



**The effectiveness of current teachers' continuous professional
development: perceptions by Supervisors, Senior Teachers and
Teachers in Muscat, Oman**

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Abstract

Researchers in Oman have criticised the teachers' professional development system, blaming the Ministry of education (MOE) for the mismatch between what has been provided as continuous professional development (CPD) training courses and what are teachers' needs and desired topics. Therefore, this thesis explores perceived effectiveness of current CPD for teachers in Oman especially for those teaching in Post-basic (11-12) and basic (10-12) schools from the perception of supervisors, senior teachers and teachers.

A mixed method, two-phase research design was adopted. In phase one (quantitative), all of the 22 Post basic and Basic schools in Muscat were surveyed. 153 responses (a 30.6% response rate) were received 93 (60.8%) were female and 60 (39.2%) were male. 104 (67.9%) were teachers, 31 (20.2%) were senior teachers and 18 (11.7%) were supervisors. In phase two (qualitative), most of the respondents had answered the two open-ended questions from the survey regarding how they perceived the meaning of the term CPD and its importance to teachers' professional development. Interviews were conducted with 1 supervisor, 2 senior teachers and 8 teachers along with 4 supervisors who agreed to answer the interview questions by email and WhatsApp.

The quantitative and qualitative data results showed that respondents from the three groups believe that the current CPD for teachers is still not effective. However, some issues emerged needing further consideration such as the obstacles that hinder teachers from promoting their professional development such as the teaching loads, covering the extra periods caused by absent teachers and the lack of job satisfaction. Other obstacles emerged from the interviews for example; teachers had not been involved in determining their professional development needs, the lack of professional materials and the lack of financial support. These obstacles should encourage the Ministry officials to examine the problem closely and find solutions to enhance the effectiveness of teachers' CPD.

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Dedication

O'Allah Almighty! All praise and gratitude be to you.

I would like to dedicate this work to his Majesty Sultan Qaboos who always supports and encourages Omanis to continue their higher education to build Oman for the future. Even though I was a self-funded student who had to sacrifice many things including leaving my children and my beloved wife behind me to continue this degree I never doubted that all of what I did was for my country, myself and my children's future and I believe that one day I will be rewarded for seeking knowledge either in this life or in the hereafter.

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Table of Contents	
Abstract	i
Acknowledgements	ii
List of Tables	ix
List of Figures	xiii
List of Appendices	xiii
Chapter 1 Introduction	1
Introduction	1
Rationale for the study	2
Worldview of the problem	2
Background to governmental influences on CPD Internationally and in the Omani context.	2
General Criticisms of CPD Internationally	4
The Omani context	5
Basic arrangements for CPD in Oman	5
In-service education and training (INSET)	6
Human Resources Development	7
School-level professional development	7
The Specialised Centre for Professional Training of Teachers (SCPTT)	7
The roles of senior teachers and supervisors	10
Criticisms of CPD in Oman	11
Researcher background and positionality in relation to the research	15
Research questions	17
Significance of the study	17
The structure of the research	18
Chapter 2 Teachers' CPD	21
Introduction	21
The importance of teachers' CPD	21
Towards a definition of professional development	22
New perspective of teachers' professional development	24
Continuing professional development for teachers (CPD)	26
What is CPD?	26
Characteristics and principles of effective CPD	27
Effective models of continuing professional development (CPD)	31
Summary	36
Chapter 3 The development of the educational system, teachers' education and teachers' training in Oman	37
Introduction	37
A brief historical overview of education in Oman	38
Development of education	40
Structures of the Educational Sector:	43
The legal framework of education in Oman	43
Education responsibility for grade (1-12):	44
The education system in the Ministry of Education (MOE):	45
General Education	46
Basic Education (BE)	46

Teacher Education	49
Teacher training system.....	50
Teacher Training Institutes	50
Intermediate Colleges	51
Sultan Qaboos University's College of Education	51
Colleges of Education.....	52
Conclusion of the development of students' education and teachers' education	53
The mismatch between teachers' professional needs and the training provided	54
Summary	55
Chapter 4 The Methodology.....	57
Part One: The philosophical stance of the research methodology	57
Introduction	57
The purpose of the study	57
Research questions.....	58
Participants	58
Part one: The philosophical issues (an overview)	59
Ontology and Epistemology.....	60
Qualitative and Quantitative approaches	61
The Rationale for using mixed methods (Qualitative and Quantitative).....	64
Research methods	68
Advantages and limitations of questionnaires (Surveys).....	68
Advantages and limitations of interviews	70
Informed process consent	72
The researcher-participant relationship	72
Risk-Benefit ratio	73
Confidentiality and anonymity	73
Part Two: Design of research instruments and implementation.....	75
Stage one: Questionnaire development and design.....	75
Stage two: (The interviews design)	88
Data collection.....	89
Phase one: The survey.....	89
Phase two: The interviews	91
Interviews: Data analysis.....	92
Research progress: process, limitation and constraints on data collection.....	92
Reliability and validity.....	94
Ethics and the consent process	95
Responsibilities to participants.....	96
Access and acceptance.....	97
Voluntary informed consent and right to withdraw	97
Confidentiality and anonymity of respondents	98
Avoiding harm.....	98
Summary	99
Chapter 5 Data Analysis: Results for Phase One: The survey.....	100
Part One: Respondents' demographic profile and their training background information.....	100
Introduction	100

Part one: Participants' demographic profile	100
Gender of respondents	102
Occupation of respondents	102
Respondents' school type	103
Respondents' level of experience in teaching	105
Respondents' experience as supervisors	107
Respondents' experience as a senior teacher	107
Qualifications held by respondents	108
Respondents' training background information	109
Respondents training background information as a trainer during the last 12 months	109
Training Centres that respondents have taken part in as a trainer	113
Respondents' training background information as a trainee during the last 12 months	115
Training Centres that respondents have attended as a trainee	118
Summary	120
Chapter 6 Data Analysis: Results for Phase One: The Survey (Part2)	121
Introduction	121
The effectiveness of the current CPD training courses and activities	121
The most effective CPD activities	122
The least effective CPD activities	125
The relationship between respondents Occupation and respondents' perceptions of the effectiveness of CPD training course and activities	127
The most important CPD training courses and activities which help teachers develop professionally	131
The least important CPD training courses and activities which help teachers develop professionally:	133
Additional effective CPD training courses and activities	136
The expected usefulness of the current CPD	137
Additional usefulness of CPD training courses and activities	140
The professional development that teachers currently need to promote their professional growth	140
Additional teachers' CPD training needs	143
The relationship between the respondents' occupation and respondents' perceptions about teachers' CPD training needs	144
Summary	146
Chapter 7 Data Analysis: Results for Phase One: The Survey: Parts 3 and 4	148
Introduction	148
Part 3: Factors that facilitate the implementation of effective teachers' CPD	148
Additional factors implemented in current CPD training courses which facilitate the implementation of effective CPD	151
The relationship between respondents' occupation and respondents' perceptions of the factors that facilitate the implementation of effective CPD.	152
Part four: Issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth:	155

Additional issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth:	159
The relationship between the respondents Occupation and respondents' perceptions of the issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth	159
Summary	163
Chapter 8 Phase Two: The Qualitative Data Analysis: The interviews and the survey open-ended questions Part Five	165
Introduction	165
Stage one: The open-ended survey questions	166
Meanings of CPD	166
The importance of CPD	172
Stage two: The interviews	176
CPD meaning	177
CPD in terms of importance and aims	179
Factors behind the effective training courses	180
CPD opportunities and teachers' involvement in designing CPD courses	184
Current teachers training needs	188
Hindering factors	198
Issues raised by the participants	203
Summary	205
Chapter 9 : Supervisors, senior teachers and teachers' perceptions about aspects of teachers' continuous professional development	207
Introduction	207
Part one : Supervisors' perceptions about the effectiveness of teachers' continuous professional development	207
Supervisors' definitions of CPD and their view of its importance	207
Supervisors' views of the effectiveness of current CPD Training courses and Activities (Most and Least effective aspects)	209
Supervisors' view of the usefulness of current CPD Training courses and Activities (Most and Least useful aspects)	210
Supervisors' perceptions of teachers' current needs (Most and Least needed aspect(s))	211
Supervisors' views of factors that facilitate CPD most and least	211
Supervisors' views of most and least hindering factors	212
Part two: Senior teachers' perceptions about the effectiveness of teachers' continuous professional development	213
Senior teachers' definitions of CPD and their view of its importance	213
Senior teachers' views of the effectiveness of current CPD Training courses and Activities (Most and Least effective aspects)	214
Senior teachers' view of the usefulness of current CPD Training courses and Activities (Most and Least useful aspects)	215
Senior teachers' perceptions of teachers' current needs (Most and Least needed aspect(s))	216
Senior teachers' views of factors that most and least facilitate CPD	217
Senior teachers' views of factors that hinder CPD most and least	218
Part three: Teachers' perceptions about the effectiveness of teachers' continuous professional development	219

Teachers' definitions of CPD and their view of its importance.....	219
Teachers' views of the effectiveness of current CPD Training courses and Activities (Most and Least effective aspects).....	220
Teachers' view of the usefulness of current CPD Training courses and Activities (Most and Least useful aspects).....	221
Teachers' perceptions of teachers' current needs (Most and Least needed aspect(s)).....	221
Teachers' views of most and least facilitating factors.....	222
Teachers' views of factors that most and least hinder CPD	223
Summary	224
Chapter 10 The Discussion	227
Introduction	227
The discussion of the first research sub-question	228
The discussion of the second research sub-question	232
The discussion of the third research sub-question:	236
Part one: The effectiveness of CPD	236
Part two: The usefulness of the current teachers' CPD	242
The discussion of the fourth research sub-question	248
The discussion of the fifth research sub-question	252
The discussion of the sixth research sub-question	259
The discussion of the seventh research sub-question	267
Summary	271
Chapter 11 Conclusion and Recommendations	272
Introduction	272
Main key findings	273
Recommendations	275
Contributions of the research	283
Theoretical contribution	283
Educational contribution	284
Limitations of the research	285
Suggestions for further research	286
Suggested Check List to help makes Teachers' CPD courses and activities effective	287
Summary	289
References	290
Appendices	I

List of Tables

1. Table 1 Programmes currently provided by SCPTT for teachers	9
2. Table 2. 1 The differences between the various studies of characteristics and principles of effective CPD	29
3. Table 3. 1 The development of the numbers of schools, students and teachers as well as the development of the federal education budget from 1970 to 2006	42
4. Table 3. 2 The development of the numbers of schools, students by type in the academic year 2008/09	43
5. Table 3. 3 The numbers of schools, students and teachers in 2014/2015....	43
6. Table 3. 4 Structure of the Omani Education System.....	48
7. Table 4. 1 Summary of characteristics of quantitative & qualitative research methodologies	63
8. Table 4. 2 Advantages and challenges in qualitative methods.....	74
9. Table 4. 1 Item Development of the first part of the survey which discusses the effectiveness of CPD training courses and activities provided for teachers.....	78
10. Table 4. 2 Item Development for the second section of the questionnaire dealing with the expected Usefulness of the current CPD Training courses and Activities	79
11. Table 4. 3 Item Development for the third section dealing with Teachers' CPD Training needs	80
12. Table 4. 4 Item Development for the fourth section dealing with the Factors that currently facilitate the implementation of effective CPD	81
13. Table 4. 5 Item Development for the fourth section dealing with the Issues that hinder schoolteachers from promoting their professional growth	83
14. Table 4. 8 Advantages and disadvantages of survey methods	85
15. Table 5. 1 Distribution of respondents by occupation and gender	101
16. Table 5. 2 Distribution of respondents by gender ranked descending by percentage.....	102
17. Table 5. 3 Occupation of respondents ranked descending by percentage	102
18. Table 5. 4 Respondents according to school type ranked descending by percentage.....	103
19. Table 5. 5 Occupation * School type? Cross-tabulation	104
20. Table 5. 6 Respondents level of experience in teaching ranked by percentage.....	105
21. Table 5. 7 Occupation * Experience in teaching? Cross-tabulation.....	106
22. Table 5. 8 Respondents' experience as a supervisor ranked by percentage	107
23. Table 5. 9 Respondents' experience as a senior teacher ranked by percentage.....	108
24. Table 5. 10 Highest qualification held by respondents ranked by percentage.....	108
25. Table 5. 11 Cross-tabulation: Occupation * Qualification	109
26. Table 5. 12 Occupation * Number of activities that respondents have taken part in during the last 12 months as a trainer? Cross-tabulation	110

27. Table 5. 13 Number of activities related to students' lessons and teachers' learning which respondents had taken part in as a trainer ranked by percentage.....	112
28. Table 5. 14 Training Centres that respondents have used as a trainer in the last 12 months according to their occupation.....	113
29. Table 5. 15 Occupation * Number of activities respondents have taken part in during the last 12 months as a trainee? Cross-tabulation	115
30. Table 5. 16 Number of activities related to students' lessons and teachers learning which respondents had taken part in as a trainee.....	117
31. Table 5. 17 Training Centres that respondents have attended as a trainee in the last 12 months according to their occupation.....	118
32. Table 6.1 Comparison of the three groups' perceptions of the effectiveness of CPD activities ranked according to the survey items list order.	122
33. Table 6.2 Occupation * Most effective CPD activities? Cross-tabulation	123
34. Table 6.3 Occupation * The least effective CPD activities? Cross-tabulation	126
35. Table 6.4 ANOVA on overall mean scores of respondents' perceived effectiveness of CPD activities according to their Occupation	127
36. Table 6.5 Multiple comparisons between groups about the effectiveness of the CPD Training courses and activities according to their occupation. .	128
37. Table 6. 6 Mean scores of respondents' perceptions on the item "Training courses and activities to support Curricula" by occupation.....	128
38. Table 6.7 Mean scores of respondents' perceptions on the item "Joint teaching and discussion of lessons with peers" by occupation.....	130
39. Table 6.8 Mean scores of respondents' perceptions on the item "Supervisors and Senior teachers visits to teachers' lessons" by occupation	130
40. Table 6.9 Frequencies of most important CPD training courses and activities (N=153) ranked according to the respondent's responses.....	132
41. Table 6.10 Occupation * Training courses and activities which respondents consider to be the most important in helping teachers develop professionally? Cross-tabulation	133
42. Table 6.11 Frequencies of least important CPD training courses and activities(n=153) ranked according to the respondent's responses.	134
43. Table 6.12 Occupation * Training courses and activities which respondents consider to be the least important in helping teachers develop professionally? Cross-tabulation	135
44. Table 6.13 Frequencies of additional effective CPD training courses and activities	136
45. Table 6.14 Means comparison among the three groups' perceptions of usefulness of CPD training courses and activities.....	138
46. Table 6. 15 Occupation * The most and the least useful CPD training courses and activities? Cross-tabulation	139
47. Table 6.16 Mean comparison among the three groups' perceptions of teachers' CPD training need.....	141
48. Table 6. 17 Occupation * The most and the least teachers' CPD training need? Cross-tabulation	143
49. Table 6. 18 ANOVA on overall mean scores of respondents' perceptions on the item "Teachers need training courses and activities to know teaching strategies and skills" according to their occupation	144

50. Table 6. 19 Multiple comparisons between groups about Teachers need training courses and activities to know teaching strategies and skills according to their occupation.	145
51. Table 6. 20 Mean scores of respondents’ perceptions on the item “Teachers need training courses and activities to have knowledge of teaching strategies and skills“ by occupation.....	145
52. Table 7.1 Comparison of the three groups’ perceptions of the effectiveness of CPD activities.....	149
53. Table 7. 2 Occupation * Factors that facilitate the implementation of effective CPD? Cross-tabulation.....	150
54. Table 7.3 ANOVA on overall mean scores of respondents’ perceptions about the factors that facilitate the implementation of effective CPD according to their occupation	153
55. Table 7.4 Multiple comparisons between groups about the factors that facilitate the implementation of effective CPD according to their occupation.....	153
56. Table 7.5 Mean scores of respondents' perceptions on item 10 “The Participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers“ by occupation.....	154
57. Table 7.6 Mean scores of respondent groups’ perceptions on item 2 “The learning climate in the training courses and activities was informal”.	155
58. Table 7.7 Comparison of the three groups’ perceptions about the issues that hinder Post-basic (11-12) and Basic (10-12), schoolteachers CPD....	156
59. Table 7.8 Occupation *The issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth? Cross-tabulation.....	157
60. Table 7.9 ANOVA on overall mean scores of respondents’ perceptions of the items that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth according to their occupation	160
61. Table 7.10 Multiple comparisons between groups about the issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth according to their occupation.....	161
62. Table 7.11 Mean scores of respondents’ perceptions about the issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth by occupation	162
63. Table 8.1 Frequency of CPD key terms in respondents’ responses.....	166
64. Table 8.2 Respondents frequent justification about the importance of CPD	172
65. Table 8.3 participants in the interviews and those answering the questions	177
66. Table 9. 1 Summaries of Supervisors’ perceptions about the most and least effective CPD Training courses and Activities	209
67. Table 9. 2 Summarise of Supervisors’ perceptions about the most and least usefulness of current CPD Training courses and Activities	210
68. Table 9. 3 Summaries of Supervisors’ perceptions about CPD training need that teachers require most and least.	211

69. Table 9. 4 Summaries of Supervisors’ perceptions about the most and least Factors that facilitate the implementation of effective CPD	211
70. Table 9. 5 Summaries of Supervisors’ perceptions about the Issues that most and least hinder schoolteachers from promoting their professional growth	212
71. Table 9. 6 Summaries of senior teachers’ perceptions about the most and least effective CPD training courses and activities	214
72. Table 9. 7 Summaries of senior teachers’ perceptions about CPD Training courses and activities that are most and least useful.	215
73. Table 9. 8 Summaries of senior teachers’ perceptions about the most and least teachers’ CPD training need	216
74. Table 9. 9 Summaries of senior teacher perceptions about the factors that most and least facilitate the implementation of effective CPD	217
75. Table 9. 10 Summaries of senior teachers’ perceptions about the Issues that most and least hinder schoolteachers from promoting their professional growth	218
76. Table 9. 11 Summaries of Teachers’ perceptions about the effectiveness of the current CPD training courses and activities	220
77. Table 9. 12 Summaries of teachers’ perceptions about the most and least usefulness of CPD Training courses and Activities	221
78. Table 9. 13 Summaries of teachers’ perceptions about the most and least teachers’ CPD training needs	221
79. Table 9. 14 Summary of teachers’ perceptions about factors that most and least facilitate the implementation of effective CPD	222
80. Table 9. 15 Summaries of teachers’ perceptions about the Issues that most and least hinder schoolteachers from promoting their professional growth	223
81. Table 10.1 Checklist to assess the effectiveness of the trainees’ CPD training courses and activities.....	288

List of Figures

Figure 1. 1:A model for effective CPD.....	4
Figure 3. 1 Ministry of Education (MOE) structure.....	45
Figure 4. 1 Visual model for mixed-methods: design procedures.....	67
Figure 5. 1 Number of activities that respondents have taken part in during the last 12 months as a trainer by level of experience in teaching.....	111
Figure 5. 2 Number of activities that respondents have taken part in during the last 12 months as a trainee by level of experience in teaching.....	116

List of Appendices

Appendix 1 Ethical Procedures for Research and Teaching Permission to Proceed with Research: Ethical Approval.....	I
Appendix 2: Embassy of The Sultanate of Oman: Ethical Approval.....	II
Appendix 3: Semi-Structured Interview	III
Appendix 4 : Sample of Interviews Analysis.....	IV
Appendix 5: : The questionnaire	VIII

Chapter 1 Introduction

Introduction

This thesis focuses on supervisors', senior teachers'¹ and teachers' perceptions of the effectiveness of continuous professional development (henceforth, CPD) for Post basic (11-12) and Basic (10-12)² school teachers in Muscat, Oman. Understanding the participants' perceptions of the effectiveness of the CPD that the Ministry of Education (henceforth MOE) provided to teachers may help to guide MOE officials and CPD policymakers to facilitate and improve teachers' CPD effectiveness in Oman. This study identifies the participants' perceptions about current effective CPD courses and activities that had helped teachers to develop their knowledge skills, experience and promote their professional growth. The study explores the respondents' perceptions about the current usefulness of CPD courses and activities for teachers, the professional development that teachers need and the factors that facilitate the implementation of effective CPD. Moreover, the study examines the obstacles that hinder teachers from pursuing their professional development. In this chapter, I explain the reasons behind conducting this study and the reasons for the interest which led to my decision to conduct the study. I then present the research questions that underpin this study and the significance of the study. Finally, I outline the structure of the thesis at the end of this chapter.

The importance of this research is that it is the first attempt, according to my knowledge, to understand the perceptions and experiences of the supervisors, senior teachers and teachers who are directly affected by the quality of CPD courses and activities provided by MOE. I am optimistic that the outcomes of this study will contribute to help improve the current CPD for teachers to promote Post-basic (11-12) and Basic (10-12) school teachers' professional growth which might help to enhance their students' achievements. Also, it may increase MOE officials' awareness about the obstacles that currently hinder teachers from promoting their professional growth within their schools and training centre environments.

¹ Senior teachers and supervisors play the main role in helping teachers enhance their performance and promote their professional development inside schools (see chapter two , The role of senior teachers and supervisors)

² Some of the Post basic schools (11-12) names have been changed recently to Basic schools (10-12) after including the class 10 in these schools.

Rationale for the study

I decided to conduct this study for three reasons:

- Worldview of the problem;
- The Omani context;
- Researcher background and positionality in relation to the research.

Worldview of the problem

Background to governmental influences on CPD Internationally and in the Omani context.

In many countries the government had taken the responsibilities of funding and providing CPD. Davies & Preston (2002:232) for instance stated in their study that,

In Britain, as in most European countries, funding for teachers CPD has always devolved from central government, to Local Education Authorities (LEAs) and, more recently, to schools themselves. Obviously government policies and agendas have had a strong influence on the nature of in-service training, and this has been particularly true in the 1990s. currently, the Department for Education and Employment (DfEE) is still controls the majority of finance for in-service training (£300 million which is matched by LEAs through property taxes), £25 million or about 4% of public expenditure was on CPD,

According to Bernadine (2019) different countries use different policies on CPD for teachers, depending on their context. He stated for example in countries like Germany, United Kingdom, Poland, Portugal, Slovakia, Slovenia and Spain CPD is seen as Professional Development (henceforth PD) activities which are linked to renewing of licences and career advancement or salary benefits and can be optional. CPD also, is seen as professional duty where CPD is treated as a duty for teachers. Teachers were given varied options of programmes for participation to earn different points for their participation in different activities and programmes. This practice was seen in countries like France, Greece, Iceland, South Africa.

However, according to Moore (2007: 4)

Teachers cannot be expected to take sole responsibility for promoting any change agenda in their classrooms; they need help and support.

Hayes (2014: 258) also stated that

Teachers' ongoing professional development is not a matter of concern for teachers alone. Various stakeholders – school heads, education authorities, state, society and parents – have interests in teachers' CPD for their own reasons, depending on their place in the education system

Therefore, there is also a trend to see CPD as a PD activity that should be provided and initiated by the authorities. This trend has been observed by countries such as Australia, America, Japan and many other countries. While there are other countries, like the Netherlands that have introduced continuing professional development for their teachers due to changes effected in their curriculum. Thus, in the Netherlands the Dutch central government have been granting increasing autonomy to secondary schools to reform their curriculum and teaching methods (Bernadine:2019).

However, 3 key changes have taken place over the last 40 years and these changes can be listed as follow:

1. In the West there have been moves away from CPD which was seen as for the sole benefit of the teacher towards one which focuses very closely on the needs of schools.
2. There have been moves in the West where a neo-liberal approach to school finances has been instituted making schools responsible for their budgets (often referred to as the 'Self-Managing School') and so this directly affects what schools can do and are able to fund for their teachers.
3. The agenda for the provision of CPD has been increasingly removed from providers like Universities, Local Authorities and trainers so that it is now set by school leaders.

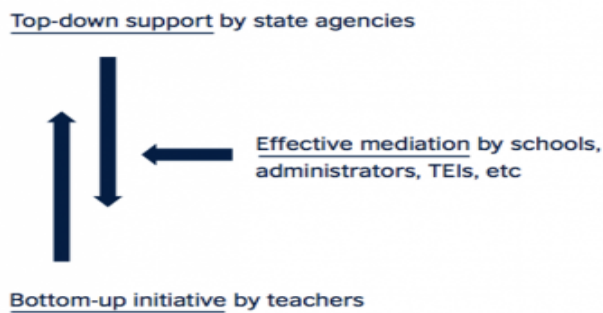
According to Moore (2007) most teachers get direct guidance and support mainly from their immediate line manager, their subject or faculty leader. UR-CE (2018: 1) also stated that ' There is a lot of evidence that effective school leaders strongly influence student learning and other aspects of school performance '.

Although these changes listed above showed that the responsibility of CPD had been transferred through the time from one stakeholder to another, Hayes (2014: 258) concluded in his study that

CPD was a joint responsibility, and would succeed only through a combination of teacher responsibility (teachers' personal initiative and voluntarism) and state responsibility (support of policies and provisions for CPD), i.e. a combination of bottom-up initiative and top-down support. In this combination, schools, administrators, management and teacher education institutions (TEIs) played an important mediator role.

The Figure below adapted from Hayes (2014: 262) shows a visual representation of this conceptualisation about a model of effective CPD.

Figure 1. 1:A model for effective CPD



On the other hand, in Oman, the government has given the responsibility of providing CPD for teachers to the MOE from 1970 when it was first established till today (AlNabhani: 2007).

Although, the MOE is responsible for providing CPD courses and activities to teachers, according to the World Bank(2013:209),

Teachers were expected to assume roles as facilitators, encouraging students to become more active and to assume more responsibility for their own learning according to the knowledge economy concept. Teachers also were expected to change their pedagogical approaches with schools offering ready access to information and knowledge resources beyond the material in assigned textbooks.

Nevertheless, MOE is still responsible to provide CPD for teachers in which the courses were delivered through different in-service training centres and departments as it will come later in this chapter.

General Criticisms of CPD Internationally

According to Jantawat (2002: 46)

Teachers' professional development or CPD is essential for teachers. It helps teachers to upgrade the profession and to update their knowledge to cope with new challenges and demands from the changing world. Therefore, teachers need to develop to be professionals. They need to learn and change for the better or to move from one stage to the next. So, CPD is central to maintaining and enhancing the quality of teachers. Thus, Professional development might change teacher's personal constructs, which consist of thoughts and feelings, attitudes and values underlying their strategies and actions.

Moreover, professional development activities are intended to improve teaching practices, optimise teachers' current teaching for learning and to improve future teaching (James & Connolly, 2009: 389-399).

However, professional development in education has a bad reputation, and for good reasons. Everyone on all sides of the education reform and improvement debate agrees that what most teachers receive as professional opportunities to learn are thin, sporadic, and of little use when it comes to improving teaching and thereby students' achievement (DeMonte, 2013: 1). This has resulted in a sort of national curriculum for professional development, perhaps influenced by the view that 'in-service training and professional development of teachers has been ineffective and wasteful, more times than not' (Fullan, 2016).

Furthermore, according to Hill (2009:470)

Professional development 'system' for teachers is, by all accounts, broken "despite the evidence that specific CPD programmes can improve teacher knowledge and practice and student outcomes.

One apt reason for this view held by Professor Hill and others is the reliance on short-term, episodic, and disconnected professional learning for teachers—the kinds of training programmes that are unlikely to positively influence teaching and improve students' achievement (DeMonte, 2013).

These overviews provided above suggest that teachers' CPD is still considered ineffective in promoting professional growth and improving students' outcomes. Therefore, much remains to be done to enhance the effectiveness of CPD programmes, courses and activities.

The Omani context

Basic arrangements for CPD in Oman

According to Hussin & Al Abri (2015: 90)

Omani society is becoming ever more complex and rapidly changing, especially in an environment that promotes modernisation, urbanisation, and globalisation. With this justification, it is commonly assumed that the education system needs to be revamped and upgraded in order to prepare the new generation of human resources with contemporary knowledge and skills in all fields and sectors needed for social and economic development of Oman. Hence, Oman's education system underwent an extensive reform since 1998 whereby the school structure and curriculum were changed from the traditional general education type to the basic education type. The most striking features of basic education are the progressive continuity of primary-secondary education curriculum and the intensive use of information-communication technology (ICT) in classrooms and school administration (Hussin & Al Abri, 2015: 90).

However, the use of ICT to support teaching and learners inside classrooms remains limited and uneven in Oman (World Bank, 2013: 137). Now that Basic Education is in place, school leadership, teachers and management in Oman has to change in order to upgrade school principals and teachers with the necessary and relevant knowledge, dispositions, and competencies. (Hussin & Al Abri, 2015: 90). Therefore, the MOE organised many professional development programmes including teachers' professional development courses through different centres and locations. These included the In-service Education and Training (INSET) in every region, the Human Resources Development Directorate, school-level and finally the new phase of teachers' professional development, the Specialised Centre for Professional Training of Teachers (SCPTT). These training places are described as follows.

In-service education and training (INSET)

In-service training (henceforth INSET) is defined as an instruction a teacher receives while employed as a teacher to enhance his or her skills (Lutonsky, 2009: 7). In addition, Al-Lamki (2009: 36) stated that

INSET is used to refer to the formal training courses, which are usually provided and managed by an outside expert or professional.

According to Lutonsky (2009: xv) 'teachers who had pre-service and in-service training had skills that teachers who did not have this training did not have'. Therefore, she concluded in her study about pre-service and in-service training that professional development in the form of in-service training needs to be offered to teachers.

However, in previous decades, teachers' professional development in Oman was organised by the MOE as short In-service Education and Training (INSET) courses. In the formal training courses, INSET was provided through workshops and conferences. The most important characteristic of INSET at that time was that it was considered as a top-down procedure in which decision makers were also the organisers and the planners of training (Al Jabri et al., 2018:87). This way of providing training showed that teachers were not involved in any decisions made by the MOE about their professional development training courses at that time. The issue currently remained, as Al-Lamki (2009) stated in his study, that teachers were not involved in making any decisions about their professional development and unfortunately even now teachers are chosen randomly to attend the workshops in Oman.

Nevertheless, prior to 1998 teachers' professional development was achieved in two ways: by short in-service training courses and the school inspection system. The training courses were mainly delivered in the regions, particularly in the schools, although some programmes for English teachers were conducted centrally. Inspectors usually provided direct support and feedback to teachers during the inspection visits (AlJabri et al., 2018: 87).

Human Resources Development

As another source of teachers' training, the Human Resources Development Directorate according to the World Bank (2013: 130) provides for teachers a range of in-service short courses. Courses are provided with training done through a cascade approach at school, regional and central levels. Teachers are not paid to attend training but accommodation, transport and meals are provided. Teachers normally attend courses during school time, and teachers are replaced by a substitute, often a colleague. Courses cover a variety of topics: at the central training centre for instance, over a one-year period 1 percent of participants took courses on language, 12 percent on administration, 23 percent on information technology and 53 percent on education.

School-level professional development

School level is also one of the resources that MOE recently used to provide teachers with CPD. According to the World Bank (2013: 130)

At present MOE provides modest funds to schools to organise training to support school-level professional development. MOE officials believe there may be considerable advantages to allowing schools to organise some of their in-service teacher training needs. So, each school receives RO 300 (almost £600) per year; in addition, 610 schools have received an additional RO 200 (£400) to develop and implement a school professional development plan. Senior teachers often identify the topics for staff development based on their knowledge of the needs within the school. Sometimes expertise is found within the school. In other cases, schools invite external trainers to provide input; this form of training can be relatively expensive for schools. Some principals reported raising additional funds from teachers to offset the cost of external trainers. In focus group discussions principals appreciated the ability to customise training to address school needs.

The Specialised Centre for Professional Training of Teachers (SCPTT)

In June 2014 The MOE launched the Specialised Centre for Professional Training of Teachers (SCPTT) as the latest centre that aims at empowering teachers as active players in the development of the education process through utilising the best education means

that meet international quality standards (Oman Observer, 2016). The centre aims to build a critical mass of teachers, school principals and supervisors who believe in, and practice, the methods and approaches required to raise student attainment (Al Jabri et al., 2018). Moreover, the Centre complements the future vision of the Ministry which seeks to establish specialised training centres, such as the National Centre for Vocational Guidance and the Education Assessment and Examination Centre (Oman Observer, 2016). The Centre includes 56 training classrooms, a library, a science laboratory and meeting rooms. SCPTT began operating with a staff of approximately 100 people and with 1,000 teachers participating in programmes each day. At full capacity, up to 2,000 new teachers, 6,000 experienced teachers and 1,000 educational leaders and supervisors will follow the Centre's strategic programmes yearly (Al Jabri et al., 2018: 89).

According to Al Shabibi and Silvennoinen (2018: 275) the SCPTT

started with five strategic programmes selected to address the most critical needs of Oman's education system, amongst which are the need to raise students' attainment in science, maths and language literacy. The five programmes were:

- Senior Teachers: 520 teachers – one from every school;
- Arabic language: 200 teachers – one from every grade 1-4 school;
- Mathematics: 374 teachers – one from every grade 5-10 school;
- Science: 423 teachers – one from every grade 5-10 school;
- Subject supervisors: 411 out of 1,500 subject supervisors.

However, to secure direct impact on student standards, and to bring about the required changes in schools, all SCPTT programmes are meant to be:

- Comprehensive (a high proportion of teachers/supervisors from selected subjects/specialisms and participation from all schools);
- Sustained (two-year programmes to provide time to embed knowledge, skills and attitudes);
- Integrated (face-to-face training using a wide range of active learning methods; online learning to enable participants to engage with the Centre whilst in the workplace – all participants are provided with a laptop and connectivity for use throughout the programme; and workplace training to provide practical opportunities to develop skills and embed practice);
- Accredited (by a qualification from an internationally recognised university or authority, and allowing for credit accumulation leading to the award of higher degrees as teachers progress through their careers);
- Supported (through ongoing contact, monitoring and evaluation by trainers) (Al Jabri et al., 2018: 89).

Programmes currently provided by SCPTT for teachers (source is SCPTT website online at <http://havasapps.com/test/moe/>):

Strategic programme:

- 1- Arabic language experts programme;
- 2- Mathematics experts programme;
- 3- Science experts programme;
- 4- English language experts programme;
- 5- New Omani teachers programme:

This one-year programme targets new Omani teachers in public schools. It aims at developing their teaching and learning capacities so that they become creative and effective teachers confident in the use of new teaching methods to enhance student learning. It consisting of 4 training periods as shown below in table 1:

Table 1 Programmes currently provided by SCPTT for teachers

<p>Module 1</p> <p>Section one</p> <p>Best International Practices</p> <p>Trainees will be introduced to international practices in education and discover how to adapt active learning strategies into their own classes. They are also introduced to new teaching and learning strategies and are expected to adopt them in their schools and measure their effects with other participants.</p>	<p>Section two</p> <p>Inquiry Based Learning</p> <p>Trainees continue to enhance their knowledge of new strategies to engage students in the learning process. The focus is on higher-order thinking skills, survey based learning, planning to consider individual differences and providing a motivating learning environment.</p>
<p>Module 2</p> <p>Section one</p> <p>Teaching Different Subjects</p> <p>This period gives trainees the opportunity to focus on their subject speciality and cooperate with other participants in the same field to analyse the effectiveness of using active learning strategies in the teaching of their subjects. It enriches their knowledge of high-order learning strategies and explores the value of outdoor learning. Outdoor learning experiences include field training in institutions such the Sultan Qaboos Grand Mosque, the Royal Opera House, Muscat, Bait Al Zubair Museum and Al Amal Centre for Sports.</p>	<p>Section two</p> <p>Implementation and Professionalism</p> <p>This training period focuses on understanding student learning in the classroom, where trainees are introduced to different assessment strategies for better learning and use of 21st century skills, in addition to the use of smart phone technology to support learning. It also focuses on enriching the knowledge of trainees on professional development programmes to support sustainable learning.</p>

(source SCPTT, 2019)

Short term programme:

- 1- Raising awareness of maths and science teachers about the TIMSS international study;
- 2- Raising awareness of Arabic language field on teachers about PIRLS international study;
- 3- New non-Omani teachers programme: this programme targets new non-Omani teachers. They are trained in training centres in the educational governorates using direct face to

face training methods in two separate sessions (each session consists of 5 training days)(SCPTT, 2019).

Even though the SCPTT centre aims to promote professional growth for teachers, senior teachers, supervisors and other staff, it seemed that it is still early to judge the effectiveness of SCPTT as it is still new in providing CPD. However, the following consideration could be taken into account to criticise the way that SCPTT is being operated. Firstly, the centre today cannot cover all teachers as it stated clearly above only one teacher from every school each year can join the programme which means it might reach only a portion of teachers from each educational region in the long term. Secondly, according to Al Shabibi and Silvennoinen (2018) the SCPTT is also responsible to train all staff who work in the education sector which means it is not only responsible for providing teachers' professional development which might affect the quality of its programmes. Thirdly, the centre has a long-term plan to cover all teachers because each teacher should join the centre for a two-year programme. This means some teachers may be chosen to get their new professional development after a 10 year wait from now and that may affect teachers' performance and students' achievements. As a result, most of the teachers will still get their CPD from the in-service training centres provided in each region. The SCPTT was established because of the poorly planned and sporadic courses provided by in-service training (Al Jabri et al., 2018). The in-service training centre will still play the role of providing teachers' CPD courses.

The roles of senior teachers and supervisors

Senior teachers and supervisors play the main role in helping teachers enhance their performance and promote their professional development inside schools because they were required to supervise teachers and to show them their weaknesses. However, senior (experienced) teachers themselves are supervised at least twice a year by external supervisors. Senior teachers were required to supervise newly qualified and experienced teachers four times a year in their schools. Senior teachers have a reduced teaching load, normally about 50 percent and should have at least six years' experience in teaching (MOE, 2004: 46-52). A minimum of one senior teacher is appointed for every four teachers of a particular subject.

On the other hand, supervisors are selected through competition and provided with some training spread over a two-year period. In 2002 the ministry decree number 37 /2002 listed a group of conditions necessary to occupy a supervisor or a senior teacher vacancy.

One of those conditions stated that those who want to become a supervisor should have at least four years' experience in teaching (MOE, 2004: 46-52). According to the World Bank (2013: 135) supervisors have responsibility for ensuring standards of teaching and learning, providing pedagogical support and visiting schools.

They are monitored by regional senior supervisors who are in turn monitored by chief supervisors at the MOE. In 2009 about 1,400 supervisors handled 1,047 schools and 43,245 teachers, a ratio of one supervisor for every 30 teachers. Nevertheless, despite the large numbers of supervisors, their impact on quality is unclear. Focus group discussions and meetings with MOE personnel suggest that many supervisors spend a good deal of their time engaged in other tasks, including administrative duties and providing training, thus limiting their ability to perform supervisory duties at the school level. Teachers interviewed as part of this review indicated that they valued the input from senior teachers more than that from supervisors who were sometimes seen as out of touch with the real world of the classroom.

A World Bank (2013) report synthesised supervision findings noting the following obstacles:

- Overload of administration and paperwork for teachers;
- The weaknesses in teaching strategies;
- Some weaknesses in subject knowledge;
- Problems with IT equipment and maintenance (World Bank, 2013: 135).

Moreover, Al Shabibi and Silvennoinen (2018: 279) concluded in their study that the factors affecting low morale amongst teachers were “a negative narrative regarding the performance of teachers, salaries and benefits and low levels of motivation through a lack of systematic recognition of teacher achievement, the impact of policy implementation upon working conditions”. They also stated that to ensure high performance the mechanisms to provide recognition also need to be developed so teachers should receive appropriate acknowledgment. These obstacles mentioned above had hindered teachers inside their schools from pursuing their own professional development for a long time. This had demotivated them from promoting their professional growth. These obstacles and others which follow in this chapter need to be sorted out and solved.

Criticisms of CPD in Oman

According to Al-Lamki (2009: 41)

In Oman, the term CPD has started becoming more accepted recently along with the term professional development as shown in a number of documents, projects and local conferences organised by MOE.

Despite MOE responses to the external and internal demands for advancement of teaching quality (Alyahmadi & Al-Kiyumi, 2014: 139), a number of Omani researchers such as Alkindi (2006), AlNabhani (2007), Al-Lamki (2009), Alyahmadi & Al-kiyumi (2014), Al Ghatrifi (2016) and AlShabibi & Silvennoinen (2018) raised different issues regarding the ineffectiveness of the teachers' professional development training system in Oman. Alkindi (2006: 249) said,

There is a call for student teachers and then teachers to be provided with more opportunities for career-long continuing professional development. Teacher professional development should be structured in ways that allow teachers to grow individually in their profession and to contribute to the further enhancement of both teaching and their subject disciplines.

In addition, AlNabhani (2007: 220) stated that

Training in the MOE is unsystematic and sometimes does not meet the trainees' needs and responsibilities. The training plan must be systematic and in line with the quality policy.

Moreover, the results in Al-Lamki's (2009: 15) study revealed the following findings: teachers' involvement in the professional development is still very limited; the Ministry does not allow teachers to participate in making decisions about the content of the formal courses nor to the various CPD activities and there was a gap between training provision and teachers' individual needs. However, according to Al Ghatrifi (2016: 82) a number of studies of the pre-tertiary level, such as Al Balushi (2008), Al Nabhani (2007), Al Hosni (2006), Al-Ghatrifi (2006), Al-Zedjali (2004), Al-Bedwawi (2002) and Al- Masqari (2002) concluded that there is a mismatch between teachers' perceptions and opportunities for CPD which results in teachers' frustration (Al Ghatrifi, 2016: 82).

The story of the ineffectiveness of CPD does not end at this stage. Alyahmadi & Al-Kiyumi's (2014: 136-139) study of the consequences and impact of teacher evaluation on teacher professional development in Oman concluded that there was less impact from teacher evaluation on teacher performance and the level of satisfaction and motivation was low according to many teachers and evaluators. The researchers found the effect of teacher evaluation on teachers' participation in training courses was that some teachers were not willing to attend the training sessions because of the way that the workshops or seminars are organised, the lack of trainers' ability or the lack of time. They concluded that teachers believed that attending training sessions does not make any difference in their professional lives, whether in terms of their performance level or in terms of career prospects. Teachers believed that training programmes and courses provided by the MOE were general in nature and not related to their desired topics and needs because the topics

of the training themes were pre-determined at the central level of the Educational Directorate. Finally, the researchers stated that even though teachers sometimes tended to conduct workshops by themselves in schools, they deemed that those workshops were not efficient because of their lack of experience in training (Alyahmadi & Al-Kiyumi's, 2014: 136-139).

Al Ghatrifi (2016: 15-17) investigated CPD in higher education in general and Colleges of Applied Sciences (CAS)³ in particular mentioning that research on CPD in the Omani context is very limited. Al Ghatrifi described himself in his study as an experienced teacher in the MOE (of English language at primary, secondary and tertiary levels), as a supervisor (responsible for teaching and learning in the MOE), and as a teacher educator (teaching in-service teachers in the MOE and novice teachers at University level) before becoming a programme director (supervising teaching and learning both in the English department and English Language Teaching (ELT) sections at the Colleges of Applied Sciences (CAS) in Oman. However, Al-Ghatrifi (2016) has described his difficulties and struggles in teaching as a teacher and in supporting teachers as a supervisor. He described one of the obstacles that hindered him as a teacher was when he was given six different levels to teach (Grades 1 to 9) in mixed gender classes in the MOE by saying he had no idea if most of what he did was right or wrong. Next, he said he was moved to a secondary school where he experienced further teaching issues, such as dealing with low achievers and controlling the classroom with very limited support and very limited professional development. On other hand, as a supervisor he was facing resistance from teachers to change in terms of factors such as teaching loads, motivation and general dissatisfaction. However, these factors motivated him to do this study in CAS. So, he concluded that CPD activities were conducted in a very limited form such as conferences and workshops, there was little evidence of other wider CPD activities, such as training, professional learning communities, mentoring, reflection and online learning. Less-experienced teachers expressed an urgent need for guidance in teaching. Finally, three main obstacles to the effective implementation of CPD emerged as the lack of an effective framework for CPD: organisational issues; social and personal issues and infrastructural issues (Al Ghatrifi, 2016 :15-17).

³ (CAS are a group of six colleges in the main cities in Oman (Rustaq, Sohar, Nizwa, Salalah, Ibri and Sur. The colleges were initially established to offer a two-year teacher training diploma but in 1994 they were upgraded to offer a Bachelor degree in education in various subjects according to Omani market needs at the time. By 2007 all the colleges had been transformed into Colleges of Applied Sciences offering various undergraduate programmes, including Communications, Information Technology (IT), Engineering, International Business and Administration, and Communications and Design (Ghatrifi, 2016: 33)

The above study about Al Ghatrifi (2016) showed that he was motivated by his bad experiences in the MOE before he decided to research CPD in CAS. His feelings about the ineffectiveness of teachers' CPD in the MOE supported my arguments and feelings as well that the effectiveness of teachers' CPD needs to be examined and investigated to help promote teachers' professional growth.

Moreover, AlShabibi & Silvennoinen (2018: 270) reported that Omani teachers, and especially novice teachers, faced challenges in the areas of classroom management, student motivation, student assessment, accommodating individual student differences, the pressure of workload and time management. They said that the novice teachers in a study conducted in 2013 lacked

support from appropriate professional training programmes and from induction programmes in particular. The novice teachers agreed that supporting programmes are rare and confined to induction meetings conducted for a few days at the very beginning of the year before they had started teaching and had experienced its challenges (AlShabibi & Silvennoinen, 2018: 270).

On the other hand, the World Bank (2013: 135) report demonstrated the problem about CPD from the view of teachers and supervisors. The World Bank (2013: 119) was invited by the Omani government to collaborate with the MOE to undertake a study of the school education sector, to provide recommendations for future improvement and to analyse the strengths and weaknesses of the present system.

This report is important to this study as it reflects the results of many months of collaboration between the Oman Ministry of Education (MOE) and the World Bank with assistance from many stakeholders.

However, the World Bank report stated that,

In focus group discussions and meetings with MOE personnel, many supervisors spend a good deal of their time engaged in other tasks, including administrative duties and providing training which had limited their ability to perform supervisory duties at the school level. Teachers who were interviewed as part of this review also indicated that they valued the input from their senior teachers more than from supervisors who were sometimes seen as out of touch with the real world of the classroom. School principals as well in the focus group were critical of the structure and timing of in-service training. The principals suggested that the CPD courses were too short to have an impact, reached only a portion of teachers, and caused disruptions from teacher absence. In fact, covering for absent teachers can be particularly difficult when a number of courses are held at the same time. The principals also said that they would prefer the training to be held on designated, nonteaching days, such as the period before state examinations.

However, the synthesised supervision findings noted the following obstacles that hinder teachers from promoting their professional growth:

- The overload of administration and paperwork ;
- Weaknesses in teaching strategies;
- Some weaknesses in subject knowledge;
- Problems with IT equipment and maintenance (World Bank, 2013: 135).

