpose of this research is to examine the impact of teacher's professional development on the performance of learners by enhancing variation of different teacher's modes of training. This study followed an analytical and descriptive approach of research since this case study tried to identify which types of professional development are the most suitable and appropriate to enhance the learner's ability to operate effectively and efficiently . Marczuk *et al* (2005:16) state that descriptive research refers to the process of defining, classifying or categorizing the subject and it is useful because it can provide important information regarding the average number of the group.

Kothari (2004:37) argues that descriptive research refers to the study which deals with describing the characteristics of a particular individual or a group. In addition, descriptive research studies deal with collecting data and testing hypotheses or answering questions concerning the current status of the subject. Therefore, this research design is seen a appropriate one because the study describes and analyses the effect of teacher professional development on improving learner's performance.

Quantitative approach in this study is the appropriate, involving the collection of quantitative data to be translated into statistical format. Quantitative methods designs provide accurate possible answers research questions. Quantitative methods collect data to be translated into statistical format. The responses of respondents of the questionnaire are recorded in coded format, presented in frequency tables and graphs; quantitative data collection and analysis seem to be the appropriate method for this study. We use in quantitative approaches surveys/ questionnaires for collecting data.

Students will learn new knowledge and build a good performance depending on the skills and competencies the teacher has to facilitate their learning process. When identifying which types of teacher's professional development are most appropriate to enhance the students' performance in an academic setting we can increase the level of both teacher quality and learner's achievement . (Kothari, 2004:5).

3.2 The Data Collection Methods:

Data collection is an integral part of the research design and it is an important aspect of any type of research study. Data collection refers to the process of collecting data from the sample of the study using different methods such as questionnaires and interviews. In this study, we use one of the data collection methods which are the questionnaire that is administered to the target students.

To achieve the aim of this study, a group of teachers will take a survey /questionnaire in order to identify their own professional development. For the needs of the present study, we formulate a questionnaire that will be delivered to teachers of English at the University of Laghouat. This survey also will be used to have an idea about the teacher's prominent training and dominant method of their teaching. For the needs of the present study, we formulate a questionnaire that will be delivered to teachers of English at the University of Laghouat.

Kothari (2004:100) states that questionnaire consists of number of questions in definite order given to the individuals concerned with the request to answer the questions and return the questionnaire. Blaxter *et al* (2006:179) state that questionnaire is one of the most widely used social research techniques, they have the form of written questions for those whose opinions or experience they are interested in, and then tried to interpret the responses, the questionnaire is distributed to the students.

In addition, a questionnaire is a set of questions dealing with some topics given to sample selection of individuals in order to gather data about a certain problem for the purpose of analyzing data and interpretation. Cohen, et al (2007:317) argues that the questionnaire is an instrument for collecting data about the problem of statement from the respondents. Dawson

(2002:87) states that questionnaire is the most appropriate data collection method for the research for gathering information required in the study from the respondents.

The aim of the questionnaire is to obtain information from teachers about the importance of professional development in improving students' performance.

3.3 Data Analysis Methods:

All data are obtained through the data collection method in this study and all the information from the questionnaire is entered into Microsoft Excel spreadsheets. Microsoft Excel program is used to generate descriptive statistics, graphics, tables and charts and also provides percentages that reflect the number of the responses to certain questions in relation to the total number of responses. The interpretation of descriptive statistics made it possible to make appropriate inferences in terms of determine the influence of continuous assessment on the students' performance.

The results from the professional development survey will be analyzed and evaluated. The findings of this study will be used to come up with some sort of suggestions or recommendations to be taken into consideration when trying to build effective learning process. The building of effective learning process that expect or regard teacher's professional development will fit the students' performance and integrate the appropriate training for teachers in order to help students use their skills and abilities to come up with a good performance in their academic setting and avoid previous problems.

3.4 The Geographical Setting of the Study Area:

This research was primarily conducted in the area of Laghouat at the University of Ammar TELIDJI in the academic year 2016/2017. Laghouat is an oasis province known as the gate of Sahara. It is located at 400 km south of the Algerian capital Algiers. It Founded on 18 September 2001. The University of Laghouat is named Amar TELIDJI after a long evolution marked by the creation of a Normal Superior School of Technical Education (ENSET) and an Institute of Mechanical Engineering (INGM). Four (04) Institutes: Electric Engineering, Mechanical Engineering, Civil Engineering, Economics was involved and the name ENSET was changed to be the institution University Centre Amar TELIDJI Laghouat. It reformed through the creation of six faculties (Technology, Sciences, Law and Political Sciences, Humanities and Social Sciences, Humanities and Languages, Economics,

Business and Management Sciences) and an institute of sciences and techniques 'sport and physical activity (sport science) by Executive Decree No. 10-198 of August 25, 2010.

3.5 Description of Variables:

Variables can be classified into independent and dependent variables. Independent variable is a variable which is selected, organized, and evaluated by the researcher. On the other hand, dependent variable is the variable in which the researcher observed in order to find out the effect of the independent variable. In this research the independent variable is Teacher Professional Development and the dependent one is the Learner's Performance.

3.6 Teachers' Questionnaire:

The objective of this study is to investigate teacher professional development's role in improving learners 'performance. This chapter is devoted to both data collection method and data analysis method. The questionnaire is used in order to examine twenty (20) items. Teachers' questionnaire contains specifying the sample, questionnaire description, analyzing the results and then discussing the findings.

3.6.1 Sample:

To obtain more information about this study a questionnaire was designed to collect Information from a sample of ten teachers (4 females and 6 males). They are aged between 25 and 49 and they have been teaching English at Amar Telidji university for a period of (2-20years)

| Number of Teachers | Gender | | Age | Teaching' Years |
|--------------------|--------|--------|---------------|-----------------|
| | Male | Female | | |
| 10 | 6 | 4 | Between 25-49 | Between 2-20 |

Table 1: Background Information.

3.6.2 Description of the Questionnaire:

In order to accomplish this work, literature review is one of the procedures used in that basis. Another procedure used in this work is the questionnaire. A questionnaire was handed to some teachers of English at the University of Ammar Thledji Laghouat. The questionnaire is composed of three parts, the first part contains background information of the teachers as their ages, gender, education, and the number of years they teach English at university. The second part contains questions about the professional development of the teacher, their training courses, and whether it help them to improve their practices and affect the learner's achievement or not. The last part is concerned with teachers' beliefs and attitudes.

3.6.3 Analysis of the Results :

The following tables and figures discuss the findings of the study:

I. Section One: Background Information :

| Gender | Male | Female |
|------------------|------|--------|
| Rate of teachers | 60% | 40% |

Table 02 : Teachers' Gender

| Age | 25-29 | 30-39 | 40-49 |
|------------------|-------|-------|-------|
| Rate of Teachers | 20% | 60% | 20% |

Table 03 : Teachers' Age

| Level of Education | Senior Assistant | Senior Lecturer |
|--------------------|------------------|-----------------|
| Rate of Teachers | 80% | 20% |

Table 04: Teachers' Level of Formal Education

| | | | | | |
|-------------------|-----|-----|------|-------|-------|
| Years of Teaching | 2 | 3-5 | 6-10 | 11-15 | 16-20 |
| Rate of teachers | 10% | 10% | 40% | 20% | 20% |

Table 05 : Years of Teaching

The tables above (1, 2, 3) give us a background information about our sample. The first table shows that the majority of teachers who are interested in professional development are males (60%).The second table indicates the highest rate of teachers (60%) their age between(30-39) , this sign confirms that most participants are youth. The third table deals with teachers ‘level of formal education, it shows that 80% of them are senior assistant teachers. The last table reveals that nearly half of participants (40%) have spent 6 to 10 years in teaching field.