Finally, I believe that all of these studies and the report suggest that the effectiveness of CPD courses and activities need to be examined to improve quality and to increase opportunities for teachers to receive professional development throughout their career to promote their professional growth. However, this study will be one of the first which seeks understanding of the effectiveness of the current CPD from supervisors', senior teachers' and teachers' perceptions.

Researcher background and positionality in relation to the research

My decision to study the professional development of teachers was influenced by my experiences as a teacher for almost eight years and as a senior teacher for seven years in two of the oldest Post-basic schools in Muscat (Imam Jabir Bin Zaid and Faisal bin Turki Post-basic (11-12) School which has been recently converted to a Basic school (10-12). However, I noticed during my whole career that the number of professional development courses and activities that teachers received inside schools or attended in the training centres were insufficient. Most of the knowledge, skills and experience that teachers gained from CPD programmes were not beneficial in promoting teachers' professional growth or enhancing their students' outcomes. This was not my sole experience as I also shared a common experience with my colleagues in both schools about attending workshops over the years. Most of my colleagues believed that many workshops were a waste of time and they preferred to stay at school working in teaching. Moreover, as a senior teacher, I was assigned to support teachers in my school both as a supervisor and as a trainer for those who are new in teaching in a Post-basic school. I was assigned to write progress reports about my subject colleagues and to train those who showed weakness in their subject knowledge or in controlling the classroom by giving them workshops in classroom management or teaching them new ways to improve students' achievement. However, I noticed that the teachers were not keen to apply what had been taught. Moreover, I involved my teachers in activities to promote their professional growth; for instance, sharing their experiences with other colleagues by preparing lessons

or by visiting other colleagues' classes as a peer class observation which was considered as part of their CPD activities. Unfortunately, they kept refusing and provided excuses to not attend such activities. I was struggling every time I asked them to go with me to do a peer class observation. This behaviour might be because some of them were unwilling to change, a view supported by Fullan (2016) who stated that one of the problems that teachers face is to change. Nonetheless, Fullan argued that the conditions for change as well as strategies employed by the policymakers and the administrators provide many more disincentives than benefits. So, even though my colleagues were quite sure that peer class observation helps teachers to develop their knowledge, skills, experience and promote their professional development especially those who teach the Basic (10-12) and Post basic (11-12) curricula for the first time, their resistance to change needs to be taken into consideration, because of factors that currently hinder teachers from pursuing their professional development as many of them explained to me. These factors included the teaching loads, the schools' outside work like students' supervision in their break and during the day, the extra period to cover the absence of other colleagues and administrative paperwork. However, my heavy workload as a senior teacher who must visit teachers and write their progress reports and as a teacher who taught two to three classes showed that I did not have enough time to follow up most of my teachers. I was not able to link the training with the teachers' needs because of the lack of coordination. I found that the majority of teachers that worked within my school did not have any idea about a fund which provided 600 pounds a year from the MOE to help schools organise their in-service teacher training (World Bank, 2013). I believe that there is currently a lack of teachers' training inside schools because of the overloaded teachers' timetable at schools which needs to be addressed. As a result, I applied for a PhD which is a great opportunity for me to examine this issue which I hope would allow me to theoretically and empirically address the issue about the effectiveness of current teachers' CPD. As an insider researcher I had certain advantages as an Omani, an Arabic speaker and a former senior teacher. Also, as an outsider I was not working as a supervisor or as an employer for any teachers.

Finally, professional development at the Post-basic (11-12) and Basic (10-12) schools' level in Muscat Oman has not been investigated and I believe that this is one of the first studies to investigate the effectiveness of CPD for Post-basic (11-12) and Basic (10-12) schools' teachers to promote their professional growth.

Research questions

In this study, the main research question is: What are supervisors', senior teachers' and teachers' perceptions of the effectiveness of the current CPD which promotes Post-basic (11-12) and Basic (10-12) teachers' professional growth in Muscat Oman? That is guided by the following seven sub-questions:

1. In the literature on CPD for teachers, what are researchers' understandings regarding the definitions of CPD and the characteristics that make CPD effective?
2. How has the present situation regarding CPD in Oman arisen?
3. What are supervisors', senior teachers' and teachers' perceptions regarding:
 - i. The effectiveness of current CPD courses and activities for teachers?
 - ii. How useful are current CPD courses and activities for teachers?
 - iii. What are teachers' current professional development needs?
4. What are the factors that currently facilitate the implementation of effective CPD?
5. What are the obstacles that currently hinder the promotion of professional growth by Post-basic (11-12) and Basic (10-12) schoolteachers?
6. What are supervisors', senior teachers' and teachers' views regarding:
 - i. The definitions of CPD?
 - ii. The importance of CPD to teachers?
7. Do supervisors', senior teachers' and teachers' perceptions differ according to their occupation?

Significance of the study

CPD is an important necessity in the teaching profession according to what has been stated earlier in this chapter. Thus, this study emphasises the main role of CPD in promoting professional growth. Therefore, understanding the perceptions of supervisors, senior teachers and teachers about the effectiveness of the current CPD is important in understanding the issue deeply. MOE officials also may benefit from understanding these authentic perceptions which would help CPD policymakers to increase the possibility of facilitating effective CPD for teachers. According to Villegas-Reimers (2003: 7)

Teachers are not only one of the 'variables' that need to be changed in order to improve their education systems, but they are also the most significant change agents in these reforms.

However, Wheeler (2001: 14) said that,

To have significant impact, CPD must be carefully designed to meet the contextual needs of the teachers involved and contain built-in monitoring and sustainability components.

CPD courses and activities impact relies heavily on the way they are regarded and used by the school as a whole. Therefore, CPD cannot be isolated from school reality (Anderson, 2001: 12).

Hence, supervisors, senior teachers' and teachers' perceptions about Post-basic (11-12) and Basic (10-12) school teachers' professional development needs in the process of professional development planning should be clearly understood. Finally, this study seeks to provide some suggestions that may help MOE officials in Oman to enhance teachers' CPD and promote teachers professional growth.

The structure of the research

The thesis consists of eleven chapters as follows:

Chapter One: Has provided an introduction to the thesis where a general overview of the topic and explanation of the rationale and motivation behind the research has been given by identifying the research problems leading to the research questions. The chapter demonstrated the significance of the study from both the role that CPD plays in promoting teachers' professional growth and its importance to MOE officials to enhance the effectiveness of teachers' current CPD.

Chapter Two: Explores research sub-question one through the literature of teachers' professional development for the following topics: The importance of CPD, professional development definitions and the new perspective of teachers' professional development. This chapter explores the literature about definitions of the term CPD, the characteristics and principles that make CPD effective and the models of CPD that are considered effective in enhancing teachers' learning and student outcomes.

Chapter Three: Explores research sub-question two. The chapter provides an overview about the historical development and the structure of the education system in Oman. The chapter examines the developments that happened to teachers' education and training through time. The chapter discusses a number of issues regarding the obstacles that hinder Omani teachers from promoting their professional development and pursuing their CPD.

Chapter Four (Research Methodology): In order to explore the best and most suitable research methods for this study, this chapter is presented in two parts. Part one focuses on the philosophical issues and the methodological options considered and the rationale for the methodology selected for the fieldwork. The second part presents the research design and the ethical considerations. The aims, the research questions and the participants of this study are presented in this chapter. The process of designing the research instruments and the process of piloting the instruments were explained. The data collection process and data analysis procedures have also been described in this chapter.

Chapter Five: (The analysis of the quantitative data part one): This chapter presents the analysis of the quantitative data from the survey, the respondents' demographic profile and their training background information.

Chapter Six (The analysis of the quantitative data part two): This chapter presents the findings from the analysis of the survey part two to answer the research sub-question three which is about the effectiveness of current CPD courses and activities for teachers, the usefulness of the current CPD courses and activities and the current teachers' professional development needs. This chapter provides answers to research sub-question seven regarding the differences of the respondents' perceptions according to their occupation regarding the effectiveness of current CPD, its usefulness and their professional development needs.

Chapter Seven (The analysis of the quantitative data parts three and four): This chapter presents the findings from the analysis of the survey part three to answer the research sub-question four which is about the factors that currently facilitate the implementation of effective CPD. The chapter answers the research sub-question five which is about the obstacles that currently hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth. Moreover, the chapter provides an answer to research sub-question seven regarding the differences of the respondents' perceptions according to their occupation regarding factors that currently facilitate the implementation of effective CPD and the obstacles that currently hinder teachers' professional growth.

Chapter Eight (The analysis of the qualitative data part five): This chapter presents the findings from the analysis of the qualitative data from the survey data and interview data to answer research sub-question six about respondents' views regarding the

definitions of CPD and its importance to teachers. The findings in this chapter provide an extended answer to the sub-questions 4, 5, and 6.

Chapter Nine (supervisors, senior teachers and teachers' perceptions)

This chapter discusses the supervisors, senior teachers and teachers' perceptions in three separate parts. Each part discusses one of the three groups' perceptions about the effectiveness of teachers' CPD. It discusses their views about CPD definition and its importance to teachers, its effective training courses and activities, the usefulness factors, teachers' training need, factors that facilitate the implementation of effective CPD and the issues that hinder teachers from promoting their professional growth.

Chapter Ten (The Discussion): This chapter discusses the main findings of the study, the context of the study and the literature. The discussion aims to address the major issues demonstrated by the key findings of the outcomes of the survey and a set of interviews with supervisors, senior teachers and teachers, in order to address the sub-questions in this study.

Chapter Eleven (The Conclusion): This chapter contains a reflection on the study findings and its implications. The chapter presents the contributions of the research and the limitations. A number of recommendations are also provided in this chapter in order to enhance the effectiveness of teachers' CPD in Oman. Further studies are suggested according to the recommendations to build on the contribution of this study. Finally, a suggested checklist designed by the researcher of this study is provided to help MOE officials and CPD policymakers to improve the effectiveness of current teachers' CPD.

Chapter 2 Teachers' CPD

Introduction

This chapter attempts to answer the first sub-question which is: In the literature on CPD for teachers, what are researchers' understandings regarding the definitions of CPD and the characteristics that make CPD effective? To answer this question, I analysed the literature on teachers' professional development with the assumptions that teacher professional development enhances the teaching quality, learning process and students' outcomes (Day, 1999; Sywelem & Witte, 2013; Darling-Hammond et al., 2017). Therefore, this chapter starts by providing an overview about the importance of teachers' professional development, the definitions of the term professional development and the new perspective of teachers' professional development. This chapter examines the literature about the term CPD and what characteristics and principles make CPD effective. Finally, this chapter provides models of CPD that are considered effective in enhancing teachers' learning, student outcomes and promoting teachers' professional growth.

The importance of teachers' CPD

Schools are in complex and dynamic changes and challenges as a result of accelerating changes in the world, the need for educational reforms and the potentials of lifelong learning and information and communication technology (Sywelem & Witte, 2013: 887) and support the increasingly complex skills that students need to learn in preparation for further education and work in the 21st century (Darling-Hammond et al., 2017). Teachers, as one of the most important interfaces between individuals and society, are also called to rethink their practice and incorporate new ways of teaching and learning, to use new technology and enable students to develop the skills and attitudes to meet new challenges. Therefore, teachers need to acquire new skills and especially lifelong learning skills to function in their new role (Commission of the European Communities, 2005).

Reinforcing teacher professional development is increasingly being regarded as the key mechanism that will prepare teachers to respond to those challenges. However, the need to improve the quality of teacher professional development is apparent in many international reports as the core element of success in educational reforms (Council of the European Union, 2002). The European Union considered improving teacher professional development as the first priority in educational reform plans. Hence, teachers and trainers

should be the key actors in any strategies targeted at stimulating the development of society and the economy (Council of the European Union, 2002).

There is an increasing recognition that teacher professional development plays the central role in efforts aimed at improving the functioning of education systems and attaining learning outcomes (Andreou, 2008: 20). This acknowledgment among international reports leads to considering teacher professional development as an ongoing and life-long process. Therefore, CPD is fundamental for teachers. According to Knight (2002: 230) initial teacher education cannot contain all of the pedagogical knowledge and propositional knowledge that is needed nor the procedural, “how to” knowledge which grows in practice or taking on new responsibilities which demand development (Knight, 2002: 230).

Kempton (2013: 4) stated that the quality of teaching is what matters most to improve the education system. He expressed his bad feelings about the lack of expectation that teachers should undertake a structured programme of certified and accredited career long CPD. He stated, furthermore, that it is not currently easy to justify much of the current CPD practice as either ‘continuous’, or ‘professional’ or even ‘developmental’ (Kempton, 2013: 4).

It is clear from all previous statements especially Kempton (2013) that CPD is an important factor in education reform. Therefore, this chapter focuses on exploring the concepts, characteristics and principles of teachers’ CPD effectiveness.

Towards a definition of professional development

According to Goodall et al. (2005: 24)

Professional development is acknowledged to be centrally important in maintaining and enhancing the quality of teaching and learning in schools.

They also stated that,

The international research literature has consistently shown that professional development is an essential component of successful school level change and development (Goodall et al., 2005: 24).

Al-Lamki (2009: 33) stated that

Professional development has long been widely recognised as an important component of any education reform process.

Therefore, teacher professional development, as generally conceived, means the improvement of teacher performance and students’ achievement. It also means the formal

and informal learning experiences throughout ones' career from pre-service education to retirement (Fullan, 1991: 326). It is worth pointing out that not everybody considers teaching as a profession, for example, the former UK minister for Education Michael Gove who believed that teaching is a "craft" that is best learnt on-the-job (Baker, 2010) and important debates around this continue .

Alyahmadi & Al-kiyumi (2014: 129-130) stated in their research that teacher professional development is

The professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

This statement suggested that teachers' professional development can be seen as "Transformations in teachers' knowledge, understandings, skills and commitments, in what they know and what they are able to do" (Feiman-Nemser, 2001: 138). It can also be seen as a change in teachers' attitudes, beliefs or action (Fraser et al., 2007: 157).

Moreover, Evans (2002: 131) suggested that professional development is "the process whereby teachers' professionalism may be considered to be enhanced". Therefore, professional development should be defined as an on-going process that includes education; training; learning and support activities aimed to promote professional knowledge; skills; and values (Loizou, 2008: 15). This means according to Rutaisire (2012: 32)

That we have to offer more powerful learning opportunities to teachers because unless teachers have access to serious and sustained learning opportunities at every stage in their career, they are unlikely to teach in ways that meet demanding new standards for student learning or to participate in finding solutions of educational problems.

Finally, it is worth noting that some of these statements above did not mention the word 'continuous' to refer to professional development. The statements also, had clearly emphasised that teachers' professional development should be seen as a continuous process, which should lead to increased knowledge, skills and understanding. I, however, believe that the term teacher professional development must be considered as a life-long process with sustained courses and activities that increase teachers' knowledge and experience to help them prepare to face the challenges of the new era and promote their students' attainment. Therefore, enhancing the effectiveness of teachers' professional development can make them more satisfied and more confident that their professional growth will be promoted.

New perspective of teachers' professional development

In older educational systems, according to Alyahmadi & Al-kiyumi, (2014: 129) Teacher professional development was thought of in terms of a number of workshops that a teacher attends or lectures that teachers listen to in order to foster their knowledge. This narrow perspective constrains teacher growth and, consequently, student achievement.

However, Villegas-Reimers (2003: 12) contends that only in the past few years teachers' professional development has been considered:

a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession.

Hence, according to Rutaisire (2012: 32)

professional development in many developing countries, has taken the form of short-term training designed and delivered by trainers who have not based this training on specific knowledge of what is happening in their trainees' classrooms and for which there is little or no classroom follow up. This sort of professional development is rarely 'designed as one part of a larger, cumulative, life-long curriculum of teacher learning, based on what is needed to keep the overall knowledge, skills and dispositions of practising teachers solidly based, up-to-date and effective, and therefore this fragmented short-term training has been shown by research to be ineffective'

Fortunately, this view of professional development as in-service training that consists of workshops or one-shot participation represented by short-term courses has recently begun to shift. The new perspective now considers professional development as a continuous, lifelong process that comprises of systematic experiences 'aimed to develop the teachers' opportunities to grow in their profession. This change in view provides an original perspective of teacher learning and a new paradigm of teacher education as an adult learner (Alyahmadi & Al-kiyumi, 2014: 129).

Darling-Hammond and McLaughlin (1995: 82) stated that according to the new perspective, effective teacher professional development should involve teachers both as learners and as teachers. This could be via the following

1. Engage teachers in concrete tasks of teaching, observation, reflection, and assessment ;
2. To be grounded in experimentation, enquiry and reflection that are participant-driven;
3. To be collaborative and involving a sharing of knowledge among educators;
4. To be connected to teachers' work with their students;
5. To be ongoing, sustained, intensive, and supported;
6. To be connected to other elements of school change.

Also, according to Villegas-Reimers (2003: 14) in this new perspective, professional development, is better understood as a process that take place within a specific context, based in schools and is related to the daily activities of teachers and learners. In this way, professional development is seen as a process of ‘culture building and not of mere skill training which is affected by the coherence of the school programme. Therefore, teachers are empowered as professionals, and should receive the same treatment that they themselves are expected to give their students’ (Villegas-Reimers, 2003: 14).

Thus, in professional development a teacher is conceived as a reflective practitioner, someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge to aid teachers in building new pedagogical theories and practices, and helps them develop their expertise in the field (Villegas-Reimers, 2003: 14)

However, teachers’ professional development throughout the world has recently received a significant interest. Villegas-Reimers (2003: 12-13) provided a range of evidence which supports this idea as follows:

1. The extensive literature includes research reports, essays , many published studies, and documents;
2. International and national donor agencies have acknowledged the importance of teacher professional development;
3. Many national and international organisations have supported the implementation of initiatives, which aim to improve the professional skills and knowledge of teachers;
4. Most educational reforms currently being designed and/or implemented include a component of professional development as one of the key elements in the reform process (Villegas-Reimers, 2003: 12-13).

Finally, I believe that teachers’ professional development should be considered as CPD because teachers’ professional development needs to contain long and sustainable learning processes to provide teachers with the skills and knowledge needed to promote their professional growth. Hence, we need to understand the term CPD to enhance its effectiveness and to improve teachers’ learning and students’ outcomes. We need to know the characteristics and models that make CPD courses effective to help increase CPD policymakers’ awareness of what makes CPD effective.

Continuing professional development for teachers (CPD)

What is CPD?

Teachers' CPD in specific situations and CPD in general is a complex phenomenon. CPD definitions are rather complicated and confusing. Thus, there is no single definition of teachers' CPD and its meaning varies from different contexts and educational traditions. Notwithstanding this, within the field of education, CPD was given a number of definitions (O'Connell, 2010: 16; Yan, 2011: P14; Al-Lamki, 2009: 39).

Some of these definitions were determined in terms of their purposes. One is to improve students' attainments and the other was to improve teachers' learning. Researchers such as Hoyle & John (1995), Day (1999), Bolam (2000), Goodall et al. (2005), Cordingley et al. (2005), Hunzicker (2010), Whitehouse (2011), Sywelem & Witte (2013) and Darling-Hammond et al. (2017) have argued that the purposes of CPD was to improve student achievement in which teachers acquired skills, values, and knowledge to educate their students more effectively and therefore positively impact students (Hoyle & John, 1995: 17). Improving student achievement and increasing the quality of education in the classroom can be reached by all those learning experiences and planned activities gained by teachers, which lead to the benefit of school, group or individual directly or indirectly (Day, 1999: 4).

Others however believe that teachers' CPD is training, job-embedded, support activities and all forms of learning undertaken by experienced teachers that are aimed primarily to improve teachers' professional skills, learning and experience. According to this belief, CPD has been used in a broad sense in which it aimed to provide teachers the opportunity to build on their understanding, their knowledge and their approaches to teaching and learning from courses to private reading to job shadowing (Day, 1999; Bolam, 2000; Craft, 2000; DfEE, 2001). It has also been used in a narrower sense of professional courses (Jantawat, 2002: 47).

However, Friedman & Phillips (2004: 361) said,

that there is confusion regarding the definition and purposes of CPD in both academic and practitioner literature, which extends to professionals themselves. Professionals have a limited view of CPD seeing it as training, a means of keeping up-to-date, or a way to build up a career. Whereas professional associations claim that CPD is part of lifelong learning; a means of gaining career security; a means of personal development; a means of assuring the public that individual professionals are up-to-date; a method whereby professional associations can verify competence; and a way of providing employers with a competent and an adaptable workforce (Friedman & Phillips, 2004: 361).

Al-Lamki (2009: 42) said that this confusion raised two issues. The first is that some teachers may conceptualise CPD simply as a way to update one's knowledge which limits those teachers' vision of CPD. The second suggests that this confusion may result in policymakers providing highly structured CPD without considering practical issues such as teachers' understanding of CPD (Al-Lamki, 2009: 42).

Despite the fact that there is some confusion among educators about the purposes and the definitions of CPD, the term CPD has been defined by a range of researchers as a “long-term process”, “a sustained collaborative learning process”, “a planned, continuous and lifelong process” planned systematically to promote growth“ (Villegas-Reimers, 2003; Speck & Knipe, 2005; Padwad & Dixit, 2011; Sywelem & Witte, 2013).

Therefore, according to Riding (2001: 283).teachers' CPD should

- Be ongoing;
- Include opportunities for individual reflection and group enquiry into practice;
- Be school-based and embedded in teacher work;
- Be collaborative and allow teachers to interact with peers;
- Be rooted in the knowledge base of teaching;
- Be accessible and inclusive (Riding, 2001: 283).

Generally speaking, these definitions strongly stated that CPD is not only about providing teachers the knowledge, skills and practice but is also, about providing these skills continuously to help promote teachers' professional growth, improve student achievement and ensure the quality of education in the classroom. However, this study is underpinned by a belief that CPD is a lifelong process that helps teachers gain the knowledge, skills and experience needed to promote their learning and professional growth to enhance their students' achievements.

Characteristics and principles of effective CPD

Research has shown that many initiatives on professional development seem ineffective in supporting changes in student learning and teacher practices (Darling-Hammond et al., 2017). This conclusion led to thinking about what kind of characteristics and principles make teachers' CPD effective. According to Goodall et al. (2005: 32),

One of the key factors in ensuring effective CPD is matching appropriate professional development provision to particular professional needs. This ‘fit’ between the developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level.

However, before providing the characteristics and principles that would help to make CPD effective, the word effective itself needs to be defined in general and the term effective professional development in particular. In general, the word effective in the Cambridge Dictionary (2018) means successful or achieving the results that you want as well as producing the intended result. In particular, the term effective professional development has been defined by a number of researchers like Darling-Hammond et al. (2017: 2)

as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes.

This definition showed that effective professional development must result in improving teachers' practice and knowledge, and student learning outcomes. Therefore, the term CPD according to this definition should have a positive impact on teachers' learning and students' outcomes to be considered as effective.

A literature review carried out as part of the European Commission's Working Group into the professional development of teachers regarding the most effective CPD 'supported teachers' preference for 'in house CPD' with peer observation and sharing practice as well as preferring the 'hands-on' approach' (McMurray et al., 2016: 145). Bearing in mind what teachers preferred as their CPD, many organisations and educators have tried to clarify some effective CPD principles and characteristics (Yan, 2011: 24).

Even though there are no specific principles for effective CPD stated above, researchers and organisations such as Abdal-Haqq, 1995; The National Staff Development Council (NSDC), 2001; Hunzicker, 2010; Yan, 2011; Whitehouse, 2011; McMurray et al., 2016 and The Learning Policy Institute (2017) have tried to provide sets of characteristics and principles which they claimed would help to make CPD effective. Most of those researchers who examined the literature review of what could make CPD effective shared almost the same common characteristics. These characteristics were considering teachers' CPD as an ongoing process, job-embedded, collaborative, focusing on teachers' learning and students' achievement and finally supportive. Others however add a different list of principles and characteristics.

It is also, worth saying that some of these studies mentioned above were general in their view about the characteristics that make CPD effective as their statements showed. Most of the researchers' and the organisations' lists were generally focused on considering effective CPD as an ongoing, job-embedded, supportive, collaborative, (interacting with

peers and using professional learning communities), providing sustained duration and instructional-focus, while others were more descriptive in their lists. Therefore, it will be worthwhile looking at the differences between the researchers' and organisations' lists about the effective CPD characteristics. So, I designed the following table to demonstrate what is considered as a distinct characteristic that those researchers insisted on which might differ from the others' lists. These differences are listed as follows:

Table 2. 1 The differences between the various studies of characteristics and principles of effective CPD

Researchers and organisations	Year	Effective CPD characteristics and principles of
Abdal-Haqq	1995	<ul style="list-style-type: none"> • CPD should be accessible and inclusive.
NSDC	2001	<ul style="list-style-type: none"> • Use student, educator and system data to determine professional learning; • Requires skilful school and district leaders.
Hunzicker	2010	<ul style="list-style-type: none"> • Supports teacher motivation and commitment.
Yan (2011)	2011	<ul style="list-style-type: none"> • Match the needs both of teachers and schools.
Whitehouse (2011)	2011	<ul style="list-style-type: none"> • Make use of external expertise.
McMurray et al. (2016)	2016	<ul style="list-style-type: none"> • Deliver to a group of teachers (same subject, school, age group, etc.).
Learning Policy Institute (2017)	2017	<ul style="list-style-type: none"> • Uses models of effective practice; • Make use of external expertise.

As the table demonstrated, Abdal-Haqq (1995) was the only one who insisted that teachers' CPD should be accessible and inclusive. The National Staff Development Council (NSDC) mentioned two distinct principles of effective CPD. Firstly, students' educator and system data need to be collected first to determine professional learning priorities. Secondly, effective CPD requires skilful school and district leaders. Even though Hunzicker (2010) shared almost the same principles with Abdal-Haqq (1995), she was the first one who focused on supporting teachers' motivation and commitment towards CPD. Moreover, considering the needs of schools alongside with teachers' needs was an aspect that makes Yan's (2011) characteristics different from the other lists. Furthermore, the use of external expertise was the principle shared between Whitehouse (2011) and the Learning Policy Institute (2017) who insisted on using models of effective practice to ensure the effectiveness of CPD. Finally, McMurray et al. (2016) believed that a distinct characteristic of delivering CPD to the same age group of teachers, subject or school would help to make teachers' CPD effective.

However, these CPD characteristics mentioned by a number of organisations and researchers might be a means to know if teachers' CPD activities are effective or not. We need to know what elements may influence the effective implementation of professional development for teachers.

Some of the lists mentioned above provided what can be considered as an aspect that may influence the effective implementation of teachers' CPD. According to Sywelem & Witte (2013: 883) in their study about continuing professional development which investigated the perceptions of elementary school teachers in Saudi Arabia, they found that there are a number of major aspects that may influence the effective implementation of teachers' professional development. These aspects are:

1. **Meeting teachers' needs:** Studies show that teachers prefer professional development programmes that are practical in nature and aim to meet their specific developmental needs;
2. **Teachers' commitment:** Studies show that teachers' commitment towards professional development is required for their successful professional growth;
3. **Leadership style:** Effective leadership that denotes a principals' commitment in identifying teachers' needs and facilitating suitable training to meet their needs;
4. **The particular school context:** There are certain variables in the school context, which may either improve or hinder the professional learning of teachers;
5. **Feedback on teachers' development:** The importance of feedback to teachers and monitoring their professional development is supported by research. Teachers need to know whether they are making any progress when implementing new teaching initiatives (Sywelem & Witte, 2013: 883).

Theoretically, schools are the factor that most influences teachers' learning and student achievement. Elmore (2004: 4) believed that "the school should be the fundamental unit of accountability because that is where learning and teaching occurs". According to Alyahmadi & Al-kiyumi, (2014: 130)

This attitude toward accountability has become a deep-seated part of educational policies across the world. This situation requires schools to organise themselves to cope with the requirements of the professional development process.

Despite the fact that there are a number of principles which could help to implement effective CPD, Sywelem & Witte (2013: 886) found that "several researchers mentioned barriers to providing effective professional development". These barriers also hinder teachers from promoting their professional growth. However, those barriers are the lack of funding for staff development needs, lack of autonomy, inadequate financial support, "lack of release time to pursue CPD after work hours", "inadequate resources" and the standardisation of CPD "does not take into account teachers' existing knowledge, experiences, and needs". They also found that the, "unsupportive working conditions at

school, the lack of provision of relevant CPD courses and excessive workloads” were among the barriers that prevented teachers from promoting their professional growth (Sywelem & Witte, 2013: 886).

Finally, it is clear from the above lists of characteristics that providing effective CPD is possible. It’s clear that effective CPD should be ongoing, job-embedded, collaborative, and supportive; focusing on teachers desired content and professional needs. So, teachers can be provided with high quality professional development if those who are responsible for providing CPD take into account enhancing teachers’ learning and improving students’ achievement.

Effective models of continuing professional development (CPD)

Whilst there has been a significant growth in the number of articles, studies, dissertations and academic research projects studying effective models of professional development (Abdullah & Hissa, 2018), there is acknowledgement between the researchers that no single model of professional development can ever be likely to match the requirements of every teacher and be entirely suitable for their schools (Alyahmadi & Al-kiyumi, 2014: 131).

According to Goodall et al. (2005: 29), there is a list of practices that may help teachers move beyond hearing about new ideas and encourage their development and these are as follows:

1. Direct teaching (e.g. conferences, courses, workshops, consultations);
2. Learning in school (e.g. peer coaching, critical friendships, mentoring, action research, task related planning teams);
3. Learning out of school (e.g. networked learning communities, visits to other schools, subject/ phase networks, and school-university partnerships).

Regarding the direct teaching according to Rose & Reynolds (2007: 220), this model

is often perceived as a top-down delivery model of CPD, where information on methods is passed on to teachers for them to implement. Such a lecture-style has proved unpopular with teachers, who tend to prefer more active and practical styles of learning.

It seemed that Rose & Reynolds supported the rejection of the idea of teachers being told how to teach by the experts. Instead, they believed a self-development approach, where teachers see themselves as a resource, and believe in their own experience and background to develop their own critical and reflective practices over the course of their professional lives (Rose & Reynolds, 2007: 220). This suggestion was congruent with the

growing calls for teachers to become more creative to promote their own professional development and to decrease the use of traditional forms of CPD and the formal one (Muijs et al., 2004). Dean (1991) supported the idea that teachers need to develop themselves and have to accept that schools are not the only provider of knowledge.

However, despite the acknowledgement that no single model can be ideal for enhancing teacher professional growth, Sparks and Horsley (1989: 3-20) advocated five models which they claimed were helpful and popular in assessing teacher professional development. These models are as follows:

1. **Individually-guided staff development:** a process through which teachers plan for and pursue activities they believe will promote their own learning. For example, reading professional publications, having discussions with colleagues, and experimenting with new instructional strategies, among other activities. All of these may occur with or without the existence of a formal staff development programme;
2. **Observation/assessment:** this model provides teachers with objective data and feedback regarding their classroom performance. This process may in itself produce growth or it can provide information that may be used to select areas for growth. This model can take the form of (for instance, peer coaching and clinical supervision, as well as teacher evaluation) in order to supply suggestions to improve classroom behaviours consistent with individual or school goals;
3. **Involvement in a development/improvement:** a process engages teachers in developing curriculum, designing programmes, or engaging in a school improvement process to solve general or particular problems;
4. **Training:** in this model involves teachers in acquiring knowledge or skills through appropriate individual or group instruction. This model can comprise examining theories, demonstrating skills in certain situations, getting performance feedback, as well as worksite coaching;
5. **Inquiry:** this model requires teachers to identify an area of instructional interest, collect data, and make changes in their instruction based on an interpretation of those data (Sparks and Horsley, 1989: 3-20).

According to Alyahmadi & Al-kiyumi (2014: 132), the integration of all Sparks and Horsley's (1989) models is needed to achieve the desired results in teacher professional development.

Kennedy (2005: 235-250) also, identified nine models of CPD, as follows:

The training model: This model is universally recognisable, and has, in recent years, arguably been dominant form of CPD for teachers. This model of CPD supports a skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence. It is generally “delivered“ to the teacher by an ‘ expert ‘, with the agenda determined by the deliverer, and the participant placed in a passive role;

The award-bearing model: An award-bearing model of CPD is one that relies on, or emphasises, the completion of award-bearing programmes of study — usually, but not exclusively, validated by universities. This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies;

The deficit model: Professional development can be designed specifically to address a perceived deficit in teachers' performance;

The cascade model: The cascade model involves individual teachers attending ‘ training events ‘ and then cascading, or disseminating, the information to colleagues. It is commonly employed in situations where resources are limited.

The standards-based model of CPD: Belittles the notion of teaching as a complex, context-specific political and moral endeavour; rather it represents a desire to create a system of teaching, and teacher education, that can generate and empirically validate connections between teacher effectiveness and student learning;

The coaching/mentoring model: This model covers a variety of CPD practices. However, the defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPD. Abdullah & Hissa's (2018) study investigated the characteristics of effective professional development and effective models of professional development as perceived by school teachers in the State of Qatar. Their study results revealed that teachers in Qatar perceived a mentoring model as the most effective professional development model which was congruent with this model;

The community of practice model: The essential difference between the communities of practice and coaching/mentoring model discussed above is that a community of practice generally involves more than two people, and would not necessarily rely on confidentiality.;

The action research model: Action research as a model of CPD has been acknowledged as being successful in allowing teachers to ask critical questions of their practice;

The transformative model: Is the combination of practices and conditions that support a transformative agenda. In this sense, it could be argued that the transformative model is not a clearly definable model in itself; rather it recognises the range of different conditions required for transformative practice (Kennedy, 2005: 235-250).

The first four models suggested by Kennedy were transmission methods where teachers have little opportunity to choose their own learning, while the following models were

transformational giving teachers more professional autonomy to determine their own learning.

Furthermore, Abdullah & Hissa (2018: 314) stated that the

Most common model of professional development and the model most criticised in the literature is the ‘workshop’. They believe that many workshops last only for one or several days with no time for serious reflection and practice.

They mentioned other examples of what they called traditional models of professional development such as school–university partnership, online training, institutes’ courses, action research and conferences. They believed that these models of professional development are

widely criticised as being ineffective in providing teachers with sufficient time, activities and content necessary for increasing teachers’ knowledge and fostering meaningful changes in their classroom practice (p: 314).

On the other hand, the researchers in this study as a result, said that there is growing interest in ‘reform’ models of professional development, such as study groups, teacher networks, mentoring and cognitive coaching. They also believed that these reform models differ positively from traditional professional development models because they often take place during the regular school day, are more likely transfer to everyday teacher practices and they focus on higher-order thinking skills to increase the usage of those strategies in the classroom, regardless of a teachers’ prior usage or exposure to the same content (Abdullah & Hissa, 2018: 314).

Finally, as stated before, no one model can be considered the ideal model to promote teachers’ growth for all countries. In fact, it depends on the nature of the education system in the countries and their cultural ways of teaching. However, Denise & Celeste (2018) believe that integrating all of the seven elements outlined by Darling-Hammond and her colleagues (2017) would make for the most effective professional development.

Darling-Hammond and her colleagues (2017) reviewed 35 studies which demonstrated a link between changes in teachers’ practices and positive student learning outcomes. They found seven widely shared characteristics of effective professional development. They stated that such professional development is supposed to be as follows:

- 1- **Content focused:** Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers’ classroom contexts;

- 2- **Incorporates active learning:** Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students;
- 3- **Supports collaboration:** High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts;
- 4- **Uses models of effective practice:** Curricular models and modelling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching;
- 5- **Provides coaching and expert support:** Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focusing directly on teachers' individual needs;
- 6- **Offers feedback and reflection:** High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback;

Is of sustained duration: Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice (Darling-Hammond et al., 2017: v-vi). A number of studies supported the positive impact of this characteristic in teachers' learning and suggested that the duration of professional development is related to the depth of teacher change (Abdullah & Hissa, 2018).

Denise & Celeste believe that these elements together can ensure that the planning and decisions associated with professional development are not coincidental. Nevertheless, it is also beneficial to use the above models that have been listed by the different researchers mentioned above to provide teachers with effective CPD to help enhance their performance and improve their students' achievement.

Summary

This chapter attempted to answer sub-research question one which is what are researchers' understandings regarding the definitions of CPD and what are the characteristics that make CPD effective. It started by providing an overview about why CPD is important for teachers and how 'professional development' as a term has been changed to the term CPD. From the old viewpoint of professional development as in-service training that consists of workshops or short-term courses to the new perspective of CPD which considers professional development as a continuous, long-term process, a sustained collaborative learning process, a planned, continuous and lifelong process planned systematically to promote growth. The chapter provided a number of characteristics that may help to make teachers' CPD effective. Researchers such as Abdal-Haqq (1995), Hunzicker (2010), Whitehouse (2011), Darling-Hammond & Richardson (2009), Darling-Hammond & Richardson (2014), McMurray & et al. (2016) and the Learning Policy Institute (2017), agreed that effective CPD should have standards such as being ongoing, collaborative, job-embedded, content focused, supportive, and of sustained duration. However, researchers such as Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011) and (Goodall et al., 2005), consider effective CPD to have an impact such as meeting teachers' training needs, increasing students' learning attainments, supporting changes in teacher practices and preference for 'in house CPD' with peer observation and student learning. Effective CPD should also focus on enhancing teachers' knowledge of how to engage in specific pedagogical skills and how to teach specific kinds of content to learners.

Finally, the chapter ended with the effective models that could help to enhance the positive experience of CPD courses and activities. The literature provides a number of models that could be considered ideal to promote teachers' professional growth and enhance the effectiveness of CPD. No single model of professional development can be likely to fulfil the requirements of each teacher. However, there was an agreement between the researchers such as Lieberman (1996), Sparks and Horsley (1989), Kennedy (2005) and Abdullah & Hissa (2018), that peer observation was seen as the most effective professional development model in promoting teachers' professional growth. In the next chapter, I provide an overview about the education system, teachers' education and training in Oman to answer the third sub-question which is how has the present situation arisen regarding teachers' CPD in Oman?

Chapter 3 The development of the educational system, teachers' education and teachers' training in Oman

Introduction

This chapter aims to provide an answer to sub-question two: How has the present situation regarding CPD arisen in Oman? To answer this question, I provided an overview of the development of the education system in Oman by looking at the historical development and the development of the structure of education at schools from General Education to Basic Education and post-Basic Education. This chapter provides information about changes that have happened to teachers' education and teachers' professional development training systems through the same period. The chapter discusses some of the issues raised by previous Omani researchers and organisations who have studied and investigated education, teachers' education and CPD in Oman. These include studies by Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank (2013), Al Ghatrifi (2016), and the most recent studies AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018). These issues were about the obstacles that teachers have been facing regarding for instance the mismatch between the training that the MOE provided for teachers as their CPD and what are teachers' professional needs and desired topics. However, providing an overview about the developmental process of the education system, teachers' education and teachers' training system in Oman is beneficial for this study. This overview should help understanding that education in Oman generally and teachers' education specifically had been going faster to follow up with the third National Development Plan which was introduced in 1980-1985. This plan committed the MOE to gradually replace expatriate teachers with Omani nationals. As a result of this plan (89%) of teachers in schools in 2010 were Omani (Al Jabri et al., 2018). This seemed to be proof of the enhancement that MOE followed to fill the schools with Omani nationals. However, it might have affected the quality of teachers' education and the effectiveness of teachers' CPD which might as a result affect students' outcome. However, AlShabibi & Silvennoinen (2018) in their study said,

Quality of teachers is regarded as the most significant influence on student learning outcomes.

Therefore, MOE must consider improving the quality of teachers' education and training.

A brief historical overview of education in Oman

In the last few decades, the education system in Oman has seen dramatic development. One of the most noticeable tasks was to create a modern government that included Oman's first MOE. According to AlNabhani (2007: 6),

The quality and quantity of education has increased rapidly since then; the school buildings became more modern and fully equipped with advanced technology and instructional media, the framework of the education management has become more organised.

However, the Omani educational policies and education system went through different stages between 1970 and the present. Each stage was characterised by specific characteristics compatible with the country's economic development and level of social (AlNabhani, 2007: 6).

Hammed et al. (2011: 73) also stated that

Until 1970 the educational system of Oman consisted of Quranic schools (kuttab) which were restricted to mediating Quranic exegesis, jurisprudence (fiqh), Arabic language, grammar and history. Religious and non-religious knowledge was imparted in a circle of reception and production in mosques and their courtyards. This system brought forth many religious scholars and authors (udabeh), but the schools were restricted to this self-contained system of education. In this context there were and still are several traditional educational institutions, such as the mosque, the scholar house and local community councils (as-seblah) (Hammed et al., 2011: 73).

Moreover, the Quran was taught in traditional schools to both girls and boys such as in mosques, under trees and in houses. Teachers from both genders were teaching children aged 6 - 12 about Islamic fundamentals, basic Arabic writing and religious subjects (AlKindi, 2006: 11).

However, since the late nineteenth century Quranic schools were the most prominent schools despite the different levels from one region to another. The workshops schools and Quranic schools were spread throughout most villages until 1970 and they were the only means of education in Oman. Although there were no clear criteria for assessing education, the quality of maintaining the Quran was the only criterion of excellence for students (MOE, 2016).

According to AlNabhani (2007: 40) many schools were established within this framework, such as ALJulanda bin Masoud and Mazin bin Ghadooba School. The study took place every day in these non - organized schools except on Thursday and Friday. Each study session was from morning till afternoon with two breaks, almost twenty to

fifty students aged 6 to 14 attending each session. The quality of memorising the Holy Quran was the only criteria to assess the education as there were no clear assessment guidelines. A form of more organised schools was established by the end of the 19th century. The most famous of these schools were AlWakeel School, AlKhoor School and AlZawawi School. Different subjects were taught in these schools such as the Arabic skills (grammar, writing and reading) and Holy Quran. However, AlNabhani (2007: 40) stated that

The transition to modern schools began in 1970 when a few schools were established under the supervision and planning of the government. In addition to some private schools the most famous of these government schools were AlSaiediah School in Salalah, Muttrah and Muscat, AlSultania Alawla (The First Royal) and AlSultania AlThania (the Second Royal). In these schools the curricula were specific and taught by Omani and expatriate teachers employed by the government. Some of these schools had two levels, a six - year primary level and a two - year introductory level. Some of the text books were brought from countries such as, Lebanon, Palestine and Egypt (AlNabhani, 2007: 40)

Modern education in Oman began in 1970, according to Al-Maamari (2014: 111),

the ruler of the state considered education as a national priority that entailed a quick response from the government. Therefore, the motto '*we shall educate our children even in the shadow of trees*' was created by the Sultan Qaboos, who was fully conscious of the role that education plays in building a strong, dynamic state (Al-Maamari, 2014: 111).

However, Oman's adults literate were only 33 percent in 1970 (World Bank, 2013).

Nevertheless, in the history of the educational sector specifically and Oman in general, July 1970 marked a significant transitional point. This is because the MOE was established that year. In 1979 his Majesty Sultan Qaboos in his first speech made it very clear that he would give education special attention. According to AlNabhani, (2007: 41)

His Majesty in his first speech said:

I promise you to proceed forth within the process of creating a modern government. I will proceed as quickly as possible to transform your life into a prosperous one with a bright future. Every one of you must play his role towards this goal.

He also, appreciated the relationship between development and education. However, the renaissances' early years were marked by the rapid spread of formal education. Therefore, many Omanis came forward to ask for education (AlNabhani, 2007: 41).

However, only three formal public schools remained in Oman in 1970, namely Muscat, Muttrah and Salalah. The total of teaching staff was 30 in 1970 and the total number of

pupils was 909. The number of students increased to 7,000 in 1971 with a total number of 16 schools. A total of 15,000 students were registered in 45 schools by the end of 1972. In 1972 to 1973, higher education was introduced and secondary education followed. While, after 13 years in 1985/86, there were a total of 221,695 students who attended 606 schools. A total of 5.63 percent attended secondary school, 15.16 percent attended middle school and 79.14 percent of all students attended primary school. During this time the number of teaching staff was 1,013 and female learners were at least 42 percent (Hammed et al., 2011: 74).

According to the World Bank (2013: 33) the adult literacy rate by 1990 had reached 55 percent. Between 2000 and 2007 the average of rate was 84 percent. However, the adult literacy rate in Oman is still considered lower than some other countries in the Middle East.

Nevertheless, the illiteracy rate in Oman previously was considered high at least 95 percent. Therefore, numerous foreign teachers were employed especially from Jordan, Sudan and Egypt to ensure the running of schools. In 2006, the number of foreign teachers decreased to 18.2% to 6,832 of the 37,500 total teaching staff. (Hammed et al., 2011: 74).

Finally, this was a short and brief history about the education and schools in Oman before and after 1970 and as the reader can see before 1970 the people were educated only in Quranic exegesis, jurisprudence, Arabic language, grammar and history. However, Oman throughout its history has had a non-formal educational system. The formal education in Oman began only after His Majesty Sultan Qaboos' accession to the throne in 1970.

Development of education

In 1970, when Sultan Qaboos came to rule, modern education began in Oman as mentioned above. Before 1970, informal education with very poor equipment was provided in some parts of the country, but was only available for boys. (Al-Maamari, 2014: 111).

However, from 1970 to Vision 2020 Rassekh (2004:7) said that in Oman one can recognise three stages in the development of education :

- Stage one emphasised the rapid quantitative development of education.
- Stage two started in the early 1980s, when the MOE initiated serious efforts to improve the quality of education. All educational system components were reviewed, including teacher education, teaching materials and methods, and curricula, with the help of competent education experts. The school structure was

six years of primary education, three years of preparatory and three years of secondary education.

- Stage three began from 1995, after the Conference on Oman's Economic Future, Vision 2020, when a number of reforms were introduced in order to cope with the educational requirements of the future. The concept of basic education of ten years duration (ages from 6-16) started to be used to better prepare children to face the challenges of the future. Also, the percentage of females increased both among students and teaching staff (Rassekh, 2004:7).

AlNabhani (2007: 23) stated that education in Oman can be divided into four stages rather than three stages in terms of its goals and aims. Firstly, the pre-renaissance stage where only three formal schools and some Quranic schools were available, secondly, the quantitative stage where the focus in education was on the rapid quantitative development. Thirdly, the qualitative stage as the focus was on the quality of education and diversification. Finally, the future stage as the vision of Oman 2020 started to be implemented.

Rassekh (2004) and AlNabhani (2007) provided a general view of education development during the time, while AlMaamari (2009: 15-16) was specific in his division of the development of modern education as he mentioned teachers' education as one important element of education development. He believed that the development in Oman should be divided into six periods as follow:

1. First period (1970-1975): This period concentrated on spreading educational services throughout the country. Learning took place and the schools worked two shifts a day in order to accommodate male and female students. The quality of learning was not on the agenda in this period, which resulted in unqualified students because the learning process focused on knowledge and the students were not offered time for any extra-curricular activities in the schools.

2. Second period (1976-1980)

Efforts to distribute education continued in this period, in addition to efforts to link learning with the requirements of the market. Therefore, several centres, schools and institutions were established in order to provide religious, agricultural, industrial, technical and vocational learning in addition to introducing a programme to instruct primary education teachers.