II. Section Two : Professional Development

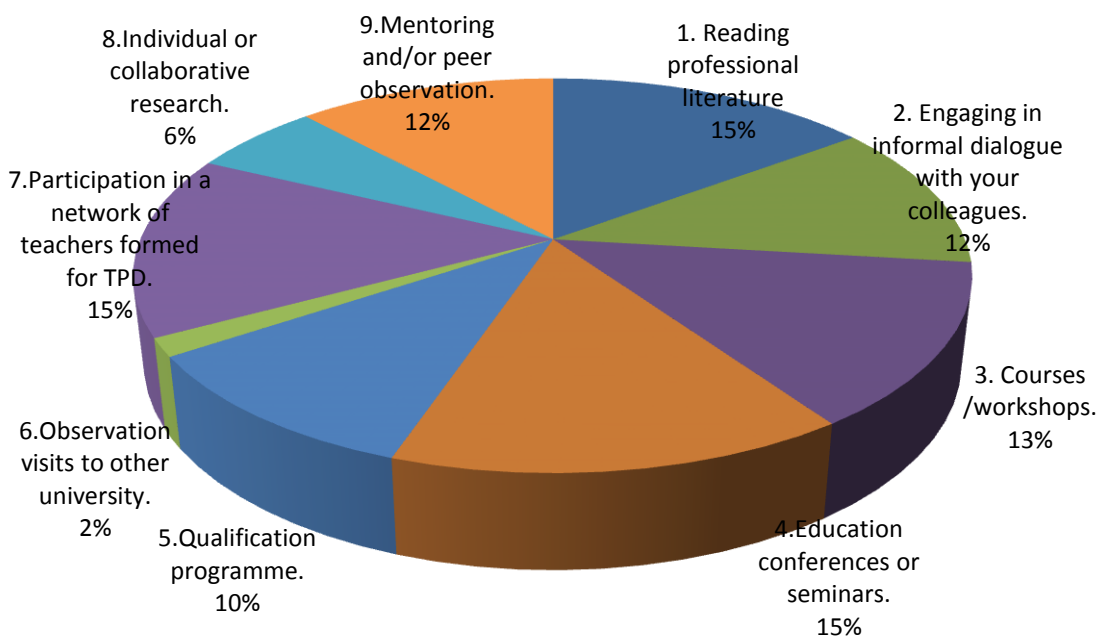


Figure 08: The Impact of Formal Professional Development Activities on Teachers.

The results reveal that the more formal professional development activities teachers have participated in (such as reading professional literature 15%, educational conferences 15% and participation in a network of teachers formed for teacher professional development 15%) have a moderate impact on them to improve their development as a teachers.

| Typical Professional Development modes | choices |
|---|---------|
| 1. Individually guided staff development. | 6% |
| 2. Observation/assessment. | 6% |
| 3. Individual reading , study, research. | 14% |
| 4. Study groups among peers focused on a shared need or topic. | 14% |
| 5. Observation: teachers observing other teachers. | 5% |
| 6. Coaching: an expert teacher coaching one or more colleagues. | 13% |
| 7. Mentoring of new educators by more experienced colleagues. | 5% |
| 8. Team meeting to plan lessons, problem solve, improve performance, and/or learn a new strategy. | 13% |
| 9. Online courses. | 3% |
| 10. Workshops to dig deeper into a subject. | 11% |
| 11. Conferences to learn from a variety of expertise from around the state or country. | 11% |

Table 06: The Most Functional Professional Development Modes.

From the above table, we confirm that the majority of teachers agreed that there are some professional development modes (such as: study groups among peers focused on a shared need or topic Individual reading , study groups among peers focused on a shared need or topic, coaching: an expert teacher coaching one or more colleagues, Team meeting to plan lessons, problem solve, improve performance, and/or learn a new strategy) considered as the most functional Professional Development modes that allowed teachers to improve their skills and abilities.

III. Section Three : Teachers' beliefs and Practice

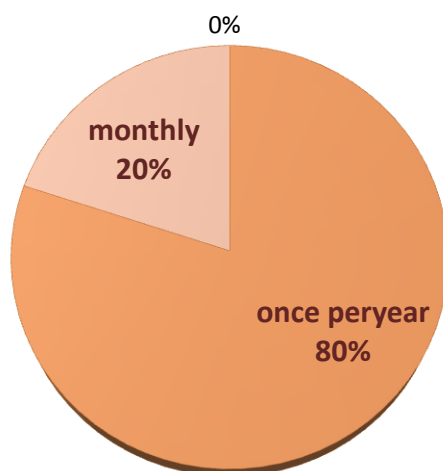


Figure 09: The Duration of Professional Development Practices.