3. Third period (1981-1985)

In this period, the government concentrated on creating a balance between the distribution of education and the improvement of the quality of learning. Furthermore, illiteracy and adult education were given attention in this period, and a national curriculum was introduced. Previously, the curriculum had been borrowed from neighbouring countries such as Qatar and Kuwait.

4. Fourth period (1986-1990)

The landmark of this period was the beginning of higher education in the country with the opening of Sultan Qaboos University (SQU) in 1986, which is still the only governmental university in the state. Beside the establishment of SQU, the government also opened colleges of education to support schools with Omani teachers, technical and vocational colleges, and nursing institutions also were opened.

5. Fifth period (1991-1995)

The efforts of this period followed on from the developments of the previous periods. There was a special focus on supplying the deprived areas of the country with an education service and deepening the link between learning and the requirements of the market.

6. Sixth period (1995-2020)

This period can be called a 'reform period' as in 1995 the MOE announced its intention of comprehensive reform by introducing a Basic Education, which gradually replaced the 'General Education System'. This education reform was the most important result of a conference entitled 'a future vision of the Omani economy: Oman 2020' (AlMaamari, 2009: 15-16).

Finally, according to Al Jabri et al. (2018: 83) the development of educational infrastructure in Oman is exceptional compared to any country in the world. They described the education system's progression in Oman as "unprecedented, unparalleled, and massive" by any other country. However, the following tables representing a rapid expansion of education services over the past four decades from 909 students in 1970 (table 1), to over 600.000 in 2008/09 (table 2), and less than 600.000 in 2014/15 (table 3). Moreover, additional schools were built in the rural areas to aid the regional access. Also, the "double-shift" schools were reduced in from 37 percent in 1995 to 10 percent in 2008/09 (World Bank, 2013: 39).

Table 3. 1 The development of the numbers of schools, students and teachers as well as the development of the federal education budget from 1970 to 2006

	1970	1976	1980	1990	2000	2006
Number of schools	3	207	273	779	993	1046
Number of students	909	55,752	106,032	355,986	554,845	568,074
Number of teachers	30	1,980	5,150	15,121	26,416	37,500
Education budget (in million Rial)	1,3	-	37,9	135,5	230,6	383,706

Source: (Hammed et al.,2011: 76)

Table 3. 2 The development of the numbers of schools, students by type in the academic year 2008/09

Number of Schools and Students by Type of School, 2008/09

	Type of school				
	Public	Private	Other*	International	Total
Number of Schools	1,047	200	3	33	1,283
Number of Students	540,332	28,999	600	33,108	603,039
Basic education 1st cycle (grades 1-4)	156,667	19,244	-	14,732	190,643
Basic education 2nd cycle (grades 5-10)	288,273	8,328	365	15,694	312,660
Post-basic education (grades 11-12)	95,392	1,427	235	2,682	99,736

Source: World Bank (2013)

Table 3. 3 The numbers of schools, students and teachers in 2014/2015

Number of schools	1048
Number of students	523,522
Number of teachers	56,211

Source: National Centre for Statistics and Information NCSI, 2105

Structures of the Educational Sector:

The basic laws of the state and the directives and decrees of His Majesty Sultan Qaboos governed by a legal framework created Oman’s educational provision. The state endeavours to make education accessible to all and aims to use education “to build a generation that takes pride in its nation’s heritage, kindle the spirit of research, promote scientific thought, raise and develop general cultural standards, and preserves the country achievements”. However, education in Oman is not compulsory but all boys and girls are provided free access to school (World Bank, 2013: 34).

The legal framework of education in Oman

Oman guarantees that every citizen has the right to education like many countries in the world. This has been well documented in Omani Law. The Official Gazette on 6 November 1996 published the Basic Law of the Sultanate of Oman (the Constitution) which was promulgated in the Royal Decree No. 101/1996 (UNESCO, 2015: 2).

However, according to Al-Maamari (2009: 19) the article 13 of the State’s Constitution, Omani education aims to achieve the following broad goals:

Education is a fundamental element for the progress of society which the state fosters and endeavours to make available to all.’- ‘Education aims to raise and

develop general cultural standards, promote scientific thought, kindle the spirit of enquiry, meet the needs of the economic and social plans, and create a generation strong in body and moral fibre, proud of its nation, country and heritage, and committed to safeguarding their achievements. The State's Constitution also subscribes to the following with regard to the role of state in education matters: The state provides public education, combats illiteracy and encourages the establishment of private schools and institutes under state supervision and in accordance with the provision of the Law.' 'The State fosters and conserves the national heritage, and encourages and promotes the scientific literature and scientific research (AlMaamari, 2009: 19).

Education responsibility for grade (1-12):

According to the World Bank (2013: 33)

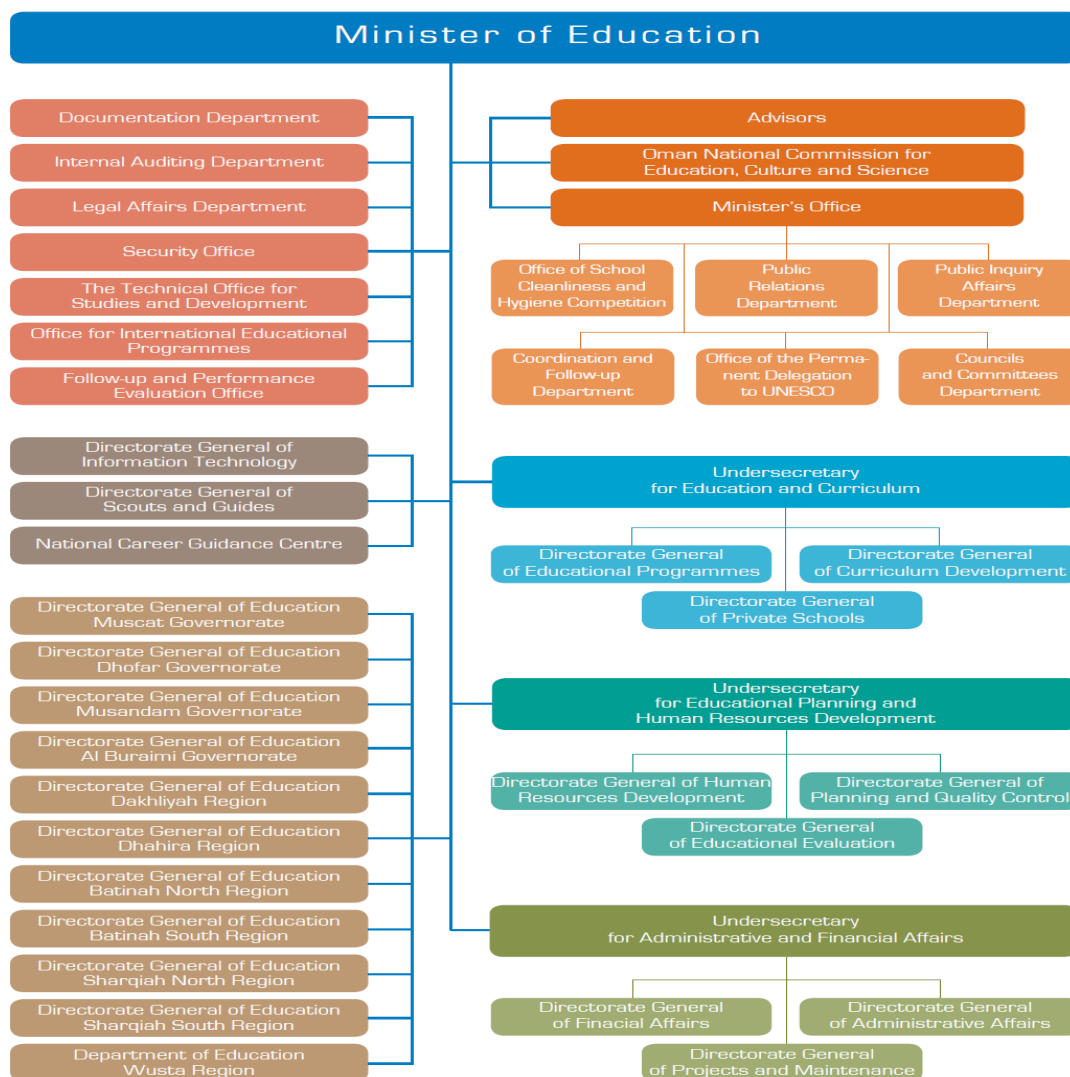
The MOE has formal responsibility for the administration of the education system in grades 1–12. The MOE has more than 5,000 employees. Two-thirds of those employees work at the central level in regional directorates; the Minister is supported by three undersecretaries who manage: Planning and human resources development, administration and financial affairs and education and curricula.

MOE responsibilities include system management at the national level and in the 11 educational regions, curriculum development, supervision of teachers, nonteaching staff and schools, assessment, textbook provision, and policy development for state schools to grade 12. The MOE also has responsibility for overseeing education quality in international and private schools. However, the MOE has a Directorate General in each region. The Directorate General is responsible for preparing plans and budgets , allocation of teachers and supervisors, monitoring teacher and administrative staff performance, and to implement the MOE policies . (World Bank, 2013: 33).

However, to ensure an immediate response and to improve the performance of education, The MOE encourages decision making and decentralised administration at the local level rather than waiting for central directives. The MOE also within the context of the National Development Plan organises and plans its tasks. The five-year educational plans address the projects and objectives targeted within the period of five years. Each plan aims to ensure the flexibility in responding to changing conditions within the timeframes for the implementation process (AlNabhani, 2007: 49).

The following figure is about the MOE structure:

Figure 3. 1 Ministry of Education (MOE) structure



Source: (MOE, 2016)

The education system in the Ministry of Education (MOE):

In the MOE in Oman there are two educational systems: The Basic Education and the General Education system. The Ministry in 1997 started to replace the Education system from General (primary, preparatory and secondary) to the Basic system (MOE, 2004: 14). In the academic year of 1998/1999 the Basic Education has been applied (MOE, 2014: 28). This reform aimed to create a unified education system covering the first ten years of schooling. The Basic Education comprises of two cycles followed by a Post-Basic Education for two-years (MOE, 2004: 14). Today the MOE has replaced the old system of General Education to Basic Education and Post-basic Education. Basic Education from (grades 1-10) with two cycles one from (grades 1-4) and the other from (grades 5-10) and Post-basic Education from (grades 11-12) as it will come further in this chapter. However,

the General education system is an old education system that was used by the MOE and is referred to by the World Bank (2013).

General Education

According to AlNabhani (2007: 39) General education is offered free to all citizens and it is a pre-university education. It includes secondary , preparatory and primary levels.

Basic Education (BE)

According to AlKindi (2006: 16) Basic Education (BE) has been defined by MOE

A unified ten-year education provided by the Sultanate for all children of school age.

The Basic Education (BE) aims to provide the students with values, knowledge, attitudes, and skills, to enable them to continue their education or training based on their aptitudes, dispositions, and interests. The MOE since 1998 has gradually replaced the General Education system with the Basic Education. In school year 2006/2007 the General Education was completely replaced. The educational programme divides into two stages: Post-Basic Education (ages 16-17) and Basic Education (ages 6-15). The Basic Education afterwards been divided into two cycles: the first cycle (ages 6-9) and the second cycle (ages 10-15) (AlKindi, 2005: 3-6). While Post-Basic Education extends to two years (grades 11 and 12) (MOE, 2014: 28)

The Basic Education is intended to provide:

1. Integration between practice and theory, work and thought, life and education;
2. Comprehensiveness in developing the aspects of personality;
3. The acquisition of self-learning skills in the context of lifelong education;
4. The inclusion of the values and practices necessary for mastery and excellence in learning and teaching;
5. The means to meet the needs of human development in the context of comprehensive social development. (MOE, 2001: 1).

Also, AlKindi, (2006:18) stated that

The objectives of Basic Education include that the learner develops the following:

- Life skills through communication;
- Self-learning;
- Scientific and critical thinking;
- The ability to understand contemporary science and technology, as well as the ability to adapt to innovation;
- The ability to deal rationally with problems of the present era: conservation and wise exploitation of the environment;
- The ability to internalise the values and ethics of mastery of work, production, sensible use of leisure time, and participation in civil life (AlKindi, 2006:18).

Basic Education covers a period of ten years and is divided into two cycles based on the students' age in each cycle and their growth needs and characteristics (AlNabhani, 2007: 40). The two cycles described according to AlNabhani (2007: 41) are as follows:

The First Cycle:

The First Cycle lasts for four years and consists of Grade 1-4. Pupils' age in this cycle ranges between 5 and 10. This Cycle is concerned with providing the pupils with the knowledge and skills necessary for their age group and developing their attitudes and values to continue learning in the following levels. The Ministry has given particular attention to the first cycle because of its great importance as a foundation stage.

The Second Cycle:

This cycle lasts for 6 years and consists of grades 5-10. Pupils' age in this cycle ranges between 11 and 15. It aims to teach communication and learning skills, critical thinking, science and modern technology.

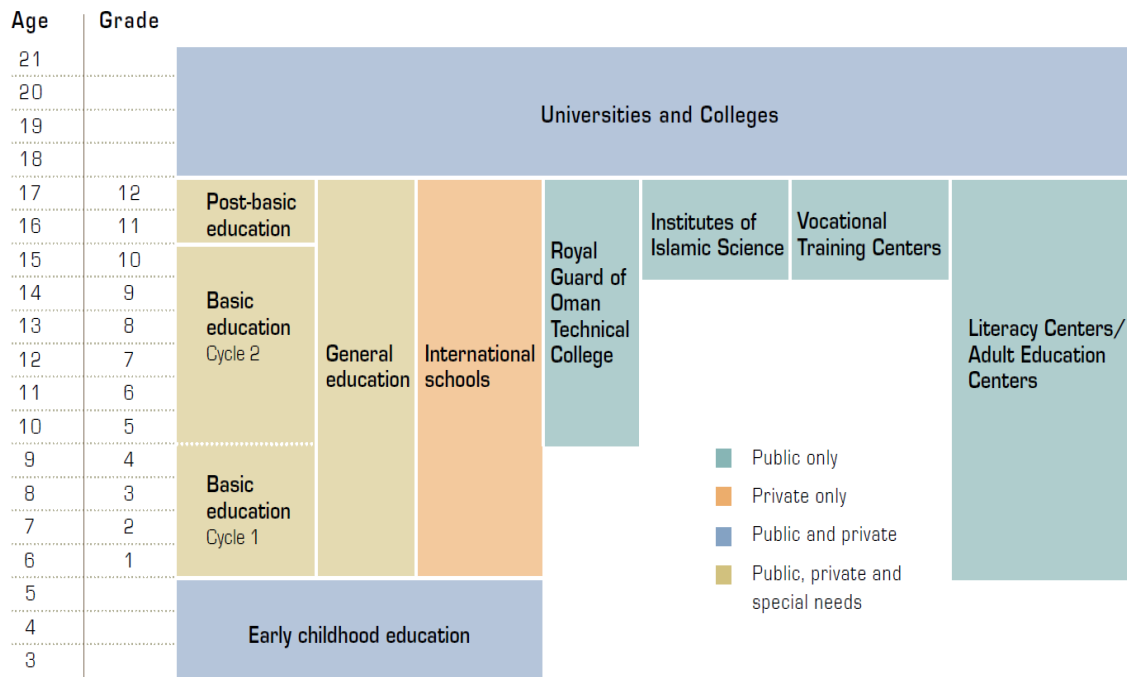
Post-Basic Education:

The post-basic education aims to help students to develop competencies, to encourage critical thinking, and to acquire knowledge (Al-Maamari, 2014: 112).

Post-Basic level covers a period of two years (Grades 11 and 12). It is composed of both elective and compulsory subjects. It leads to the General Education Diploma in Post-Basic Education and to the General Certificate in General Education (AlNabhani, 2007: 41).

Students in post-basic education are required in each grade (11 and 12) to choose school subjects that provide students with the required basic skills in order to prepare them to practise a profession in the future. Students also are required to study a research method subject and then conduct an applied or theoretical project. However, students have to study two groups of subjects: one is optional from which students should choose only three subjects while another is compulsory (Al-Maamari, 2014: 111). Today the research method subject and a theoretical or applied project had been cancelled from the requirement. The following figure is about the structure of the education system according to the students' age:

Table 3. 4 Structure of the Omani Education System



Source: (The World Bank, 2013)

To conclude, despite the achievements in initiating the comprehensive education system and expanding enrolment rates at all levels, the performance of students has remained disappointingly low (Al Jabri et al., 2018: 84). According to Al Jabri et al. (2018) studies were conducted between 1993 and 2015 in different times to examine students’ levels of attainment in different grades in some subjects. Different findings were indicated in different studies. The findings of a study conducted in 2001 showed low students’ achievement in grade 4, 6, 9 and 10 in all subjects. While in 2003 and 2004, the results of the study revealed that students were on average approximately one year behind international standards. The same study indicated that there was a significant gender difference, with girls performing much better than boys. Moreover, between 2007 and 2011 Oman participated at grade 4 and 8 in the Trends in International Mathematics and Science Study (TIMSS). The results showed Omani students performing well below the centre point of 500 in both subjects. On the other hand, results for Omani students in literacy are not better than in mathematics as ‘more than half (53 %) of Omani students failed to attain the basic reading level as the Programme for International Reading and Literacy Study (PIRLS) in 2011 revealed (Al Jabri et al., 2018: 84). However, the most recent result from TIMSS in 2015 showed better outcomes in learning. The results of Omani students according to Al Jabri et al. (2018) remain significantly lower than the average international level. These results led to the question which is, ‘are the education and CPD training that teachers received effective in helping them enhance and increase

their students' outcomes?' Such a question needs to be answered by the MOE policy makers. Nevertheless, this chapter will provide an overview about teacher education and the teachers' training system in order to provide an answer to sub research question two.

Teacher Education

Studying teachers' education alongside the developments that happened to the student education system is one of the most important aspects of this study as it will show how the present situation regarding teachers' CPD ineffectiveness has arisen in Oman. However, appointing Omani teachers with lower qualifications as low as preparatory and secondary levels was one of the solutions that MOE followed to solve the problem of the shortage of teachers between 1970 to 1994. It was also a real challenge for MOE policymakers to provide training that could help teachers at that range of qualifications to provide the knowledge and skills needed to be an effective teacher with insufficient training centres and programmes (AlKindi, 2006). Although, more training centres were opened to train teachers and qualify them with a university degree to deal with the challenges of the new era, teachers kept demonstrating their struggles and complained about the mismatch between the training provided by MOE and their professional needs.

However, according to AlKindi (2006: 21) through the last three decades teacher education has been developed in Oman. The primary schools were opened and the reform movement started in 1970. The MOE then had to solve the problem of the shortage of teachers and had only two options. The first one was to appoint any Omani who had the motivation and desire to work to teach as a teacher. Therefore, MOE had appointed Omanis who had teaching experience in Quranic schools and Mosques. It also had appointed Omanis who returned to Oman after studying in other Arab countries at secondary and preparatory levels during the early seventies. Any Omani who had a primary level certificate was considered qualified to join the teaching profession. The MOE appointed 151 Omani teachers in the first academic year. The second option to overcome the shortage of teachers was to recruit teachers from other countries (AlKindi, 2006: 21).

Teacher training system

The Research and Development Department was established in 1972 in the MOE. Its first responsibility was to accommodate novice teachers into their new jobs. The MOE with Arab and world cooperation opened some in-service training centres in a number of bigger cities in the same year. ‘A training programme was followed to train a total of 261 teachers. The training was based on one to two sessions a week of varying duration. Teachers who held secondary certificate had to finish in one year. While, holders of preparatory school certificate had to finish in two years’ (AlKindi, 2006: 21). However, ‘almost 50 % of all teachers before 1975 had qualifications lower than General Certificate of Secondary Education or the secondary school leaving examination’ (World Bank, 2013: 113). Then after 1975 the teacher training system changed from training institutes to University Colleges of Education. Before 1994 colleges were not providing teachers a university degree except Sultan Qaboos University which was established in 1986 and was the first one that provided teachers with a university degree. The following programmes provide an overview of teachers’ education development from 1976 till 1994.

Teacher Training Institutes

In 1976/77 training known as the “first-Programme” was initiated to train Omani teachers for primary schools. A total of 25 students who passed grade 7 were accepted for a two-year teacher preparation programme for a place in the first class; then in the same year the programme was terminated. The MOE then in the same year established the three-year teacher training centres for those who held preparatory certificates. This programme was an attempt by the MOE to Omaniise teaching positions in elementary schools. In the next school year 1977/78, teacher training was taken a different direction (AlKindi, 2006: 22).

The Teacher Training Institute offered a Teacher Certificate to teach at primary level and was established to accept students for three years training. A new programme for one-year training was added in the year 1979/80 and accepted students with secondary certificate (Al-Farsi, 2007: 25).

The graduates of secondary academic schools were accepted in this programme of teacher training. More emphasis was placed on theory than practice in this programme which was based on daily traditional lectures with afternoon teaching practice. The books used by the hosting secondary schools were the same set of text books used in the training.

Students who graduated from this programme were granted the “Diploma in Primary Education” and the total number of 2521 teachers graduated from these centres. In the same period, a scholarship programme was established by the Oman government to encourage teachers to study abroad in reputable Colleges of Education to obtain bachelors' degrees. However, the centres were phased out by 1983/84 (AlKindi, 2006: 22).

Intermediate Colleges

In 1984/85 the MOE decided to change the teacher institute programme to intermediate teacher-training colleges as a step to develop and upgrade the teaching profession (Al-Farsi, 2007: 25). These colleges accepted graduates from secondary school in 1984/85 and trained them as primary school teachers to teach all subjects to all grades. Graduates of these colleges were trained to teach both the higher grades (4, 5 & 6) as subject-matter teachers as well as the three lower levels (grade 1, 2 & 3) as classroom teachers. However, in order to improve the quality of primary school teachers, two junior teacher education colleges were established by the MOE in 1984 with duration of one year which was upgraded further to two years post-secondary education. These colleges were established for specialised primary school teachers in subject matter teaching in classes (grades 5-6) and classroom teaching (grades 1-4) (AlKindi, 2006: 23). The MOE adopted a three-year programme with an average of 14 weeks attendance a year in order to promote teacher training programmes and to upgrade teachers who had not obtained the Diploma of the Intermediate College and were already practising in the field (Al-Farsi, 2007:25-26). The number of these colleges reached nine and distributed in a various provinces by 1990 with a total of 6207 teachers graduated from these colleges in 1993. Finally, almost all primary school teaching posts were occupied by Omani nationals by 1995. (AlKindi, 2006: 23)

Sultan Qaboos University’s College of Education

In 1986 the College of Education at Sultan Qaboos University (SQU) was opened with an extensive list of specialist subjects. The College was the University’s largest college. The college was established to advance the education process in the country by training a new generation of teachers. The college aimed specifically to achieve the following goals (AlMaamari, 2009: 27)):

- To prepare qualified teachers for work in general education schools in terms of current international teacher education approaches, in order to satisfy the needs of educational growth in the Sultanate;

- To develop positive attitudes and using new scientific styles of teaching and learning, and reinforcing Islamic and Arabic values with students;
- To conduct educational and psychological research with the aim of developing the educational process and promoting scientific research and self.

However, whilst the ‘ College of Education at SQU is the leading institution in Oman involved in the training of new teachers, the university provides training for only about 15% of newly qualified teachers ‘(AlShabibi & Silvennoinen, 2018: 269). Nevertheless, SQU is considered as another source of Omani teachers and the graduates of this college were able to teach at preparatory and secondary level.

Colleges of Education

In 1994 the government approved a request from the MOE to increase the duration of the colleges from two to four years to become university colleges offering bachelor degrees in Education. These colleges were also responsible for preparing, in addition to primary, preparatory and secondary school teachers. The MOE in 1994, converted two intermediate colleges to university colleges, one in Al Rustaq and other in Nizwa as a first step towards upgrading these colleges. Furthermore, a royal decree (42/94) transferred responsibility from the MOE to the Ministry of Higher Education for the male and female Colleges of Education. Then six University Colleges were created by restructuring the nine Intermediate Colleges (AlKindi, 2006: 23).

These six Education Colleges provided teacher preparation courses awarding a bachelor degree and were located in six different regions in Oman (AlShabibi & Silvennoinen, 2018: 269). These colleges aimed to prepare Omani teachers to teach effectively at the various levels of basic and secondary education. Therefore, the government believed that these colleges would prepare a generation of Omani teachers who were efficient and competent in their profession. (AlKindi, 2006: 23).

However, in 2005 the colleges were transformed into Applied Sciences colleges and education as a specialisation was discontinued. But most recently, the demand for teachers has increased again and one of the colleges – Rustaq College – was transformed again from being an Applied Sciences College to an Education College to reintroduce courses in education/teacher training (AlShabibi & Silvennoinen, 2018: 269).

Conclusion of the development of students' education and teachers' education

In the past 45 years from 1970 to 2015, education in Oman has undergone remarkable developments, both qualitatively and quantitatively. It has developed significantly in terms of quantitative issues; the number of schools increased from three schools with 30 teachers providing education to a mere 900 boys as girls were excluded from schooling before 1970 to 1048 schools in 2015 with 516,891 students and half of them are girls being educated by 55,343 teachers. Also, half of the teachers held qualifications lower than the equivalent of a General Certificate of Secondary Education (GCSE) and only 8% possessed a university degree in the early 1970's. Now, over 83% of teachers have completed a bachelor degree-level qualification or higher (AlJabri et al., 2018: 87; AlShabibi & Silvennoinen, 2018: 261).

Therefore, according to AlNabhani (2007: 41) the quality

increased from religious focused schools to a much wider curriculum using advanced technology in teaching.

Nevertheless, according to Al-Shabibi and Silvennoinen (2018: 262) despite the progress in teacher qualifications and in student access, the school system continued to exhibit poor student outcomes. They believed that this issue was because of a number of factors highlighted in their study. Firstly, they believe that curriculum being taught is overcrowded and heavily content-laden, making the means of delivery narrow and dull. Secondly, teacher training needs to be more practical rather than only theoretical. Thirdly, student teachers must be prepared for the whole role of a teacher. Fourthly, there is also a severe lack in the use of student-centred learning approaches, with teachers continuing to show a preference towards teacher-centred learning. Finally, the assessment is almost exclusively concerned with summative purposes with little emphasis being devoted to formative assessment (Al-Shabibi & Silvennoinen, 2018: 262). However, this chapter next provides an overview about teachers' professional development in Oman and the issues that have been raised regarding the current lack of effective CPD for teachers in Oman, which might affect students' outcomes.

The mismatch between teachers' professional needs and the training provided

The gap between teachers' individual needs and training provision seems to be applicable to the general professional development system of the MOE (Al-Lamki, 2009: 178). Albelushi (2003: 21) said that one of her research findings was that many teachers felt isolated within the school context, and there is a sense of disjunction or dislocation: it may be that this is endemic within the Omani educational bureaucracy, and that appropriate levels of communication simply have not been mastered, nor their importance understood. Al Nabhani (2007: 220) stated that the

Training in the MOE is unsystematic and sometimes does not meet the trainees' needs and responsibilities.

The World Bank (2013: 132) added that the impact of the training on classroom practice is unclear. They found that the participants in the training courses rated the courses in terms of delivery, transport arrangements, meals and content, but there is no systematic data on the impact of the courses on classroom practice. Therefore, they believed that there is a concern that teachers do not always take these courses seriously, and they have no implications for salary or promotion. The World Bank (2013: 130) also stated that

Teachers are normally selected for training by supervisors, resulting in some teachers complaining that they are sent on irrelevant courses or courses on familiar material. Indications from school level showed that the message may be diluted considerably by the time it arrives.

Furthermore, Al Shabibi and Silvennoinen (2018: 277) concluded that

teachers have not had sufficient training to deliver the curriculum using a more student-centred approach and to foster crucial underpinning skills of analysis, enquiry and synthesis of information. They added that even though professional development cannot influence the content of the curriculum, it can play a significant role in the effective implementation of the Curriculum Standards.

Additionally, the World Bank (2013: 132) stated that

In a survey of 150 teachers in five regions in 2009 reported by teachers were asked to comment on the in-service training and their major criticisms were:

1. The training was over-theoretical;
2. The training was delivered in a didactic manner and did not respond to the participants' issues ;
3. The trainers were not sufficiently expert in the content.

In the focus group school principals were also critical of the structure and timing of in-service training. They suggested that the courses reached only a portion of teachers, caused disruptions from teacher absence, and were too short to have an impact. They said that covering for absent teachers can be difficult when a number of courses are held at the same time. Moreover, the principals said they would prefer

the training to be held on designated, nonteaching days, such as the period before state examinations.

These previous studies and reports mentioned above suggest that the training provided by the MOE is still unsystematic and does not meet teachers' professional needs. However, according to Al-Lamki (2009: 178),

The gap does not seem to be relevant solely to developing countries such as Oman. In fact, similar situations are also found in other contexts including developed countries which have longer history in education in general and education reform in particular such as the UK.

Finally, according to AlJabri et al. (2018) the in-service training has been sporadic and poorly planned and teacher preparation does not produce the skills required for the teaching profession. Because they lack the skills for selecting appropriate instructional methods in order to help their students to learn in their own pace of learning and the lack of the skills for assessing the weaknesses and strengths of each student. Teachers need more skills to be able to help their pupils with different levels of ability. Therefore, it is proposed within this study that the effectiveness of teachers' CPD courses and activities in Oman needs to be investigated to help the professional development policymakers understand the current situation of teachers' CPD and to provide them the recommendations that may help to enhance its effectiveness.

Summary

This chapter has provided an overview about the development of the education system and teachers' education and training in Oman before and after 1970. It has explained the aims from developing the education system from General education that includes primary, preparatory and secondary level to the new Basic education and Post-basic education. Moreover, this chapter has provided close and deep understanding of the teachers' education and training system to provide a clear view of how teachers were developed during the time and how the training system has improved. However, this chapter also intended to show the issues and the obstacles that hindered teachers from developing themselves professionally to answer the sub-question two which is about how the present situation regarding CPD has arisen in Oman. Some of the issues presented in this chapter about the possible ineffectiveness of the teachers' CPD were as follows:

- 1- The training provided by the MOE does not meet the trainees' needs and is unsystematic;

- 2- Teachers feel isolated within the school context, and there is a sense of disjunction or dislocation;
- 3- The impact of the training on the classroom practice is unclear;
- 4- There is no systematic data on the impact of the courses on classroom practice;
- 5- Because training has no implications for promotion or salary, teachers do not take the training courses seriously;
- 6- Teachers were sent to irrelevant courses because they were selected randomly by their supervisors ;
- 7- Teachers have not had sufficient training to deliver the curriculum using a more student-centred approach;
- 8- Training was over-theoretical;
- 9- Training does not address participants' issues;
- 10- Trainers were not sufficiently knowledgeable and expert;
- 11- Courses have low impact on teachers learning and students' outcomes because their duration are too short;
- 12- Courses caused disruptions in schools from teacher absence;
- 13- Training has been sporadic and poorly planned;
- 14- Teacher preparation does not produce the skills required for the teaching profession because they lack the skills for selecting appropriate instructional methods.

These obstacles and factors mentioned above need to be addressed to promote teachers' professional growth and to enhance the effectiveness of CPD courses and activities. Having identified the problem of the study in this chapter, the next chapter will focus on the philosophical issues, the methodological options and the rationale for the methodology selected for the fieldwork, in order to explore the best and most suitable research methods to answer the main research question.

Chapter 4 The Methodology

Part One: The philosophical stance of the research methodology

Introduction

The purpose of the study aims to explore the supervisors, senior teachers and teachers' perceptions about teachers' continuing professional development (CPD) in the Post-basic (11-12) and basic (10-12) schools in Muscat governorate in Oman. In order to explore the best and most suitable research methods for this study, this chapter will be presented in two parts. Part one focuses on the philosophical issues and the methodological options considered and the rationale for the methodology. The second part presents the research design and the ethical considerations selected for the fieldwork. Easterby-Smith et al. (1994: 84) describe research designs as follows:

Research designs are about organising research activity, including the collection of data, in ways that are most likely to achieve the research aims.

This statement indicates that to achieve the research aims the researcher should choose the appropriate methods to collect the study data. So, after choosing the research method and clarifying the rationale for the methodology selected, I provided details about the instruments, the design and testing of the research instruments. However, this chapter had started by presenting the purpose of the study, the research questions, and the participants of this study and then the philosophical stance of the research paradigm. It is followed by an account of the advantages and disadvantages of using quantitative and qualitative approaches. Then in part two, I start describing the process of designing the research instruments and the process of piloting the instruments. The data collection process and data analysis procedures are also described in this chapter.

The purpose of the study

The purpose of this study is to explore ways in which key participants might think that the CPD of Omani Post-basic (11-12) and basic (10-12) schoolteachers could be improved or developed. Therefore, I investigated supervisors', senior teachers' and teachers' perceptions about the current effectiveness of CPD.

Research questions

In this study, the main research question is: What are the perceptions of Supervisors, Senior teachers and Teachers of the effectiveness of current CPD for teachers in Muscat, Oman? That is guided by the following seven sub-questions:

1. In the literature on CPD for teachers, what are researchers' understandings regarding the definitions of CPD and the characteristics that make CPD effective?
2. How has the present situation regarding the CPD in Oman arisen?
3. What are supervisors', senior teachers' and teachers' perceptions regarding:
 - i. The effectiveness of current CPD courses and activities for teachers?
 - ii. How useful are current CPD courses and activities for teachers?
 - iii. What are teachers' current professional development needs?
4. What are the factors that currently facilitate the implementation of effective CPD?
5. What are the obstacles that currently hinder the promotion of professional growth by Post-basic (11-12) and Basic (10-12) schoolteachers?
6. What are supervisors', senior teachers' and teachers' views regarding:
 - i. The definitions of CPD?
 - ii. The importance of CPD to teachers?
7. Do supervisors', senior teachers' and teachers' perceptions differ according to their occupation?

Participants

The main participants in this study are supervisors, senior teachers and teachers who work or supervise in Post-basic (11-12) or Basic (10-12) schools in Muscat in Oman. I chose supervisors and senior teachers to participate with teachers in this study because of their work as a supervisor and their experience in teaching. Moreover, their role in providing teachers with all technical support to promote their professional growth and enhance their students' achievement has given them the priority to be involved in this study. This will make the study one of the first of its type to seek supervisors, senior teachers and teachers' perceptions regarding teachers' CPD in Oman.

Educational supervision, in its different forms, is considered as one of the most important components providing technical support to teachers since supervisors are in close contact with teachers as well as contributing to training and the evaluation of the teaching-learning process. The Sultanate of Oman adopts a specific structure for educational supervision. This structure includes four levels starting from the school where there is a senior teacher for every three or more teachers. Senior teachers are considered as resident supervisors and they provide technical support for their subject colleagues. The second level is the level of supervisors each one of whom is responsible for a group of senior teachers in different schools providing them with technical and supervision support in their field of specialisations. Each group includes from 10 to 15 senior teachers. Senior supervisors represent the third level of supervision, and they are considered as experts in their subjects in their governorates. The fourth level of supervision is the level of chief supervisors at the Ministry level. This structure aims at providing technical support and assistance to teachers regarding curricula, evaluation and methods of teaching (Education Council, 2016). However, this study is about understanding the effectiveness of the current teachers' CPD in Oman from the view of the three groups, supervisors, senior teachers and teachers themselves.

Part one: The philosophical issues (an overview)

Social research problems are issues or concerns that need to be addressed. The problems come from a void in the literature, and conflict in research results in the literature (Creswell, 2014). This problem means specific approaches should be chosen to have a better understanding of these social research problems.

Bryman (2012: 19) stated that:

The practice of social research does not exist in a bubble, hermetically sealed off from the social science and the various intellectual allegiances that their practitioners hold.

According to Guba and Lincoln (1994: 105):

Questions of method are secondary to questions of paradigms.

Thus, the following will be a presentation of the research paradigm which will be followed by a discussion of research approaches and methods.

Bryman (1988:4) defined a research paradigm as:

A cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, [and] how results should be interpreted.

According to Guba and Lincoln, paradigms are a systematic set of beliefs and methods (Guba and Lincoln, 1985: 15). While the methodology is the approach that is used to develop the intended knowledge including ‘why, what, from where, when, how the data are gathered and analysed’ (Scotland, 2012: 9). However, according to Cohen and Manion (1994) two research paradigms exist in the field of social sciences, positivist and interpretivist paradigms. These two paradigms guide and underpin the research components throughout the research journey. Positivists and interpretivists hold different conceptions of social reality, and both have different views on ontology and epistemology.

Ontology and Epistemology

Ontology is the study of being (Crotty, 1998). It concerns ‘the very nature or essence of the social phenomena being investigated’ (Cohen et al., 2002: 5). More simply, according to Mack (2010: 5) ‘if someone studies ontology they study what we mean when we say something exists’. However, ontological assumptions are concerned with what constitutes reality. Researchers need to take a position regarding their perceptions of how things are and how things work.

On the other hand, epistemology is concerned with the nature and forms of knowledge (Cohen et al., 2007: 7). Concerns about ‘the very bases of knowledge – its nature and forms, how it can be acquired, and how it can be communicated to other human beings’ (Cohen et al., 2002: 6) are important epistemological matters. Therefore, ‘epistemological assumptions are concerned with how knowledge can be created, acquired and communicated, in other words, what it means to know’ (Scotland, 2012: 9). According to Guba and Lincoln (1994: 108) epistemology asks the question, what is the nature of the relationship between the knower or would-be knower and what can be known? So, ‘if ontologists study what we mean when we say something exists then an epistemologist studies what we mean when we say we know something’ (Mack, 2010: 5).

Scientific research is based on positivism, which holds an objective view of the world and looks for the true nature of the reality. Besides, it is based mainly on quantitative research that focuses on “deduction, confirmation, theory/hypothesis testing, explanation, prediction, centralised data collection and statistical analysis” (Johnson & Onwuegbuzie,

2004: 18). Researchers remain detached from the social context, according to this school of thought.

On the other hand, interpretive or qualitative research focuses on “induction, discovery, exploration, theory/ hypothesis generation, and it is based on a constructivist point of view in which the researcher is the primary instrument of data collection and qualitative analysis” (Johnson & Onwuegbuzie, 2004: 18). Thus, the researcher cannot be detached from the context, and the subjective knower is the only source of information (Al-Lamki, 2009: 70).

Overall, after considering the above, my research questions reflect complex ontological and epistemological positions, ontologically constructivist and epistemologically more subjective. Because, as I noted in the literature review that CPD as a term is not a concept that is objectively defined and its interpretation varies from one researcher to another. Furthermore, the perceptions, practices, understanding and experiences would vary from one respondent to another as I investigate three groups (supervisors, senior teachers and teachers) and these three groups might hold a different view of the term CPD. Thus, I adopted in this study both positivist and interpretive paradigms which required a process of mixed methods like the qualitative and quantitative approach which I will explain later in this study with the rationale of the decision to employ a mixed methods design.

However, in this chapter, I will examine both methods before stating what type of methods will be used in this study. Qualitative and quantitative approaches need to be clarified and when and why researchers need to use one of them or both of them as mixed methods.

Qualitative and Quantitative approaches

The quantitative paradigm or positivist paradigm, ‘takes a more traditional view of educational research’. ‘It is similar to natural sciences’, where truth can only be seen to be discovered by observing, experimenting on, or interrogating a large number of subjects, resulting in findings that can be statistically analysed, and are therefore believed to be generalisable’ (Basit, 2010: 14).

According to Patton (1990: 13), in the

Quantitative approach it is possible to measure the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. This approach gives a broad, generalisable set of findings presented succinctly and parsimoniously.

Furthermore, quantitative research is used to find objective answers to research questions (Gall et al., 2003). Many participants are chosen for quantitative research to generate findings that are statistically sound and objective. So, quantitative researchers endeavour to quantify relationships between two or more variables. Moreover, the results in quantitative research are measurable (Creswell, 2002). The theories are tested, and the research questions relate to the quantity and nature of an association. The analysis is free from the context from which it was gathered, and the hypotheses guide the data collection process (Gall et al., 2003). Quantitative research follows an approach where deductive reasoning works from the general to the specific (Lichtman, 2014: 9). Relationships are tested with instruments in quantitative research, and generalisations lead to understandings that are more detailed (Lutonsky, 2009: 64).

On the other hand, the qualitative paradigm or interpretive paradigm relates to a non-traditional view of educational research. It focuses on in-depth analyses of human behaviour and smaller numbers and perceptions acknowledging similarities as well as differences (Basit, 2010: 14). However, qualitative research is subjective and attempts to answer questions such as why or how what is being studied happens. In qualitative research, theory is developed after all of the information is gathered, and fewer respondents are chosen to obtain in-depth information from each participant (Lutonsky, 2009: 65). Researchers who work in this paradigm interpret social reality the way it is viewed by the research participants and they are not interested in generalising from their findings (Basit, 2010: 14). Furthermore, qualitative research is rigorous because where results are interpretive; bias can be present as the researcher is part of the analysis and so needs to examine his or her own biases for more reliable results. The results are reported in the form where words and ideas constitute the unit of analysis. The analysis is dependent on the context from which it is taken, and research questions drive the research (Corbin & Strauss, 2007; Lutonsky, 2009: 65). Therefore, the reasoning is inductive in qualitative research because it moves from the specific to the general (Lichtman, 2014). Qualitative methodology is more responsive to the participants, but more arduous, stressful and time-consuming for the researchers (Basit, 2010: 17).

However, there are differences between these two methods which are clarified in Blaxter et al., (1996: 60):

Quantitative research is, as the term suggests, concerned with the collection and analysis of data in the numeric form. It tends to emphasise a relatively large-scale and respective set of data, and is often, falsely in our view, presented as being about the gathering of 'facts'. Qualitative research, on the

other hand, is concerned with collecting and analysing information in as many forms, chiefly non-numeric, as possible, smaller numbers of an instance or examples which are seen as being interesting or illuminating, and aims to achieve 'depth' rather than 'breadth'.

The nature of the differences between the qualitative approach and the quantitative approach has implications for sample size. In the qualitative approach, samples are smaller than in the quantitative; moreover, the researcher attempts to get closer to what is being observed in the qualitative approach; hence samples are smaller. In contrast, in quantitative research, representativeness of samples is important, for the sake of generalisation; thus, samples are larger (Punch, 2005). So, to figure out more about the differences between the two approaches Alkindi (2006: 114) summarised the characteristics of quantitative and qualitative research methodologies in Table 4.1 below:

Table 4. 1 Summary of characteristics of quantitative & qualitative research methodologies

<i>Quantitative Methodologies</i>	<i>Qualitative Methodologies</i>
Preference for precise hypotheses stated at the outset	Preference for hypotheses that emerge as study develops
Preference for precise definitions stated at the outset	Preference for definitions in context or as study progresses
Data reduced to numerical scores	Preference for narrative description
Much attention to assessing and improving reliability of scores obtained from instruments	Preference for assuming that reliability of inferences is adequate
Assessment of validity through a variety of procedures with reliance on statistical indices	Assessment of validity through cross-checking sources of information (triangulation)
Preference for random techniques for obtaining meaningful samples	Preference for expert informant (purposive) samples
Preference for descriptions of procedures	Preference for narrative/literary descriptions of procedures
Preference for design or statistical control of extraneous variables	Preference for logical analysis in controlling or accounting for extraneous variables
Preference for specific design control for procedural bias	Primary reliance on researcher to deal with procedural bias
Preference for statistical summary of results	Preference for narrative summary of results
Preference for breaking down of complex phenomena into specific parts for analysis	Preference for holistic description of complex phenomena
Willingness to manipulate aspects, situations, or conditions in studying complex phenomena	Unwillingness to tamper with naturally accruing phenomena

Source: Alkindi (2006: 114)

However, the differences between qualitative and quantitative approaches do not necessarily mean that one approach is better than the other, nor do they indicate that they should or should not be used together. The nature and objective of the topic being researched, what the study is trying to find out, and the sort of analysis to be used in investigating the study, are all elements that determine which approach is the most appropriate (Al Harthy, 2011: 208).

Verma and Mallick (1999: 26) stated that

The choice of a particular perspective has implications for the type of evidence to be collected and the mode of analysis used in the investigation of a research question or issue...The way research questions are formulated, and the research agenda specified make it clear what approach is most appropriate.

Overall, using both paradigms quantitative and qualitative will help me to discover the respondents' experiences and perceptions related to teachers CPD in Muscat. It will help to get a deeper understanding of any other issues related to current teachers' CPD.

Nevertheless, whichever approach is followed quantitative, qualitative or both it should be stated how they serve the research objectives and why the chosen methods are selected (Myers, 2000). So, next, I will explain why I chose mixed methods as an appropriate method to address the issues raised in this study and my approach to conducting mixed methods.

The Rationale for using mixed methods (Qualitative and Quantitative)

Based on the information above, and because the purpose of this study is to explore the supervisors, senior teachers' and teachers' perceptions and experiences related to CPD for Post-basic (11-12) and basic (10-12) teachers in Muscat, this study followed a pragmatic approach using mixed methods. Pragmatism is not committed to any one system of philosophy and reality. This approach applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research. Moreover, through adopting a pragmatic approach, individual researchers have freedom of choice. They are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes (Creswell, 2014). A 'combination of quantitative and qualitative methodologies is increasingly being favoured by educational researchers' (Basit, 2010: 17). A mixed methodology is a methodology originating around the late 1980s and early 1990s based on work from individuals in diverse fields such as evaluation, education, management, sociology, and health sciences. It has gone through several periods of development including the formative stage, the philosophical

debates, the procedural developments, and more recently reflective positions (Creswell, 2014: 266).

Mixed methods research is becoming increasingly articulated, attached to research practice, and recognised as the third major research approach or research paradigm, along with qualitative research and quantitative research .(Johnson et al., 2007: 112). However, mixed methods research is the cornerstone of research within social science that is experienced within everyday life (Bowen et al., 2017: 11)

Bernard (2014) adds that mixed methods have led to an explosion of creativity and collaborative research across disciplines. Moreover, it is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve varied philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (Creswell, 2014). Furthermore, using mixed methods can help to understand the topic area in greater depth. It helps to address broader questions providing a more expansive and creative approach to research. It also can help increase confidence in findings, providing more evidence while offsetting possible shortcomings from using a single approach (Bowen et al., 2017: 11).

Even though using mixed methods can help to address broader questions, it can be time-consuming according to Creswell and Plano Clark (2011). It does not suit every researcher or research problem. Johnson & Onwuegbuzie (2004) stated other weaknesses for using mixed methods, and these weaknesses are as the following:

- Time Consuming & Expensive;
- Difficult finding a researcher with experience in both qualitative and quantitative research;
- The researcher has to learn multiple methods and be able to know how to mix each method effectively;
- Methodological purists believe that a researcher should either pick the qualitative or quantitative paradigm and not both;
- How to interpret conflicting results & analysing quantitative data qualitatively still need to be figured out.