| Professional Activities | Onec Per Year | Monthly | Weekly |
|-----------------------------------|---------------|---------|--------|
| Attending staff meetings. | 8 | 2 | - |
| Developing university curriculum. | 7 | 2 | 1 |
| Exchanging teaching materials. | 8 | 1 | 1 |
| Attending team conferences. | 1 | 8 | 1 |
| Assessing student progress. | - | 6 | 4 |
| Engaging in discussions. | - | 8 | 2 |
| Team supervision. | 10 | - | - |

Table 07: The Duration of Professional Development Practices.

From the above diagram, it can be seen that the majority of information (80%) concerning the duration of teachers' professional development activities are practiced once per year. Attending staff meetings to discuss the vision and mission of the university, exchanging teaching materials and taking part in team supervision are the most important activities that teachers practice in the academic setting of the university.

| Number of Teachers | YES | NO |
|--------------------|-----|----|
| 10 | 09 | 01 |

Table 08 : The Need for More Professional Development.

The above table, indicates that the majority of participants (90%) are in need for more professional development programs. For many of them, participating in more professional development programs enable them to obtain new skills and knowledge. Moreover, these programs allow them to become better educators whether that is from learning a new method or being reassured of what they are doing in the classroom is appropriate.

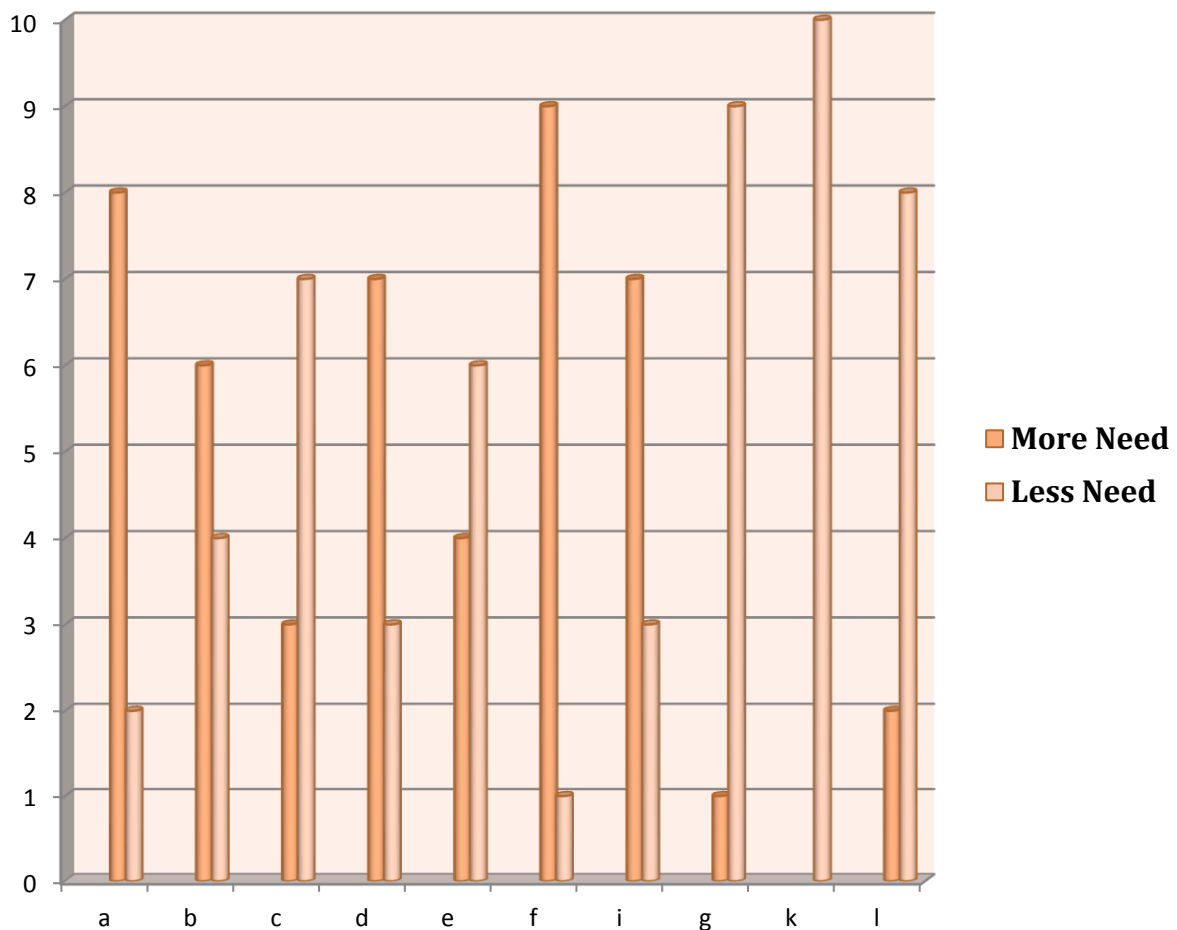


Figure 10 : The Extent of Professional Development Needs

| Professional Activities | More need | Less need |
|--|-----------|-----------|
| Content /performance standards. | 8 | 2 |
| Assessment practices. | 6 | 4 |
| Classroom management. | 3 | 7 |
| Knowledge of subject fields. | 7 | 3 |
| Understanding instructional practices. | 4 | 6 |
| ICT skills for teaching. | 9 | 1 |
| Teaching with special needs. | 7 | 3 |
| Student's discipline. | 1 | 9 |
| School management and administration. | - | 10 |
| Teaching in multicultural setting. | 2 | 8 |

Table 09 : The Extent of Professional Development Needs

As it is shown in the diagram above, the highest rate of teachers claims that they need to participate in certain professional development programs. For many of them choosing to participate in staff development sessions is based on the knowledge that something from those sessions would benefit their students. one can notice that Content /performance standards, assessment practices, ICT skills for teaching and teaching with special needs are the most important training programs teachers have chosen. For apprentice teachers participating in staff development experiences profoundly affected their classroom instructional methods when they chose to implement new skills.

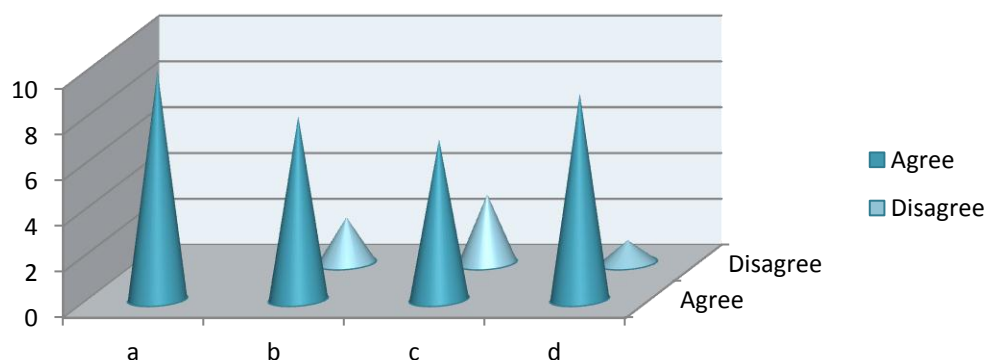


Figure 11 : The Influence of Professional Development on Classroom Performance.

| Statements | Agree | Disagree |
|---|-------|----------|
| Skills that were obtained from professional development, help students in using their skills and abilities. | 10 | 0 |
| By using professional development activities, I have made progress with even the most difficult and unmotivated students. | 8 | 2 |
| I usually know how to get through to students. | 7 | 3 |
| After the application of professional development programs, I observed a possitive change in students' performance. | 9 | 1 |

Table 10 : The Influence of Professional Development on Classroom Performance.

The results in the diagram above indicate that the majority of teachers agree that the staff development programs of their own have a great effect on the classroom performance. We understand that some teachers could make progress with even the most difficult and unmotivated students. To some degree, the application of new techniques, methods, and skills which were obtained from staff development programs, provide educators with valuable knowledge that promotes students' achievements.