Despite some researchers' reservations about using mixed methods, the advantages of using mixed methods exceeded the benefits of using a single methodology. This result

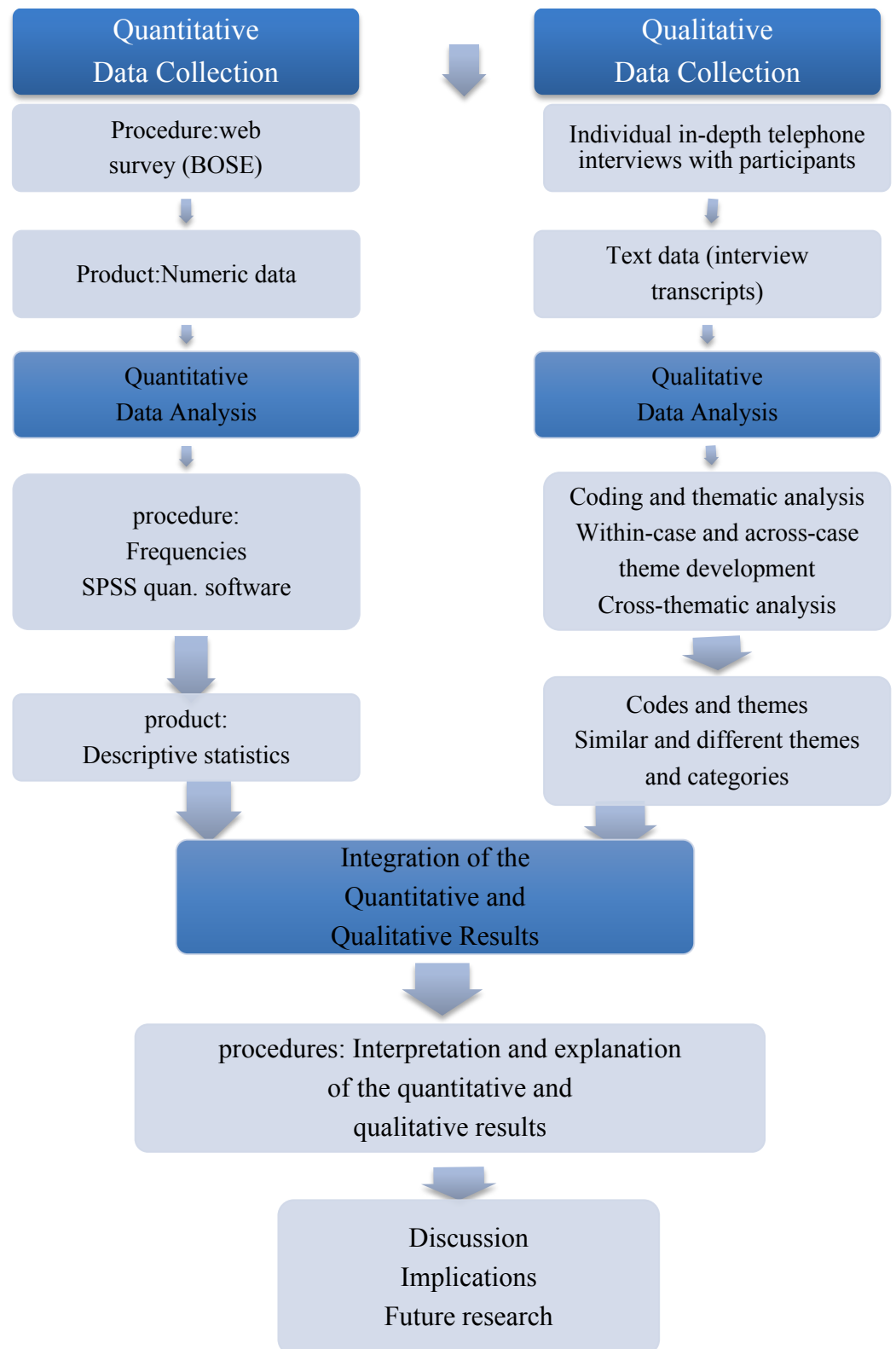
means that the researcher needs to be confident while using mixed methodology because of the help that mixed methods could provide to understand the research problem. On the other hand, to use this approach, the researcher should be aware of those weaknesses.

Having considered the above limitations, a valuable consideration when following a mixed method approach is to follow the three possible advantages suggested by Hammersley (1996, 167-168):

- Triangulation: the findings from both approaches are used to check each other;
- Facilitation: one approach is used to support or aid the other. The results from the first approach may, therefore, serve as the basis for the other;
- Complementarity: one approach is used to complement the other. Each approach focuses on different aspects of the investigation.

However, according to Newby (2014) using a mixed methods approach which does not simply prioritise quantitative or qualitative methods, allows for greatest possible coverage. This approach should include a multiple level strategy combining a two-phase approach where quantitative research for example is undertaken first, followed by qualitative research. Each phase can then be triangulated into a third phase where qualitative data reflect upon experience and depth and, quantitative data can provide general patterns and width (Bowen et al., 2017: 11). Moreover, investigators in mixed methods research use both quantitative and qualitative data because they work to provide the best understanding of a research problem (Creswell, 2014). The figure below shows the self-design procedures of this research by the researcher in using mixed methods:

Figure 4. 1 Visual model for mixed-methods: design procedures



Research methods

As mentioned above I followed a pragmatic approach. The pragmatist researchers, according to Creswell (2014), look to “the what and how” of research based on the intended consequences—where they want to go with it. Thus, in mixed methods research, the researcher uses both quantitative and qualitative data. Two type of research methods were used in this study: questionnaire survey and interview. These types of research instruments are considered to be one of the most common in most areas of social inquiry (Blaxter et al., 2001; Nunan, 1992) and the evaluation of professional development in particular (Craft, 2000). According to Miles & Huberman (1994), these two research methods need each other more often than not. However, the combining of the two instruments helps to overcome some of the weaknesses, biases and limitations of a single instrument which I will explain in more detail next.

Advantages and limitations of questionnaires (Surveys)

The use of the questionnaire survey helps get an overview of the situation more easily and conveniently and through its use it can collect a large amount of quantitative data reflecting general perspectives efficiently. It has its strengths in collecting information within a shorter period (Yan, 2011: 54) and comparisons can be made across groups in the sample (Oppenheim, 1992: 115). According to Fink (2011: 2)

A Survey is a system for collecting information from or about people to describe, compare, or explain their knowledge, attitudes, and behaviour.

Thus, in this study the use of the questionnaire helps get an overview of supervisors’, senior teachers’ and teachers’ perceptions regarding CPD. The data are used for examining their respective perceptions towards CPD in the study. However, there is a justifiable reason for the employment of this method. As mentioned before, questionnaires can be conducted without the presence of the researcher.

According to Alkindi (2006: 110)

Surveys have become very popular methods of collecting evaluative data. They are used to measure people's opinion, attitudes, beliefs, behaviours, reactions, and attributes in response to specific questions. It can provide the distribution of some characteristics in a population and can usually accomplish that through surveying only a portion of the people (or units) in that population.

Therefore, because this study targeted large populations, surveys are appropriate to be used, and it is a suitable research instrument to be used with this group of participants.

Furthermore, using surveys have advantages according to ALkindi (2006: 111) as follows:

- They are moderate in cost and relatively easy to reach large numbers;
- They allow for anonymity of responses;
- Evaluators could also ask fairly complex questions about respondents' attitudes and behaviours;
- Surveys allow time for respondents to reflect on events and report subsequent changes and feelings;
- The usefulness of survey data can be enhanced if the information is combined with other methods, i.e., observation, or case study;
- Survey instruments could also be administered under special group situations like at the end of workshops, seminars, classrooms, etc. This approach has two major advantages: (a) there is little or no cost in reaching respondents, and (b) the purpose of getting information can be explained (ALkindi, 2006: 111).

Moreover, questionnaires help to avoid researcher presence which thereby helps to avoid the influence of the researcher's personal appearance (Burns, 2000).

Nevertheless, questionnaires have some serious limitations. For instance, surveys tend to be sufficiently simple and straightforward in order to be clear to participants. This way of simplicity, in fact, 'limits the depth of the investigation' (Dörnyei, 2003: 10). Therefore, the questionnaire for this study will include an open question at the end of each domain to give the respondents the opportunity to express their view. However, the disadvantages according to ALkindi (2006: 111) also include,

- (a) it does not allow for long-term reactions and changes, (b) group mood or setting at the time may affect responses, (c) limited generalisability of information to a larger population, and (d) it takes time away from the regular programme (ALkindi, 2006: 111).

Moreover, surveys have no opportunity to probe or clarify answers (Frankfort-Nachmias & Nachmias, 2000). So, the researcher, in this case, has put his contact details in the questionnaire for any clarification needed by the participants. The pilot study, as will come later on, had aimed to examine supervisors, senior teachers and teachers overall understanding of the survey to check if they have any difficulties in understanding the items. Therefore, to improve the questionnaire data quality, these measures were taken into consideration.

Other limitations are related to the survey design process. Long questionnaires for instance, may make participants bored or tired which may affect their responses. This effect is called the 'fatigue effect' (Dörnyei, 2003: 14). Therefore, the length of this study questionnaire was reasonable according to the results from the pilot study (see below in part 2). Also, I provided an online survey to make answering the questions easier and faster. One more limitation is that questionnaires depend on the respondents understanding of the questions which could produce different data. To solve this

disadvantage, I asked the respondents in the pilot survey to provide their feedback in all sections separately which had enhanced the standard understanding of the survey questions.

Moreover, there is also concern about who completes the survey or who actually answers it (Neuman, 2003; Bryman, 2008). Even though this last limitation seemed to be riskier, I had tried my best to control who completed the questionnaire by contacting the principals of all schools targeted in this study to ensure that this survey was completed only by the targeted participants.

Advantages and limitations of interviews

Interviews according to Matthews & Ross (2010: 219) are

a data collection method which usually facilitates direct communication between two people or more, either face to face or at a distance via telephone or the internet; enables the interviewer to elicit information, feelings and opinions from the interviewee using questions and interactive dialogue.

They are useful for purposes of follow up and in providing deeper knowledge (Craft, 2000). Additionally, they are useful instruments to explore perceptions, understandings, actions, thoughts, and feelings (Arksey & Knight, 1999).

Moreover, according to Mayoux (1999: 5), qualitative methods are useful compliments to quantitative and participatory methods. The reasons below describe why qualitative research is beneficial in order to:

- 1- Increase understanding of what is happening:
 - Qualitative methods are useful in informing the selection of criteria and indicators, highlighting any limitations or complexities and hence assisting in their interpretation;
 - Qualitative methods are also often necessary to investigate more complex and sensitive impacts which are not so easy to quantify or where quantification would be extremely time-consuming and costly. They are also used to investigate more sensitive issues which cannot be easily aired in the public forum of participatory methods.
- 2- Contribute to the understanding of who is affected in which ways:
 - Qualitative methods highlight the voices of those who are most disadvantaged in ways which might be difficult with the public and consensual nature of participatory methods or missed in the process of aggregation of quantitative methods;
 - Qualitative methods can also be used for probing of key informants to further investigate issues of diversity and conflict.
- 3- Analyse why particular impacts are occurring:
 - Qualitative methods enable more probing investigation of contexts and development processes and the complex interactions between contexts, grassroots aspirations and strategies, institutional structures and enterprise interventions.

4- Assessing how policy can be improved:

- Qualitative methods are likely to be necessary for investigating more complex and sensitive issues essential to understanding the feasibility of proposals from participatory workshops (Mayoux, 1999: 5).

Besides, encouraging participants to provide and clarify examples, interviews allow issues to be explored in depth using prompts and probes (Craft, 2000). However, there are some limitations to using interviews. For instance, according to Bryman (2008) interviewing, transcribing and analysing are time-consuming. They are also an extremely expensive method of data collection and the quality of the data is affected by the skills, commitment and experience of interviewer (Kumar, 1999).

Hughes (2003) adds some limitations of the qualitative research which she adapted, and added to, from Burns (2000: 13-14), and these limitations are as the following:

- The problem of adequate validity or reliability is a major criticism. Because of the subjective nature of qualitative data and its origin in single contexts, it is difficult to apply conventional standards of reliability and validity;
- Contexts, situations, events, conditions and interactions cannot be replicated to any extent nor can generalisations be made to a wider context than the one studied with any confidence;
- The time required for data collection, analysis and interpretation are lengthy;
- The researcher's presence has a profound effect on the subjects of study;
- Issues of anonymity and confidentiality present problems when selecting findings;
- The viewpoints of both researcher and participants have to be identified and elucidated because of issues of bias.

Moreover, a range of different ethical concerns can be raised in qualitative studies in regards to the intimacy and relationship may establish between the participants and researchers. The qualitative researchers also, face dilemmas such as avoiding misrepresentations, the establishment of honest and open interactions, and respect for privacy (Sanjari et al., 2014). Even though the limitations mentioned above seemed to be obstacles to using interviews, I considered these limitations while designing the survey and the data collection. For example, while designing the survey, the participants were asked to provide their first name and their numbers only for a telephone interview to increase the anonymity of the participants.

Ethical challenges in qualitative research

Many ethical challenges have specific implications for qualitative research. These challenges can affect the research process in ways that can be harmful to the researcher and the research process. The ethical challenges that are pertinent to qualitative research concern the researcher-participant relationship, the issues of informed consent procedures, confidentiality, anonymity and risk-benefit ratio (Dympna et al., 2010: 2). Therefore, I will address these challenges separately below:

Informed process consent

According to Sanjari et al. (2014)

Informed consent has been recognised as an integral part of ethics in research carried out in different fields. For qualitative researchers, it is of the utmost importance to specify in advance which data will be collected and how they are to be used.

Therefore, in qualitative research, the key concerns with informed consent relate to the unsuitability of traditional once-off Informed Consent Forms and the problem of deciding from whom to obtain consent when conducting qualitative data collection. Furthermore, qualitative researchers cannot guarantee the direction of data collection methods such as interviews and observation. So, from an interpretive perspective, it can be acknowledged that ethics is subjective (Dympna et al., 2010).

The researcher-participant relationship

The potentially exploitative relationship that may arise between the participant and the researcher is another challenge that impacted upon the research study. This personal relationship raises significant ethical issues because of the nature of data collection involving interviewing (Dympna et al., 2010: 6).

However, according to Sanjari et al. (2014)

The development of personal relationships with participants may be inevitable while collecting certain data. Therefore, researchers should seriously consider the potential impact they may have on the participants and vice versa, and details of such interactions should be mentioned in research proposals.

Risk-Benefit ratio

It is often difficult to predict, in advance, the balance of risks to benefits in qualitative research. Therefore, the researcher should adhere to the principles of non-maleficence and beneficence involved in calculating the risk-benefit ratio of the research. (Dympna et al., 2010: 7).

However, the researcher has to be obligated to anticipate the possible outcomes of an observation or interview and to weigh both the potential harm and the benefits (Sanjari et al., 2014).

Confidentiality and anonymity

In qualitative research according to Dympna et al. (2010: 9)

Maintaining confidentiality can be challenging due to the thick descriptions used to illustrate and report the findings. Confidentiality issues must be addressed to individual participants and to sites in which the research is conducted. With regard to individual participants, researchers may need to use not only pseudonyms but also to be selective when describing defining characteristics of participants which could reveal their identity. By its nature, case study research has an intense interest in personal views and circumstances. Participants, whose lives are portrayed, risk exposure and embarrassment if the personal detail is disclosed. It is essential that robust methods to ensure confidentiality must be incorporated into the design of the study.

Finally, the strengths and contributions of qualitative methods can conversely be weaknesses if they are used badly. The next table shows the advantages and challenges when using qualitative methods according to Mayoux (1999: 7):

Table 4. 2 Advantages and challenges in qualitative methods

	Advantages	Challenges
Holistic	a more accurate reflection of complex reality	the investigation can be so all-encompassing that it is difficult to focus
Recognition of multiple realities	more balanced representation of different stakeholders	may be difficult to reconcile differences and assess how representative they are
Heuristic, interpretative and inductive	a better understanding of processes	again, investigation can be so all-encompassing that it is difficult to focus
Requires in-depth face-to-face field work	better rapport with respondents and more continuous contact leading to more accurate information	requires skilled investigators
The central importance of outside researcher	external understanding may enable a more balanced understanding than that of insiders	the investigation may be overly influenced by the subjective views of the researcher
Focus on information from individuals as well as groups	A better understanding of difference and ability to get sensitive information	may be difficult to reconcile differences and assess how representative they are

Source: Mayoux (1999:7)

In conclusion, doing qualitative research can be beneficial and harmful at the same time. But the researcher is the only one who sees the nature of their research problem which may force them to choose the most appropriate research method. This could be a qualitative method that should be used to find the answers to their questions especially when the problems are about people's behaviour. However, Griffiths (1998: 97) provides ten principles for social justice in qualitative educational research. But, the researcher would like to quote only one of the ten principles which can end this statement, and the principle is "There is no hope of doing perfect research. Utopia does not exist".

Part Two: Design of research instruments and implementation

Stage one: Questionnaire development and design

Matthews & Ross (2010: 201) defined questionnaire as

- (1) *A list of questions each with a range of answers;*
- (2) *A format that enables standardised, relatively structured, data to be gathered about each of a (usually) large number of cases.*

According to Anderson & Arsenault (1998), there are six basic questionnaire format types Comment-on, Rank, Fill-in-the-blank, List, Multiple choices and Likert scales. However, before discussing which type of formats that have been chosen, Johnson & Christensen, (2007) stated that using surveys have the following strengths and weaknesses:

Strengths of surveys

- Good for measuring attitudes and eliciting other content from research participants.
- Inexpensive (especially mail questionnaires and group administered questionnaires).
- Can provide information about participants' internal meanings and ways of thinking.
- Can administer to probability samples.
- Quick turnaround.
- Can be administered to groups.
- Perceived anonymity by respondent may be high.
- Moderately high measurement validity (i.e., high reliability and validity) for well constructed and validated surveys.
- Closed-ended items can provide exact information needed by researcher.
- Open-ended items can provide detailed information in respondents' own words.
- Ease of data analysis for closed-ended items.
- Useful for exploration as well as confirmation.

Weaknesses of surveys

- Usually must be kept short.
- Reactive effects may occur (e.g., interviewees may try to show only what is socially desirable).
- Nonresponse to selective items.
- People filling out surveys may not recall important information and may lack self-awareness.
- Response rate may be low for mail and email surveys/questionnaires.
- Open-ended items may reflect differences in verbal ability, obscuring the issues of interest.
- Data analysis can be time consuming for open-ended items.
- Measures need validation.

Having considered all the strengths and weakness of using questionnaires mentioned above, I designed the questionnaire using an online form (BOSE survey) in which I hoped to manage the limitations when using a questionnaire as a tool. However, using an online form saved a lot of time, provided accurate data analysis and avoided missing answers by designing the survey to accept only all answers. The fifteen principles of questionnaire construction suggested by Johnson & Christensen (2014: 165-177) were considered and these are:

Principle 1	Make sure the questionnaire items match your research objectives.
Principle 2	Understand your research participants.
Principle 3	Use natural and familiar language.
Principle 4	Write items that are clear, precise, and relatively short.
Principle 5	Do not use “leading” or “loaded” questions.
Principle 6	Avoid double-barreled questions.
Principle 7	Avoid double negatives.
Principle 8	Determine whether an open-ended or a closed-ended question is needed.
Principle 9	Use mutually exclusive and exhaustive response categories for closed-ended questions.
Principle 10	Consider the different types of response categories available for closed-ended questionnaire items.
Principle 11	Use multiple items to measure abstract constructs.
Principle 12	Consider using multiple methods when measuring abstract constructs.
Principle 13	Use caution if you reverse the wording in some of the items to prevent response sets in multi-item scales.
Principle 14	Develop a questionnaire that is easy for the participant to use.
Principle 15	Always pilot test your questionnaire.

However, to construct a questionnaire according to Verma & Mallick (1999: 118) firstly is to revise the purpose of the study and the questions. Secondly, is to highlight the main concepts of the study by reviewing the literature. This study used an online survey as one of the main tools of the data collection which aimed to collect quantitative and qualitative data about supervisors, senior teachers and teachers’ perceptions of current teachers’ CPD.

Thus, a self-developed online questionnaire survey was designed with reference to the literature review and the descriptions of CPD in Oman (Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), and the most recent studies by AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018).

Although previous research results conducted about CPD in Oman showed that CPD provided to teachers is unsystematic, this means that CPD is still provided as a one-shot training or training that been provided randomly (AlNabhani (2007); Al-Lamki (2009); World Bank (2013); AlJabri et al. (2018)), their descriptions of CPD in Oman showed that teachers have some courses and activities to develop their professional development like peer learning opportunities inside their schools, reading professional materials and some curricula support workshops (Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018) .

The literature review also showed four main core areas that should be examined to evaluate the effectiveness of CPD (Abdal-Haqq (1995) identified the characteristics of effective CPD ; Al-Lamki (2009) identified the beneficial, usefulness and obstacles of CPD; Hunzicker (2010) identified the characteristics of effective CPD; Sywelem &Witte (2013) identified the usefulness and the facilitate factors of effective CPD of CPD; Abdullah & Hissa (2018) identified the characteristics of effective CPD). These four domains were the usefulness of the current courses provided, the factors that facilitate effective CPD, the training needs and the obstacles that hinder teachers from promoting their professional growth. These four domains underpinned the four-part structure for the questionnaire.

The statements used in each of these four main sections of the instrument were constructed and derived from previous studies such as, Al-Lamki (2009), Sywelem &Witte (2013), Abdullah & Hissa (2018) and other research studies from the literature which discussed the definitions, effective characteristics of CPD and the obstacles that hinders teachers from promoting their professional growth

In the following tables below, the items used in the survey instrument of this study are shown with, where possible, in the corresponding row, the references from which ideas were taken.

In Table 4.1 some of the questions identified are based on currently provided CPD locations of training courses and activities . The latter items in this section were derived or developed from ideas taken from some aspects of the literature which are outlined in the table beside each item, where appropriate.

In tables 4.2 to 4.5 the questions are shown in conjunction with the main literature reviewed for each section of the questionnaire. In the case of many of these items, there are no specific statements taken directly from a specific researcher as this was a self-developed survey which was changed many times during development and piloting before reaching the current, final version. The ideas were generated using different sources from the literature as shown in tables 4.2 – 4.5 below.

Table 4. 3 Item Development of the first part of the survey which discusses the effectiveness of CPD training courses and activities provided for teachers.

In this section, items 1 – 11 reflect locations where CPD is currently provided to teachers. Items 12-17 and 19 are derived from multiple sources reporting previous studies on CPD. Item 18 reflects a situation which is current for some teachers in Oman.

CPD Training courses and Activities	Reference from the literature
1. Training courses and activities provided for teachers by the new Specialised Centre for Teachers' Vocational Training.	New training centre for teachers Current Specialised Centre for Teachers' Vocational Training established in 2014.
2. Training courses and activities provided for teachers by the Training Centre of the Directorate General of Human Resources Development.	Current training centre
3. Training courses and activities provided for teachers by the Training Centre at the Directorate General of Education in Muscat	Current training centre
4. Summer training courses provided for teachers by the Sultan Qaboos University	Current training centre
5. Training courses and activities provided for teachers inside the School	Training that is currently available inside schools
6. Training courses and activities provided to support curricula	Training that is currently provided in deferent discipline.
7. Training courses and activities in designing subject curricula	Training that might some supervisors ,senior teachers and teachers involved in
8. Training courses and activities provided by expert teachers	Training that is currently available in the training centre.
9. The International conferences	Training that is provided for some teachers in Oman
10. National conferences	Training that is provided for some teachers in Oman
11. Regional conferences	Training that is provided for some teachers in Oman
12. Informal meetings with peers to discuss teaching and curriculum problems	McMurray et al. (2016), World Bank (2013), Al-Lamki (2009), Cordingley et al. (2005) suggested that Informal meetings with peers was seen as an effective in promoting teachers professional growth . Training that is currently available for teachers inside schools
13. Joint teaching and discussion of lessons with peers	World Bank (2013), Walter & Briggs (2012), Al-Lamki (2009), Cordingley et al. (2005) suggested that Joint teaching and discussion of lessons with peers was seen as an effective activity. Training that is currently available for teachers inside schools
14. Peers class visits	Lieberman (1996), Sparks and Horsley (1989), Kennedy (2005), Al-Lamki (2009) and Abdullah & Hissa (2018) suggested that peer observation was seen as the most effective
15. Professional visits to other schools	Suggested by Al-Lamki (2009)
16. Reading professional material (e.g., subject books)	Sparks and Horsley (1989), Dean (1991), Goodall et al. (2005), Cordingley et al. (2005) and Walter & Briggs (2012) as well as the World Bank (2013) had valued the positive impact of reading professional materials as an effective model.
17. Supervisors' and Senior teachers visit teachers' lessons	Suggested by Al-Lamki (2009)
18. Upgrading degrees and qualifications for teachers	Some teachers currently have this opportunity
19. Online training courses and activities	Been suggested by Al Jabri et al., (2018), Abdullah & Hissa (2018), Al Ghatrifi, (2016), courses also been provided by The Specialised Centre

Table 4. 4 Item Development for the second section of the questionnaire dealing with the expected Usefulness of the current CPD Training courses and Activities

The items in this table are a result of the self-developed nature of the questionnaire survey resulting from the use of issues taken from a range of sources which were then subsequently further developed during construction and piloting of the questionnaire.

Usefulness of CPD Training courses and Activities	Reference from the literature
Acquainted teachers with the general objectives and policies in their field of specialisation	Albelushi (2003: 21) concluded that many teachers felt isolated within the school context, and there is a sense of disjunction or dislocation.
2. Developing teachers' skills at planning lessons	Suggested by Al-Lamki (2009).
3. Enhancing teachers' effectiveness and efficiency in teaching	Goodall et al. (2005), Cordingley et al. (2005), Hunzicker (2010), Whitehouse (2011), Sywelem & Witte (2013) and Darling-Hammond et al. (2017) purposes of CPD
4. Giving teachers all the necessary skills to be an effective teacher	Suggested by Sywelem &Witte's (2013)
5. Improving teachers' communication skills with students	Suggested by Al-Lamki (2009)
6. Improving teachers' computer skills	Al-Lamki (2009) suggested that improving teachers computer skills would be one of CPD benefits
7. Increasing teachers' chance of finding a better job	Suggested by Al-Lamki (2009)
8. Providing ideas and strategies that are helpful with classroom management	Al-Lamki (2009) suggested that develop teachers time management skills would be one of CPD benefits
9. Provide ideas on how to assess students	Al-Lamki (2009), The World Bank (2013) suggested that teachers showed lack of the skills for assessing the weaknesses and strengths of each student
10. Providing teachers with skills to become more confident in the classroom	Suggested by Al-Lamki (2009)
11. Qualifying teachers through educational training to be able to meet the needs of their students in their different stages	Goodall et al. (2005), Cordingley et al. (2005), Hunzicker (2010), Whitehouse (2011), Sywelem & Witte (2013) and Darling-Hammond et al. (2017) have argued that the purposes of CPD was to improve student achievement in which teachers need to acquire skills
12. Train teachers to teach their students new skills	Goodall et al. (2005), Cordingley et al. (2005), Hunzicker (2010), Whitehouse (2011), Sywelem & Witte (2013) and Darling-Hammond et al. (2017) purposes of CPD
13. Updating teachers' knowledge in their specialisations	Goodall et al. (2005), Cordingley et al. (2005), Hunzicker (2010), Whitehouse (2011), Sywelem & Witte (2013) and Darling-Hammond et al. (2017)purposes of CPD
14. Updating teachers' skills in their specialisations	Goodall et al. (2005), Cordingley et al. (2005), Hunzicker (2010), Whitehouse (2011), Sywelem & Witte (2013) and Darling-Hammond et al. (2017) purposes of CPD
15. Helping teachers to use useful ideas to solve the difficulties that they had in the classroom	Al Shabibi (2013) reveals young teachers are not capable of coping with classroom management.
16. Train teachers to use methods of scientific research and self-development in their field of specialisation.	Education Council, (2016) suggested that teachers need assistance regarding curricula, evaluation and methods of teaching. Commission of the European Communities, (2005) stated that teachers need to acquire new skills and especially lifelong learning skills to function in their new role.

Table 4. 5 Item Development for the third section dealing with Teachers' CPD Training needs

The items in this table are a result of the self-developed nature of the questionnaire survey resulting from the use of issues taken from a range of sources which were then subsequently further developed during construction and piloting of the questionnaire.

Teachers' CPD Training need	Reference from the literature
1. Teachers need to know how to build a good communication with students' parents	Suggested by The World Bank(2013) and Al-Lamki (2009)
2. Teachers need to know how to adapt to the school vision and mission.	Albelushi (2003: 21) concluded that many teachers felt isolated within the school context, and there is a sense of disjunction or dislocation. Riding (2001) teachers' CPD should Be school-based and embedded in teacher work.
3. Teachers need to know how to build trust and rapport with students.	Al-Lamki (2009) suggested that teachers need to be to develop a productive rapport with students.
4. Teachers need to know how curriculum has designed, implemented and improved.	Sparks and Horsley (1989) suggested that teachers should engage in developing curriculum, designing programmes. Al Shabibi and Silvennoinen (2018) suggested that teachers have not had sufficient training to deliver the curriculum
5. Teachers need to know teaching strategies and skills.	The World Bank(2013) reported weaknesses in teaching strategies. Darling-Hammond et al., 2017 suggested that CPD should focus on teaching strategies.
6. Teachers need to know how to apply teaching strategies and skills.	Darling-Hammond et al., 2017 stated that teachers need adequate time to learn, practice, implement, and reflect upon new strategies. Active learning engages teachers directly in designing and trying out teaching strategies
7. Teachers need to know how to Motivate student learning through different teaching methods	The World Bank(2013) reported that newly qualified teachers are not sufficiently prepared on how to motivate students, how to use a variety of assessment methods, and how to accommodate individual differences in the class
8. Teachers need to know how to Motivate student learning through different teaching multi-media	The World Bank(2013) reported that newly qualified teachers are not sufficiently prepared on how to motivate students
9. Teachers need training courses that are practical and aim to meet his/her specific developmental needs	Sywelem &Witte's (2013) reported that Studies show that teachers prefer professional development programmes that are practical in nature. Also, the World Bank (2013) reported that the training was over-theoretical.
10. Teachers need to understand students' assessment methods and procedures	The World Bank(2013) reported that newly qualified teachers are not sufficiently prepared on how to use a variety of assessment methods, AlJabri et al. (2018) concluded that there is the lack of the skills for assessing the weaknesses and strengths of each student
11. Teachers need to know how to deal with students' diverse needs	The World Bank(2013) reported that newly qualified teachers are not sufficiently prepared on how to accommodate individual differences in the class. AlJabri et al. (2018) stated that teachers need more skills to be able to help their pupils with different levels of ability
12. Teachers need to Update and share pedagogical content knowledge	Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011) and (Goodall et al.,2005), suggested that Effective CPD should also focus on

	enhancing teachers' knowledge of how to engage in specific pedagogical skills
13. Teachers need to Update subject matter knowledge	Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011) and (Goodall et al.,2005), suggested that teachers need to know how to teach specific kinds of content to learners
14. Teachers need to know how to Search for new subject knowledge in his field	Hunzicker (2010), Whitehouse (2011), Sywelem & Witte (2013) and Darling-Hammond et al. (2017) suggested that teachers need to acquired skills, values, and knowledge to educate their students more effectively. Jantawat (2002), CPD should help teachers update their knowledge to cope with new challenges
15. Teachers need to know how to Use students' assessment results to enhance students' achievement	Hunzicker (2010), Whitehouse (2011), Sywelem & Witte (2013) and Darling-Hammond et al. (2017) have argued that the purposes of CPD was to improve student achievement. AlJabri et al. (2018) concluded that there is the lack of the skills for assessing the weaknesses and strengths of each student.
16. Teachers need to know classroom management strategies	The World Bank(2013) reported that newly qualified teachers are not sufficiently prepared for classroom management. Al Shabibi (2013) reveals young teachers are not capable of coping with classroom management.

Table 4. 6 Item Development for the fourth section dealing with the Factors that currently facilitate the implementation of effective CPD

The items in this table are a result of the self-developed nature of the questionnaire survey resulting from the use of issues taken from a range of sources which were then subsequently further developed during construction and piloting of the questionnaire.

Factors that facilitate the implementation of effective CPD	Reference from the literature
1. The learning climate in the training courses and activities were collaborative	Abdal-Haqq (1995), Hunzicker (2010), Whitehouse (2011), Darling-Hammond & Richardson (2009), Darling-Hammond & Richardson (2014), McMurray & et al. (2016) ,the Learning Policy Institute (2017) and those provided by Sywelem &Witte's suggested that professional development activities should be collaborative
2. The learning climate in the training courses and activities were informal	Sywelem &Witte's (2013) suggested that training courses and activities should be informal
3. The trainers were sufficiently expert in the content they provide.	Sywelem &Witte's (2013) suggested that presenters in the professional development sessions should be knowledgeable ,enthusiastic and well organised. Also, the World Bank(2013) reported that the trainers were not sufficiently expert in the content which they should to facilitate the effective implementation of CPD
4. The trainer in the training courses was highly skilled	Sywelem &Witte's and World Bank(2013)
5. The trainer provides new knowledge because they take into account teachers' existing knowledge	Sywelem &Witte's and World Bank(2013)
6. The trainer provides new experience because they take into account teachers' previous experiences	Sywelem &Witte's and World Bank(2013)
7. The trainer provides what teachers need because they take into account teachers' existing need)	Sywelem &Witte's and World Bank(2013)

8. The participants in the training courses and activities in most courses were involved in determining the topics and content they received as a training subject.	Sywelem &Witte's and World Bank(2013)
9. The participants in the training courses were given the opportunity to provide feedback on the professional development activities.	Sywelem &Witte's and World Bank(2013)
10. The participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers.	Sywelem &Witte's and World Bank(2013)
11. Most of the training courses and activities were practical	The World Bank (2013), Al-Shabibi and Silvennoinen (2018) reported that the training was over-theoretical. And Teacher preparation in Oman is excessively theoretical in content.
12. Most of the training courses were theoretical	The World Bank (2013), Al-Shabibi and Silvennoinen (2018)
13. The training courses and activities did respond to the teachers' issues inside the classroom	The World Bank: (2013) reported that the training was delivered in a didactic manner and did not respond to the participants' issues
14. The training courses and activities were planned with the schools and system goals in mind	Sywelem &Witte's (2013), Albelushi (2003: 21) concluded that many teachers felt isolated within the school context, and there is a sense of disjunction or dislocation.
15. The training courses and activities were not short and had an impact on students learning.	Hill (2009), (Wei et al., 2010), (McMurray et al. 2016). Concluded that that teachers' CPD was fragmented, isolated (i.e., a 'one-shot workshop' model) non-specific, non-continuous in nature and non-supported by the school. The World Bank (2013: 132) added that the impact of the training on classroom practice is unclear
16. The training courses and activities were not undertaken on a voluntary basis and, therefore, those with the greatest need necessarily undertake it.	Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016) reported that training was voluntary and teachers are normally selected for training by supervisors, resulting in some teachers complaining that they are sent on irrelevant courses or courses on familiar material
17. The training courses and activities were not random regarding participation and content about the needs of individual schools	Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011) and (Goodall et al.,2005) stated that effective CPD should focus on how to teach specific kinds of content to learners.
18. The training courses and activities were not undertaken during the school day and therefore, did not disrupt the school timetable.	The World Bank (2013) reported that the training courses were disrupting the school timetable and that school principals said they would prefer the training to be held on designated, nonteaching days
19. The training courses and activities were not general, and in most courses were related to students' lessons	The World Bank (2013) reported that the training courses were some time general
20. The training courses and activities were related to teachers desired topics and needs	Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011) and (Goodall et al.,2005) consider one of the effective characteristics is to meet teachers need and desired topics

Table 4. 7 Item Development for the fourth section dealing with the Issues that hinder schoolteachers from promoting their professional growth

The items in this table are a result of the self-developed nature of the questionnaire survey resulting from the use of issues taken from a range of sources which were then subsequently further developed during construction and piloting of the questionnaire.

Issues that hinder schoolteachers from promoting their professional growth	Reference from the literature
1. Teaching loads	Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018) reported this problem
2. Lack of Job satisfaction	Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018)
3. Inadequate training financial support	Al-Lamki (2009), AlMaamari (2014), World Bank: (2013)
4. Lack of IT equipment and means to support teachers inside the classroom	Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018) suggested that there was lack of support means.
5. Lack of teachers' motivation towards training because most training provided by MOE does not meet teachers desired needs	Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018)
6. Lack of time after work hours to pursue CPD	Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018) reported that there are overload of work which causes lack of time after work
7. Lack of follow-up training impact on teachers by trainers	Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018) reported lack of feedback after training
8. Difficulties to arrange the school timetable if teachers want to visit each other in the classroom.	Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018) reported that teachers have no enough time.
9. Extra Periods caused by absent teachers' which teachers' peers are forced to take	World Bank: (2013), reported overload because of extra periods. Also, courses caused disruptions in schools from teacher absence
10. Mismatch between teachers' needs and opportunities for CPD	Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank:(2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018) concluded that there is a mismatch between teachers' professional development needs and opportunities for CPD which results in teachers' frustration.
11. Unsupportive working conditions at school for teachers to develop professionally	Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018)

12. School administration work is not helping teachers to develop professionally because of the overload of administrative paperwork	Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018) reported that there are overload of administrative paperwork
13. Teachers not involved in making decisions about their needs.	Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016). Darling-Hammond and her colleagues (2017) should have an opportunity to engage in the same style of learning they are designing for their students
14. Teachers not involved in making decisions about the content of training courses and activities offered to them	Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016). Also, Darling-Hammond and her colleagues (2017) suggested that CPD courses should have an opportunity to engage in the same style of learning they are designing for their students
15. Teachers not given the opportunity to provide feedback on the content of professional development activities.	Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016). Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011) and (Goodall et al.,2005) consider effective CPD should Supports collaboration
16. Teachers have no opportunity inside their school to work together.	Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011) and (Goodall et al.,2005) consider effective CPD should be collaborative
17. Teachers not involved in making decisions about the appropriate time to participate in courses offered to them.	Darling-Hammond and her colleagues (2017)suggested that teachers should have an opportunity to engage in the same style of learning they are designing for their students
18. Teachers inside the school have no access to professional publications.	Sywelem & Witte (2013) suggested that teachers should have access to professional publications
19. Some training courses and activities provided were not related to students' lessons	Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011) and (Goodall et al.,2005) consider effective CPD should be embedded in teacher work
20. The training courses and activities provided do not make any difference in teachers' professional lives, regarding their performance level	Friedman & Phillips (2004) stated that CPD is part of lifelong learning; a means of gaining career security; a means of personal development Abdullah & Hissa, 2018 reported that teachers' learning and duration of professional development is related to the depth of teacher change
21. The training courses and activities provided do not make any difference in teachers' professional lives, regarding career prospects	Friedman & Phillips (2004) stated that CPD is part of lifelong learning; a means of gaining career security; a means of personal development Abdullah & Hissa, 2018 reported that teachers' learning and duration of professional development is related to the depth of teacher change.

Moreover, the design of the survey followed a Likert scale with an open-ended question in each part. Anderson & Arsenault (1998: 175) regarded a Likert scale as

Excellent means of gathering attitudes and opinions.

Therefore, a five-point Likert scale was used in parts two to four (see Appendix 5). The first part of the survey was about demographic information regarding respondents Gender, occupation, qualification, Years of teaching experience and school type (Post-basic (11-12) or Basic (10-12)). It was also about the respondents training background as

a trainer and as a trainee. The second part was concerned about respondents' perceptions of the effectiveness of teachers' current CPD. It consisted of three sections: firstly, the effectiveness of current CPD training courses and activities for Post-basic and Basic (10-12) schoolteachers. Secondly the expected usefulness of current CPD, thirdly the professional development training courses and activities that teachers currently need. The third part was about factors that facilitate the implementation of effective teachers' CPD. The fourth part was about the Issues that hinder Post-basic and Basic (10-12) schoolteachers from promoting their professional growth. The fifth part was an open-ended question about respondents understanding of CPD, how they define the term CPD and how they value the importance of the term for teachers.

Finally, the end of the survey contained an invitation to participate in a follow up telephone interview. Respondents were asked to provide their first name and contact number only if they were interested to provide further information about current CPD and to talk with me about their suggestions to enhance current CPD.

I chose an online survey version. So, it's worth showing the advantages and disadvantages of using an online survey with other survey methods. The table below indicates that using an online survey is more powerful when compared with other survey methods.

Table 4. 8 Advantages and disadvantages of survey methods

Survey type	Advantages	Disadvantages
Mail	<ul style="list-style-type: none"> • Easy and cost efficient • No interviewer, respondents may be more willing to share information 	<ul style="list-style-type: none"> • Response rates are typically low • Not appropriate for low literacy audiences • No interviewer, respondents cannot be probed
Phone	<ul style="list-style-type: none"> • Large scale accessibility in many countries • Rapid data collection, particularly with the integration of CATI (computer assisted telephone interviewing) systems • Quality control • Anonymity • Flexibility 	<ul style="list-style-type: none"> • Lack of visual materials • Call screening is common • Limited open-end questions or time constraints due to more limited survey length • Wariness • Inattentiveness
Online	<ul style="list-style-type: none"> • Low costs • Automation and real-time access • Less time needed • Convenience for respondents • Design flexibility, surveys can be programmed even if they are very complex. • No interviewer, respondents may be more willing to share information 	<ul style="list-style-type: none"> • Limited sampling and respondent availability. • Possible cooperation problems • No interviewer, respondents cannot be probed
Face to Face	<ul style="list-style-type: none"> • Good response rates • Longer interviews more likely to be tolerated • Attitude can be observed 	<ul style="list-style-type: none"> • Expensive • Time-consuming • May produce a non-representative sample

Source (FAO, 2018)

Survey language and translation

As the context of this study is Oman the survey had to be translated into Arabic. Maxwell (1996: 6-7) suggests several types of procedures for verifying translations. One of his suggestions is to do the translation review by bilingual judges. This type of translation requires an excellent knowledge of English and the Arabic language, and cultural experience of the target population. Therefore, I sent the initial draft of the survey in English to the following three experienced bilingual judges: one English supervisor, senior teacher and teacher who speak both languages English and Arabic to judge the researcher's translation from English into Arabic. The three reviewers, who were well experienced in teaching English for more than 16 years and familiar with both Arabic and English translation were given the draft to review the researcher translation of the survey from English into Arabic. Then another judge a senior Arabic teacher was involved to check the Arabic grammar and to review the validity of the Arabic translation. The result of the process of translation finally made sense and there was an agreement with slight differences of meaning between the researcher's translation and the reviewer's suggestions. Finally, after the translations into Arabic were approved by four judges the questionnaire was ready for pilot testing to check the understandability of the survey and ensure that the questionnaire questions would achieve what they were intended to achieve. However, in the survey both languages, English and Arabic were used, as the online version (BOS survey) did not support the Arabic language to be used alone. So, both languages were used in the survey.

Piloting the questionnaire

A pilot study of the CPD online Survey was started in February 2017 in Oman to determine if any changes should be made to its statements in order to make it more effective and whether the survey was reliable to measure what it statements were intended to measure. In fact, according to Oppenheim (2003: 47) every element of a questionnaire beforehand has to be checked to make sure that it works as supposed. However, according to Alkindi (2006: 122) the following points are reasons to use a pilot:

- It permits preliminary testing of the hypotheses that lead to testing more precise hypotheses in the main study;
- It often provides the researcher with ideas, approaches, and clues the researcher may not have foreseen before conducting the pilot study. Such ideas and clues increase the chances of getting clearer findings in the main study;
- It permits a thorough check of the planned statistical and analytical procedures, giving the researcher a chance to evaluate their usefulness for the data. The

researcher may then be able to make needed alterations in the data collecting methods, and therefore, analyse data in the main study more efficiently;

-It can greatly reduce the number of unanticipated problems because the researcher has an opportunity to redesign parts of the researcher study to overcome difficulties that the pilot study reveals;

-It may save a lot of time and money;

-In the pilot study, the researcher may try out some alternative measures and then select those that produce the clearest results for the main study (Alkindi, 2006: 122).

Moreover, Cohen et al. (2007: 342) mentioned two types of pilot, one that does not focus on data, but on the coverage and format of the survey by gaining feedback from a small number of participants. The second type is concerned with reducing the long list of statements from the survey through feedback and statistical analysis. In the piloting stage of this study both types were considered. Thus, the respondents were given the opportunity to share their opinions about the survey by answering at the end of the survey these questions below: Respondents' perceptions of the survey questions:

1. How long did it take you to complete this questionnaire?
2. Which items couldn't you understand?
3. Which items need to be rephrased?
4. Which items need to be deleted?
5. Are there any aspects of CPD which weren't covered and should be included? If yes, please write the aspects here.....
6. Are there any ways in which you think this questionnaire might be improved? If yes, please write here.....
7. Have you faced any problems while filling this questionnaire online? If yes, please write the problems here.....

The pilot survey was sent to some supervisors, senior teachers and teachers. Both the research method validity and reliability tests were implemented. Therefore, to assure the reliability of the questionnaire of this study Cronbach's Alpha was obtained to test for internal consistency of the data. Cronbach's alpha was used to determine the correlation of each item to the survey total and to determine the survey reliability. The reliability of the items was tested, and the reliability coefficient of the questionnaire results in the pilot study was high (0.95). This result demonstrate that the data were reliable in view of the fact that this small sample of the respondents compared to the large number of participants that would attend the main study. Finally, respondents to the pilot study did not suggest any modifications.

Stage two: (The interviews design)

Interviews were used to get information from the respondents to seek a deeper understanding of teachers' current CPD and to give the respondents the opportunity to talk about their experiences in CPD. Interviews were classified into three types: unstructured, semi-structured and Structured. According to Matthews & Ross, 2010: 221-224)

Semi-structured interviews are used to collect data in a wide variety of research designs. They are most typically associated with the collection of qualitative social data when the researcher is interested in people's experiences, behaviour and understandings and how and why they experience and understand the social world in this way. A semi-structured interview allows the researcher to explore with the participant different aspects of the social phenomenon and to identify and elaborate aspects.

Moreover, the researcher, in semi-structured interviews, is the main research tool which gives him the capability to develop the questions to enable the participants to tell their stories. The participants also have flexibility when answering the questions (Al-Lamki, 2009: 78). Therefore, I selected semi-structured interviews in this study. The initial interview lists of questions for the targeted participants were designed on the basis of the description of the context in the literature and the survey questions.

Piloting the interviews

Piloting the interviews was important in finding whether or not the interview questions were ambiguous or could be confusing to be answered by the participants. Three respondents, one male senior teacher and two female teachers who participated in the pilot survey gave their consent to participate in the pilot interview by phone. They were asked to say if they found any of the interview questions confusing or unclear. However, before conducting the pilot, the translation review by bilingual judges was used to check the translation from English into Arabic for the semi-structured interviews. Therefore, two experienced English supervisors were asked to check the translation of the interview questions from English into Arabic, and both of them agreed that the translation to Arabic was accurate. Then the pilot study was conducted with three participants who all agreed that the questions were clear and fully understood and they did not suggest that the questions should be amended. Thus, I decided to go forward with those questions and conduct the interviews alongside the survey. Nevertheless, recording the interviews was refused by two females. This is because in Islam recording women's voices is prohibited⁴.

⁴In some Muslims countries some of the women may agree to have their voices recorded which means it's still a debatable issue.

So, I decided to write all what they said by hand. Thus, as most of my interviewees were women, I decided not to record any of the interviewees' voices, since it was clear that it might be affecting respondents feeling of freedom. It would be preferable to let them answer the interview questions free of anxiety. However, the first interview lasted for 30 minutes, the second one for 27 minutes and the third lasted 45 minutes. Thus, I decided to not concentrate on the time as some interviewees might want to express their thoughts in more detail. So, I found that a maximum of one hour would suffice for the interviews of the study in case some of the interviewees would like to express more details about their perceptions of the current CPD.

Data collection

The process of the data collection was carried out in two phases namely the survey phase and the interview phase. The following shows a detail of both data collection phases.

Phase one: The survey

An online survey (BOS survey) was used in this study and I received all the surveys fully completed. The survey items were designed so that all questions had to be answered before the respondent moved on to the next item. This was an advantage of using an online survey which helped me to avoid getting missing responses.

Gaining access and administrating the survey

After getting all the papers needed to conduct the study from the School of Education at the University of Hull and the Omani Embassy in London, I went to the MOE at the beginning of May 2017 before the semester exams start by the end of May to get the approval to conduct the study in Muscat directorate as this was the rules for any researcher who wants to conduct the study in schools. According to the Ministry regulation, any researcher must fill a form that describes the research title, questions, aims and the sample targeted in the study. This process should be done before getting the final approval from the department of development and studies in the MOE who is responsible for checking that the study would not include any harm for the educators, teachers and students of the schools targeted. This process might take one to two weeks before the researcher could be informed electronically if the study was accepted to be conducted or not. If the study was accepted to be conducted, then the Ministry will send an electronic mail to the directorate to explain the research aims and the targeted sample and to ask them to coordinate with the researcher and to help him conduct the study.

When the agreement letter was received by Muscat directorate then the coordinator who is responsible for helping researchers to conduct their studies contacted me to discuss the way that he would distribute the survey to the targeted sample. He told me that the survey would be posted to all schools in Muscat electronically including the link to the survey as he cannot send it only to the targeted ones but he would mention in the email that only Post-basic (11-12) and Basic (10-12) schools' senior teachers and teachers are the targeted sample. He would also send the survey to the supervision department and ask them to fill the survey by those who supervise the targeted schools. However, I asked the coordinator to send me the schools' name and numbers and the lead supervisor contact numbers in the supervision department. I then contacted all schools' principals that I reached by phone and those who were responsible for helping them to ensure that they received the mail and that the link to the survey was working (The sample is discussed in chapter 5). This led me to discover that some of the schools were having problems in receiving the directorate mails. Thus, I asked all schools' coordinators (principals or those who are responsible for helping them) to send them the agreement letter and the link using WhatsApp so they could distribute the survey link easily and quickly to their teachers. Nevertheless, I fully explained to them in detail about their role in the survey administration process. I also asked them to contact me in case they had any questions about the content of the survey. In the same way, I contacted the lead supervisor who was very helpful in distributing the link to the senior supervisor in each section and then to distribute the survey link to the supervisors who were targeted in this study.

The process of administering the survey was going as planned. I spoke with the coordinators by phone several times during the survey administration period, and I kept in contact with them using WhatsApp.

The only difficulty that most of the coordinators faced was that at the end of May most of teachers and supervisors were engaged in different activities and events until the end of June such as exam invigilation or marking. So, most of them asked me to extend the period of the survey until July 1st. Therefore, I extended the time of the survey until the end of June to give teachers and supervisors the time to complete the survey when they were free. After all the above procedures, 153 respondents filled the survey.

Analysis procedure

Responses to the survey were coded automatically using the export data function into SPSS which is one of the facilitating features in the online BOS survey. Then the statistical package for Social Science (SPSS) was used. Descriptive statistics frequencies,

means, standard deviation and percentages were calculated for each demographic variable and related statements and response to the CPD activities, and the results were displayed in figures and tables. Also, some cross-tabulations were carried out between selected statements of CPD and the respondents' occupation in order to obtain a deep understanding of the data.

Phase two: The interviews

The second stage of the data collection process involved interviews with the three groups. I already had permission to implement the research with those who volunteered to participate in the interviews. The Interviews were conducted once I received the respondent's consent to participate using the online survey by giving their numbers for the phone interview. The purpose of the interviews in this study was to get further descriptions and details about teachers' current CPD. The interviewees were asked nine questions (Please see appendix 3)

However, I decided to start interviewing the respondents as soon as they completed the survey and sent their consent to participate. This gave the researcher the advantage of keeping track of respondents' answers on the questionnaire. Additionally, it allowed them to describe in greater depth, the effectiveness of the current CPD provided for teachers.

After getting interviewees' numbers, I started contacting them to arrange the interview. Then, I scheduled them according to their wishes and started to interview two to three interviewees a day.

In the beginning, the participants at each interview were informed that participation was voluntary. They were assured that all interview data would be used for research purposes only and were confidential. They were also made aware that they had the right to withdraw from the interview at any stage. I also explained to them the nature and importance of the research and that I was doing this research as part of my PhD.

A total of 12 agreed to participate in the interview. Eight respondents gave their consent to participate in a Phone interview, two of them asked to participate by answering the questions if I sent them by WhatsApp and the other two asked to participate by answering the questions by Email. However, I decided to send the interview questions by WhatsApp and email as all four participants were supervisors who were busy in monitoring the marking of exams.

For all interviews, I started with a general question for respondents to tell me about their experience and their subjects. This was meant to encourage the respondents to talk about their perceptions and experience about professional development more comfortably and explicitly. The final list of questions was used as a basis for the interviews.

Respondents were also encouraged to expand and justify their responses to the interview questions or even in the questionnaire questions. At the end of each interview, the respondents were offered the opportunity to add any other issues they would like to raise about current teachers' CPD. The interviews lasted between 26 minutes up to more than 50 minutes. Further details about these interviews such as Interviewee occupation, Gender, Experience, Qualification and lengths are provided in Table 8. 3 (see chapter 8). However, I noticed that all participants were enthusiastic about participating in the interviews and appreciated that they were given the opportunity to share their experience and their difficulties towards their professional development.

Interviews: Data analysis

In order to make use of the interview data and to support the research argument, this phase involve a repeating process of text analysis, coding and looking for patterns, classifying and organising the data into meaningful segments (Knodel, 1993).

On the basis of the above, all the 8 interviews and the 4 received answers to the interview questions via emails and application with respondents were written down using a word processor. Then according to Wolcott (1994: 10), who emphasised to stay close to the data as originally recorded to let the data "speak for themselves". Therefore, all the data from the interviews, the WhatsApp and the emails responses were brought together in one document and a closer look at the data was made to develop a thorough understanding of the content. Then the data, it was displayed in tables. According to Richards, (2005) displaying the data of interviews in tables allowed the researcher to easily return back to the data for more analysis and interpretation. However, after gathering the data in one document, I started to categorise the data according to themes. (see **Appendix 4**). Quotes also, were used to support the analysis.

Research progress: process, limitation and constraints on data collection

I went to Oman at the end of November 2016 after successfully finishing the confirmation to collect the research data from Post-basic (11-12) and Basic (10-12) schools in Muscat

directorate in Oman. However, I worked from January until the end of February 2017 on designing the research instruments (the survey and the interview questions) and doing the translation of the questionnaire from English into Arabic using one of the approved techniques in translations. Then, I discussed the translation technique and process used with the supervisor. In March 2017 I started conducting the pilot study using an online questionnaire by sending the survey to some bilingual judges and English subject supervisors, senior teachers, and teachers (male & female) who all speak both languages and have experience in teaching English for the targeted schools in Muscat. I kept in contact with them to know of any problems they faced while filling the questionnaire online, what was the time they spent to finish the questionnaire, which were the unclear items and what were the strengths and weakness of the questionnaire. After collecting the data, I checked the reliability coefficient for the questionnaire. In April 2017 I set all the items on the questionnaire according to the pilot results. On May the 9th I started collecting the permission from The MOE to conduct the study in the Post-basic (11-12) schools and Basic (10-12) schools in Muscat directorate. However, in spite of the arrangements made early, as mentioned above, there were some limitations. Firstly, the studies and development office in The MOE refused to permit me to conduct the study because as they told me, at this period schools prepare for the final second-semester exams which start in schools at the end of May each year. Even though there was plenty of time before the exams start in school, I was informed that conducting the study might be transferred to August which contradicted with my plan. Thus, I went to meet the office principal, and I explained to her my situation, and she finally granted me the permission. Secondly, sending the permission to the directorate was delayed by the MOE as most of the computers were attacked by the international virus called I want a ransom which took another week because the coordinators were not allowed to use the internet until this problem was fixed. Nevertheless, by the end of May 2017, the coordinator managed to distribute the survey to all schools in Muscat, and I started collecting the data from most of the targeted school' teachers, senior teachers and supervisors. Thirdly, the time to collect the data from the survey was extended due to the request from some schools' principals and the lead supervisor because most of the respondents were busy with exam activities. However, I managed within this period to conduct the interviews with the interviewees and to write down the results. Finally, by the end of June 2017 the data collection of the survey was finished, and then I had to export the data into SPSS, and to start analysing the data from July until I returned to Hull in September 2017.

Reliability and validity

Reliability refers to consistency or stability according to Johnson & Christensen (2004: 133-139). Merriam (2002: 27) stated that

Reliability lies in others concurring that given the data collected, the results make sense-they are consistent and dependable.

Thus, researchers should be clear if the method he adopted to analyse the data or the instruments he designed to collect the data are consistent or not. They need to consider if the same research instrument were administered repeatedly would it produce the same results?

However, during the design of the questionnaire and the interview the issues of clarity of the items and the use of jargon words which might lead to misunderstand the items were considered in order to assure the survey and the interview questions of this study are reliable. Reliability was enhanced through triangulation of more than one method of data collection (survey and interview), the involvement of three groups of respondents which may be considered at different levels, the use of open-ended questions and closed statements. Moreover, to check the reliability interviewees quotes which been used to support the research argument was also used. To test the data internal consistency Cronbach's Alpha was obtained (0.95). Davey et al. (2010: 158) stated

That reliability coefficients of 0.9-1.0 are "Excellent," of 0.8-0.9 are "Good," of 0.7-0.8 are "Acceptable," of 0.6-0.7 are "Questionable," of 0.5-0.6 are "Poor," and less than 0.5 are "Unacceptable," where coefficients of at least 0.8 should be a researcher's target.

However, the questionnaire will use both open-ended questions and closed statements to ensure more valid answers. The strategies used above helped the researcher in a number of ways to increase and enhance reliability. For instance, a combination of findings from the different data sources such as different experiences and opinions being reported on the same topics, allowed the identification of problem areas. Analysing the data also allowed building up a reliable picture of what respondents expressed in both the interviews and the survey. Besides, the use of the closed statements which provide direct data to the items included in the research instruments. The use of the open-ended questions provided an opportunity to the respondents to express themselves with liberty and add other problems that enriched the study. Finally, the involvement of the three groups, supervisors, senior teachers and teachers was helpful to provide a broad image of the opinions and views related to teachers' CPD.

On the other hand, according to Johnson & Christensen (2004: 140-141)

validity is to the extent to which the research accurately uses, presents, and understands the participants' views.

So, in order to enhance the validity of the survey, I have discussed with my supervisors different drafts. Also, it was discussed with one of the experienced supervisors, a senior teacher and a teacher who all provided useful comments. The interview questions were also discussed with my supervisor. The participants in the pilot study of both the questionnaire and the interview were asked to provide their comments about the interview and the survey questions which helped to enhance the validity of the instruments. In this regard using semi-structured interviews was also helpful. The first was engagement between the interviewer and the interviewees, to encourage the participants to say what they wanted to say by building a rapport and trust with them, and by that way, the interviewer attempted to reduce the chance of distortion and misinformation. Moreover, the interviewees were informed about the purposes of the research, and the interviewer assured them complete anonymity before conducting the interviews. The interviewees were offered a copy of their interview record if they wish to make additions or corrections by sending them the transcript by email or WhatsApp.

Ethics and the consent process

Educational researchers in particular while conducting educational researches in recent years have started to show more awareness and interest towards ethical codes and guidelines (Khan, 2016: 2). The term ethics basically refers to moral principles of guiding to those who are involving people in their studies or even institutions.

Johnson & Christensen (2004: 133), stated that ethics are

The principles and guidelines that help to uphold the things we value.

To ethics there are three approaches according to Johnson & Christensen (2004: 133) as follow:

- Deontological Approach: This approach says that ethical issues must be judged on the basis of some universal code;
- Ethical scepticism: This approach says that concrete and inviolate ethical or moral standards cannot be formulated;
- Utilitarianism: This approach says judgments of the ethics of a study depend on the consequences the study has for the research participants (Johnson & Christensen, 2004: 133).

Hammersley and Traianou (2012: 3) also, recognised five Common Ethical Principles and those are as follow:

1. **Minimising Harm:** Is a research strategy likely to cause harm, how serious is this, and is there any way in which it could be justified or excused?
2. **Respecting Autonomy:** Does the research process show respect for people in the sense of allowing them to make decisions for themselves, notably about whether or not to participate?
3. **Protecting Privacy:** A central feature of research is to make matters public, to provide descriptions and explanations that are publicly available. But what should and should not be made public?
4. **Offering Reciprocity:** Researchers depend upon being allowed access to data, and this may involve people cooperating in various ways; for example, giving up time in order to be interviewed or to fill in a questionnaire;
5. **Treating People Equitably:** It may be argued that the various individuals and groups that a researcher comes into contact within the course of research should be treated equally, in the sense that no-one is unjustly favoured or discriminated against (Hammersley & Traianou, 2012: 3).

Considering the above guidelines, the following ethical principles were considered at different stage of the study.

Responsibilities to participants

According to Govil (2013: 18)

Participants in educational research mean all those people who are involved in the process of research directly or indirectly.

Creswell (2014: 133) said that,

Researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organisations or institutions.

Moreover, the Association of the British Educational Research (BERA, 2011: 5) stated that,

Researchers should operate within an ethic of respect for any persons involved in the research they are undertaking. Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference.

However, the participants' identities are entitled to be secured by the researcher.

Govil (2013: 18) said that there are four types of participants' rights to be secured by the researcher and these are:

- (a) Right to maintain privacy;
- (b) Guaranteed anonymity;
- (c) Guaranteed confidentially;
- (d) Avoiding harm, betrayal or deception (Govil, 2013: 18).

Considering these rights and all the information above I took these into account before, during and after conducting this study. The following themes explain the process that I followed to be ethically approved.

Access and acceptance

This study involved a number of ethical concerns. Firstly, in this study, initial contacts were made for the School of Education, with the supervisor proof letter. The letter contained purpose of the study and the researchers' identification (see appendix 1). When I was granted the permission from the School of Education, a formal letter was sent to the department, which allowed me to implement the instruments of the study. Moreover, permission was granted as well from Omani embassy in London to conduct the research in Oman (see appendix 2). I contacted the office at the MOE, which is responsible for granting the permission for conducting the study in schools of Muscat directorate. The responsible officer asked for more details to be provided about the research and the data collection method via filling an official letter by email to ensure that there is no harm in this study to the students or the educators who work in schools which gives this study advantages to be more ethically approved.

Voluntary informed consent and right to withdraw

Creswell (2014: 136) stated that the:

Participation in a study should be seen as voluntary, and the researcher should explain in the instructions for the consent form that participants can decide not to participate in the study.

According to BERA (2011: 5-6), the participants should

Understand and agree to their participation without any duress, prior to the research getting underway. Therefore, researchers must take the steps necessary to ensure that all participants in the research understand the process in which they are to be engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported. Moreover, researcher must recognise the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right.

Therefore, the individual participants were informed that they were free to participate in the study or not or if they wanted to withdraw their response at any stage they could. They were well informed of the research purpose, nature, analyses methods and its type of data gathering (see Appendix 5). Hence, the online survey was designed to acquire participant consent before filling in the questionnaire.

Confidentiality and anonymity of respondents

According to BERA (2011: 7-8),

The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers must recognise the participants' entitlement to privacy and must accord them their rights to confidentiality and anonymity. The researchers must ensure that data is kept securely and that the form of any publication, including publication on the Internet, does not directly or indirectly lead to a breach of agreed confidentiality and anonymity.

Therefore, the participants will not be asked to give their names to ensure the anonymity of their identity. Also, the data gathered in this study was dealt with anonymously using online survey with no reference to any particular participants and the data gained was stored confidentially and used for research purposes only.

Avoiding harm

It is important that the researcher ensures that the study respondents during the conduct of research are not harmed physically or psychologically (Johnson & Christensen, 2004: 112). Therefore, researchers need to anticipate the possibility of harmful, intimate information being disclosed during the data collection process (Creswell, 2014: 137).

They also according to BERA (2011: 7)

Researchers need to recognise that participants may experience distress or discomfort in the research process especially during or after an interview and must take all necessary steps to reduce the sense of intrusion and to put them at their ease. They must desist immediately from any actions, ensuing from the research process, that cause emotional or other harm.

However, these ethical considerations were considered at the very early stages of designing the research instruments of this study. Those instruments were completely clear from any emotional or harmful statements to the participants or the institution where this study was conducted. The procedures that I followed to collect permissions for this study from the Ethics Committee of the Faculty of Education at the University of Hull and the MOE studies and development office both of whom were responsible for checking the

ethical acceptability of the research instruments. These procedures demonstrated that this study holds no ethical issues or harmful statements to the participants or the institutions.

Summary

This chapter provided details about the philosophical issues and the research design in two parts. The first part presented the study research questions and its aims. It provided a description of the philosophical stance of the research paradigm, details related to the study participants, the research methods, and the rationale of using mixed method (Qualitative and Quantitative). The advantages and limitations of questionnaires and interviews used in the study were presented as well. A visual model of using a mixed method in this study was demonstrated to describe the procedures and the considerations followed in the design of the research tools. The second part then provided a detail of the research design with the piloting stages of the interviews and the survey.

The data collection process and the constraints and limitations of the research progress were presented in this part. Issues related to the reliability, validity and ethics were provided with the procedures that were followed to address these issues. The next two chapters will present the empirical work and findings of this study.

Chapter 5 Data Analysis: Results for Phase One: The survey

Part One: Respondents' demographic profile and their training background information

Introduction

This chapter presents the participants' demographic profile and their background training information during the last 12 months as a trainer and as a trainee. It is also an introduction to the following three chapters which present the analysis of the questionnaire and the interview data in which it aims to analyse respondents' views about the effectiveness of teachers' professional development. These data are analysed to answer the research questions. So, any key issues arising will be highlighted and illustrated. Chapters six and seven focus on reporting the results of the closed-statements of the questionnaire which represent the quantitative data. The quantitative data analysis had been supported by the qualitative data deriving from the open questions in the questionnaires, interviews with teachers, senior teachers and the supervisors which is discussed in chapter eight. The data collected from the survey were analysed using the Statistical Package for Social Science (SPSS). Based on the ratings given by respondents a descriptive statistic - percentages and frequencies were calculated for the response category of the teachers' professional development survey items and each demographic variable, the results then were displayed in figures and tables. Cross-tabulations were carried out to derive a deeper understanding of the data. The mean value for each statement had been determined in parts two, three and four. The mean (M) is the most familiar and useful measure used to describe the central tendency or average of a distribution of scores for any group of individuals, objects or events (Cohen & Holliday, 1979).

Part one: Participants' demographic profile

The population was defined as all supervisors, senior teachers and teachers who supervised or worked in a Post-basic (11-12) and Basic (10-12) schools in the Muscat region in Oman. 22 schools in Muscat were identified: 6 were Post-basic (11-12), and 16 were Basic (10-12) schools. In spite of phone contact with schools only 10 out of 22 schools who responded to my calls and messages agreed to participate in the survey. Three of those schools were Post-basic (11-12), and seven were Basic (10-12) schools. I kept asking some of the 12 remaining schools' principals to encourage their teachers to participate in the study survey. However, I was informed by some of them that they cannot

force their teachers to participate in this study as they sent the link to them, but no one agreed to participate. However, all teachers and senior teachers who worked in the ten schools who agreed to be involved in this study were invited to participate in the online survey. The supervisors who supervise those schools had been encouraged to answer the survey. Moreover, to get the new population statistics of the ten schools participating in this study I contacted and asked the statistical department in Muscat Directorate to provide me with the exact numbers of teachers and senior teachers in those ten schools who agreed to participate in the survey. I contacted the supervision department to get the numbers of supervisors who supervise those schools. Finally, the questionnaire was administered to the respondents by sending the survey link to schools' principals and senior supervisors. I notified the respondents about the purposes of the research. They were informed about the importance of the respondents' participation in the teachers' professional development survey, which would help me to get more in-depth information about the effectiveness of teachers' CPD in Muscat region in Oman. This will facilitate knowing what teachers think about the training courses and workshops they received as CPD and help to bring officials attention to the reality of teachers' CPD. A total of 153 (a 30.6% response rate) responded to the questionnaire. Table 5.1 below shows numbers of participants according to their gender and response rates for the three groups.

Table 5. 1 Distribution of respondents by occupation and gender

<i>Occupation</i>	<i>Gender</i>		<i>Totals</i>	<i>Population</i>	<i>Response rate</i>
	Male	Female			
Supervisor	9	9	18	24	75%
Senior teacher	16	15	31	41	75.6%
Teacher	35	69	104	435	23.9%
<i>Totals</i>	60	93	153	500	30.6%

This table shows that nearly a quarter (23.9%) of teachers participated in this study. This percentage indicates that the participants in this study had the choice to participate or not in this online survey as there was no pressure on them to participate in this study and this should be considered an advantage which gives the study more realism in its data. All ethical issues that might harm the respondents were considered. Moreover, the online survey links helped to eliminate the potential bias of researcher influence since the researcher was absent while the respondents completed the survey. However, from those who supervise teachers in the participating schools, 75% responded. 75.6% of senior teachers were involved as well in this study to give their opinions about the effectiveness of teachers' professional development. They act as 'resident' supervisors who have a

responsibility to supervise their subject colleagues and provide support to those who are in most need. Finally, less than a third (30.6%) of the study population participated in this survey as shown in table 5.1 which shows an acceptable overall response rate considering that the questionnaire link was sent by email to schools' email and then distributed to teachers through school principals and to supervisors through the lead supervisor. Additionally, this response rate reflected the efforts of my contacts to schools' principals and the lead supervisor who helped to administrate the survey link to the respondents on my behalf.

Respondents' demographic profile in more detail:

Gender of respondents

The table below shows the respondents' numbers according to their Gender:

Table 5. 2 Distribution of respondents by gender ranked descending by percentage

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	Female	93	60.8	60.8	60.8
	Male	60	39.2	39.2	100.0
	<i>Total</i>	153	100.0	100.0	

Occupation of respondents

The vast majority of the respondents who participated in this survey were teachers as shown by the data presented in table 5.3 below.

Table 5. 3 Occupation of respondents ranked descending by percentage

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	Teacher	104	68.0	68.0	68.0
	Senior teacher	31	20.3	20.3	88.2
	Supervisor	18	11.8	11.8	100.0
	<i>Total</i>	153	100.0	100.0	

As shown in table 5.3 more than two-thirds of respondents (68%) were teachers and around one-fifth of the respondents (20.3 %) were senior teachers and (11.8%) of respondents were supervisors.

Respondents' school type

Most of the respondents (44.4%) who participated in this study are working or supervising in a Basic school (10-12). Respondents who supervise or work in a Post-basic school (11-12) came next at 31.4%. The participants who were working or supervising in both schools were 22% and only 2% of them were specified as working in other schools (schools that had not been targeted in this study) as shown in table 5.4 below.

Table 5. 4 Respondents according to school type ranked descending by percentage

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	Basic school (10-12)	68	44.4	44.4	44.4
	Post-basic school (11-12)	48	31.4	31.4	75.8
	Both	34	22.2	22.2	98.0
	Other* ⁵	3	2.0	2.0	100.0
	Total	153	100.0	100.0	

The Cross-tabulation table 5.5 below shows that 72.9% of those who work in a Post-basic school (11-12) were teachers and 27.1% were senior teachers with no supervisor respondents who only supervise Post-basic (11-12) schools.

⁵ * *Other: This choice was set to see if there are any other participants from other schools' cycle which are not targeted in this study as the survey was distributed to all schools in Muscat.*

Table 5. 5 Occupation * School type? Cross-tabulation

			<i>School Type</i>				<i>Total</i>
			Post-basic (11-12)	Basic (10-12)	both	Other	
Occupation	Supervisor	Count	0	2	15	1	18
		% within Occupation	0.0%	11.1%	83.3%	5.6%	100.0%
		% within School Type	0.0%	2.9%	44.1%	33.3%	11.8%
		% of Total	0.0%	1.3%	9.8%	0.7%	11.8%
	Senior teacher	Count	13	14	3	1	31
		% within Occupation	41.9%	45.2%	9.7%	3.2%	100.0%
		% within School Type	27.1%	20.6%	8.8%	33.3%	20.3%
		% of Total	8.5%	9.2%	2.0%	0.7%	20.3%
	Teacher	Count	35	52	16	1	104
		% within Occupation	33.7%	50.0%	15.4%	1.0%	100.0%
		% within School Type	72.9%	76.5%	47.1%	33.3%	68.0%
		% of Total	22.9%	34.0%	10.5%	0.7%	68.0%
Total		Count	48	68	34	3	153
		% within Occupation	31.4%	44.4%	22.2%	2.0%	100.0%
		% within School Type	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	31.4%	44.4%	22.2%	2.0%	100.0%

76.5% of those who work or supervise in a Basic (10-12) school were teachers, and 20.6% were senior teachers, while only 2.9% of those were supervisors. Moreover, 47.1% of the participants who work or supervise in both schools were teachers and 44.1% were supervisors, and only 8.8% were senior teachers. These results indicate that most of the teachers participating in this study are working in Basic (10-12) schools as these schools were almost double the number of the Post-basic (11-12) schools which participated in this study. Moreover, it's reasonable to see that most of the supervisors engaged were supervising both schools as many of the supervisors cover more than two schools. Nevertheless, only a few senior teachers and teachers were working in both schools and could be those who teach sports and art, skills like music and drawing who have a few teaching classes in other schools.

Table 5.5 above shows only 2% of the respondents specified as other, equally distributed between the three respondent groups as one of them was a supervisor who defined his school type as both a basic (10-12) and a cycle one school (5-12), school another was a teacher who works in a basic school (10-12), this respondent may have mistakenly chosen other. The last one was a senior teacher who works in a basic school cycle (5-9). However,

this last respondent may have previously worked in a Basic school (10-12), as teachers keep transferring between schools. Also, he might believe he was targeted in this study as the survey link was distributed to all schools in Muscat with the title that the schools under the investigation were only Post-basic school (11-12) and Basic school (10-12).

The results show that all participants in the survey are exactly the targeted sample in this study.

Respondents' level of experience in teaching

The results in this part showed that most of the participants were well experienced in teaching; ten years and above as presented in table 5.6 below.

Table 5. 6 Respondents level of experience in teaching ranked by percentage

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	15-19 years	44	28.8	28.8	28.8
	10-14 years	41	26.8	26.8	55.6
	5-9 years	31	20.3	20.3	75.8
	20& above	26	17.0	17.0	92.8
	0-4 years	11	7.2	7.2	100.0
	<i>Total</i>	153	100.0	100.0	

Table 5.6 shows that 28.8% of the respondents had (15-19) years' professional experience in teaching, 54.5% of those who had this level of experience were teachers, 38.6% were senior teachers, and only 6.8% were supervisors as shown in table 5.7. Above a quarter of the respondents (26.8%) had (10-14) years' experience in teaching, 68.3% of those were teachers, 17.1% were supervisors, and 14.6% of those were senior teachers. Slightly above a fifth of the respondents (20.3%) had (5-9) years' experience in teaching, 80.6% of those were teachers, 16.1% were supervisors, and only 3.2% were senior teachers as one senior teacher rated himself at this level of experience. Less than quarter of the respondents (17%) had 20 and above years of experience in teaching, 65.4% of those were teachers, 26.9% were senior teachers, and only 7.7% were supervisors. The table above also shows that only 7.2% of respondents had 0-4 years' experience in teaching, 90.9% of those were teachers, 9.1% were supervisors with no senior teacher rated at this level of experience. These results indicate that all teachers rated themselves at all level of experience in teaching while most of the senior teachers and supervisors rated themselves above ten years of experience. Even though there was only one supervisor who had rated himself from (0-4) years' level of experience in teaching and only one senior teacher had

rated himself from (5-9) years' level of experience in teaching. In fact, this result is congruent with the conditions that were set by the MOE (see chapter 3) to those who want to become a supervisor or a senior teacher. However, most of supervisors and teachers had (10 -14) years' experience. On the other hand, senior teachers were more experienced in teaching as most of them had (15-19) years' experience in teaching according to the cross-tabulation on table 5.7 below.

Table 5. 7 Occupation * Experience in teaching? Cross-tabulation

		<i>Experience in teaching</i>					Total	
		0-4	5-9	10-14	15-19	20& above		
Occupation	Supervisor	Count	1	5	7	3	2	18
		% within Occupation	5.6%	27.8%	38.9%	16.7%	11.1%	100.0%
		% within Experience in teaching	9.1%	16.1%	17.1%	6.8%	7.7%	11.8%
		% of Total	0.7%	3.3%	4.6%	2.0%	1.3%	11.8%
	Senior teacher	Count	0	1	6	17	7	31
		% within Occupation	0.0%	3.2%	19.4%	54.8%	22.6%	100.0%
		% within Experience in teaching	0.0%	3.2%	14.6%	38.6%	26.9%	20.3%
		% of Total	0.0%	0.7%	3.9%	11.1%	4.6%	20.3%
	Teacher	Count	10	25	28	24	17	104
		% within Occupation	9.6%	24.0%	26.9%	23.1%	16.3%	100.0%
		% within Experience in teaching	90.9%	80.6%	68.3%	54.5%	65.4%	68.0%
		% of Total	6.5%	16.3%	18.3%	15.7%	11.1%	68.0%
Total	Count	11	31	41	44	26	153	
	% within Occupation	7.2%	20.3%	26.8%	28.8%	17.0%	100.0%	
	% within Experience in teaching	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	7.2%	20.3%	26.8%	28.8%	17.0%	100.0%	

Respondents' experience as supervisors

Supervisors were asked to indicate their level of experience in their current work as a supervisor from five categories as shown below in Table 5.8.

Table 5. 8 Respondents' experience as a supervisor ranked by percentage

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	5-9 years	7	4.6	38.9	38.9
	0-4 years	4	2.6	22.2	61.1
	10-14 years	4	2.6	22.2	83.3
	15-19 years	3	2.0	16.7	100.0
	Total	18	11.8	100.0	
Missing	System	135	88.2		
<i>Total</i>		153	100.0		

This result reflected that the experience of Omani teachers in the field of supervision was started formally after 2002 when the ministry decree number 37 /2002 had listed the conditions for those who want to become a supervisor. Especially those who will supervise a Post-basic (11-12) and Basic (10-12) school teachers as these schools were supervised by expatriate supervisors from Egypt, Jordan, and other Arabic countries. The decree insisted that they must have at least four years' experience in teaching to be appointed as a supervisor. So, this explains why the data shows that the maximum experience of supervision among supervisors was 15 to 19 years as shown in table 5.8.

Respondents' experience as a senior teacher

Senior teachers as well have been asked about their experience in their current work. However, less than third of them (29%) had 10-14 years' experience as a senior teacher. Slightly above quarter (25.8%) had 5 to 9 years of experience and 22.6% had to experience from 15 to 19 years, and less than one fifth (19.4) had experience less than four years, and only one senior teacher (3.2%) had experience of 20 and above. This result suggests that most of the senior teachers are well experienced in their current work as shown in table 5.9 below.

Table 5. 9 Respondents' experience as a senior teacher ranked by percentage

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	10-14 years	9	5.9	29.0	29.0
	5-9 years	8	5.2	25.8	54.8
	15-19 years	7	4.6	22.6	77.4
	0-4 years	6	3.9	19.4	96.8
	20& above	1	.7	3.2	100.0
	Total	31	20.3	100.0	
Missing	System	122	79.7		
Total		153	100.0		

Qualifications held by respondents

Most of the respondents (85%) had a Bachelor degree. 12.4% of respondents had Master degree, and only 2.6% had a Doctoral degree as shown in table 5.10 below:

Table 5. 10 Highest qualification held by respondents ranked by percentage

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	Bachelor Degree	130	85.0	85.0	85.0
	Master Degree	19	12.4	12.4	97.4
	Doctoral Degree	4	2.6	2.6	100.0
	Total	153	100.0	100.0	

This suggests that the majority, with a Bachelor degree qualification, were teaching in Post-basic (11-12) and Basic (10-12) schools. The Bachelor, however, is a general certificate that enables teachers to teach subjects in high schools. The first group of teachers graduating from colleges of education with a Bachelor qualification was in 1998 when the government had approved a request from the MOE to increase the duration of all teachers' colleges courses from two to four years in 1994, which had enabled teachers' colleges to become university colleges. Those schools were authorised to offer a bachelor degree in education. However, as shown in table 5.11 over two thirds (69.2%) of those who held Bachelor degree were teachers, 22.3% were senior teachers, and only 8.5% were supervisors. Also, over two thirds (68.4%) of those who held a Masters degree were teachers, above quarter (26.3%) were supervisors and only 5.3% were senior teachers.

Table 5. 11 Cross-tabulation: Occupation * Qualification

		<i>Qualification</i>			<i>Total</i>	
		Bachelor	Master	Doctoral		
<i>Occupation</i>	Supervisor	Count	11	5	2	18
		% within Occupation	61.1%	27.8%	11.1%	100.0%
		% within Qualification	8.5%	26.3%	50.0%	11.8%
		% of Total	7.2%	3.3%	1.3%	11.8%
	Senior teacher	Count	29	1	1	31
		% within Occupation	93.5%	3.2%	3.2%	100.0%
		% within Qualification	22.3%	5.3%	25.0%	20.3%
		% of Total	19.0%	0.7%	0.7%	20.3%
	Teacher	Count	90	13	1	104
		% within Occupation	86.5%	12.5%	1.0%	100.0%
		% within Qualification	69.2%	68.4%	25.0%	68.0%
		% of Total	58.8%	8.5%	0.7%	68.0%
<i>Total</i>		Count	130	19	4	153
		% within Occupation	85.0%	12.4%	2.6%	100.0%
		% within Qualification:	100.0%	100.0%	100.0%	100.0%
		% of Total	85.0%	12.4%	2.6%	100.0%

Moreover, half (50%) of those with a Doctoral degree were supervisors and at the same percentage (25%) were senior teachers and teachers.

This result indicates that the opportunities for continuing higher education to gain qualifications like a Masters' degree and a Doctoral degree are still insufficient for those who supervise or work in Post-basic (11-12) and basic (10-12) schools in Muscat region.

Respondents' training background information

The Respondents were asked about the number of activities that they had taken part in during the last 12 months as a trainer and as a trainee.

Respondents training background information as a trainer during the last 12 months

Three fifths (60%) of the respondents had not been involved in any activities in the last 12 months as a trainer. Most of those with no activities (74.2 %) were teachers, 19.4% were senior teachers, and only 6.5% were supervisors as shown in table 5.12 below.

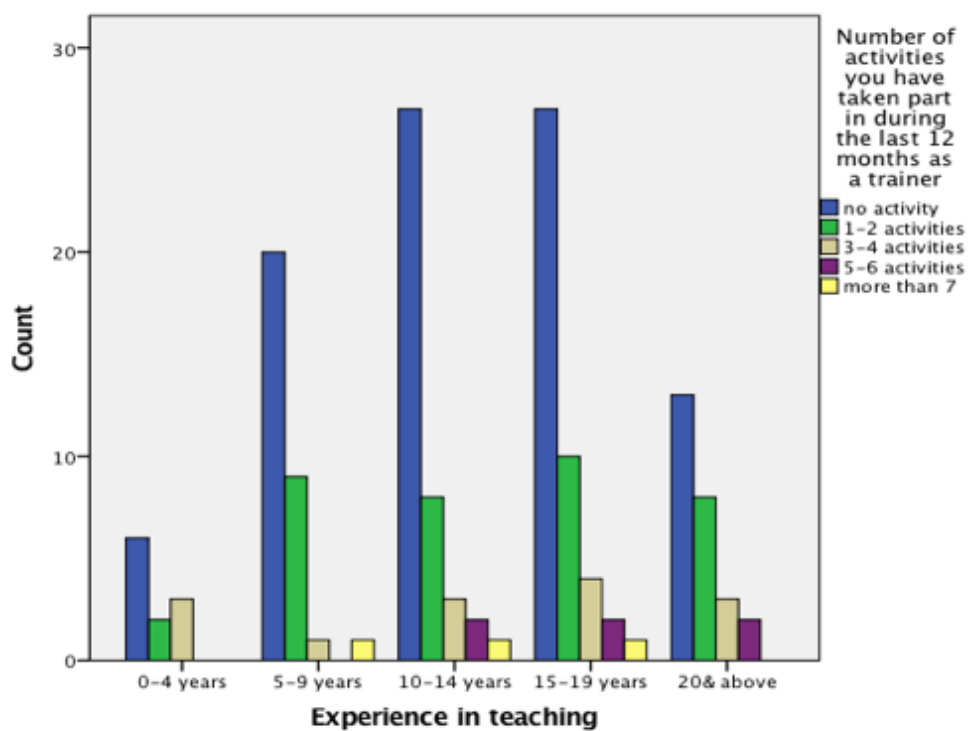
Table 5. 12 Occupation * Number of activities that respondents have taken part in during the last 12 months as a trainer? Cross-tabulation

			<i>Number of activities as a trainer</i>					<i>Total</i>
			no activity	1-2	3-4	5-6	more than 7	
Occupation	Supervisor	Count	6	7	3	2	0	18
		% within Occupation	33.3%	38.9%	16.7%	11.1%	0.0%	100.0%
		% within Number of activities	6.5%	18.9%	21.4%	33.3%	0.0%	11.8%
		% of Total	3.9%	4.6%	2.0%	1.3%	0.0%	11.8%
	Senior teacher	Count	18	7	6	0	0	31
		% within Occupation	58.1%	22.6%	19.4%	0.0%	0.0%	100.0%
		% within Number of activities	19.4%	18.9%	42.9%	0.0%	0.0%	20.3%
		% of Total	11.8%	4.6%	3.9%	0.0%	0.0%	20.3%
	Teacher	Count	69	23	5	4	3	104
		% within Occupation	66.3%	22.1%	4.8%	3.8%	2.9%	100.0%
		% within Number of activities	74.2%	62.2%	35.7%	66.7%	100.0%	68.0%
		% of Total	45.1%	15.0%	3.3%	2.6%	2.0%	68.0%
Total		Count	93	37	14	6	3	153
		% within Occupation	60.8%	24.2%	9.2%	3.9%	2.0%	100.0%
		% within Number of activities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	60.8%	24.2%	9.2%	3.9%	2.0%	100.0%

However, figure 5.1 (below) shows that most of those respondents with no activities were respondents who were well experienced in teaching, with a level of experience in teaching from 10 to 14 and 15 to 19 years. Almost quarter of the respondents (24.2%) had been involved in 1 to 2 activities as a trainer. Most of them (62.2%) were teachers with experience in teaching equally 5 to 9 and 15 to 19 years as shown in figure 5.1. Around 9.2% of the respondents had been involved in 3 to 4 activities most of them (42.9%) were senior teachers and well experienced in teaching with a level of experience in teaching from 15 to 19 years. Only 3.9% of respondents had been involved in 5 to 6 activities as a trainer in the last 12 months. All of them were teachers (66.7%) and supervisors (33.3%) who had ten years and above of experience in teaching. Just 2% of respondents were

involved in 7 activities, and more as a trainer, all of them, were teachers and had experience in teaching equally from 5 to 9, 10 to 14 and 15 to 19 years as shown in table 5.12 and figure 5.1 below. These results indicate that most of the respondents with long teaching experience had not been involved in any activities in the last 12 months as a trainer. So, the MOE needs to pay attention to those with good experience in teaching and try to involve them to be trainers in the training centres or inside schools. This may help to improve the effectiveness of the teachers' CPD.

Figure 5. 1 Number of activities that respondents have taken part in during the last 12 months as a trainer by level of experience in teaching



Number of activities related to students' lessons and teachers learning and the training Centres that respondents have taken part in as a trainer

Respondents were asked about the relation of the content of the courses to students' lessons, teachers learning or even both of them as shown in table 5.13 below and they were asked as well about the training centres that they have used as a trainer as shown in table 5.14 below.

Table 5. 13 Number of activities related to students' lessons and teachers' learning which respondents had taken part in as a trainer ranked by percentage

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	Both	39	25.5	65.0	65.0
	students lesson	9	5.9	15.0	80.0
	Teachers learning	9	5.9	15.0	95.0
	Other	3	2.0	5.0	100.0
	Total	60	39.2	100.0	
Missing	System	93	60.8		
Total		153	100.0		

Table 5.13. 1 Occupation* The training courses and activities that respondents have participated in as a trainer related to? Cross-tabulation

	<i>Occupation</i>			<i>Total</i>
	Supervisor	Senior teacher	Teacher	
Students lesson	0	1	8	9
Teachers learning	4	3	2	9
Both	8	9	22	39
Other	0	0	3	3
<i>Total</i>	12	13	35	60

The first two tables 5.13 and 5.13.1 above show that two in three respondents (65%) said they were involved as a trainer in courses that were related to both students' lessons and teachers' learning. Most of them were teachers. About 15% of the respondents who were teachers said their courses were related to student lessons and a similar percentage, who were supervisors, related their courses to teachers' learning. Of the courses related to other content that they were involved in as a trainer, all three respondents', (5%) were teachers. One of those said he has been involved as a trainer in "a voluntary work" and the other two respondents related those courses to "scouts' activities". These results show that most of the trainers were involved equally in both students' lesson and teachers' learning. This helps teachers to develop professionally and enhances their students' achievement at the same time positively helping to increase the effectiveness of teachers' CPD.

Training Centres that respondents have taken part in as a trainer

The table 5.14 below shows that most of the respondents chose schools for 23 times as the training centre that they had most used as a trainer in the last 12 months and most of those trainers were senior teachers and teachers.

Table 5. 14 Training Centres that respondents have used as a trainer in the last 12 months according to their occupation

<i>Training Centre</i>	Supervisors	Senior teachers	Teachers	Total
The new Specialised Centre for Teachers	0	2	7	9
Training Centre of Directorate General of Human Resources	1	3	3	7
Training Centre at Directorate General of Education in Muscat	8	0	11	19
Sultan Qaboos University	2	2	4	8
Inside school	2	7	14	23
Other	0	3	2	5
Total	13	17	41	71

Moreover, the respondents chose 19 times the Training Centre at Directorate General of Education in Muscat as the second training centre where they had participated as trainers in the last 12 months and most of them were supervisors. In the last 12 months the respondents had worked as a trainer only nine times in The New Specialised Centre for Teachers. Surprisingly no supervisors participated in this centre as a trainer while most were teachers. The respondents who participated as a trainer respectively 7 and 8 times in the Training Centre of Directorate General of Human Resources and Sultan Qaboos University makes those last two training centres the least attended training centres. This result might be because those last three centres were considered as general training centres for teachers from all over Oman and this might have decreased the opportunities of this study's respondents to participate as a trainer in those centres. However, only five respondents were engaged as a trainer in other training centres such as; British Council, Sultan Qaboos sports complex, Charity association, Professional Development centre in Seeb city and the last one in Quriyate city. These results suggest that schools are still the most common places where respondents can participate as a trainer. However, conducting training courses inside schools helps teachers to avoid absence from schools which helps them to prevent delaying teaching the curriculum. It allows schools' principals to avoid timetable disruption caused by teachers' absence.

The data from the survey also shows a list of the training titles that the respondents had taken part in as a trainer in the last 12 months. This list indicates that some supervisors have been involved in teachers' learning especially for novice teachers as one supervisor said, *"I had been involved as a trainer in a programme to develop novice teachers' basic skills and in a basic skill programme for cycle two teachers"*. Another supervisor said that he had been involved in, *"Analyse and assess teachers' performance and explain the assessment documents for novice teachers"*. Surprisingly, one teacher said, *"I had been involved as a trainer in an Oriented training programme for novice teachers"*. This result shows that training novice teachers is not only a supervisor's responsibility. Other supervisors said that they were involved in classroom management such as, *"Explaining some classroom attitude and discussion class with female teachers"*, *"How to understand the classroom language & the power of speaking in a complete sentence"* and *"Methods to reward or to punish in education"*. Others said they were involved in teaching skills such as, *"Providing a workshop about new strategies to teach the life skills subject"* and *"Presentation skills"*. Also, there was a title among the list where one supervisor said he used to train teachers *"how to determine their training needs"* which I found a good idea as some teachers might have difficulties in determining their training needs.

On the other hand, senior teachers seem to be involved more as a trainer in enhancing students' achievements such as *"How to deal with under average students"*, *"The active learning"*, *"The Creative learning"* and *"Students encouragement methods and how to use the smart board"*. Also, there was specialised training for senior teachers such as *"Coaching and mentoring"*, and *"The Training suitcase for senior teachers"*.

However, teacher respondents were involved as trainers in a variety of courses. Most of them were related to teachers' subjects and curricula such as *"How to create curriculum questions"*, *"Explain the six and seven-grade curriculum"*, *"How to teach writing effectively"* and *"How to set an exam question and activities book for girl students"*. There were also topics such as Self-learning, peer learning, scientific research and teaching strategies which might assist teachers to improve their skills inside the classroom. Moreover, IT skills were among the topics that teachers had been involved in as a trainer as the results showed that some teachers were being involved in showing other teachers how to use a smart board and the online web to help their students understand the knowledge more easily. For instance, one teacher said, *"I was teaching teachers how to use the smart board to prepare lessons"*. Another one said, *"I was giving a course on how to use Google earth , map windows"* and *"Sky drive programme in education"*. Additionally, the list shows that teachers' respondents have been involved in students'

lessons as well such as, “Teaching English to Post-basic students”, “Inheritance in Islam”, “Practical lesson in music and singing day in royal opera”, and “Teaching English to Post-basic students”.

Finally, these results above showed that supervisors and senior teacher respondents have been involved as trainers in courses that focus on training teachers how to teach and how to deal with their students. Teacher respondents showed that they were interested in providing their peers the skills that could help them teach their subjects and curricula. .