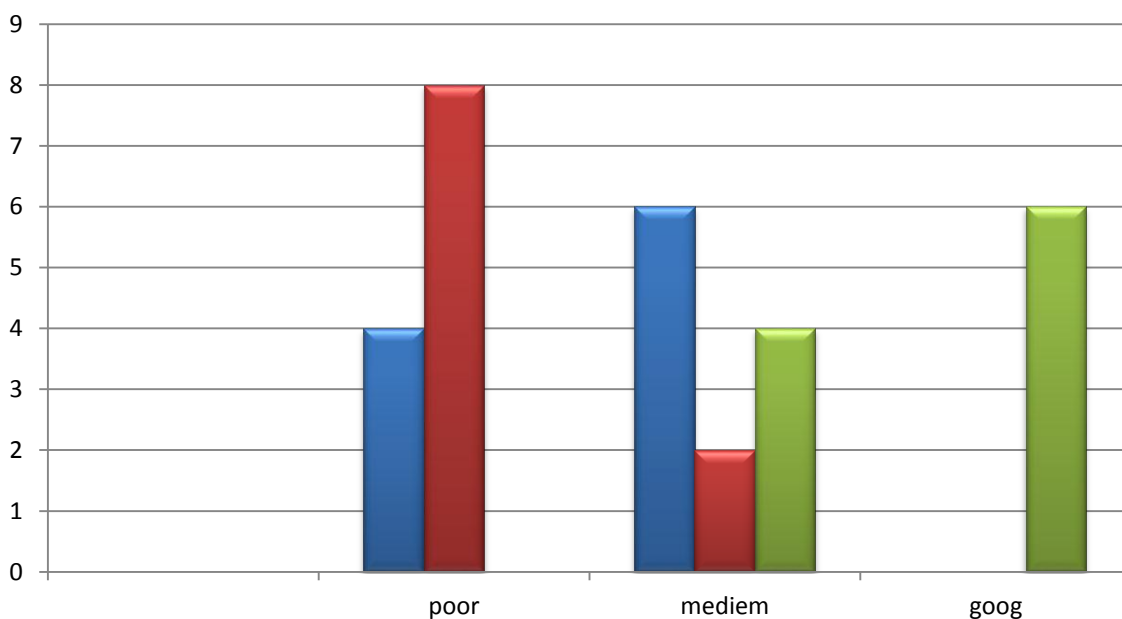


Figure 12 : The Evaluation of Learners' Performance.

| Aspects | Poor | Medium | Good |
|------------------------|------|--------|------|
| Speaking. | 4 | 6 | 0 |
| Writing . | 8 | 2 | 0 |
| Content understanding. | 0 | 4 | 6 |

Table 11 : The Evaluation of Learners' Performance.

It is obvious from the diagram above, the majority of teachers are not satisfied with writing performance of their students because of such reasons. One can notice that their performance in content understanding and speaking is somehow accepted.

3.7 Findings and Discussion:

The results obtained from teachers' questionnaire analysis show some significant points. First, from the stated research's' hypotheses and questions, teachers consider the professional development as an important process to meet students' needs and improve their performance. Second, the study found that when teachers experienced considerable variation in the quality of professional development from year to year, teachers can trigger the learner performance through participating in particular formal programs such as reading professional literature, attending educational conferences or seminars, participating in network of teachers designed for staff development and organizing workshops/courses. Third, the findings from this research reveal that the majority of teachers consider five functional staff development modes which enable them to improve students' performance. By the accomplishment of this work, the results were obtained from the research questions and hypotheses reveal that teachers are still in need for more professional development programs. By the participation in these programs, they are able to obtain new skills, knowledge and allowing them to become better educators.

General Conclusion

General conclusion :

Today educators are expected to be knowledgeable of their profession, maintain high academic standards, teach all types of learners through a variety of teaching strategies, and be accountable for each student's academic progress. Good teaching is not an accident. While some teachers are more naturally gifted than others, all effective teaching is the result of study, reflection, practice, and hard work. A teacher can never know enough about how a student learns, what impedes the student's learning, and how the teacher's instruction can increase the student's learning. Professional development is the only means for teachers to gain such knowledge. Whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development.