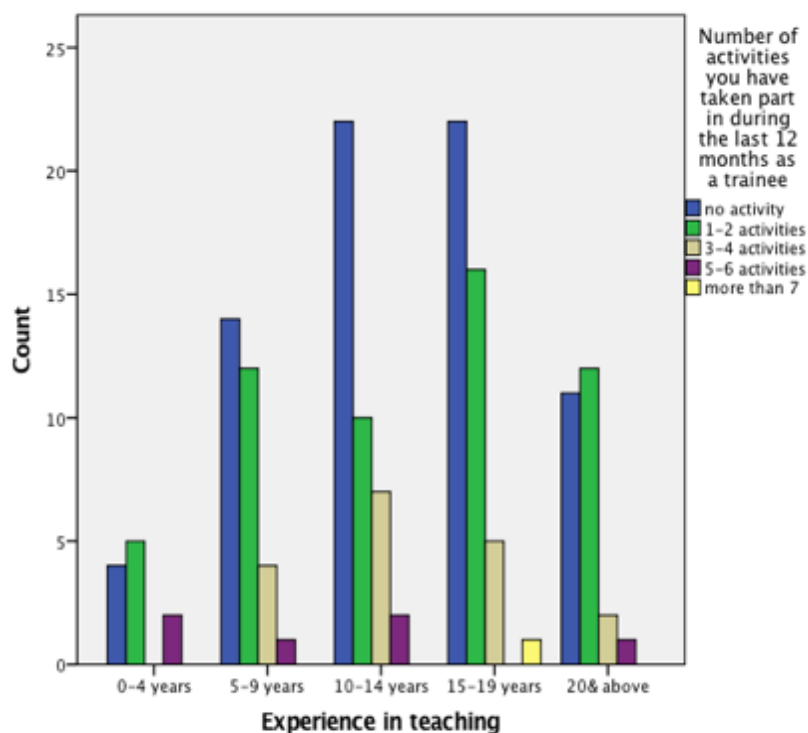
Respondents’ training background information as a trainee during the last 12 months

As shown in table 5.15 and figure 5.2 below almost half of the respondents (47.7%) had not participated in any activities in the last 12 months as a trainee. Most of those respondents (75.3%) were teachers well experienced in teaching

Table 5. 15 Occupation * Number of activities respondents have taken part in during the last 12 months as a trainee? Cross-tabulation

			<i>Number of activities as trainee</i>					<i>Total</i>
			no activity	1-2	3-4	5-6	more than 7	
<i>Occupation</i>	Supervisor	Count	4	5	8	1	0	18
		% within Occupation	22.2%	27.8%	44.4%	5.6%	0.0%	100.0%
		% within Number of activities	5.5%	9.1%	44.4%	16.7%	0.0%	11.8%
		% of Total	2.6%	3.3%	5.2%	0.7%	0.0%	11.8%
	Senior teacher	Count	14	12	4	0	1	31
		% within Occupation	45.2%	38.7%	12.9%	0.0%	3.2%	100.0%
		% within Number of activities	19.2%	21.8%	22.2%	0.0%	100.0%	20.3%
		% of Total	9.2%	7.8%	2.6%	0.0%	0.7%	20.3%
	Teacher	Count	55	38	6	5	0	104
		% within Occupation	52.9%	36.5%	5.8%	4.8%	0.0%	100.0%
		% within Number of activities	75.3%	69.1%	33.3%	83.3%	0.0%	68.0%
		% of Total	35.9%	24.8%	3.9%	3.3%	0.0%	68.0%
<i>Total</i>	Count	73	55	18	6	1	153	
	% within Occupation	47.7%	35.9%	11.8%	3.9%	0.7%	100.0%	
	% within Number of activities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	47.7%	35.9%	11.8%	3.9%	0.7%	100.0%	

Figure 5. 2 Number of activities that respondents have taken part in during the last 12 months as a trainee by level of experience in teaching



Moreover, more than third of the respondents (35.9%) were involved in 1 to 2 activities in the last 12 months as a trainee. The 69.1% of those respondents were teachers, 21.8% were senior teachers, and 9.1% were supervisors, and most of them had 15 to 19 years' level of experience in teaching. Only one in nine respondents (11.8%) had received 3 to 4 training courses in the last 12 months and most of those (44.4%) were supervisors and have experience in teaching from 10 to 14 years. About six respondents (3.9%) had received 5 to 6 courses during the last 12 months, five of them were teachers, and one was a supervisor; most of them had equally 0 to 4 years and 10 to 14 years' level of experience in teaching. However, only one male senior teacher had been involved in more than 7 activities during the last 12 months as a trainee with 15 to 19 years of experience in teaching.

These results suggest that the MOE officials need to draw attention to the importance of the programmes of professional development in updating teachers with new knowledge. Especially those with more than 10 years' experience as shown in figure 5.2 above which indicated that most of them had not been involved in any activities during the last 12 months.

Number of activities related to students' lessons and Training Centres that respondents have taken part in as a trainee

Tables 5.16 below shows that above two third of the respondents (67.5%) had been involved in courses related to both students' lessons and teachers learning in the last 12 months as a trainee. Most of the supervisors, senior teachers and teachers' respondents according to table 5.16a participated as trainees in both students' lessons and teachers' learning in the last 12 months. About 20% of the respondents said their courses were related to teachers and 8.8% said they involved students' lessons. Only three respondents (3.8%) said that they were involved as a trainee in training courses that were related to other content. One of them was a supervisor as shown in table 5.16.a who said he had attended as a trainee a course about "*How to operate the correspondence system*". The other two respondents were teachers one of them said that he had attended "*Media gathering*" the other one said, "*I had attended courses about some new computer program, a Basic course for scouts' leaders, SPSS programme for exam papers and some learning strategies*".

Table 5. 16 Number of activities related to students' lessons and teachers learning which respondents had taken part in as a trainee

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	Both	54	35.3	67.5	67.5
	students lesson	16	10.5	20.0	87.5
	Teachers learning	7	4.6	8.8	96.3
	Other	3	2.0	3.8	100.0
	Total	80	52.3	100.0	
Missing	System	73	47.7		
Total		153	100.0		

Table 5.16. Occupation* The training courses and activities that respondents have participated in as a trainee related to? Cross-tabulation of course focus with respondent roles

	<i>Occupation</i>			<i>Total</i>
	Supervisor	Senior teacher	Teacher	
Students lesson	0	2	5	7
Teachers learning	5	3	8	16
Both of them	8	12	34	54
Other	1	0	2	3
Total	14	17	49	80

Training Centres that respondents have attended as a trainee

The Table 5.17 shows that the Training Centre at the Directorate General of Education in Muscat was the most common venue chosen by 35 respondents. These results show that the Training Centre at Directorate General of education in Muscat holds most responsibility in providing Post-basic (11-12) and Basic (10-12) school teachers with training courses that help teachers develop professionally.

Table 5. 17 Training Centres that respondents have attended as a trainee in the last 12 months according to their occupation

<i>Training Centre</i>	Supervisor	Senior teacher	Teacher	Total
The new Specialised Centre for Teachers	5	1	13	19
Training Centre of Directorate General of Human Resources	4	4	10	18
Training Centre at Directorate General of Education in Muscat	10	6	19	35
Sultan Qaboos University	3	4	7	14
Inside school	0	5	12	17
Other	1	3	3	7
Total	23	23	64	110

The data also shows a list of the training titles that respondents had taken part in as a trainee in the last 12 months, indicating that most training courses were related to both teachers' learning and students' lessons. Some of the courses were oriented to increasing teaching skills and to improving students' achievement by targeting novice teachers. Other courses were about teachers' curricula units such as Inheritance in Islam, how to recite the Quran, English grammar and Algebra in mathematics. There were courses on how to use technologies inside the classroom and how to prepare lessons using the smart board. Using Computer programmes such as Windows map and Google earth were also among those courses.

The list also shows that there were professional development programmes such as the courses in self-learning, peer learning and the Senior teacher's training suitcase. However, most of the supervisors attended courses and programmes which makes them professional trainers or supervisors.

One supervisor said, *"I have attended the Expert supervisors' programme and Programme to train trainers (TOT)"*. Another supervisor said *"I have attended courses about Methods on how to prepare questions, how to enhance the capabilities of Islamic*

supervisors, and a Programme to train trainers (TOT)". One more supervisor said, *"I have attended a Workshop about education indicators, Senior teachers' development programme and Specialised development for teachers"*.

Moreover, the data shows that only supervisors said they attended some conferences as trainees. One of them said, *"I have attended courses about Impacting the Performance of Boys who are Challenged in English; 3rd International Conference on Language, Linguistics, Literature, and Translation; Educational Indicators; Oman 17th International ELT Conference"*. Also, another one said he had attended *"Conferences in SQU (Sultan Qaboos University)"*.

On the other hand, most of the Senior teachers were involved in training courses that related to their work. One of them said *"I have attended courses about Smartboards, active learning, the senior teacher training suitcase"* Another supervisor said, *"I have attended courses about Senior teachers' development program"*. Also, another one said, *"I have attended programmes to develop senior teachers"*.

However, most of the teachers said they had attended courses and workshops in teaching curricula and teaching skills and some computer programmes. One of those teachers said, *"I have attended courses about Teaching strategies, continuous assessment document, reading maps in geography and using programmes to read new maps"*. Another one said, *"I have attended courses about writing techniques, back seaters adapted activities, critical assessment and its effects on teachers' performance, how videos convey the learning objectives easily and shortly"*. One more teacher said *"I had attended some computer programmes, a Basic course for scouts' leaders. SPSS to analyse the exam papers, and some active learning strategies"*.

These results indicate that the respondents had been involved in a variety of training courses which cover both teachers' learning and students' lessons. However, most of the supervisors and senior teachers had attended courses and workshops that enhance their ability to do their work while most of the teachers participated in training courses that related to their subjects and how to improve themselves inside the classroom.

Summary

In this chapter, I presented an analysis of the quantitative data related to the respondents' demographic details and their training background.

The next chapter presents the analysis of the data related to the supervisors', senior teachers' and teachers' respondents' perceptions about the effectiveness, importance and usefulness of current teachers' CPD courses and activities. It presents the professional development training needs of Post-basic (11-12) and Basic (10-12) school teachers.

Chapter 6 Data Analysis: Results for Phase One: The Survey (Part2)

Introduction

In this chapter, three themes established from the results of part 2 from the survey will be presented. This chapter will answer research sub-question three - What are supervisors, senior teachers and teachers respondents' perceptions regarding the effectiveness of current CPD courses and activities for teachers, how useful are current CPD courses and activities and what are their current professional development needs? After each theme it will answer research sub-question seven - Do supervisors, senior teachers and teachers respondents' perceptions differ according to their demographic characteristics?

The first area in this chapter focuses on participants' views of the most effective and least effective CPD training courses and activities. The second theme focuses on how useful are the current CPD for teachers and the third theme focuses on teachers' professional development needs. The researcher was using a five-point Likert scale from not effective at all to very effective or from strongly agree to strongly disagree, Norman (2010) said that parametric tests could be conducted on Likert scale data without coming to the wrong conclusion. So, by using the QQPLOT test to confirm the normality of the data distribution, the results showed the data were normally distributed.

The effectiveness of the current CPD training courses and activities

What are effective and what are less effective CPD training courses and activities that help teachers develop professionally?

In this part of the questionnaire (Section 1 in Part 2), the three groups of respondents were asked to rate effective CPD training courses and activities that help teachers develop professionally. For a more thorough understanding of supervisors, senior teachers and teachers respondents' perceptions of effective CPD activities, comparison between the three groups were generated and presented as cross-tabulation tables with items considered most effective and least effective CPD activities. ANOVA was used to explore if there existed any relationship between supervisors, senior teachers and teachers respondents' perceptions of CPD activities and their Occupation.

The following table shows the supervisors, senior teachers and teachers respondents' perceptions about effective CPD activities and comparisons of the three groups' means:

The most effective CPD activities

As shown in Table 6.1 below supervisors had ranked the item “Supervisors' and Senior teachers visits to teachers' lessons” (4.67) as the most effective activity and “Joint teaching and discussion of lessons with peers” as the second most effective CPD activity (mean 4.61). This result suggests that supervisors believed that supervision visits and “Joint teaching and discussion of lessons with peers” are more effective to develop teachers professionally.

Table 6.1 Comparison of the three groups’ perceptions of the effectiveness of CPD activities ranked according to the survey items list order.

<i>CPD Training courses and Activities</i>	<i>Supervisor(N=18)</i>		<i>Senior teacher(n=31)</i>		<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>
1. Training courses and activities provided for teachers by the new Specialised Centre for Teachers’ Vocational Training.	4.17	.924	3.68	.945	3.60	.898
2. Training courses and activities provided for teachers by the Training Centre of the Directorate General of Human Resources Development.	3.89	1.079	3.68	1.013	3.56	.868
3. Training courses and activities provided for teachers by the Training Centre at the Directorate General of education in Muscat	4.00	.970	3.65	1.142	3.63	.894
4. Summer training courses provided for teachers by the Sultan Qaboos University	3.67	.970	3.58	.848	3.51	.955
5. Training courses and activities provided for teachers inside the School	3.78	.808	3.97	.912	3.79	.942
6. Training courses and activities provided to support curricula	4.22	.808	3.55	1.091	3.54	1.105
7. Training courses and activities in designing subject curricula	3.33	1.085	3.35	1.082	3.25	1.086
8. Training courses and activities provided by expert teachers	4.17	.514	4.13	.763	3.86	.989
9. The International conferences	3.83	.786	3.23	1.175	3.57	1.031
10. National conferences	3.72	.752	3.16	1.036	3.44	.984
11. Regional conferences	3.83	.707	3.23	.956	3.43	.963
12. Informal meetings with peers to discuss teaching and curriculum problems	4.44	.511	4.23	.884	4.05	1.009
13. Joint teaching and discussion of lessons with peers	4.61	.608	4.61	.495	4.16	.915
14. Peers class visits	4.44	.511	4.32	.702	3.88	1.126
15. Professional visits to other schools	4.44	.511	4.06	1.124	3.87	1.005
16. Reading professional material (e.g., subject books)	4.28	.575	4.29	.529	4.26	.881
17. Supervisors' and Senior teachers visit teachers' lessons	4.67	.594	4.06	.998	3.64	1.148
18. Upgrading degrees and qualifications for teachers	4.00	.767	3.94	.998	3.61	1.178
19. Online training courses and activities	3.89	.832	3.65	.755	3.60	1.019

Senior teachers ranked “Joint teaching and discussion of lessons with peers” (mean 4.61) as the most effective CPD activity. Table 6.2 below supported this result as no senior teacher regarded “Joint teaching and discussion of lessons with peers” less than

‘somewhat effective’. They also ranked “Peers class visit” (4.32) as the second most effective activity.

On the other hand, teachers ranked “Reading professional materials” (4.26) as the most effective of CPD activities and the “Joint teaching and discussion of lessons with peers” as the second most effective CPD activity (4.16) even though a few of them regarded the item as ‘not effective’ and ‘not effective at all’ (see table 6.2 below). These results suggest that most of the supervisor, senior teacher and teacher respondents considered “Joint teaching and discussion of lessons with peers” as one of the most effective CPD training activities that help teachers develop professionally. This result is illustrated in Table 6.2 below:

Table 6.2 Occupation * Most effective CPD activities? Cross-tabulation

<i>CPD activity</i>	<i>Occupation</i>	<i>Not Effective at All</i>	<i>Somewhat Not Effective</i>	<i>Not Sure</i>	<i>Somewhat Effective</i>	<i>Very Effective</i>	<i>Total</i>
13. Joint teaching and discussion of lessons with peers	Supervisor	0	0	1	5	12	18
	Senior teacher	0	0	0	12	19	31
	Teacher	3	4	6	51	40	104
	Total	3	4	7	68	71	153
16. Reading professional material	Supervisor	0	0	1	11	6	18
	Senior teacher	0	0	1	20	10	31
	Teacher	2	5	3	48	46	104
	Total	2	5	5	79	62	153
12. Informal meetings with peers	Supervisor	0	0	0	10	8	18
	Senior teacher	1	0	3	14	13	31
	Teacher	4	5	11	46	38	104
	Total	5	5	14	70	59	153
14. Peers class visit	Supervisor	0	0	0	10	8	18
	Senior teacher	0	0	4	13	14	31
	Teacher	7	7	9	49	32	104
	Total	7	7	13	72	54	153
15. Professional visits to other schools	Supervisor	0	0	0	10	8	18
	Senior teacher	1	2	6	7	15	31
	Teacher	3	8	18	46	29	104
	Total	4	10	24	63	52	153

Reading professional materials

The supervisors (4.28), senior teachers (4.29) and teachers (4.26) uniformly ranked “Reading professional materials” highly. In table 6.1 teachers ranked “Reading professional materials” as the most effective CPD activities despite the fact that a few of them regarded the item as ‘somewhat not effective’ and ‘not effective at all’ (see table 6.2 above). Conversely, senior teachers ranked “Reading professional materials” as second while supervisors ranked the item fourth. No supervisors or senior teachers negatively ranked “Reading professional materials” as shown in table 6.2 above indicating that all teacher respondents seem aware of the effectiveness of the Reading professional materials activity in promoting their professional growth.

This result suggests that most of the supervisors, senior teachers and teachers regarded “Reading professional materials” as one of the more effective activities that help teachers promote their professional growth and develop themselves professionally. The result indicates that there are no doubts among the three groups about the role of “Reading professional materials” in helping teachers develop professionally. This result can also be understood as teachers need to read more materials in their field to become more confident inside their classroom.

This shows that courses are not the only sources for development and reading professional materials is essential to develop professionally. However, teachers are not going to improve unless they become active learners and read in their fields to improve their knowledge. This result was congruent with what Dean (1991) stated in a previous chapter that schools are not the only provider of knowledge (see chapter two, In-service education and training).

Other Peer learning opportunities

There were other strongly rated CPD training courses and activities. Supervisor, senior teacher and teacher respondents regarded “Informal meetings with peers to discuss teaching and curriculum problems” (4.44)(4.23)(4.05), “Peers class visits” (4.44)(4.32)(3.88) and “Professional visits to other schools” (4.44)(4.06)(3.87) as effective training that helps teachers develop professionally. All of these activities are related to what teachers do inside the classroom. Supervisors, as shown in table 6.1 above, ranked these three activities equally as the third (4.44) most effective CPD. Moreover, table 6.2 above shows that all supervisors regarded these activities as ‘somewhat

effective' and 'very effective'. Senior teachers rated "Peers class visits" (4.32) as more effective than "Informal meetings with peers to discuss teaching and curriculum problems" (4.23), even though no senior teacher regarded the Informal meetings with peers less than 'somewhat effective' (see table 6.2 above). They believed that "Training courses and activities provided by expert teachers" (4.13) are more effective than "Professional visits to other schools" (4.06). While, teachers believed that "Informal meetings with peers to discuss teaching and curriculum problems" (4.05) are more effective respectively than "Peers class visits" (3.88), "professional visits to other schools" (3.87) and "Training courses and activities provided by expert teachers" (3.86). These results indicate that the three groups of respondents agreed that "training courses and activities provided for teachers inside School" were effective in developing teachers professionally and can provide real teachers' peers learning opportunities through sharing.

The least effective CPD activities

As shown in table 6.1 supervisors (3.8)(3.72)(3.8), senior teachers (3.23) (3.16) (3.23) and teachers (3.57) (3.44) (3.54) uniformly believed that the three conferences listed were less effective in promoting teachers' professional development.

This result might be because of a lack of attending conferences as in part one only a few respondents had stated that they had been invited as a trainer or as a trainee. However, table 6.3 below shows that most of the three groups of respondents are not sure about the effectiveness of conferences mentioned in this study. This finding could be related to their insufficient experience in those activities. This could be considered as one of the limitations of this study as it seeks only their perceptions without looking at their previous experience in the CPD activities. However, the mean scores in table 6.1 show that senior teachers had regarded all the conferences as less effective CPD activities. The means show that they ranked International and Regional conferences equally (3.23) and the National conferences (3.16) as the least effective CPD activities. Teachers respectively ranked the National (3.44) and Regional conferences, (3.43) as less effective CPD activities. They believed that the International conferences (3.57) are slightly more effective than the "Training courses and activities provided by the Training Centre of the Directorate General of Human Resources Development" (3.56), and more effective than "Training courses and activities provided to support Curricula" (3.54) and "Summer training courses and activities provided for teachers by the Sultan Qaboos University"

(3.51). On the other hand, Supervisors believed equally that the National (3.83) and Regional conferences, (3.83) are more effective than the “Training courses and activities provided for teachers inside the School “(3.78). They are considered more effective than the National conferences (3.72) and the Summer training courses provided for teachers by Sultan Qaboos University (3.67). These results suggest that the effectiveness of the conferences is debatable. The results also showed that “Designing subject curricula” was ranked by Supervisors (3.33) and Teachers (3.25) as the least effective activity. While senior teachers ranked the item as the third least effective activity.

Table 6.3 Occupation * The least effective CPD activities? Cross-tabulation

		<i>Not Effective at All</i>	<i>Somewhat Not Effective</i>	<i>Not Sure</i>	<i>Somewhat Effective</i>	<i>Very Effective</i>	<i>Total</i>
9. International conferences	Supervisor	0	0	7	7	4	18
	Senior teacher	4	1	15	6	5	31
	Teacher	6	3	42	32	21	104
Total		10	4	64	45	30	153
11. Regional conferences	Supervisor	0	0	6	9	3	18
	Senior teacher	2	2	17	7	3	31
	Teacher	5	5	49	30	15	104
Total		7	7	72	46	21	153
10. National conferences	Supervisor	0	0	8	7	3	18
	Senior teacher	3	2	16	7	3	31
	Teacher	5	4	53	24	18	104
Total		8	6	77	38	24	153
7. Designing subject curricula	Supervisor	2	0	8	6	2	18
	Senior teacher	2	4	10	11	4	31
	Teacher	7	15	42	25	15	104
Total		11	19	60	42	21	153

The relationship between respondents Occupation and respondents' perceptions of the effectiveness of CPD training course and activities

ANOVA (One-way Analysis of Variance) was used to examine if there are any relationships between respondents' perceptions of the effectiveness of CPD activities and their Occupation. The ANOVA test found that 'occupation' was related to respondents' perceptions of how they perceived the effectiveness of CPD activities in three statements (as in table 6.4). The following section details this.

Differences according to respondents Occupation

The analysis showed that there are statistically significant differences among the supervisors, senior teachers and teachers in three items. However, to evaluate further the differences between the three means, the statistically significant ANOVA was followed-up with Hochberg's GT2 post-hoc tests as suggested by Field (2009) that if sample sizes are very different Hochberg's GT2 should be used to determine statistically significant differences between groups.

The following two tables below present these details and comments as follows:

Table 6.4 ANOVA on overall mean scores of respondents' perceived effectiveness of CPD activities according to their Occupation

<i>CPD activity</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
6. Training courses and activities provided to support curricula	Between Groups	7.378	2	3.689	3.205	.043
	Within Groups	172.635	150	1.151		
	<i>Total</i>	180.013	152			
13. Joint teaching and discussion of lessons with peers	Between Groups	6.708	2	3.354	5.039	.008
	Within Groups	99.854	150	.666		
	<i>Total</i>	106.562	152			
17. Supervisors' and Senior teachers visit teachers' lessons	Between Groups	17.835	2	8.917	7.790	.001
	Within Groups	171.708	150	1.145		
	<i>Total</i>	189.542	152			

Table 6.5 Multiple comparisons between groups about the effectiveness of the CPD Training courses and activities according to their occupation.

CPD activity	Hochberg's GT2 Post hoc Tests						
	(I) Occupation	(J) Occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower	Upper
6. Training courses and activities provided to support curricula	Supervisor	Senior teacher	.674	.318	.103	-.09	1.44
		Teacher	.684* ⁶	.274	.040	.02	1.34
	Senior teacher	Supervisor	-.674	.318	.103	-1.44	.09
		Teacher	.010	.220	1.000	-.52	.54
13. Joint teaching and discussion of lessons with peers	Supervisor	Senior teacher	-.002	.242	1.000	-.59	.58
		Teacher	.448	.208	.096	-.06	.95
	Senior teacher	Supervisor	.002	.242	1.000	-.58	.59
		Teacher	.449*	.167	.024	.05	.85
17. Supervisors' and Senior teachers visits to teachers' lessons	Supervisor	Senior teacher	.602	.317	.167	-.16	1.37
		Teacher	1.022*	.273	.001	.36	1.68
	Senior teacher	Supervisor	-.602	.317	.167	-1.37	.16
		Teacher	.420	.219	.160	-.11	.95

Training courses and activities to support curricula

The ANOVA (above in Table 6.4) showed that there are statistically significant differences between the three groups about the “effectiveness of the training courses provided to support curricula” ($F=3.205$, $p=0.043$). In Table 6.6 (below) supervisor respondents showed the strongest agreement about the effectiveness of the training courses and activities provided to support Curricula ($M=4.22$) in helping teachers develop professionally. Senior teachers showed less strong agreement about the effectiveness ($M=3.55$) of the item and teachers showed the least agreement with this item ($M=3.54$)

Table 6. 6 Mean scores of respondents' perceptions on the item “Training courses and activities to support Curricula” by occupation

⁶ *. The mean difference is significant at the 0.05 level.

*. The mean difference between the teacher and the other two groups have been deleted to minimise the table as the results are repeated but in a negative way.

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>95% Confidence Interval for Mean</i>		<i>Mini</i>	<i>Max</i>
					<i>Lower</i>	<i>Upper</i>		
Supervisor	18	4.22	.808	.191	3.82	4.62	3	5
Senior teacher	31	3.55	1.091	.196	3.15	3.95	1	5
Teacher	104	3.54	1.105	.108	3.32	3.75	1	5
Total	153	3.62	1.088	.088	3.45	3.79	1	5

Post-hoc tests in table 6.5 above showed that supervisors' mean significantly differed from teachers' mean, while the differences between supervisors and senior teachers were not statistically significant. This finding indicated that supervisors believed that the courses provided to support the curricula are effective in helping teachers develop professionally. However, supervisors' perceptions might be influenced by their work visiting different schools and supervising different curricula which gives them the privilege to know much more about curriculum problems. Hence, they believed that these courses could help teachers to avoid curriculum problems more than teachers do.

Joint teaching and discussion of lessons with peers

In Table 6.4 above, the ANOVA showed that there are statistically significant differences between the groups about the effectiveness of "Joint teaching and discussion of lessons with peers" ($F=5.039$, $p=.008$). In table 6.7 supervisor ($M=4.61$) and senior teacher ($M=4.61$) respondents showed a strong agreement about the effectiveness of the "Joint teaching and discussion of lessons with peers" in helping teachers develop professionally. Nevertheless, senior teachers' agreement with the effectiveness of the item was slightly more than the supervisors' agreement as the mean difference showed that the senior teachers mean was slightly higher than supervisors mean. On the other hand, teacher respondents showed less agreement ($M=4.16$)

Table 6.7 Mean scores of respondents' perceptions on the item "Joint teaching and discussion of lessons with peers" by occupation

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>95% Confidence Interval for Mean</i>		<i>Mini</i>	<i>Max</i>
					<i>Lower</i>	<i>Upper</i>		
Supervisor	18	4.61	.608	.143	4.31	4.91	3	5
Senior teacher	31	4.61	.495	.089	4.43	4.79	4	5
Teacher	104	4.16	.915	.090	3.99	4.34	1	5
Total	153	4.31	.837	.068	4.17	4.44	1	5

The Post-hoc tests, table 6.5 above, showed that senior teachers' mean differed significantly from teachers' mean. However, the differences between senior teachers and supervisors were not statistically significant. This result shows that senior teachers were fully aware of the effectiveness of joint teaching and discussion of lessons with peers which could help teachers develop professionally.

Supervisors' and senior teachers visit to teachers' lessons

In Table 6.4 the analysis showed that there are statistically significant differences between the groups about the effectiveness of supervisors' and senior teachers' visits to teachers' lessons ($F=7.790$, $p=.001$). Supervisor ($M=4.67$) respondents showed a strong agreement about the effectiveness of supervisors' and senior teachers' visits to teachers' lessons. Senior teachers showed an agreement of the effectiveness of the item ($M=4.06$) in helping teachers develop professionally. Teachers showed the least agreement about the effectiveness of supervisors' and senior teachers visits to teachers' lessons ($M=3.64$) in helping them develop professionally (see table 6.8).

Table 6.8 Mean scores of respondents' perceptions on the item "Supervisors and Senior teachers visits to teachers' lessons" by occupation

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>95% Confidence Interval for Mean</i>		<i>Mini</i>	<i>Max</i>
					<i>Lower</i>	<i>Upper</i>		
Supervisor	18	4.67	.594	.140	4.37	4.96	3	5
Senior teacher	31	4.06	.998	.179	3.70	4.43	1	5
Teacher	104	3.64	1.148	.113	3.42	3.87	1	5
Total	153	3.85	1.117	.090	3.67	4.03	1	5

The Post-hoc tests table 6.5 above showed that the supervisors' mean significantly differed from the teachers' mean. Nevertheless, the differences between senior teachers

and both supervisors and teachers were not statistically significant. This finding indicated that occupational differences might have stronger influences than other demographics over respondents' perceptions of the effectiveness of “Supervisors' and senior teachers' visits to teachers' lessons”. Meanwhile, it implies that different occupations have different perceptions about the effectiveness of “Supervisors' and senior teachers visit teachers' lessons”. However, these results showed that teachers believed that supervisors' and senior teachers' visits to their lessons had less impact on their professional development. This result may be because of insufficient visits to teachers' lessons by supervisors and senior teachers as they were only required to visit them once a month.

The most important CPD training courses and activities which help teachers develop professionally

The three groups of respondents in this sub-question had been asked to choose not more than four CPD training courses and activities which they considered as the most important in helping teachers develop professionally. Table 6.9 below shows the frequencies of respondents' perceptions about the most important CPD activities which help teachers develop professionally. The results indicate that respondents did not agree about the importance of specific CPD activities as their responses were spread between all items. However, I had used the multiple responses set (this is used when more than one response or measurement is allowed for a survey question) in SPSS to analyse the data in this question alongside cross-tabulation tables to explain the groups' answers in more detail see tables 6.9 and 6.10 below:

Table 6.9 Frequencies of most important CPD training courses and activities (N=153) ranked according to the respondent's responses.

<i>CPD activities</i>	<i>Responses</i>	
	<i>N</i>	<i>Percent</i>
16. Reading professional material (e.g., subject books)	41	8.0%
8. Training courses and activities provided by expert teachers	41	8.0%
1. Training courses and activities provided for teachers by the new Specialised Centre for Teachers' Vocational Training.	40	7.8%
12. Informal meetings with peers to discuss teaching and curriculum problems	36	7.0%
13. Joint teaching and discussion of lessons with peers	36	7.0%
15. Professional visits to other schools	36	7.0%
14. Peers class visits	31	6.1%
4. Summer training courses and activities provided for teachers by the Sultan Qaboos University	30	5.9%
9. The International conferences	27	5.3%
2. Training courses and activities provided for teachers by the Training Centre of the Directorate General of Human Resources Development.	26	5.1%
5. Training courses and activities provided for teachers inside the School	24	4.7%
3. Training courses and activities provided for teachers by the Training Centre at the Directorate General of education in Muscat	23	4.5%
6. Training courses and activities provided to support curricula	21	4.1%
17. Supervisors' and Senior teachers visit teachers' lessons	21	4.1%
19. Online training courses and activities	20	3.9%
18. Upgrading degrees and qualifications for teachers	18	3.5%
7. Training courses and activities in designing subject curricula	15	2.9%
10. National conferences	13	2.5%
11. Regional conferences	13	2.5%
Total	512	100.0%

Table 6.9 shows that there were 153 respondents surveyed and 512 total responses generated. Of the 512 total responses “Reading professional materials” and “Training courses and activities provided by expert teachers” were selected as the most important activities with 41 responses each representing 8% of the total.

Table 6.10 below shows that teacher respondents regarded these activities as the most important to help them develop professionally, while senior teachers selected Training courses and activities in designing subject curricula as the most important activity that helps teachers develop professionally. On the other hand, supervisors selected “Supervisors' and senior teachers visits to teachers' lessons” as the most important activity that helps teachers develop professionally. These results suggest that the three groups had different perceptions about the most important training courses and activities

for promoting teachers' professional development. However, these results do not necessarily indicate that other training courses are not helping teachers develop professionally.

Table 6.10 Occupation * Training courses and activities which respondents consider to be the most important in helping teachers develop professionally?

Cross-tabulation

<i>CPD activities</i>		<i>Occupation</i>			<i>Total</i>
		Supervisor	Senior teacher	Teacher	
1. Training courses and activities provided for teachers by the new Specialised Centre for Teachers' Vocational Training.	Count	5	8	27	40
	% of Total	12.5%	20.0%	67.5%	100.0%
2. Training courses and activities provided for teachers by the Training Centre of the Directorate General of Human Resources Development.	Count	4	4	18	26
	% of Total	15.4%	15.4%	69.2%	100.0%
3. Training courses and activities provided for teachers by the Training Centre at the Directorate General of education in Muscat	Count	6	2	15	23
	% of Total	26.1%	8.7%	65.2%	100.0%
4. Summer training courses and activities provided for teachers by the Sultan Qaboos University	Count	1	3	26	30
	% of Total	3.3%	10.0%	86.7%	100.0%
5. Training courses and activities provided for teachers inside the School	Count	2	5	17	24
	% of Total	8.3%	20.8%	70.8%	100.0%
6. Training courses and activities provided to support curricula	Count	3	1	17	21
	% of Total	14.3%	4.8%	81.0%	100.0%
7. Training courses and activities in designing subject curricula	Count	1	14	15	30
	% of Total	3.3%	46.7%	50.0%	100.0%
8. Training courses and activities provided by expert teachers	Count	4	8	29	41
	% of Total	9.8%	19.5%	70.7%	100.0%
9. The International conferences	Count	2	3	22	27
	% of Total	7.4%	11.1%	81.5%	100.0%
10. National conferences	Count	2	11	13	26
	% of Total	7.7%	42.3%	50.0%	100.0%
11. Regional conferences	Count	1	3	9	13
	% of Total	7.7%	23.1%	69.2%	100.0%
12. Informal meetings with peers to discuss teaching and curriculum problems	Count	2	6	28	36
	% of Total	5.6%	16.7%	77.8%	100.0%
13. Joint teaching and discussion of lessons with peers	Count	7	9	20	36
	% of Total	19.4%	25.0%	55.6%	100.0%
14. Peers class visits	Count	4	9	18	31
	% of Total	12.9%	29.0%	58.1%	100.0%
15. Professional visits to other schools	Count	6	10	20	36
	% of Total	16.7%	27.8%	55.6%	100.0%
16. Reading professional material (e.g., subject books)	Count	5	10	26	41
	% of Total	12.2%	24.4%	63.4%	100.0%
17. Supervisors' and Senior teachers visit teachers' lessons	Count	9	5	7	21
	% of Total	42.9%	23.8%	33.3%	100.0%
18. Upgrading degrees and qualifications for teachers	Count	3	4	11	18
	% of Total	16.7%	22.2%	61.1%	100.0%
19. Online training courses and activities	Count	2	5	13	20
	% of Total	10.0%	25.0%	65.0%	100.0%

The least important CPD training courses and activities which help teachers develop professionally:

The respondents were asked to choose not more than four CPD training courses and activities which they considered as the least important in helping teachers develop

professionally. I used the multiple responses set to analyse the data in this question along with cross-tabulation tables to explain the groups' answers in more detail as shown below as shown in Tables 6.11 and 6.12:

Table 6.11 Frequencies of least important CPD training courses and activities(n=153) ranked according to the respondent's responses.

<i>CPD activities</i>	Responses	
	N	Percent
9. The International conferences	39	8.7%
10. National conferences	35	7.8%
11. Regional conferences	33	7.3%
17. Supervisors' and Senior teachers visit teachers' lessons	31	6.9%
3. Training courses and activities provided for teachers by the Training Centre at the Directorate General of education in Muscat	31	6.9%
18. Upgrading degrees and qualifications for teachers	29	6.4%
19. Online training courses and activities	29	6.4%
7. Training courses and activities in designing subject curricula	27	6.0%
2. Training courses and activities provided for teachers by the Training Centre of the Directorate General of Human Resources Development.	23	5.1%
1. Training courses and activities provided for teachers by the new Specialised Centre for Teachers' Vocational Training.	22	4.9%
4. Summer training courses and activities provided for teachers by the Sultan Qaboos University	22	4.9%
5. Training courses and activities provided for teachers inside the School	21	4.7%
6. Training courses and activities provided to support curricula	21	4.7%
12. Informal meetings with peers to discuss teaching and curriculum problems	20	4.4%
14. Peers class visits	19	4.2%
13. Joint teaching and discussion of lessons with peers	17	3.8%
15. Professional visits to other schools	15	3.3%
8. Training courses and activities provided by expert teachers	8	1.8%
16. Reading professional material (e.g., subject books)	8	1.8%
Total	450	100.0%

Table 6.11 shows that there were 153 respondents surveyed and 450 total responses generated. Of the 450 responses “The International conferences” was selected as the least important activity with 39 responses representing 8.7% of the total. Table 6.12 below showed that teachers regarded “Supervisors' and senior teachers' visits to teachers' lessons” as the least important activity. While senior teachers selected “Training courses and activities provided for teachers by the Training Centre of the Directorate General of Human Resources Development” as the least important activity. On the other hand, supervisors selected “Online training courses and activities” as the least important activity that helps teachers develop professionally. According to the groups' perceptions shown in table 6.12, conferences were still among the least favoured activities in helping teachers develop professionally.

**Table 6.12 Occupation * Training courses and activities which respondents consider to be the least important in helping teachers develop professionally?
Cross-tabulation**

<i>CPD activities</i>		<i>Occupation</i>			<i>Total</i>
		Supervisor	Senior teacher	Teacher	
1. Training courses and activities provided for teachers by the new Specialised Centre for Teachers' Vocational Training.	Count	2	1	19	22
	% of Total	9.1%	4.5%	86.4%	100.0%
2. Training courses and activities provided for teachers by the Training Centre of the Directorate General of Human Resources Development.	Count	6	17	23	46
	% of Total	13.0%	36.9%	50.0%	100.0%
3. Training courses and activities provided for teachers by the Training Centre at the Directorate General of education in Muscat	Count	3	11	17	31
	% of Total	9.7%	35.5%	54.8%	100.0%
4. Summer training courses and activities provided for teachers by the Sultan Qaboos University	Count	2	2	18	22
	% of Total	9.1%	9.1%	81.8%	100.0%
5. Training courses and activities provided for teachers inside the School	Count	3	4	14	21
	% of Total	14.3%	19.0%	66.7%	100.0%
6. Training courses and activities provided to support curricula	Count	3	4	14	21
	% of Total	14.3%	19.0%	66.7%	100.0%
7. Training courses and activities in designing subject curricula	Count	5	7	15	27
	% of Total	18.5%	25.9%	55.6%	100.0%
8. Training courses and activities provided by expert teachers	Count	0	1	7	8
	% of Total	0%	12.5%	87.5%	100.0%
9. The International conferences	Count	5	10	24	39
	% of Total	12.8%	25.6%	61.5%	100.0%
10. National conferences	Count	7	10	18	35
	% of Total	20.0%	28.6%	51.4%	100.0%
11. Regional conferences	Count	5	8	20	33
	% of Total	15.2%	24.2%	60.6%	100.0%
12. Informal meetings with peers to discuss teaching and curriculum problems	Count	4	3	13	20
	% of Total	20.0%	15.0%	65.0%	100.0%
13. Joint teaching and discussion of lessons with peers	Count	2	2	13	17
	% of Total	11.8%	11.8%	76.5%	100.0%
14. Peers class visits	Count	2	4	13	19
	% of Total	10.5%	21.1%	68.4%	100.0%
15. Professional visits to other schools	Count	0	2	13	15
	% of Total	0%	13.3%	86.7%	100.0%
16. Reading professional material (e.g., subject books)	Count	0	2	6	8
	% of Total	0%	25.0%	75.0%	100.0%
17. Supervisors' and Senior teachers visit teachers' lessons	Count	0	4	27	31
	% of Total	0%	12.9%	87.1%	100.0%
18. Upgrading degrees and qualifications for teachers	Count	5	4	20	29
	% of Total	17.2%	13.8%	69.0%	100.0%
19. Online training courses and activities	Count	8	4	17	29
	% of Total	27.6%	13.8%	58.6%	100.0%

Additional effective CPD training courses and activities

In an open-ended question in the questionnaire (Section 1 in Part 2), the respondents were asked to list any other possible training courses and activities which they thought could be effective in helping teachers develop professionally but not mentioned in the questionnaire. The table 6.13 below shows that 16.3% of the respondents believed that there were other activities not listed in the survey, and they considered those activities useful in helping teachers develop professionally. Of these (52%) were teachers 28% were senior teachers and only 20% were supervisors.

Table 6.13 Frequencies of additional effective CPD training courses and activities

Other training courses and activities not mentioned above which consider effective in helping teachers develop professionally?					
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	YES	25	16.3	16.3	16.3
	NO	128	83.7	83.7	100.0
	<i>Total</i>	153	100.0	100.0	

The results showed that some of the supervisors, senior teachers and teachers respondents who respond to this question had a similar agreement that training abroad might help teachers develop professionally. A Supervisor respondent said, “*training courses abroad are effective*“. Two senior teachers respondents also supported this idea by saying, “*Training courses outside the country*” and “*abroad to visit some successful countries in education*” are effective. Moreover, three of the teachers said “*visiting successful international schools abroad*”, “*Training course in most successful countries in the educational sector*” and “*abroad visit to observe teachers experience from all international countries by real visit or by the internet are also effective*”. These results suggest that gaining experience from successful countries in education by visiting and observing their teaching would have a high impact on teachers' professional development. The results also showed that one supervisor and one senior teacher showed a similar agreement that using professional learning communities would be effective. The supervisor said, “*we need to start using professional learning communities*” . This was mentioned as well by one senior teacher as he said, “*workshops conducted by people in the professional learning community are effective*”. This result shows that they believed that the learning community is effective in developing teachers professionally. However, the respondents to this question also mentioned other courses which they thought effective in promoting teachers' professional growth. One supervisor believed that the

courses in motivation and self-development are effective as he said, “*Courses about how to increase motivation towards professional training by specialist people is effective*”. On the other hand, some of the teachers believed that the meeting with some of the exams' designers would be effective as one of them said, “*a joint meeting between teachers and the exam designers to know the sources that the examiners depend on when they design students' exams*”. The other one said, “*We think a meeting with exams' designers to discuss the empirical exams and make a clear tool to understand how they design those exams is effective*”. Moreover, one teacher said that the *promotion system is more effective* to help teachers develop professionally. Finally, one teacher criticised the whole system as he said, “*In fact, there were no specified courses for teachers as some teachers might attend only one training course in 20 years*”. This result indicates that some teachers were unhappy with the current CPD that teachers received as professional development.

The expected usefulness of the current CPD

In this section in the questionnaire (Section 2 Part 2) the three groups of respondents were asked to rate the usefulness of the current CPD training courses and activities that they had attended from a list of expected CPD usefulness criteria. The majority of the mean scores in this section, are above four, which is considered to be high. The following two tables show respondents' perceptions about the usefulness of CPD training courses and activities.

Table 6.14 Means comparison among the three groups' perceptions of usefulness of CPD training courses and activities

<i>CPD Training courses and Activities</i>	<i>Supervisor(N=18)</i>		<i>Senior teacher(n=31)</i>		<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>
1. Acquainted teachers with the general objectives and policies in their field of specialisation	4.11	1.183	4.23	.845	4.13	.867
2. Developing teachers' skills at planning lessons	4.56	.784	4.16	.898	4.07	.968
3. Enhancing teachers' effectiveness and efficiency in teaching	4.56	.784	4.29	.864	4.15	.890
4. Giving teachers all the necessary skills to be an effective teacher	4.17	1.200	4.03	1.224	4.18	1.022
5. Improving teachers' communication skills with students	4.28	1.179	3.97	1.110	4.13	.904
6. Improving teachers' computer skills	4.06	.938	4.13	1.056	4.06	1.197
7. Increasing teachers' chance of finding a better job	3.28	1.227	3.71	1.321	3.82	1.275
8. Providing ideas and strategies that are helpful with classroom management	4.28	.895	4.16	.969	4.10	1.000
9. Provide ideas on how to assess students	4.28	1.018	4.06	.998	4.08	.982
10. Providing teachers with skills to become more confident in the classroom	4.33	.907	4.19	1.014	4.02	1.033
11. Qualifying teachers through educational training to be able to meet the needs of their students in their different stages	4.00	1.283	3.94	1.124	4.16	.956
12. Train teachers to teach their students new skills	4.22	1.003	4.26	.930	4.24	.898
13. Updating teachers' knowledge in their specialisations	4.56	.784	4.32	.979	4.15	.901
14. Updating teachers' skills in their specialisations	4.28	1.018	4.16	1.128	4.18	.953
15. Helping teachers to use useful ideas to solve the difficulties that they had in the classroom	4.28	.895	4.06	1.063	4.16	1.025
16. Train teachers to use methods of scientific research and self-development in their field of specialisation.	3.28	1.364	3.74	1.154	3.85	1.139

Table 6. 15 Occupation * The most and the least useful CPD training courses and activities? Cross-tabulation

<i>CPD Usefulness</i>		<i>Strongly disagree</i>	<i>Somewhat Disagree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat Agree</i>	<i>Strongly agree</i>	<i>Total</i>
Train teachers to teach their students new skills	Supervisor	0	2	1	6	9	18
	Senior teacher	0	2	4	9	16	31
	Teacher	1	7	5	44	47	104
Total		1	11	10	59	72	153
Updating teachers' knowledge in their specialisations	Supervisor	0	1	0	5	12	18
	Senior teacher	0	3	2	8	18	31
	Teacher	1	6	11	44	42	104
Total		1	10	13	57	72	153
Enhancing teachers 'effectiveness and efficiency in teaching	Supervisor	0	1	0	5	12	18
	Senior teacher	0	2	2	12	15	31
	Teacher	1	6	10	46	41	104
Total		1	9	12	63	68	153
Train teachers to use methods of scientific research and self-development	Supervisor	1	6	3	3	5	18
	Senior teacher	1	5	4	12	9	31
	Teacher	4	12	16	36	36	104
Total		6	23	23	51	50	153
Increasing teachers' chance of finding a better job	Supervisor	2	2	6	5	3	18
	Senior teacher	3	3	5	9	11	31
	Teacher	6	14	17	23	44	104
Total		11	19	28	37	58	153

Teachers in table 6.14 selected “Train teachers to teach their students new skills” (mean 4.24) as the most useful item of current CPD training courses. However, supervisor respondents selected equally “Enhancing teachers’ effectiveness and efficiency in teaching” (mean 4.56) and “Developing teachers’ skills at planning lessons” (mean 4.56) as the most useful item. On the other hand, senior teachers selected “Updating teachers' knowledge in their specialisations” (mean 4.32) and Enhancing teachers’ effectiveness and efficiency in teaching” (mean 4.29) as the most useful items of the current CPD

training courses. These results suggest that training teachers how to provide their students new skills, how to update teachers' knowledge and how to enhance their effectiveness and efficiency in teaching were the most useful items of the current CPD.

Supervisors (3.28)(3.28) , senior teachers (3.74)(3.71) and teachers(3.85)(3.82) had ranked similarly “Train teachers to use methods of scientific research and self-development in their field of specialisation” and “Increasing teachers’ chance of finding a better job” as the least useful items of the current CPD training courses as shown in table 6.14. However, these results suggest that the three groups of respondents believed that the present CPD training courses and activities provided for teachers were less useful and helpful regarding training teachers how to use methods of scientific research and self-development. The three groups of respondents had mentioned self-development in previous open-ended questions where they stated that self-development courses would help teachers develop professionally. The three groups of respondents also believed that the current CPD training courses and activities that teachers received had not increased their opportunities to find a better job. This result might also raise a question about whether or not all or some of those CPD training courses and activities that teachers received as professional development were approved and accredited by a recognised institute.

Additional usefulness of CPD training courses and activities

In another open-ended question in the questionnaire (Section 2 in Part 2), the respondents were asked to list any other possible useful training courses and activities which they had attended but weren't mentioned in the questionnaire. Only one valid response was made.

The professional development that teachers currently need to promote their professional growth

In a further section in the questionnaire (Section 3 in Part 2) the three groups were asked to rate the CPD training courses and activities which teachers currently need to develop professionally.

Table 6.16 Mean comparison among the three groups' perceptions of teachers' CPD training need

<i>Teachers' CPD Training need</i>	<i>Supervisor (n=18)</i>		<i>Senior teacher (n=31)</i>		<i>Teacher (n=104)</i>	
	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>
1. Teachers need to know how to build a good communication with students' parents	4.17	.924	3.87	1.024	4.03	1.092
2. Teachers need to know how to adapt to the school vision and mission.	3.89	1.023	3.81	1.046	3.90	1.093
3. Teachers need to know how to build trust and rapport with students.	4.50	.618	3.97	1.354	4.07	1.117
4. Teachers need to know how curriculum has designed, implemented and improved.	4.22	.647	4.19	.946	4.26	.870
5. Teachers need to know teaching strategies and skills.	4.83	.383	4.55	.723	4.30	.944
6. Teachers need to know how to apply teaching strategies and skills.	4.67	.767	4.52	.724	4.33	.864
7. Teachers need to know how to Motivate student learning through different teaching methods	4.78	.428	4.35	.839	4.36	.869
8. Teachers need to know how to Motivate student learning through different teaching multi-media	4.72	.461	4.32	1.045	4.41	.796
9. Teachers need training courses that are practical and aim to meet his/her specific developmental needs	4.56	.616	4.48	.570	4.25	.932
10. Teachers need to understand students' assessment methods and procedures	4.50	.786	4.03	1.080	4.05	1.037
11. Teachers need to know how to deal with students' diverse needs	4.67	.485	4.23	1.087	4.21	.992
12. Teachers need to Update and share pedagogical content knowledge	4.22	.647	4.29	.693	4.05	1.018
13. Teachers need to Update subject matter knowledge	4.44	.705	4.32	.909	4.26	.924
14. Teachers need to know how to Search for new subject knowledge in his field	4.28	.895	4.13	1.088	4.10	1.038
15. Teachers need to know how to Use students' assessment results to enhance students' achievement	4.56	.511	4.19	1.046	4.17	.960
16. Teachers need to know classroom management strategies	4.61	.502	4.13	1.024	4.02	1.097

Similar to the previous section there is a general agreement among teacher respondents in this section that most teachers need training “To know how to motivate student learning through different teaching methods and different teaching multi-media” (statement 7 and 8) (4.36) (4.41) as shown in Table 6.17. Supervisors respondents ranked the two items as

the second and third most training need. While senior teachers(4.35)(4.32) ranked the item as the fourth and fifth most training need. This result was not surprising to me because many participants, in the interviews (see chapter 8) and in responses to open-ended questions, stated that teachers need to use different teaching multimedia to motivate their students. The teacher respondents strongly agreed that “Teachers need training courses and activities to know how to motivate student learning through different teaching multi-media (statement 8) with mean scores 4.41 and different teaching methods” (statement 7) with mean scores 4.36 as the training that teachers currently need most. Supervisors and senior teachers on the other hand similarly showed more agreement that teachers currently need most to “know teaching strategies and skills” (statement 5) as they ranked the item as the currently most needed with mean score respectively 4.83 and 4.55. Moreover, most of the supervisors and senior teachers had rated this activity as ‘somewhat agree’ and ‘strongly agree’ as shown in table 6.18 below which supported their ranking. Teacher respondents ranked the item as the fourth most training need. However, as stated above teachers’ responses indicated that their most pressing need was “To know how to motivate students’ learning through different teaching multi-media” (statement 8), while supervisors and senior teachers selected “To know teaching strategies and skills” (statement 5) as teachers’ most important training need as shown in table 6.17. These results indicated that teacher respondents insisted that teachers need training courses to know how to motivate their students’ learning as an urgent need which suggests that teachers have more concerns about their students learning and outcomes. Teachers also need training courses and activities to develop teaching strategies and skills, and how to apply those strategies as supervisors and senior teachers believed. Nevertheless, this result suggested that supervisor and senior teacher respondents were more concerned about the teaching strategies and skills that teachers should hold while doing their teaching.

On the other hand, the results showed that there was least agreement among supervisors, senior teachers and teachers respectively with statement number two “To know how to adapt to the school vision and mission” and with statement number one “To build a good communication with students’ parents”. Table 6.18 below suggests that teachers currently had priorities in their training needs and these last two items were not high among their CPD priorities.

Table 6. 17 Occupation * The most and the least teachers' CPD training need? Cross-tabulation

<i>Teachers' CPD Training need</i>		<i>Strongly disagree</i>	<i>Somewhat Disagree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat Agree</i>	<i>Strongly agree</i>	<i>Total</i>
8. Teacher needs training courses and activities to know how to Motivate student learning through different teaching multi-media	Supervisor	0	0	0	5	13	18
	Senior teacher	1	2	1	9	18	31
	Teacher	1	2	8	35	58	104
Total		2	4	9	49	89	153
7. Teacher needs training courses and activities to know how to Motivate student learning through different teaching methods	Supervisor	0	0	0	4	14	18
	Senior teacher	0	2	1	12	16	31
	Teacher	2	4	3	41	54	104
Total		2	6	4	57	84	153
5. Teachers need training courses and activities to know teaching strategies and skills.	Supervisor	0	0	0	3	15	18
	Senior teacher	0	1	1	9	20	31
	Teacher	2	6	5	37	54	104
Total		2	7	6	49	89	153
6. Teachers need training courses and activities to know how to apply teaching strategies and skills.	Supervisor	0	1	0	3	14	18
	Senior teacher	0	1	1	10	19	31
	Teacher	2	3	6	41	52	104
Total		2	5	7	54	85	153

Additional teachers' CPD training needs

In this open-ended question in the questionnaire (Section 3 in Part 2), the three groups of respondents were asked to list any other possible training needs that teachers needed to develop professionally but which were not mentioned in the questionnaire. Only five of the three groups of respondents believed that there were other training needs not listed in the survey, two were supervisors, two were teachers, and one was a senior teacher. Respondents wrote varied responses to this question. One response by a supervisor was about creating a professional community and how to share experience between teachers. Professional communities were mentioned by one participant in the interviews who said that this idea was provided by the new Specialised Centre for Teachers' Vocational Training centre. Another supervisor said, "*the teacher needs to know how to keep up his high performance*". On the other hand, one teacher said, "*Teachers need to know how to*

use computers in teaching”. A teacher believed that “*Improving the English language*” might be important as most of the resources nowadays are in English. Surprisingly, one senior teacher thought that teachers needed to know how to deal with their colleagues and this could be understood because some schools had teachers from different countries and such training could be beneficial for teachers from a different background. Moreover, senior teachers had to deal with their colleagues every day as they had the responsibilities to visit teachers inside the classroom and to record their progress which might present them with unacceptable behaviour from some of their colleagues.

The relationship between the respondents’ occupation and respondents’ perceptions about teachers’ CPD training needs

An ANOVA test found that the occupation of the respondents was related to respondents’ perceptions about teachers’ CPD training need in only one item (statement 5).

Differences according to respondents’ occupation:

The analysis showed that there are statistically significant differences among the supervisors, senior teachers and teachers in one item as shown in table 6.19 below. However, to evaluate further the differences between the three means, the statistically significant ANOVA was followed-up with Hochberg’s GT2 post-hoc tests as shown in table 6.20 below.

The following three tables mentioned below will present these details and the comments will follow the three tables:

Table 6. 18 ANOVA on overall mean scores of respondents’ perceptions on the item “Teachers need training courses and activities to know teaching strategies and skills” according to their occupation

<i>Teachers’ CPD Training need</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
5. Teachers need training courses and activities to know teaching strategies and skills.	Between Groups	5.122	2	2.561	3.494	.033
	Within Groups	109.937	150	.733		
	<i>Total</i>	115.059	152			

Table 6. 19 Multiple comparisons between groups about Teachers need training courses and activities to know teaching strategies and skills according to their occupation.

<i>Teachers' CPD Training need</i>	<i>Hochberg Post hoc Tests</i>						
	<i>(I) Occupation</i>	<i>(J) Occupation</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>	<i>95% Confidence Interval</i>	
						<i>Lower Bound</i>	<i>Upper Bound</i>
5. Teachers need training courses and activities to know teaching strategies and skills.	Supervisor	Senior teacher	.285	.254	.598	-.33	.90
		Teacher	.535*	.219	.046	.01	1.06
	Senior teacher	Supervisor	-.285	.254	.598	-.90	.33
		Teacher	.250	.175	.395	-.17	.67

*. The mean difference is significant at the 0.05 level.

Table 6. 20 Mean scores of respondents' perceptions on the item "Teachers need training courses and activities to have knowledge of teaching strategies and skills" by occupation

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>95% Confidence Interval for Mean</i>		<i>Min</i>	<i>Max</i>
					<i>Lower</i>	<i>Upper</i>		
Supervisor	18	4.83	.383	.090	4.64	5.02	4	5
Senior teacher	31	4.55	.723	.130	4.28	4.81	2	5
Teacher	104	4.30	.944	.093	4.11	4.48	1	5
Total	153	4.41	.870	.070	4.27	4.55	1	5

Teachers need training courses and activities to know teaching strategies and skills

The analysis showed that there are statistically significant differences between the groups about "Teachers need training courses and activities to know teaching strategies and skills" ($F=3.494$, $p=0.033$) as shown in table 6.19 above.

The Post-hoc tests table 6.20 above showed that the supervisors' mean significantly differed from the teachers' mean. However, the differences between supervisors and senior teachers were not statistically significant. Table 6.21 revealed that supervisors' respondents showed a strong agreement that "Teachers need training courses and activities to know teaching strategies and skills" ($M=4.83$), while teachers showed less agreement on the item compared to the other two groups ($M=4.30$).

This result indicates that supervisors are more aware that teachers need training courses and activities to have knowledge of teaching strategies and skills. This finding might be because supervisors were trained to discover teachers' weakness inside the classroom and they might know that some teachers need to know how to use teaching strategies and skills more than teachers themselves do.

Summary

This chapter has presented the three groups' perceptions about the effectiveness, the importance, and the usefulness of the current CPD training courses and activities and the professional development that teachers currently need.

The first part was about the most and the least effective and important CPD activities. The analysis showed that three groups almost regarded "Joint teaching and discussion of lessons with peers" activity and "Reading professional materials" activity as most effective CPD activities. Nonetheless, supervisors showed strong agreement that their visits and senior teachers visits to teachers classes are more effective in promoting teachers' professional growth which has been contradicted by what senior teachers and teachers regarded as the most effective where Senior teachers regarded "Joint teaching and discussion of lessons with peers" as most effective. Whereas, teachers respondents believed that "Reading professional materials" is more effective.

However, the three groups regarded other peers' learning opportunities as an effective training course such as "Informal meetings with peers to discuss teaching and curriculum problems", "Peers class visits and professional visits to other schools". These results indicate that teachers preferred to develop themselves professionally by one of these peer activities. On the other hand, the results showed that three groups regarded almost uniformly all conferences mentioned in the list and the summer training courses provided by Sultan Qaboos University as less effective activities. They also ranked "Designing subject curricula" as almost the least effective activity.

The findings showed that there was a significant difference regarding the perception of the effectiveness of CPD activities according to respondents' occupation in which supervisors showed strong agreement in two statements. Those were "Training courses and activities provided to support curricula", and "Supervisors' and Senior teachers visit teachers' lessons". While senior teachers showed more agreement about the effectiveness of the "Joint teaching and discussion of lessons with peers".

The second part was about the expected usefulness of the current CPD training courses and activities. The results show that the most useful item of the current CPD training courses and activities were "Training teachers to teach their students new skills" and "Updating teachers' knowledge in their specialisations". However, the results showed that the present CPD training courses and activities provided for teachers were less useful

and helpful regarding training teachers on how to use methods of scientific research and self-development.

The third part was about the professional development training courses that teachers currently need. The analysis showed that teacher respondents believed that teachers need training to know how to “Motivate student learning through different teaching multi-media and through different teaching methods”. While supervisors and senior teachers believed that teachers need training to “know teaching strategies and skills and how to apply those strategies”. The findings showed that there was a significant difference between supervisors and teachers regarding the item that considers “Teachers need training courses and activities to know teaching strategies and skills”. This result indicates that supervisors are more aware that teachers need this kind of course.

The next chapter will present the analysis of the data related to the respondents' perceptions about the factors that facilitate the implementation of effective teachers' CPD. It will explore the factors that currently hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth.

Chapter 7 Data Analysis: Results for Phase One: The Survey: Parts 3 and 4

Introduction

This chapter will answer sub research question four which is ‘What are the factors that currently facilitate the implementation of effective CPD?’ The chapter also answers research sub-question five which is ‘What are the obstacles that currently hinder the promotion of professional growth by Post-basic (11-12) and Basic (10-12) schoolteachers?’ Moreover, it will answer sub research question seven after each part which is ‘Do supervisors’, senior teachers’ and teachers’ perceptions differ according to their occupation?’ The chapter starts with part three which analyses the data from the survey about the factors that facilitated the implementation of effective CPD. Then part four demonstrates analyses of the survey data about issues that hindered teachers from promoting their professional growth. After each part, respondents’ perceptions will be tested for significance according to the occupation.

Part 3: Factors that facilitate the implementation of effective teachers’ CPD

In this part of the questionnaire (Part 3), supervisors, senior teachers and teachers were asked to rate the factors that were implemented in current CPD training courses and activities that help teachers develop professionally.

The following two tables demonstrate the factors that facilitate the current CPD training courses and activities and the comments will be presented after the tables.

Table 7.1 Comparison of the three groups' perceptions of the effectiveness of CPD activities

<i>Factors that facilitate the implementation of effective CPD</i>	<i>Supervisor(n=18)</i>		<i>Senior teacher(n=31)</i>		<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>
1. The learning climate in the training courses and activities were collaborative	3.83	.857	3.97	1.110	3.94	.964
2. The learning climate in the training courses and activities were informal	2.22	1.003	2.87	1.284	3.05	1.101
3. The trainers were sufficiently expert in the content they provide	3.50	1.150	3.94	.892	3.83	.886
4. The trainer in the training courses was highly skilled	3.72	1.018	3.81	.833	3.71	1.002
5. The trainer provides new knowledge because they take into account teachers' existing knowledge	3.78	.943	4.00	.931	3.62	1.036
6. The trainer provides new experience because they take into account teachers' previous experiences	3.83	1.043	4.00	.730	3.59	1.020
7. The trainer provides what teachers need because they take into account teachers' existing need	3.94	.938	3.90	.870	3.50	1.014
8. The participants in the training courses and activities in most courses were involved in determining the topics and content they received as a training subject.	2.78	1.309	3.26	1.316	3.26	1.182
9. The participants in the training courses were given the opportunity to provide feedback on the professional development activities.	3.78	1.166	3.68	1.107	3.59	.951
10. The participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers.	4.28	.669	4.03	.836	3.63	.956
11. Most of the training courses and activities were practical	3.56	1.097	3.35	1.170	3.47	1.033
12. Most of the training courses were theoretical	3.11	1.023	3.35	1.018	3.51	1.088
13. The training courses and activities did respond to the teachers' issues inside the classroom	3.56	1.199	3.26	1.032	3.29	1.049
14. The training courses and activities were planned with the schools and system goals in mind	3.33	1.085	3.26	1.290	3.13	1.133
15. The training courses and activities were not short and had an impact on students learning.	3.39	1.037	3.45	.995	3.35	.973
16. The training courses and activities were not undertaken on a voluntary basis and, therefore, those with the greatest need necessarily undertake it.	3.22	1.309	3.32	1.194	3.38	1.008
17. The training courses and activities were not random regarding participation and content about the needs of individual schools	3.61	1.092	3.52	1.180	3.36	1.051
18. The training courses and activities were not undertaken during the school day and therefore, did not disrupt the school timetable.	2.00	.970	2.48	1.589	2.85	1.419
19. The training courses and activities were not general, and in most courses were related to students' lessons	3.61	1.092	3.35	1.170	3.49	1.088
20. The training courses and activities were related to teachers desired topics and needs	3.61	1.037	3.42	1.119	3.44	1.069

The table 7.2 below demonstrates supervisors, senior teachers and teacher respondents level of agreement about the most and least facilitating factors which are implemented in the current CPD courses and activities. Items 1 and 10 were those which were considered to be most facilitating and 2 and 18 the least.

Table 7. 2 Occupation * Factors that facilitate the implementation of effective CPD? Cross-tabulation

<i>Factors of effective CPD</i>		<i>Strongly disagree</i>	<i>Somewhat Disagree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat Agree</i>	<i>Strongly agree</i>	<i>Total</i>
1. The learning climate in the training courses and activities were collaborative	Supervisor	0	2	2	11	3	18
	Senior teacher	1	4	1	14	11	31
	Teacher	3	8	9	56	28	104
	Total	4	14	12	81	42	153
10. The Participants during training programmes were given opportunities to share their ideas and experiences with other teachers	Supervisor	0	0	2	9	7	18
	Senior teacher	0	2	4	16	9	31
	Teacher	2	13	22	51	16	104
	Total	2	15	28	76	32	153
2. The learning climate in the training courses and activities were informal	Supervisor	3	11	2	1	1	18
	Senior teacher	6	7	5	11	2	31
	Teacher	10	23	30	34	7	104
	Total	19	41	37	46	10	153
18. The training courses and activities were not undertaken during the school day and therefore, did not disrupt the school timetable.	Supervisor	7	5	5	1	0	18
	Senior teacher	14	4	1	8	4	31
	Teacher	26	20	17	26	15	104
	Total	47	29	23	35	19	153

As shown in table 7.1 teachers ranked “The learning climate in the training courses and activities were collaborative” (mean scores 3.94) as the item most implemented in current CPD training courses and activities. While supervisors and senior teachers respectively selected “The Participants during training programmes were given opportunities to share their ideas and experiences with other teachers“ with mean scores 4.28 and 4.03 as the

item most implemented in the current CPD training courses and activities as shown in table 7.1 above. The teachers' mean (3.63) does not support them in this item which suggested that teachers were not as satisfied with the opportunities that had been given to them during the training courses they attended.

On the other hand, supervisors (2.00), senior teachers (2.45) and teachers (2.85) ranked "The training courses and activities were not undertaken during the school day and therefore, not disrupt the school timetable" and "The learning climate in the training courses and activities were informal" respectively at (2.22),(2.87),(3.05) as the least supported items in the current CPD training courses and activities as shown in table 7.1 above. Also, most of the respondents as shown in table 7.2 above regarded these items as 'somewhat disagree' and 'strongly disagree' which supported their ranking. These results illustrated that the current CPD training courses and activities were still formal and taken during the school day disrupting the school timetable. Thus, the MOE need to take these results into account to enhance and facilitate the current implementation of effective teachers' CPD.

Additional factors implemented in current CPD training courses which facilitate the implementation of effective CPD

An open-ended question in Part 3 of the questionnaire asked the respondents to list any other possible factors that facilitate the implementation of effective teachers' CPD training courses and activities but which were not mentioned in the questionnaire. Only two respondents, one a senior teacher and the other a teacher responded. The teacher wrote what seemed to be a complaint about who provided the training for teachers as he or she stated that "*most of the courses were provided by teachers in the same field and not by a local or an international trainer. I consider this issue to be due to a lack of financial support*". The second, a senior teacher said, "*There were courses about how teachers tackle work pressure*". He or she considered these kinds of courses as factors that might facilitate the implementation of effective teachers' CPD. Providing financial support to appoint international or local trainers as suggested by the one teacher might facilitate the implementation of effective teachers' CPD.

The relationship between respondents' occupation and respondents' perceptions of the factors that facilitate the implementation of effective CPD.

ANOVA was used to examine if there were any relationships between respondents' perceptions of the factors that facilitate the implementation of effective CPD and the respondents' occupation. The ANOVA test found that there were statistically significant differences between respondents' perceptions of the effectiveness of CPD activities and their occupation in two statements. These two items were; 'The learning climate in the training courses and activities were informal' and 'The Participants during training programmes, in the training courses and activities have given opportunities to share their ideas and experiences with other teachers'.

Differences according to respondents' occupation

ANOVA was used to determine whether the factors that facilitate the implementation of effective CPD differed between the respondents according to their occupation. The analysis showed that there were statistically significant differences between respondents on two items as shown below in Table 7.3. To evaluate further the differences between the three means, the statistically significant ANOVA was followed-up with Hochberg's GT2 post-hoc test as shown below in table 7.4.

The following two tables show ANOVA and post hoc test results for statement numbers 2 and 10. These two statements were the only two to have statistically significant differences between the three groups of respondents according to their occupation. Then the comments for each statement are discussed after the tables:

Table 7.3 ANOVA on overall mean scores of respondents' perceptions about the factors that facilitate the implementation of effective CPD according to their occupation

<i>CPD activity</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
10. The Participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers.	Between Groups	8.613	2	4.306	5.265	.006
	Within Groups	122.694	150	.818		
	<i>Total</i>	131.307	152			
2. The learning climate in the training courses and activities were informal	Between Groups	10.541	2	5.270	4.131	.018
	Within Groups	191.355	150	1.276		
	<i>Total</i>	201.895	152			

Table 7.4 Multiple comparisons between groups about the factors that facilitate the implementation of effective CPD according to their occupation.

<i>CPD activity</i>	<i>Hochberg's GT2 Post hoc Tests</i>						
	<i>(I) Occupation</i>	<i>(J) Occupation</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>	<i>95% Confidence Interval</i>	
						<i>Lower</i>	<i>Upper</i>
10. The Participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers.	Supervisor	Senior teacher	.246	.268	.738	-.40	.89
		Teacher	.643 ^{*7}	.231	.018	.09	1.20
	Senior teacher	Supervisor	-.246	.268	.738	-.89	.40
		Teacher	.398	.185	.096	-.05	.84
2. The learning climate in the training courses and activities were informal	Supervisor	Senior teacher	-.649	.335	.154	-1.46	.16
		Teacher	-.826 [*]	.288	.014	-1.52	-.13
	Senior teacher	Supervisor	.649	.335	.154	-.16	1.46
		Teacher	-.177	.231	.828	-.73	.38

The Participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers (Item 10)

⁷ *. The mean difference is significant at the 0.05 level.

*. The mean difference between the teacher and the other two groups have been deleted to minimise the table as the results are repeated but positively or negatively.

The analysis showed that there are statistically significant differences among the groups about item 10. ($F=5.265$, $p=.006$) as shown above in Table 7.3. Supervisor ($M=4.28$) respondents showed a strong agreement about item 10. While senior teacher respondents ($M=4.03$) showed somewhat less agreement about the item. On the other hand, teacher respondents showed the least agreement with the item ($M=3.63$) as shown in table 7.8 below. However, the Post-hoc tests in table 7.4 above showed that the supervisors' mean differed significantly from the teachers' mean. This result indicates that supervisors thought that the participants during training programmes were given opportunities to share their ideas and experiences with other teachers whereas teachers did not share this view as strongly. This finding might be because supervisors were themselves the trainers in most courses and they believed that they had given teachers the opportunities to share their ideas. However, teachers' disagreement about this item should be considered important and further studies need to be conducted to examine why teachers do not believe that they were given the opportunities to share their thoughts and ideas during the training programmes.

Table 7.5 Mean scores of respondents' perceptions on item 10 “The Participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers“ by occupation

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>95% Confidence Interval for Mean</i>		<i>Mini</i>	<i>Max</i>
					<i>Lower</i>	<i>Upper</i>		
Supervisor	18	4.28	.669	.158	3.95	4.61	3	5
Senior teacher	31	4.03	.836	.150	3.73	4.34	2	5
Teacher	104	3.63	.956	.094	3.45	3.82	1	5
Total	153	3.79	.929	.075	3.64	3.94	1	5

The learning climate in the training courses and activities were informal (Item 2)

The ANOVA showed that there are statistically significant differences between the three groups about item 2 ($F=4.131$, $p=0.018$) as shown above in Table 7.3. Although teacher respondents' mean was low ($M=3.05$), as shown in table 7.6 below, their mean showed the strongest agreement among the three groups that the learning climate in the training courses and activities were informal. Senior teachers showed less agreement with the item ($M=2.87$), while supervisors showed the least agreement with the item ($M=2.22$) as shown in table 7.6 below.

The Post-hoc tests table 7.5 above showed that the teachers' mean differed significantly from the supervisors' mean, but the differences between teachers and senior teachers were not statistically significant. This result indicated that teachers thought the learning climate in the training courses and activities was more informal than supervisors who run those courses do. This finding might be because teachers' training courses are usually formal where the trainer is the only speaker and sender of the knowledge. In a previous item all teacher respondents agreed least that the participants during training programmes were given opportunities to share their ideas and experiences with other teachers. This confirms that teachers do believe that these items are not facilitating the implementation of effective CPD which needs to be examined by the MOE.

Table 7.6 Mean scores of respondent groups' perceptions on item 2 "The learning climate in the training courses and activities was informal".

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>95% Confidence Interval for Mean</i>		<i>Mini</i>	<i>Max</i>
					<i>Lower</i>	<i>Upper</i>		
Supervisor	18	2.22	1.003	.236	1.72	2.72	1	5
Senior teacher	31	2.87	1.284	.231	2.40	3.34	1	5
Teacher	104	3.05	1.101	.108	2.83	3.26	1	5
Total	153	2.92	1.153	.093	2.73	3.10	1	5

Part four: Issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth:

In this part of the questionnaire (Part 3), the supervisor, senior teacher and teacher respondents were asked to rate issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth. The following two tables illustrate the means of the items that hinder teachers from promoting their professional growth. Then the details are discussed below.

Table 7.7 Comparison of the three groups' perceptions about the issues that hinder Post-basic (11-12) and Basic (10-12), schoolteachers CPD

<i>Issues that hinder schoolteachers from promoting their professional growth</i>	<i>Supervisor(N=18)</i>		<i>Senior teacher(n=31)</i>		<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>	<i>Mean</i>	<i>S. D</i>
1. Teaching loads	4.00	1.455	4.48	1.028	4.49	.995
2. Lack of Job satisfaction	3.61	1.460	3.87	1.087	4.00	1.119
3. Inadequate training financial support	3.27	1.274	3.93	.963	3.96	1.189
4. Lack of IT equipment and means to support teachers inside the classroom	3.22	1.437	4.09	.978	3.86	1.207
5. Lack of teachers' motivation towards training because most training provided by MOE does not meet teachers desired needs	3.44	1.041	4.06	.928	3.89	1.148
6. Lack of time after work hours to pursue CPD	3.44	1.338	4.06	.997	3.97	1.242
7. Lack of follow-up training impact on teachers by trainers	3.55	1.542	3.70	1.070	3.69	1.199
8. Difficulties to arrange the school timetable if teachers want to visit each other in the classroom.	2.88	1.490	3.74	1.264	3.68	1.263
9. Extra Periods caused by absent teachers' which teachers' peers are forced to take	3.38	1.460	4.22	1.116	4.17	1.210
10. Mismatch between teachers' needs and opportunities for CPD	3.38	1.144	3.64	1.170	3.99	1.038
11. Unsupportive working conditions at school for teachers to develop professionally	3.33	1.028	3.80	1.077	3.70	1.306
12. School administration work is not helping teachers to develop professionally because of the overload of administrative paperwork	3.50	1.043	3.70	1.188	3.67	1.375
13. Teachers not involved in making decisions about their needs.	2.94	1.433	3.51	1.387	3.69	1.254
14. Teachers not involved in making decisions about the content of training courses and activities offered to them	3.44	1.293	3.90	1.044	3.87	1.204
15. Teachers not given the opportunity to provide feedback on the content of professional development activities.	2.83	1.339	3.29	1.321	3.58	1.162
16. Teachers have no opportunity inside their school to work together.	2.66	1.137	3.00	1.211	3.37	1.345
17. Teachers not involved in making decisions about the appropriate time to participate in courses offered to them.	3.11	1.409	3.96	1.196	3.85	1.210
18. Teachers inside the school have no access to professional publications.	2.50	1.098	3.00	1.290	3.15	1.312
19. Some training courses and activities provided were not related to students' lessons	2.50	.923	3.38	1.229	3.42	1.363
20. The training courses and activities provided do not make any difference in teachers' professional lives, regarding their performance level	2.72	1.074	3.12	1.175	3.44	1.268
21. The training courses and activities provided do not make any difference in teachers' professional lives, regarding career prospects	3.05	1.161	3.41	1.285	3.59	1.186

Table 7.8 Occupation *The issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth? Cross-tabulation

<i>Issues that hinder schoolteachers from promoting their professional growth</i>		<i>Strongly disagree</i>	<i>Somewhat Disagree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat Agree</i>	<i>Strongly agree</i>	<i>Total</i>
1. Teaching loads	Supervisor	3	0	0	6	9	18
	Senior teacher	2	0	0	8	21	31
	Teacher	4	4	2	21	73	104
	Total	9	4	2	35	103	153
9. Extra Periods caused by absent teachers' which teachers' peers are forced to take	Supervisor	3	2	3	5	5	18
	Senior teacher	2	1	1	11	16	31
	Teacher	6	8	8	22	60	104
	Total	11	11	12	38	81	153
2. Lack of Job satisfaction	Supervisor	3	1	2	6	6	18
	Senior teacher	1	4	2	15	9	31
	Teacher	6	7	7	44	40	104
	Total	10	12	11	65	55	153
6. lack of time after work hours to pursue CPD	Supervisor	3	1	2	9	3	18
	Senior teacher	1	2	2	15	11	31
	Teacher	9	5	12	32	46	104
	Total	13	8	16	56	60	153
16. Teachers have no opportunity inside their school to work together	Supervisor	2	8	3	4	1	18
	Senior teacher	4	7	8	9	3	31
	Teacher	13	15	23	26	27	104
	Total	19	30	34	39	31	153
18. Teachers inside the school have no access to professional publications	Supervisor	4	5	5	4	0	18
	Senior teacher	5	6	8	8	4	31
	Teacher	12	23	29	17	23	104
	Total	21	34	42	29	27	153

The table 7.7 above shows that supervisors, senior teachers and teachers uniformly ranked “Teaching loads” as the item that most hinders Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth. This result was supported in table 7.8 above as most of the supervisors, senior teachers and teachers regarded this issue

as 'somewhat agree' and 'strongly agree'. Senior teachers and teacher respondents both ranked "The Extra Periods caused by absent teachers which are forced to be taken by teachers' peers" as the second issue that most hindered teachers from promoting their professional development. Supervisor respondents ranked "The Lack of Job satisfaction" and "Lack of follow-up training impact on teachers by trainers" respectively as the second and third items that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth. The results also showed that most supervisors, senior teachers and teachers ranked the "Lack of time after work hours to pursue CPD" as the fourth issue that most hindered teachers from promoting their professional development. This was seen in teachers' agreement about this issue as most of the three groups regarded the issue as somewhat agree and strongly agree as shown in table 7.8. This result suggested that teachers had workloads which prevented them from pursuing their CPD.

However, the two tables above demonstrated that teachers, senior teachers and supervisors had ranked "Teaching loads" as the item that most hinders Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth. This result suggests that all the three groups believed that teachers still find teaching loads as the biggest hindrance preventing them from promoting their professional growth. The result also showed that the mean scores of all items indicated that senior teachers and teachers are more aware of the items that hinder teachers as their means were the highest in most items while supervisors were not. This result suggests that supervisors seemed to be out of touch about the items that hinder teachers from promoting their professional growth. On the other hand, the results demonstrate that most supervisors, senior teachers and teachers selected the "Teachers have no opportunity inside their school to work together" and "Teachers inside the school have no access to professional publications" as the issues that least hinder teachers from promoting their professional growth. Table 7.7 indicated that all the three groups had regarded these obstacles as the lowest issues that hinder schoolteachers from promoting their professional growth. This result suggests that teachers have the opportunity to work with each other and have access to professional publications which indicates a positive sign to enhance the effectiveness of teachers' CPD. However, the results of this part suggest that Ministry officials must find a solution for the following obstacles: teaching loads, heavy school timetable, extra periods caused by absent teachers, job satisfaction, and insufficient time to pursue CPD after work if they

wish to improve the effectiveness of teachers' CPD. They also possibly need to get the supervisors more in touch with school realities.

Additional issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth:

In an open-ended question in the questionnaire (Part 3), the respondents were asked to list any other possible factors which might hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth which were not mentioned in the questionnaire. Only two respondents replied, one of them was a senior teacher, and the other one was a teacher. The senior teacher said, "*Teachers were not given a certificate for courses that they had attended*". This opinion is congruent with table 7.7 where respondents agreed that there was a "Lack of teachers' motivation towards training". This result suggested that teachers must be motivated towards training by any motive, even by a certificate. The second respondent, a teacher wrote a general statement saying, "*Teacher reputation is weak because of the bad policy that the MOE officials had followed*". This point of view showed that some teachers might be unhappy with what MOE officials follow as a policy to develop teachers professionally.

The relationship between the respondents Occupation and respondents' perceptions of the issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth

ANOVA was used to examine if there were any existing relationships between the three groups of respondents' perceptions of the issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth and their occupational characteristics. The ANOVA test found that respondents' Occupation was related to the three groups of respondents' perception of hindrances in four statements.

Differences according to respondents Occupation:

The ANOVA showed that there are statistically significant differences between the supervisors, senior teachers and teachers' respondents in four items as shown in table 7.9. To evaluate further the differences between the three means, the statistically significant ANOVA was followed-up with Hochberg's GT2 post-hoc tests as shown below in Table 7.10.

Comments will follow the three tables:

Table 7.9 ANOVA on overall mean scores of respondents' perceptions of the items that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth according to their occupation

<i>Obstacles towards CPD</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
4. Lack of IT equipment and means to support teachers inside the classroom	Between Groups	8.979	2	4.489	3.148	.046
	Within Groups	213.936	150	1.426		
	<i>Total</i>	222.915	152			
9. Extra periods caused by absent teachers' which teachers' peers are forced to take	Between Groups	10.137	2	5.069	3.385	.036
	Within Groups	224.582	150	1.497		
	<i>Total</i>	234.719	152			
15. Teachers not given the opportunity to provide feedback on the content of professional development activities.	Between Groups	9.552	2	4.776	3.225	.043
	Within Groups	222.108	150	1.481		
	<i>Total</i>	231.660	152			
19. Some training courses and activities provided were not related to students' lessons	Between Groups	13.323	2	6.661	3.977	.021
	Within Groups	251.239	150	1.675		
	<i>Total</i>	264.562	152			

Table 7.10 Multiple comparisons between groups about the issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth according to their occupation.

<i>Obstacles towards CPD</i>	<i>Hochberg Post hoc Tests</i>						
	<i>(I) Occupation</i>	<i>(J) Occupation</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>	<i>95% Confidence Interval</i>	
						<i>Lower</i>	<i>Upper</i>
4. lack of IT equipment and support means to support teachers inside the classroom	Supervisor	Senior teacher	-.87455 ⁸	.35390	.043	-1.7288	-.0203
		Teacher	-.64316	.30488	.105	-1.3791	.0927
	Senior teacher	Supervisor	.87455*	.35390	.043	.0203	1.7288
		Teacher	.23139	.24438	.718	-.3585	.8213
9. Extra periods caused by absent teachers' which teachers' peers are forced to take	Supervisor	Senior teacher	-.83692	.36260	.065	-1.7121	.0383
		Teacher	-.78419*	.31237	.039	-1.5382	-.0302
	Senior teacher	Supervisor	.83692	.36260	.065	-.0383	1.7121
		Teacher	.05273	.25039	.995	-.5516	.6571
15. Teachers not given the opportunity to provide feedback on the professional development activities content.	Supervisor	Senior teacher	-.45699	.36059	.500	-1.3274	.4134
		Teacher	-.75321*	.31064	.049	-1.5030	-.0034
	Senior teacher	Supervisor	.45699	.36059	.500	-.4134	1.3274
		Teacher	-.29622	.24900	.553	-.8972	.3048
19. Some training courses and activities provided were not related to students' lessons	Supervisor	Senior teacher	-.88710	.38351	.065	-1.8128	.0386
		Teacher	-.92308*	.33039	.018	-1.7205	-.1256
	Senior teacher	Supervisor	.88710	.38351	.065	-.0386	1.8128
		Teacher	-.03598	.26483	.999	-.6752	.6033

⁸ *.The mean difference is significant at the 0.05 level.

*.The mean difference between the teacher and the other two groups have been deleted to minimise the table as the results are repeated but in a negative way.

Table 7.11 Mean scores of respondents' perceptions about the issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth by occupation

<i>Obstacles towards CPD</i>	<i>Occupation</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
4. Lack of IT equipment and means to support teachers inside the classroom	Supervisor	18	3.22	1.437
	Senior teacher	31	4.09	.978
	Teacher	104	3.86	1.207
	Total	153	3.83	1.211
9. Extra Periods caused by absent teachers' which teachers' peers are forced to take	Supervisor	18	3.38	1.460
	Senior teacher	31	4.22	1.116
	Teacher	104	4.17	1.210
	Total	153	4.09	1.242
15. Teachers not given the opportunity to provide feedback on the content of professional development activities.	Supervisor	18	2.83	1.339
	Senior teacher	31	3.29	1.321
	Teacher	104	3.58	1.162
	Total	153	3.43	1.234
19. Some training courses and activities provided were not related to students' lessons	Supervisor	18	2.50	.923
	Senior teacher	31	3.38	1.229
	Teacher	104	3.42	1.363
	Total	153	3.30	1.319

Table 7.11 above shows that Senior teacher respondents showed the strongest agreement among the groups about statement 4 (M=4.09) concerning the lack of IT equipment and means to support teachers inside the classroom. They also showed the strongest agreement about statement number 9 (M=4.22) that there were Extra Periods caused by absent teachers' which teachers' peers were forced to take. Every year senior teachers were asked to send teachers' inquiries about equipment and means of support so they would know more about the lack of such equipment. Moreover, senior teachers were responsible for arranging cover caused by absent teachers.

On the other hand, the teacher respondents showed the highest agreement between groups about statement number 15 (M=3.58) that "Teachers were not given the opportunity to provide feedback on the content of professional development activities". They showed the highest agreement about statement 19 that "Some training courses and activities provided were not related to students' lessons". Supervisors showed the least agreement with all these items.

The Post-hoc tests in table 7.10 showed that the senior teacher respondents' mean differed significantly from the supervisors' mean about item 4, but the differences between senior

teachers and teachers were not statistically significant. These findings indicated that senior teachers are more aware than supervisors about the lack of IT equipment and means to support teachers inside the classroom as well as problems caused by extra cover for absent teachers.

Table 7.10 also shows that teacher respondents' means differed significantly from supervisors' means in statements 9, 15 and 19. However, the differences between senior teachers and teachers were not statistically significant. These results illustrated that teachers are more aware than supervisors about cover for the extra periods caused by absent teachers. This result might be because supervisors were not affected by this issue which is related to teachers' work inside schools.

Furthermore, the result showed that teachers believed that they were not given the opportunity to provide feedback on the content of professional development activities. They believe more strongly than supervisors do that "Some training courses and activities provided were not related to students' lessons". This finding suggests that supervisors need to be closer to their teachers and ask them about the obstacles that hinder them from promoting their professional growth.

Summary

This chapter has presented the supervisors, senior teachers and teachers perceptions about the factors that facilitate the implementation of effective CPD and the items that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth.

In the first part, the results showed that the items that most facilitate the implementation of effective teachers' CPD ranked by teachers respondents were "The learning climate in the training courses and activities were collaborative". While supervisors and senior teachers ranked the item similarly as the third item implemented. On the other hand, supervisors and senior teachers respectively selected "The Participants during training programmes were given opportunities to share their ideas and experiences with other teachers" as the item that most facilitate the implementation of effective teachers' CPD. Whereas teachers ranked the item as the fourth factor implemented.

Items which three groups uniformly felt were less helpful in implementing current teachers' CPD were; "The learning climate in the training courses and activities were informal" and "The training courses and activities were not undertaken during the school

day and therefore, not disrupt the school timetable”. The findings showed that there were significant differences between respondents according to their occupation in two statements.

In the second part, the results showed that supervisors, senior teachers and teacher respondents selected uniformly “Teaching loads” as the item that most hinders Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth. Senior teachers and teachers selected “Extra Periods caused by absent teachers which teachers’ peers were forced to take” as the second most hindering item while supervisors ranked the “Lack of Job satisfaction” as the second. The results showed that items relating to ‘opportunities inside their school to work together’ and ‘access to professional publications’ were regarded as lesser obstacles by the three groups.

The results also showed that there was a significant difference between the respondents according to their occupation in four statements.

The following chapter presents the analysis of the qualitative data related to respondents' perceptions from the open-ended questions in the interviews about the definitions of CPD and the effectiveness of the teachers’ CPD training courses and activities.

Chapter 8 Phase Two: The Qualitative Data Analysis: The interviews and the survey open-ended questions Part Five

Introduction

This chapter presents the qualitative data obtained from two qualitative elements, the open-ended questions from the survey and the interviews with the three groups, supervisors, senior teachers and teachers. In the questionnaire and the interviews participants were asked how they perceived the meaning of 'CPD' and its importance to teachers.

Part 5 of the questionnaire was devoted to this issue, focusing on two questions: the meaning of 'CPD' and its importance for teachers in promoting their professional development. Similarly, in the interviews, the groups were asked to comment and expand on their questionnaire answers. This chapter presents the interpretations and analyses of the qualitative data.

Ary et al. (2006: 480) said that

The challenge facing the researcher is to make sense of copious amounts of data and to construct a framework for communicating the essence of what the data reveal.

He also, stated that the approach to analysis of qualitative data involves three stages: organisation and familiarisation, coding and recoding and representing and interpreting (Ary et al.: 2006: 481).

There are advantages to use computer software. According to Krippendorff (2004: 258-259) computers can support content analysis research. It has the ability to process large volumes of data at high speed, the ability to process textual material reliably, enable to code textual data into analytic categories and to recall parts of text with a particular code. However, there are, disadvantages in using computers programmes. Computers are machines have no sense of what they do and they sometimes may use the same word with different meanings and this may result in decontextualisation and fragmentation of data because of its tendency to quantify findings.

For some, to use computer-based data management programmes with unwillingness and unfamiliarity can result in additional weeks of work (Weng, 2012). However, according to Weng (2012) in the literature analysing qualitative data using computers has been debated (e.g., Bringer, Johnston, & Brackenridge, 2004).

According to Easterby-Smith et al. (2002) using of manual methods with small qualitative

data sets of fewer than 20 interviews, may be better understood . Taking into consideration these limitations of analysing qualitative data through computer programmes, and the small number of interviews that this study had and my wish to engage with the data, I decided to analyse the qualitative data manually. So, I had to go through these main stages including the translation of the data from Arabic into English without changing the meaning.

Stage one: The open-ended survey questions

The fifth part of the questionnaire consisted of two open-ended questions regarding how the respondents perceived the meaning of the term CPD and how they saw its importance to teachers’ professional development.

The results show that most of the respondents had answered these questions. Although the survey was constructed to be completed by respondents’ answers, five of the respondents had filled their responses with a dash. Some of the respondents had put limited answers to these questions. However, the answers to these questions were analysed, categorised and summarised.

Meanings of CPD

Respondents’ definitions of CPD can be characterised by key terms. Some of these key terms which were reported mostly in the respondents' descriptions of CPD were: ‘to develop’, ‘to increase’, ‘to enhance,’ ‘to improve’ and ‘to update’. Whilst the following table shows the frequency of these key terms provided by the respondents the researcher here is not intending to quantify the data, instead, the idea here is to show that most of the respondents defined the term as a developmental process.

Table 8.1 Frequency of CPD key terms in respondents’ responses

<i>CPD Key terms</i>	<i>To develop</i>	<i>To increase</i>	<i>To enhance</i>	<i>To improve</i>	<i>To update</i>
<i>Frequencies*⁹</i>	94	12	11	11	9

The table shows that the majority of the respondents regarded the terms as a form of development in teachers’ skills, knowledge and performance. However, the first question was categorised into two categories as it came out from the data as follows:

⁹ **I used the “find“ option in the word processor to calculate the frequencies of these terms and their related forms.*

CPD as an ongoing process

Most of the respondents in their definitions of CPD regarded the term as an ongoing and continuous process. This frequent category was described in many definitions which concentrated on the continuity meaning of the term. The category is divided into three themes as follows:

A way to provide new knowledge

Some of the respondents regarded the term as an ongoing process, to follow up with the latest information. One of the supervisors said,

“CPD is an ongoing improvement to meet all types of changes which occur”.

This view suggested that any changes occurring in education must be followed by training to meet those changes. Another supervisor stated,

“It’s an ongoing process to search for everything new in education”.

One more supervisor provided an example of how to renew knowledge by saying

“It’s an ongoing process to search for the latest information on the subject by attending events like conferences, seminars, meetings and training courses”.

Senior teachers also defined the term as a way to provide the latest information to develop teachers’ skills as one of them said,

“It means developing teachers’ skills with everything new that suits the new era”.

Another one said,

“It’s an ongoing process by taking courses and workshops to know what is the new information in the field”.

This opinion indicated that taking courses and workshops could increase teachers’ knowledge. Moreover, two more senior teachers provided similar descriptions of the term, as one of them said,

“CPD is about knowing what’s new in education and what is the latest thing in the professional field”.

The other one expressed the same meaning but provided more information on how to seek the new in education by saying,

“CPD means to look for what’s new in education based on subject knowledge and clear goals”.

Teachers described CPD as a tool to know what’s new in education and provide it for teachers.

One teacher said,

“CPD is an ongoing process to renew the way of teaching and try to find the latest methods in teaching which suits the new generation and developmental thinking”.

This definition suggested that CPD is about providing teachers with new teaching methods and strategies to fit modern life and technology. Another teacher defined the term in three words only as he said,

“It means development, renew and change”.

One more teacher expressed his opinion and explained the term by saying,

“It is an ongoing process in my professional career to increase the subject knowledge in my subject with everything new in technology which serves my fields and my subject”.

This view showed that this teacher saw the term as a way to increase teachers’ knowledge in their field and provide them with the skills to use new equipment to help them teach their subject. Another teacher described the term as a way to renew the educational work by saying,

“It means to renew the educational work to give the teacher the space to become creative in his work”.