The ultimate purpose of professional development is to increase teacher quality. It should be effective enough to extremely increase content knowledge, the use of effective instructional strategies, and the leadership skills that create positive changes in the teaching process, which, in turn, improve students' learning, performance, and success. This study aimed to discover the influence that teachers' staff development provides in increasing the students' achievements. A number of procedures (literature review, survey) were conducted to address the research questions. The research designed to identify teachers' background information, their professional development and their beliefs and attitudes in order to evaluate the relationship between professional development process and learners' performance.

Results showed that there is a strong relationship between the independent variable: teachers' professional development and the dependent variable: learners' performance. Other results showed that teachers consider the professional development as an important process to meet students' needs and improve their performance. Accordingly, the use of teachers' continuing education programs have proven to be beneficial in improving the students' skills, competencies, and achievements. Therefore, teachers are in need to participate in more professional learning activities to meet students' needs. Thereby, teachers' professional development is considered as the main activity that greatly affects the learner's performance, and this is the aim of study that was confirmed through the stated hypotheses.

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Appendices

Appendix 01 :

I. Background Information :

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box.

1. **Gender:** Female

Male

2. **Age:** Under 25 25-29 30-39 40-49 50-59 60+

3. What is your employment status in the department?

Please mark one choice.

1. Part-time

2. Senior Assistant

3. Senior Lecturer

4. Professor

4. How long have you been working as a teacher?

2 years 3-5 years 6-10 years 11-15 years 16-20 years More than 20 years

II. Professional Development

Please only consider professional development you have gained after your initial teacher training/

1. Thinking about less formal professional development during the last two years, have you participate in any of the following activities, and what was the impact of these activities on your development as a teacher?

For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

| | (A) Participation | | (B) Impact | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | Yes | No | No impact | A small impact | A moderate impact | A large impact |
| a) Reading professional literature (e.g. journals, evidence-based papers, thesis papers) . | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Engaging in informal dialogue with your colleagues on how to improve your teaching . | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Appendix 01 :

2. During the last two years , have you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?

For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

| | (A) Participation | | (B) Impact | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | Yes | No | No impact | A small impact | A moderate impact | A large impact |
| 1. Courses/workshops (e.g. on subject matter or methods and/or other education-related topics) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 2. Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 3. Qualification programme (e.g. a degree programme) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 4. Observation visits to other university | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 5. Participation in a network of teachers formed specifically for the professional development of teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 6. Individual or collaborative research on a topic of interest to you professionally | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 7. Mentoring and/or peer observation and coaching, as part of a formal university system... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

3. According to you, of these following professional development typical modes, select the most functional ones?. please tick at least five important modes .

- ✓ Individually guided staff development.
- ✓ Observation/assessment.
- ✓ Individual reading, study, research.
- ✓ Study groups among peers focused on a shared need or topic.

Appendix 01 :

- ✓ Observation: teachers observing other teachers.
- ✓ Coaching: an expert teacher coaching one or more colleagues.
- ✓ Mentoring of new educators by more experienced colleagues.
- ✓ Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy.
- ✓ Faculty, grade-level, or departmental meetings.
- ✓ Online courses.
- ✓ College ,university courses.
- ✓ Workshops to dig deeper into a subject.
- ✓ Conferences to learn from a variety of expertise from around the state or country.
- ✓ Whole-schoolimprovement programs.
- ✓ Proprietary programs by private vendors.

4. In the last tow years , did you want to participate in more professional local development than you did?

Yes No

5. If 'Yes' in the question(4), which of the following reasons best explain what prevented you from participating in more professional development than you did?

Please mark as many choices as appropriate.

- ✓ I did not have the pre-requisites (e.g. qualifications, experience, seniority).
- ✓ Professional development was too expensive/I could not afford it.
- ✓ There was a lack of employer support
- ✓ Professional development conflicted with my work schedule.
- ✓ I didn't have time because of family responsibilities.
- ✓ There was no suitable local professional development offered.
- ✓ Other (please specify)

.....

III. Teaching Practices, Beliefs and Attitudes

1. How often do you practice the following activities in your university?

| | Once per year | Monthly | Weekly |
|--|-----------------------|-----------------------|-----------------------|
| ✓ Attend staff meetings to discuss the vision and mission of the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ✓ Develop a university curriculum or part of it . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ✓ Exchange teaching materials with colleagues . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ✓ Ensure common standards in evaluations for assessing student progress. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ✓ Engage in discussion about the learning development of specific students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ✓ Take part in professional learning activities (e.g. team supervision) . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ✓ Observe other teachers' classes and provide feedback. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. How strongly do you agree or disagree with the following statements?

| | Disagree | Agree |
|---|-----------------------|-----------------------|
| a) All in all, I am satisfied with my job. | <input type="radio"/> | <input type="radio"/> |
| b) I feel that I am making a significant educational difference in the lives of my students. . | <input type="radio"/> | <input type="radio"/> |
| c) If I try really hard, I can make progress with even the most difficult and unmotivated students. | <input type="radio"/> | <input type="radio"/> |
| d) I am successful with the students in my class. | <input type="radio"/> | <input type="radio"/> |
| e) I usually know how to get through to students. | <input type="radio"/> | <input type="radio"/> |
| f) Teachers in this local community are well respected. | <input type="radio"/> | <input type="radio"/> |

Appendix 01 :

3. According to you, how do you evaluate students' performance in the following aspects:

| | Poor | medium | good | verygood |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ✓ Speaking..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ✓ Writing..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ✓ Content understanding..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Résumé / ملخص الدراسة

Résumé :

Beaucoup de gens ne peuvent pas être conscients des méthodes de leur système éducatif pour améliorer l'enseignement et l'apprentissage des apprenants. Le développement professionnel est la stratégie plus importante pour laquelle les systèmes éducatifs doivent renforcer les niveaux de performance des éducateurs. C'est aussi une façon dont les éducateurs peuvent apprendre afin qu'ils puissent améliorer leurs performances et augmenter leur rendement scolaire. Les enseignants veulent et ont besoin de développer leur pratique afin que leurs apprenants puissent réussir. Dans la plupart des endroits, ceux-ci tombent sous les auspices du développement professionnel. Dans cette étude, nous utilisons la recherche descriptive comme une procédure appropriée pour réaliser ce travail. L'étude décrit l'influence du développement professionnel des enseignants sur la performance des apprenants. L'approche quantitative est également utilisée pour la collecte de données par questionnaire administré pour les enseignants. Toutes les données obtenues à partir du questionnaire sont analysées, interprétées et représentées sous la forme de figures et de tableaux. En conclusion, nous présentons quelques résultats d'étude, l'un d'entre eux étant le mode de développement du personnel approprié qui favorise les connaissances et les compétences des enseignants afin de relever le rendement des apprenants.

ملخص الدراسة:

معظم الأشخاص ليسوا على دراية بأساليب نظامهم التعليمي لتحسين التدريس وتعلم الطلاب. التنمية المهنية هي الاستراتيجية التعليمية الأكثر أهمية التي لديها القدرة لتعزيز مستويات أداء المعلمين. كما أنها الطريقة التي يمكن للمعلمين تعلمها حتى يتمكنوا من تحسين أدائهم ورفع المستوى التحصيلي للمتعلمين. المعلمون بحاجة إلى تطوير ممارساتهم بحيث يمكن أن يؤثر هذا إيجاباً على طلابهم في هذه الدراسة، نستخدم البحث الوصفي كإجراء لتحقيق هذا العمل. وتصف الدراسة تأثير التطوير المهني للمعلمين على أداء المتلقين أو المتعلمين. ويستخدم النهج الكمي أيضاً لجمع البيانات من خلال الاستبيان الذي يديره المعلمون. يتم تحليل جميع البيانات التي تم الحصول عليها من الاستبيان وتفسيرها وتمثيلها في شكل أرقام وجداول. وفي الختام، نقدم بعض النتائج التي توصلت إليها الدراسة، أحدها هو أساليب التطوير المهنية المناسبة التي تعزز معارف المعلمين ومهاراتهم لرفع مستوى تحصيل الطلبة.