Furthermore, another teacher defined the term as a way to increase teachers’ capabilities to deal with modern education by saying,

“CPD is about updating and developing teachers to be capable of dealing with the latest knowledge in modern education”.

Another one said,

“It means gaining new experiences and skills related to ongoing teaching activity to achieve education goals which are based on a constructive and developmental process”.

These teachers saw the term as a way to gain experience and skills that teachers need to practice their teaching insisting that this process should be based on education goals.

A way to fill the training need

Another recurrent theme in the respondents' definitions of CPD was that it was a way to fill teachers' training needs. One supervisor said,

"The teacher continues developing different skills he or she has through training reading and joining online courses to be better and to think critically. He or she needs to seek assistance from everybody to develop him or herself".

This opinion shows that CPD is a way to provide teachers with the assistance they need to develop their skills.

Another teacher expressed his definition of CPD by saying,

"CPD forms three main content areas:

-Professional training: it means how to provide teachers with all skills needed to increase their efficiency.

-Professional education: it means to modify the beliefs and teachers thinking about their work attitude and to ensure the professional value through the courses and reading materials.

-Professional support: it means to provide a stable professional environment, and enhances the workplace atmosphere and settles teachers inside schools for an extended period".

This definition suggested that CPD is more than training courses and should be a way to fill the training needs and to provide all the support that teachers need.

A way to cope with the challenges

This theme was provided in the respondents' definition in a variety of ways in which the respondents defined CPD as a way to help teachers cope with the challenges of the new era. This view was mentioned by one teacher as he said,

"CPD means a development of teacher knowledge, skills and capabilities to cope with the challenges of the new era".

Another teacher stated,

"CPD is to develop the professional performance to cope with the new era".

This teacher believed that by developing teachers' performance teachers will cope with the new era. One more teacher wrote that,

"CPD is about improving teaching skills regularly to cope with new teaching techniques".

However, teachers also believed that CPD should help them and provide them with the techniques for class management as this teacher expressed his definition by saying,

“CPD means developing and coping with new strategies in teaching and finding a solution to class management needs”.

This justification was suggested by some interviewees that class management is one of the important and urgent training needs. Moreover, one teacher expressed his definition by saying,

“CPD means to provide teachers with the correct subject knowledge and provide them with easier, enjoyable, and technical ways to transfer the information to their students and help teachers to create inductive and deductive questions”.

This opinion indicated that teachers believed that one of the roles of CPD is to help them inside the school to do their work and to enhance their students’ achievement. One of the senior teachers supported this meaning by saying,

“CPD means to develop teachers' skills to help them do their work inside the school appropriately”.

Also, one supervisor said that,

“CPD means improving teacher performance for better student learning and achievement”.

This opinion supported the view that respondents believed that CPD is about helping teachers cope with the challenges that they faced inside the school by improving their skills and their abilities thereby enhancing students’ achievements.

CPD as a continuous self-development

Respondents’ definitions of CPD also revealed that CPD is a self-development process.

One supervisor said,

“In my opinion, it is an ongoing process to develop teacher performance in teaching the subject even by self-development or by those who are responsible for the training system”.

This concept suggested that CPD is about developing teachers’ performance in teaching even by self-development or by a training system. Another supervisor expressed his description by saying,

“CPD is self-development in connection with previous training”.

This view indicated that CPD is only a ladder to self-development. The concept of self-

development was also presented in senior teacher respondents' views. In the words of one senior teacher,

“CPD is teacher self-development through some activities and programmes”.

Another senior teacher expressed a similar definition by saying,

“It means a teacher’s self-development so he or she can become a creative and excellent teacher”.

One more senior supported the idea of self-development by saying,

“A Teacher should work hard to improve himself”.

This reason illustrated that teachers must develop themselves and become active.

Teachers also see the term as a form of self-development as one teacher said,

“CPD means an ongoing process to develop yourself professionally through getting updated with technology and new techniques to teach your students”.

This teacher indicated that if teachers need to develop themselves professionally, they should update their knowledge in technology and it’s their responsibility to do that. This reason was supported by other teachers and here are some examples of teachers’ definitions of the term. One teacher said,

“CPD means that a teacher develops himself in his subject continuously”.

Another teacher said,

“CPD is a continuous self-development”.

Conversely, there are other teachers who believe this self-development should be via continuous training courses as one teacher stated in his definition,

“CPD is to try to develop yourself through continuous training”.

One more teacher also expressed the same idea but with a clear view that it’s a self-development,

“It means teacher self-development through some activities and programmes”.

However, this shows that these definitions considered CPD as self-development and somehow it’s the teachers' responsibility, but this cannot be done without helping

teachers by providing them with the training they need, the time and the place to develop professionally.

Generally speaking, the above descriptions show that CPD is a dual responsibility. It's teachers' responsibility to develop themselves by increasing their knowledge, skills and being an active learner. Also, it's the MOE officials' responsibility who should work with teachers by providing them all the training courses that teachers need to help them develop professionally. However, one teacher gathered all the categories and themes supplied above in one definition as he said,

“CPD means to follow up with the teacher and student their needs about teaching and studying the curricula in accordance with the changes and the development that forces the teacher and the student to develop himself to achieve the expected level. This development can be done by conducting training courses for teachers which help them to develop their capabilities to face all the challenges in their career”.

The importance of CPD

The respondents were asked in the survey (question 2 in part 5) to answer whether they believe that CPD is important or not, providing justifications of their answer. The data analysis shows that only five respondents had filled their answers with a dash sign. So, most of the respondents agreed that CPD is important for teachers and most of them justified their responses. The table below shows most of their common justifications about various aspects of CPD.

Table 8.2 Respondents frequent justification about the importance of CPD

<i>Respondents justifications</i>	<i>N</i>
To keep teachers up to date	45
To improve teachers teaching performance and skills	23
To increase teachers' capabilities and experience	20
To help teachers overcome obstacles	12
To enhance students' achievement	12
To help teachers do self-development	4

Table 8.2 above shows that most of the respondents justified their answers about the importance of CPD by saying teachers need to be up to date.

One supervisor expressed his justification,

“It is important because the teacher is supposed to be up to date with using teaching techniques and using technology. The teacher needs to

know everything new in Education so he or she can be ready for any question from any student”.

Another supervisor said,

“Yes, it is. Besides improving the teachers’ performance as an educator, the professional development helps knowledge updating in the field of education”.

This justification indicated that improving teachers’ performance and updating their knowledge were the reasons behind the importance of CPD. One more supervisor suggested some consequences if the teacher had not updated his knowledge by saying,

“Yes, it is important because the subject knowledge is changing. So, if the person couldn't follow up with it he will miss being with the modern human civilisation, and he will be behind in understanding what is the latest subject knowledge and professional information in his career”.

Another one related the importance of keeping teachers updated with new teaching issues by saying,

“Yes, it’s important to improve performance, acquire knowledge and skills and keep updated with new issues related to teaching”.

Teachers also suggested a similar justification about the importance of CPD as one teacher said,

“Yes, it makes teachers updated and enables them to know the latest teaching and learning methods”.

Another teacher supported his argument by saying,

“Yes, it is important because the world is changing and the teaching means are developing, and we need to follow up those changes”.

One more teacher also supported the idea of being updated,

“Yes, in order for them to keep up with new technology and methods”.

These reasons indicated that most of the respondents concentrated their opinions on the practical skills related to enhancing teaching methods and strategies by keeping teachers up to date with new technology. Furthermore, senior teachers also believed that teachers need to be updated with everything new in their subject as one said,

“Yes, to follow up with everything new in their field”.

Another one generalised his justification by saying,

“Yes, to follow up with what is new in the educational field”.

However, the respondents also related the importance of CPD to other justifications like

improving teachers' performance, increasing teachers' capabilities, enhancing students' achievement and helping teachers overcome obstacles as shown in table 8.2. One supervisor said,

"Yes, the professional development is important for teachers because it improves their performance, provides them with what is new in the educational area and provides them with their training need".

Another one related his justification to the changes happening in teaching methods and the differences in students' achievement by saying,

"Yes, it's important, because there is an ongoing life development, new means to use in education, changing in teaching methods, and changing in curricula. Also, because there are differences in students' achievement".

One more supervisor said,

"Yes, because it's the reason behind their development, their experience, their knowledge, their performance development and their awareness about the importance of the message of education".

This justification related teachers' development to CPD. Another supervisor said CPD improves students' achievement,

"Yes, to provide the teacher with the new information, knowledge and skills which improve students' achievement inside the schools".

One teacher linked the enhancement of students' achievement to the development that teachers gain by saying,

"Yes. Because the more you are developed, the better students you will have"

Other respondents saw the importance of CPD in relation to the challenges that teachers faced as one teacher said,

"Yes, it's important because there are challenges and those challenges keep changing through the time, and also the teaching methods are developing, a modern technology".

Another teacher expressed his reasons by saying,

"Yes, because it helps us to overcome the obstacles we might face while doing our jobs annually, in which it is significant to be professionally developed to achieve the best of you".

One more teacher said,

“ Yes, since professional development is always considered the best way for enriching teachers’ abilities in dealing with new challenges in teaching”.

Senior teachers also expressed the importance of CPD in helping teachers overcome obstacles as one said,

“Yes, it helps them to find their weakness and strength to try to improve”.

These justifications indicated the role of CPD in helping teachers facing the challenges with more confidence by enriching their abilities to deal with problems or by helping them to know their weaknesses and strengths. Table 6.3 shows a minority of respondents related their justification to self-development. Here is one teachers’ view of self-development by saying,

“Yes, to develop himself and his career scientifically and educationally“.

One supervisor suggested that CPD is a part of self-development by saying,

“Yes, because it's a part of a self-development and it helps teachers to get a variety of teaching methods”.

Even though these justifications above confirmed the importance of CPD for teachers, two senior teachers stated two conditions for their arguments by saying,

“Yes, it’s important if they implemented teacher professional development correctly”.

Also, the other said,

“Yes, if its congruent with teachers’ needs”.

These conditions were supported as well by one teacher, who added another requirement by saying,

“Yes, if the teachers’ CPD was guided correctly and those who had qualifications were appointed to provide the courses”.

The respondents here suggested that those who had qualifications should be involved in teachers’ CPD.

These reasons indicated that CPD is important which means that the MOE officials should take into account some of these conditions when providing CPD for teachers, and they should be guided by all of the justifications that respondents offered in this chapter to help improve the effectiveness of teachers’ CPD.

Stage two: The interviews

This stage presents the data gained from the interviews with supervisors, senior teachers and teachers. The purpose of the interviews was to investigate and clarify further issues emerging in the survey. So, I asked the respondents in the online survey to give their permission to be interviewed by phone to answer further questions about teachers' CPD. The respondents were informed in the survey that this participation was voluntary. The analysis of the questionnaire showed that 1 supervisor, 2 senior teachers and 8 teachers kindly agreed to participate in a follow up interview.

In fact, eight respondents answered my calls as two teachers gave incorrect details and the last one didn't respond to my calls. Moreover, four supervisors agreed to answer the interview questions if they were sent by email or WhatsApp application as they told their lead supervisor they would like to be involved but they didn't have time for the interview. So, to take the advantage of their agreements I decided to send them the interview questions. However, as mentioned above the analysis was performed manually to allow close engagement with the data. All the answers from the interviews, the emails and the WhatsApp application were brought together, and it was displayed in tables and classified by questions. Kvale & Brinkmann (2009) say putting interviews in tables aimed to identify common issues, looking at patterns of the data and facilitating comparisons. Also, it allowed the researcher to do more interpretation and analysis (Richards, 2005).

The data then were coded and grouped into the following categories:

- CPD meaning, importance and aims;
- Factors of effective training courses;
- CPD opportunities and involvement in designing CPD courses;
- Current teachers training needs;
- Facilitating factors;
- Hindering factors;
- Issues raised by the participants.

These seven categories were organised according to the interview questions, and then the categories were coalesced into themes. However, to refer to the participants, they were given coded designations as follows:

- 1) Designation: T= Teacher, ST=Senior Teacher, S=Supervisor;
- 2) Gender: M=Male, Female=F;
- 3) Number: Teacher =1-5, Senior Teacher=1-2, Supervisor=1-4;
- 4) Answered by Email =AE;
- 5) Answered by WhatsApp= AW;

For example, SMAE: supervisor male answered by email, SFAW: supervisor female answered by WhatsApp

The table 8.3 below shows the participants' details:

Table 8.3 participants in the interviews and those answering the questions

Participant	Gender	Method	Qualification	Experience	Length	Designation
Teacher 1	F	Interview	Bachelor	21	27 min	TF1
Teacher 2	F	Interview	Bachelor	17	26 min	TF2
Teacher 3	F	Interview	Bachelor	5	28 min	TF3
Teacher 4	M	Interview	Bachelor	17	33 min	TM4
Teacher 5	M	Interview	Bachelor	15	35 min	TM5
Senior Teacher1	M	Interview	Bachelor	16	30 min	STM1
Senior Teacher2	M	Interview	Bachelor	25	30 min	STM2
Supervisor 1	M	Interview	Master	15 years as supervisor /18 years in work	53 min	SM1
Supervisor 2	F	Answered by Email	Bachelor	8 years as supervisor /18 years in work	—	SF2AE
Supervisor 3	F	Answered by Email	Master	30 years	—	SF3AE
Supervisor 4	M	Answered by WhatsApp	Bachelor	5 years as supervisor /17 years in work	—	SM4AW
Supervisor 5	M	Answered by WhatsApp	Bachelor	8 years as supervisor /17 years in work	— —	SM5AW

Interpreting the data illustrated seven categories as follows:

CPD meaning

In the interviews, the participants were asked about the meaning of teachers' CPD. Participants' definitions of CPD were divided into two principal themes as follows:

A way to improve teachers' performance, knowledge and skills

Most of the participants defined the term as 'A way to improve teachers' performance, knowledge and skills. For example, a teacher said,

“CPD means to increase the capabilities and levels of employees by transferring experience to them and giving them activities that help improve their performance” (TF1).

Another teacher also said,

“It means to develop teachers professionally and improve their performance” (TF2).

Supervisors expressed similar meaning as one supervisor said,

“CPD is learning and getting training to improve teachers’ knowledge and skills” (SF2AE).

Another supervisor said,

“CPD means the continuous growth in teachers learning to enhance his or her performance in teaching in an organised way to learn new skills” (SM4AW).

This opinion suggested that teachers’ CPD should be providing a continuous growth in their knowledge and experience.

A way to increase teachers’ capabilities and keep updated

Another theme that participants reported regarded CPD as a way to increase teachers’ capabilities in their field and to keep updated with the latest information. This definition was provided by some participants as one supervisor for instance said,

“CPD means to develop teacher capabilities in both subject knowledge and educational aspects according to his or her need and to what arises as new information and technology” (SM1).

Another supervisor said

“To update and develop the basic skill required for any field” (SF3AE).

Also, one senior teacher said,

“It means to increase the ability of the person to keep pace with developments at present, whether technically or regarding the curriculum” (STM2).

One more senior teacher stated,

“CPD Means to increase teacher capabilities in his or her field” (STM1).

However, one teacher defined the term as a way to help teachers transfer the knowledge to their students as he said,

“It means to teach teachers effective ways and methods that help them to develop ways to transfer the knowledge to their students easily” (TM4).

CPD in terms of importance and aims

Participants in this sub-category were asked about the important purposes of teachers' CPD. All of the participants believed that CPD is important and provided a variety of reasons as some regarded it as important to help teachers cope with problems as this teacher stated,

"It is important to help teachers know their weakness and needs to cope with the difficulties that they face in teaching especially old teachers who need to improve technology skills to be capable of using the new technical equipment inside the classroom" (TM5).

One senior teacher regarded the importance of CPD to help teachers know their strengths and weaknesses as he said,

"It is important because it helps the person to know his strengths and weaknesses in the field of his work. Also, it helps him develop the positive aspects and identify the negative aspects" (STM1).

Another senior teacher believed that CPD is important to help teachers cope with changes in education as he said,

"We live in a changing time so the teacher needs to follow up with these changes especially in education and there is a need to provide a special education to follow up the new changes" (STM2).

Moreover, one teacher said CPD is important for new teachers and old teachers and provided reasons for each of them by saying,

"It is important for new teachers because they need courses offered by the experienced people from inside and outside the institution. Also, it is important for old teachers because it helps them to learn about how to use modern technology(TF1).

However, most of the participants, on the other hand, regarded the aims of CPD as rebuilding teachers' skills, ensuring they receive the training they need and also equipping them with new technology to help them enhance their students' achievement. For example, one teacher said,

"CPD aims to rebuild teachers' skills and to improve students' achievements. Also, it aims to train teachers on how to deal with students and help them to renew their information in their fields" (TF2).

Another teacher concentrated on the aims of enhancing students' achievements by saying,

“I think the primary goal is to enhance students’ achievement as all of the training courses conducted are to improve teachers teaching abilities as targeting students’ achievements because whenever teachers have high skills, this will improve their students’ achievements(TM4).

One more teacher said it aims to increase teachers' confidence which helps improve students' achievement,

“For the teacher, it helps to increase his or her confidence, and it helps to increase the level of performance and address the deficiencies. While for the student it helps to improve the level of achievement because the qualified teacher transferred all his training experience to his students” (TF1).

This aim suggested that CPD is beneficial for both teachers and students as it improves and enhances both of them. Moreover, one supervisor said,

*“I think it aims to upgrade teachers’ level and provide teachers with the new knowledge in their fields. Also, it aims to improve teacher skills on how to deal with the new technology means and equipment and to teach them new teaching strategies like the six thinking hats*¹⁰ and learning by play” (SM1).*

Another one said,

“It aims to equip employees with new knowledge and skills (SF2AE).

This last opinion indicated that most of the respondents believed that CPD was about equipping teachers with knowledge and skills to help them cope with the new technologies in their field of education.

Factors behind the effective training courses

The participants were asked about what makes some training courses more effective than others based on their answers to the survey. The analysis of this question shows three themes, the trainer’s experience, the training should meet teachers’ needs, the content of the training and its relation to teachers’ lessons.

¹⁰ *The Six Thinking Hats is a system designed by Edward de Bono which describes a tool for group discussion and individual thinking involving six colored hats. “Six Thinking Hats” and the associated idea parallel thinking provide a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively.(De Bono,1985).

The experience of the trainer

Most of the respondents agreed that one of the effectiveness factors of the training courses was related to trainer skills and capabilities. One teacher said,

“If the trainer who provides the course has an experience of what he provides to the trainees this would make the training very effective” (TM4).

Another teacher expressed her opinion about the less experienced trainer, who provided a training course by saying,

“The trainer must be qualified internationally and locally because some training courses were provided by teachers who have no experience in the topic of the courses provided and that’s because they want to fill the workshops timetable” (TF2).

Also, one supervisor supported this opinion and expressed the importance of the trainer experience by saying,

“The trainer has to have the capabilities to provide the courses and should be expert in his field or at least in the topic that he gives. However, teachers can notice trainers' weakness if he or she has no experience in the topic that they present. Moreover, we have seen this problem many times after teachers left their opinion about the course and the trainer as many of the trainees criticise the trainer’s insufficient skills and knowledge about the course topic (SM1).

This opinion indicated that some courses were provided by less experienced trainers who might affect the effectiveness of the training course offered to teachers. However, another supervisor said that the topic and the trainer’s skills could be a reason which makes CPD effective by stating,

“Some CPD activities are more effective for different reasons: Firstly, if the topic itself interesting for the trainees. secondly, the trainer could be skilful and uses different ideas and activities during the workshop” (SF3AE).

Meeting the trainees need

The participants also said that meeting trainees' needs would make the CPD activities and training courses very effective. This supervisor expressed his belief about what makes some training courses more effective than others by saying,

"I think the training and workshops should meet teachers needs to be very effective otherwise it will be a waste of time. Also, training and workshops should include new information and developmental ways that the trainees never knew about before" (SM1)

Another supervisor said,

"The courses which meet trainees needs and desires can be very effective. Also, the training courses that take into account teachers' weakness would be very effective" (SM5AW).

One more supervisor said,

"Some courses touch the actual needs of trainees. Or it uses a variety of presentation techniques" (SF2AE).

These opinions insisted that meeting trainees' needs would make the training courses more effective. Moreover, one teacher stated that meeting teachers' needs and the timing of the courses would make some training courses more effective than others by saying,

"If the training course meets teachers need that would make them very effective. Also, the Training time makes the courses effective especially if prepared before the teachers finish their curriculum" (TF1).

Another teacher expressed her opinion by stating that the time was another important factor alongside with meeting trainees need. This teacher stated her opinion by providing her own experience with the courses that meet teachers' needs by saying,

"I think if the course achieves its goal and if it's given in the time that suits all those who attended; this will make the training courses very effective. Also, the training course must be attended by only those who are in most need and its aim should be suitable for the targeted sample. Moreover, it should help teachers to implement what they have learnt in those training courses. Finally, I would say that I have attended a training course about how to analyse the exam paper. This course was beneficial for me, and I think these kinds of training courses will make a big difference for teachers" (TF3).

One senior teacher said that the training courses should meet the trainees needs and not to be mandatory by saying,

“Meeting teachers needs and not making the courses mandatory could help to fix teachers’ problems and make the training courses more real” (STM2)

This last statement suggested that teachers should be able to choose their training courses without forcing them to accept a course that didn't meet their needs or desired topics.

The power of the content

This theme shows that some participants had related the effectiveness of some training courses to the content of the training and its relation to teachers’ lessons or work.

One supervisor had included this theme in his statement by saying,

“The course should be related to teachers’ work as teachers sometimes criticise the topic because it is at a different school level which he or she doesn’t teach. Also, the content of the course is important, and the workshops must be theoretical and practical” (SM1).

One teacher emphasised the power of the content of training courses and suggested one topic to be introduced before finally expressing her complaint that she hadn’t attended any courses in the last ten years by saying,

“I believe that the content of the training courses and its relation to the teachers’ lessons make the training courses very effective. Moreover, the training courses must be theoretical and practical. However, I haven't attended theoretical courses because most of the courses were practical in my field and we didn't have any courses for example, to understand students’ behaviour. Finally, I would say that I haven't taken any course in the past ten years of my experience. So, we need to provide courses that motivate teachers and renew their knowledge” (TF2).

Another teacher believed that the content should make a difference in teachers’ knowledge otherwise it will be a waste of time as he said,

“The content of the training courses should make a difference in teachers’ knowledge and learning otherwise the training will be a waste of time, and I would say that some workshops and training courses that I have attended have a lack of new ideas and information for teachers” (TM4).

Furthermore, one senior teacher said that the content and its relation to teachers needs would make any training course effective by saying,

“I think the content of the training courses and its relation to teachers needs are the most important elements of any effective training. Also,

the time of the training courses and choosing the targeting teachers to attend those courses are significant” (STM2).

Theses opinions above indicated that the content of the training courses could motivate teachers to attend the courses and could help enhance the effectiveness of teachers’ CPD training courses and activities. However, other participants focused on the way that the courses were provided as some of them suggested that the courses should combine both theoretical and practical information rather than providing one of them. For instance, one teacher said he experienced both and believed it would make the training effective by saying,

“I think if the training and workshops were provided theoretically and practically at the same time this would make the training very effective more than if it’s only theoretical or practical. However, I have myself experienced this in the last workshop that I attended as it was beneficial because it was both theoretical and practical” (TM5).

One senior teacher expressed same beliefs as he said,

“The activities and training courses that are face-to-face are more effective than others because the trainer is close to you. Also, those which contain theoretical and practical aspects are more effective than others” (ST1).

Moreover, one supervisor had stated an important opinion about what could make a difference. This is to follow up any training effect on teachers by saying,

“I believe that to keep tracking the training effect on teachers could help to make the training courses very effective” (SM4AW).

To sum up, all these opinions showed valuable suggestions that could enhance the effectiveness of the training courses provided for teachers. These results supported the findings of the survey and provided a close to what teachers believed about the current CPD.

CPD opportunities and teachers’ involvement in designing CPD courses

This category demonstrates the participants’ opinions about the availability of CPD opportunities for teachers at the school level and region level. It also represents their opinions about teachers’ involvement in designing their CPD.

Some of the respondents expressed their belief about the insufficient CPD opportunities for teachers at the school level and area level. For example, one senior teacher said,

“In the school, there is only one workshop in the last five years and it’s repeated every time in the same way, but five years ago there were beneficial courses. So, in the last five years, there is change, and the professional development opportunities are weak even though teachers mentioned their training needs in the annual report nothing has been prepared. In this area, the training courses are in general not enough, and sometimes they told us the financial aspect is the reason” (ST2).

He also gave percentage and reasons why teachers were not involved in designing their CPD,

“Unfortunately, teachers are not involved in the design of the courses by 80 to 85% because they do not take teachers demands into account and they forced teachers to attend some courses which they do not need” (ST2).

Another senior teacher said that the lack of the CPD opportunities was because there were no professional communities between schools. This concept was repeatedly mentioned by those who attended the new Specialised Training Centre. I believe that this is a new strategy that was provided to increase CPD opportunities for teachers. However, this senior teacher said,

“The opportunities for continuing professional development in the school are still weak and simple, and there are no standards or criteria to follow-up with those opportunities. The opportunities for CPD in the area are in general weak due to the lack of a professional community, and even if there are some courses, they often do not meet the teachers’ current needs and desires“ (ST1).

This senior teacher also expressed his sadness about the lack of teachers’ involvement in designing their CPD by saying,

“Unfortunately, teachers are not involved in the design of the courses. Because the concept of the professional community is not available, and I’m a member in the specialised centre for two years, and they did not take our opinion about the courses that we need, but instead they brought British materials which I believe are not appropriate to the local environment. However, I support the professional community as a concept, but I am not convinced of the training courses offered in the Specialised Centre because it does not suit the local Omani environment and because teachers know nothing about the professional community” (ST1).

Moreover, one teacher mentioned the lack of CPD opportunities and gave an example of her field by saying,

“There is a lack of teachers’ professional development opportunities inside the school for art teachers, and we feel its unfairness. Also, it’s very rare for art teachers to get training courses in the training centres in the area” (TF2).

She also expressed her anger at not being involved in designing teachers' CPD and for not being listened to and not having their training needs met.

“No one asked me about my training needs and all of the training courses are prepared already. Also, no one asked me to participate in designing the training courses provided for me and for other teachers, in which I believe it's a very negative aspect. Moreover, it happened once that my name was listed in training courses that I do not need. However, we have been asking for specific training courses to be provided for us, and unfortunately, no one listens” (TF2).

Another teacher stated that the lack of CPD opportunities was due to the lack of colleagues in the section by saying,

“We have an insufficient number of teachers in my section, and that causes us big pressures inside the school. Also, we have a lack of time because of the heavy timetable. So, we do not have enough opportunities inside the school to conduct workshops, and we do not even have a senior teacher. However, the opportunities for teachers' professional development are weak in the last two years” (TM4)

Conversely, he thinks the opportunities are available at the area level, but they do not know about those opportunities as he said,

“The workshops are available once each month in the Directorate according to my knowledge, but the problem is they do not tell all teachers about these opportunities. Nevertheless, if the teachers attended those courses, this will cause absences from school and from their student's classes which as a result cause a delay in the curricula. However, I believe that most of the courses are not beneficial for teachers. Because the courses they provide most of the time do not meet teachers' needs. Ministry officials also made teachers attendance compulsory. Thus, if any teacher decided not to attend he or she might face a deduction from their salaries which is completely unacceptable” (TM4)

On the other hand, this teacher believed that there were enough CPD opportunities in her school but not in the area as she was critical that the opportunity was available only in the Muscat centre by saying,

“The professional development opportunities are available for teachers in my school, and we have a clear plan for those who provide professional development workshops for teachers, but unfortunately we do not have anyone from outside the school to give or provide workshops which is disappointing. While in the area, the ministry officials need to refocus their attention and see that the professional development opportunities provided for teachers are not enough. Most of the course is available in the Muscat training centre which is far away from my town Quriyat (Quriyat is 85 kilometres away from Muscat), and it's so difficult for us to attend those training courses.

However, I believe that when the trainers travel to the trainees it's better than the trainees travelling from this far place to meet only one trainer in the training centre" (TF3).

This teacher expressed her difficulties to attend courses in Muscat city and provided a suggestion to help them attend the courses. However, she supported the idea that teachers have not been involved in designing CPD courses by saying,

"I haven't participated in designing any course, and no one asked me either about my training needs. Also, all of the invitations for the training courses are general, except some private courses. However, those who attended the courses are not necessarily those who are in most need. So, unfortunately, most of the time they nominate those who aren't in most need" (TF3).

One supervisor said,

"At school, I feel that they are limited regarding topics and trainers but in the area, there are plenty" (SF3AE).

However, she supported the idea that teachers are not involved by saying,

"Teachers are not involved because most training programmes are centralised and designed by the MOE" (SF3AE).

Another supervisor said a similar thing,

"It depends, in some schools we sometimes find a place to conduct workshops while in others we couldn't. But only in the area level in the last few years we had many workshops and courses" (SF2AE)

She also said that teachers are not involved in designing CPD, but they chose the topics as she said,

"No teachers are not involved, but the topics are chosen after discussion with the supervisor" (SF2AE).

One more supervisor expressed his opinion about the weakness of CPD opportunities at both school level and area level in more detail by saying,

"Teachers attended workshops inside their schools but it is still weak, and I believe there are obstacles like the lack of time to conduct a workshop. Also, the difficulties that we sometimes face with a school timetable if we try to free teachers for two or three periods as this might be refused by school administration because of teachers' absence and insufficient staff to fill the trainees' classrooms. However, the senior teacher has now worked as a resident supervisor, and the ministry had partially freed them to conduct workshops for their colleagues. Nevertheless, there are still pressures on senior teachers as some of

them have more than seven teachers to observe and to write their report. Also, they have to teach their classroom which is at least 12 classes a week, and this might cause difficulties for them to have time to conduct the workshops. While in the area it depends on the training centres and the financial support that those training centres had because the new law is forcing us to decrease the training courses to fit the financial support that we have. Also, last year the training courses have been reduced from seven courses to only two courses a year, and that is because of the economic crisis in the country which causes the ministry officials to decrease the financial support. However, the training course opportunities at the area level, in general, are still weak. Even though we try to conduct a workshop for teachers but the school principal keeps complaining about teachers' absence and sometimes they might refuse to free their teachers, and this could prevent teachers from attending those courses” (SM1).

This supervisor said that in his subject senior teachers are participating in designing CPD courses as this was the rules in his field to provide teachers' CPD courses,

“At least according to my knowledge in the subject that I supervise senior teachers are always participating with us in planning the content of the courses for the next year. However, the new training rules require that two or three senior teachers should attend the discussion of teachers' professional development training courses. Moreover, sometimes we might invite an experienced teacher to participate with us in designing those professional development workshops” (SM1).

To conclude, most of the opinions above indicated that there are still insufficient teachers' CPD opportunities at both school and regional level. These respondents insisted that teachers were not involved in designing their own CPD. Although the last view illustrated that the rule is about to include some senior teachers and teachers in designing teachers' CPD, most of the participants said that teachers were not involved in planning their CPD. However, this issue needs to be tackled by Ministry Officials to ensure the effectiveness of teachers' CPD.

Current teachers training needs

The participants mentioned that teachers currently need the following training courses and activities respectively:

- 1- Classroom management;
- 2- To prepare students' activities;
- 3- To use teaching strategies and new technology inside the classroom;
- 4- To deal with students inside schools;
- 5- To deal with new curricula;
- 6- Other training needs.

Classroom management

Most of the participants said that teachers need to know how to use classroom management strategies. For instance, one supervisor when asked about the most important activities that teachers need he said,

“I think that to teach teachers classroom management strategies is the most important activity. Because some teachers might have knowledge and experience, but they can't manage and discipline their classroom which causes them a lot of difficulties to transfer the information to their students” (SM1).

This participant focused his opinion about classroom management on how to control the classroom; others however focused on how to manage classroom time like this senior teacher who said,

“Teachers need courses on how to manage time in the classroom, as some teachers take more time talking about things not related to lessons” (ST1).

Also, one teacher said,

“Teachers need to learn classroom management to help themselves manage classroom time perfectly” (TM5).

Preparing students activities

The participants said that they believed teaching teachers how to prepare students activities is most important. For example, one teacher expressed her opinion by saying,

“Teachers need to know how to prepare activities and how to achieve the objectives of lessons. However, there is a lot of misunderstanding among the new teachers on how to achieve the lesson objectives. I remember that there was at Sultan Qaboos University a workshop called microteaching where teachers practice teaching to understand how to achieve the lesson objectives. Unfortunately, the new teachers had no ideas about microteaching and a long time from now this might cause a lot of problems before teachers notice their mistakes. Teachers need to know how to use students' assessment methods because after 17 years of experience I myself do not know how to use students' assessment methods” (TF2).

This teacher expressed her opinion about most important activities that teachers currently need by providing her own experience about preparing lessons and her weakness about using students' assessments methods. Another teacher said,

“Teachers need to know how to prepare activities that take into account individual differences” (TM5).

One more teacher stated that,

“Teachers need courses on how to prepare activities and questions for students especially how to write inference questions” (TM4)

One supervisor said,

“Teachers need courses on how to prepare questions that hit the targeted goals. Teachers need to know how to choose their classroom questions to suit students who understand the knowledge quickly and also to suit those who have difficulties” (SM1).

Those last three participants regarded the importance of preparing students’ activities to the students’ level of understanding as they insisted that the lessons’ questions must take into account students’ achievement. Nevertheless, most of them believed that teaching teachers how to prepare their lessons and students activities is important as this senior teacher said,

“I think to train teachers how to prepare activities for students is most important” (ST1).

Using teaching strategies and new technologies

Other participants believed that teaching teachers how to use the latest classroom technology is important. One teacher said,

“Teachers need to learn new teaching strategies and to know how they can implement those strategies inside the classroom. They also need to know how to deal with the new teaching means and technologies like the smart board and how to prepare an activity using the smart board” (TF3)

Another teacher said that teaching teachers how to use new technology is important for old teachers,

“Teachers need Courses on how to use the new technology equipment inside the classroom especially for old teachers” (TF1)

A supervisor also said,

“The most important activity that teachers need from my point of view is to know how to implement teaching strategies effectively, because most teachers know of teaching strategies, but they do not know how to

implement those strategies correctly. Also, teachers need to know how to use new technology in the classroom” (SM4AW).

Another supervisor said,

“Using technology in teaching is important, but most schools do not have the materials to use” (SF2AE)

A senior teacher said,

“I believe to enhance teachers’ teaching skills in their fields and increasing their knowledge in teaching methods are the most important” (ST2).

These opinions showed that training teachers to use new technologies inside the classroom is important to help them prepare their lessons and simplify the curricula.

To deal and communicate with students inside schools

Some participants said that teachers need to know how to deal with students especially those who have indiscipline behaviour. One supervisor stated,

“Post-basic schools teachers need more training in dealing with misbehaving students” (SF2AE).

While one teacher believed that teachers need to know how to make a good relationship with students by saying,

“Teachers need to know how to deal with students and how to make a good relationship with them” (TM5).

To have a good relationship with students, another teacher said,

“Teachers need courses on how to deal with students educationally and psychologically” (TF1).

Also, to take into account students’ individual differences are what teachers currently need as this supervisor said,

“Teachers need courses on how to take into account students’ individual differences” (SM1).

Moreover, one senior teacher believe that new teachers and expatriate teachers need more courses on how to deal with students by saying,

“Teachers need courses on how to deal with the students, especially new teachers and expatriates’ teachers. New teachers, for instance, need to know how to deal with students for the first time. Additionally, the expatriates’ teachers come from a different culture. So, they also

need this kind of training course before starting teaching classes” (ST2).

However, these opinions showed that teachers need to know how to deal with students as one of the current training needs. These views suggested that teachers need to attend workshops and courses that could help them to understand their students’ behaviour and to build good communication with them.

To Deal with new curricula

This sub-category represents participants’ opinions about the importance of how to teach new curricula and topics. One teacher believed that curricular designers should discuss the curricular topics with teachers by saying,

“Curriculum designers should discuss the curriculum units, and lessons with teachers and they should consider teachers’ opinion before approving the topics. Because teachers are the only ones who are going to teach these curricula and I believe that some curricula need to change” (TF3).

One senior teacher supported this argument by saying,

“Curriculum designers should prepare the curricula with teachers so they can be prepared to teach the topics. Also, to avoid surprising teachers with a new curriculum” (ST2).

Another teacher believed besides teachers’ involvement in designing the curricula she stated that teachers need to be practically trained on how to teach these curricula,

“Teachers also need to be trained practically on how to teach the curricula especially those who teach arts like music and drawing” (TF2).

One more teacher believed that teachers also need to know how to use different methods to teach the topics as he said,

“Teachers need to know how to use different methods to teach the curriculum lessons” (TM4).

He also expressed his own experience as an English teacher by saying,

“As an English teacher, we need solutions to teach English only in the English language as some teachers use the Arabic language to explain the lessons to their students. Also, we need workshops to understand the meaning of the new vocabulary” (TM4).

These opinions above illustrate that teachers need to be involved in designing the curricula or to be trained on how to teach new curricula as one of their

training needs. Some of the interviewees insisted that some of the new topics were not supported by professional materials or by workshops to help teachers understand these topics.

Other training needs

The participants also suggested other training needs such as sharing teachers' experiences and successful examples. For instance, one supervisor said,

“Teachers need to meet a sample of successful teachers to inspire and encourage them by sharing their experience on how to become a successful teacher” (SM4AW).

One teacher believed that visiting other schools was important for teachers to increase their experience by saying,

“Teachers need to swap experience between each other, especially outside the school. I mean to visit other schools because the experience we got from visiting schools is more than what we get in the training centres” (TF2).

These two opinions indicated that sharing teachers' experience and success stories even by visiting other schools or meeting successful teachers.

Facilitating factors

In this category, the participants were asked about factors that facilitate the implementation of effective teachers' CPD. The participants mentioned the following factors respectively:

- Trainer experience and skills;
- The time of the training courses;
- Meeting trainees need and targeting those most in need;
- To minimise the school timetable and workload;
- Teachers motivation toward CPD;
- Other factors.

Trainer experience and skills

The participants said that trainer experience and skills would help to implement effective teachers' CPD. One teacher said,

“The trainer must be qualified, and experienced in his field as this would facilitate the implementation of effective teachers' CPD” (TM4).

Another teacher said,

“Trainer capability and ability to provide the course is important because some of them are the only sender of the knowledge” (TM5).

One more teacher expressed her opinion by asking for trainers’ C.V details to encourage teachers to attend the courses. This teacher said,

“The trainer must be qualified, and experienced and the training centre must provide the trainer’s C.V. Because we need as teachers to know who will provide the course and what are his capabilities and skills. We need to know the topics of the course as I have attended two courses with the same trainer and same topic” (TF3).

One supervisor said teachers could be encouraged to attend courses if the trainer is qualified by saying,

“The trainer capabilities and skills would help to encourage teachers to attend the courses” (SM1).

One teacher also believe that a good trainer can get trainees attention by saying,

“The trainer must be qualified and experienced in his field because only a good trainer can get the trainees attention” (TF2).

Moreover, one senior teacher said,

“Trainer efficiency and capability to conduct the training course would help to implement effective training courses” (ST2).

The time of the training courses

The participants also considered the time of the training as a factor that could help to facilitate the effective implementation of teachers’ CPD. One teacher said,

“Choosing the time of the training courses which suit teachers’ schedule would help reduce pressure on teachers. However, teachers’ absence causes a high pressure on teachers as no one teaches their students while they absent. Also, teachers’ absence causes pressure on the school administration and their colleagues” (TM5).

He also expressed his opinion by saying

“MOE must give a plan and schedule for all training courses for the whole year. However, the plan will help the teachers to know the training courses topics and choose according to their need. Also, this will help them to prepare in advance” (TM5).

Another teacher supported this opinion by saying,

“Choosing a good time for training would help teachers. For example, after school day, because if you take teachers to workshops during the school days, this will put other teachers under pressure” (TF1).

One more teacher said,

“The time of the course should suit the trainees, and the place of the training courses should not be far” (TF3).

This opinion about conducting courses in centres that are close to teachers’ places was supported by one supervisor who said,

“The time of the courses would be helpful if it suits teachers’ preferred time especially for those who live far away from the training centres” (SM1).

Moreover, one senior teacher stated that the courses should be conducted before the semester start by saying,

“The courses should be conducted at the beginning of the semester and before teachers start teaching the curricula” (ST2).

These opinions showed that the timing of the training courses should suit teachers to facilitate the effective implementation of teachers’ CPD.

Meeting trainees’ needs and targeting those most in need

The participants suggested that to facilitate the effective implementation of teachers’ CPD, the courses should meet teachers’ needs and should be attended by those who are most in need. One senior teacher expressed his feeling by saying,

“Honestly if the designers ensured that the training courses provided are designed to meet teachers’ professional needs” (ST2).

One teacher also said that the content should fit teachers’ needs by saying,

“I think choosing the training content that fits teachers’ needs would help to facilitate the effective implementation of teachers’ CPD” (TM5).

Moreover, one supervisor said,

“If the courses meet teachers’ needs and desired topics this will help to provide effective courses” (SM1).

This interviewee insisted that the training courses should be attended by those who are most in need by saying,

“I believe that the courses should be attended by those who are in most need. However, we might sometimes choose an expert teacher to attend the training courses if we found that many teachers need this course. So, the expert teacher can transfer the knowledge he gained to his colleagues who are in most need” (SM1).

One teacher expressed his opinion in another way by saying,

“The attendance at the training courses shouldn't be a kind of escape from work pressure and responsibilities at schools instead it should be beneficial for teachers to attend” (TM4).

The results above showed that meeting teachers' needs is important to facilitate the effective implementation of teachers' CPD as the word 'need' has come up so much in the above opinions and in the earlier sections from the open-ended questions. However, these opinions indicated that the training courses should suit teachers' desired topics and should be attended by those who are most in need.

Minimising the school timetable and workload

In this sub-category, the participants said that the school timetable and workload should be decreased to facilitate the effective implementation of teachers' CPD. One teacher said,

“If teachers' school timetable was lighter this would be very helpful” (TF2).

One supervisor also said,

“If they didn't have the load of periods and work, they may find time to improve their skills” (SF2AE).

Another supervisor expressed his opinion by saying,

“I think we need to minimise the school timetable and provide teachers with a good educational environment. Also, we must minimise the administrative paperwork. Thus, teachers can get the advantages of that time for developing their professional growth” (SM4AW).

One more supervisor said,

“I think to minimise the curriculum, and the school timetable would help to facilitate the effective implementation of teachers’ CPD” (SM5AW).

The participants above believed that teachers have insufficient time to pursue their professional development because of the school timetable and administrative paperwork.

Teachers’ motivation toward CPD

In this sub-category, the participants stated that teachers’ motivation is one of the factors that could help facilitate the effective implementation of teachers’ CPD. One teacher believed that this is the responsibility of Ministry officials by saying,

“Officials need to create ways to increase trainees’ motivation” (TM4).

Another, a supervisor believed that teachers need to motivate themselves by saying,

“I think if the teacher believes that the training courses are important and its beneficial for them, this would help the most” (SM1).

Also, another supervisor supported this opinion by saying,

“If teacher him /herself has a desire to continue developing him/herself” (SF2AE).

While one senior teacher believed that this responsibility is for both the administration and teachers themselves, who should take teachers’ CPD seriously by saying,

“The administration should have a belief about the importance of teachers’ professional development. Also, the teachers themselves should have the ability to change” (ST1).

Another senior teacher believed that the attendance of teachers at training courses should be included in their files to motivate them by saying,

“Teachers who attend courses should be motivated, and their performance in the training courses should be included in their files to motivate other teachers to attend the courses” (ST2).

These opinions indicated that teachers’ motivation would help to facilitate teachers’ CPD even by encouraging teachers to motivate themselves towards professional development or by creating ways to motivate them.

Other factors

The participants mentioned other factors that might facilitate the effective implementation of teachers' CPD. One teacher suggested that courses should be theoretical and practical to be effective by saying,

“If the training course were practical and theoretical this would help to facilitate effective implementation” (TF2).

Also, one supervisor suggested his opinion by saying,

“Providing technical support and new technological means inside the school would facilitate the effective implementation of teachers' CPD” (SM1).

Another supervisor believed that following up the training would help impact ,

“If there is follow up from the trainer to the teacher. Also, if there are different courses or workshop conducted regularly” (SF2AE).

Moreover, one supervisor suggested that implementing a professional community between schools would help teachers to develop professionally,

“I think to implement the professional community between two or three schools will be very helpful” (SM4AW).

Another supervisor said similar thing,

“I think to create professional community among teachers will make a big difference” (SM5AW).

Hindering factors

The participants in this sub-category were asked about issues that hinder Post-basic (11-12) and Basic (10-12) schoolteachers from promoting their professional growth. They mentioned the following obstacles respectively:

- Lack of motivation;
- Workload and heavy timetable;
- Lack of equipment;
- Other hindering factors.

Lack of motivation

Most of the participants agreed that lack of teachers' motivation is the most important factor that hinders schoolteachers from pursuing their professional development. One supervisor expressed his opinion,

“Unfortunately, the most important element that hinders teachers from developing their profession is the personal element. Because if the person has no ambition to develop himself, this will be a big hindrance for him to improve his skills and experience. The lack of motivation to encourage hard-working teachers to continue their professional development would be another element that hinders teachers from pursuing their CPD. In fact, if they refuse to attend the workshops and training courses because of the workload they had, they might get a salary deduction. However, the financial motivation is not available at all” (SM1).

Another supervisor stated,

“There is less training for Post and Basic school teachers. At most, we have one course per year. So, teachers are not motivated to attend courses and sometimes they are afraid to lose their periods” (SF2AE).

One more supervisor stated a short answer by saying,

“The motivation to make a difference” (SF3AE)

Also, one teacher reported a similar opinion,

“There is a lack of teachers’ motivation to enhance their professional development” (TF2)

While another teacher gave reasons for the lack of teachers’ motivation,

“There is a lack of teachers’ motivation. Because of the lack of teachers’ satisfaction about their work salary and their students’ achievements” (TM4).

One more teacher regarded the lack of motivation as linked to the lack of reward by saying,

“There is a lack of financial and psychological support. However, I insist on the psychological support to reward the trainees especially those who manage to transfer what they learnt to their colleagues” (TF3).

Moreover, one teacher said,

“Teachers can develop their knowledge and information by using the internet, but the lack of motivation hinders them from promoting their professional growth(TM5).

These opinions illustrated that lack of teachers’ motivation was an important factor hindering teachers from pursuing their professional development.

Workload and heavy timetable

Here participants also said that teachers' workload is a big hindrance that teachers faced if they would like to develop themselves professionally. One teacher said,

“School timetable is the biggest hindrance because some teachers have more than 20 periods a week which is five classes a day” (TF1).

Another teacher said,

“There is pressure from the school administration on teachers by giving them administrative paperwork along with teaching more than 37 students in one class is a big hindrance” (TF2).

One more teacher also said,

“The school timetable and teaching loads are the biggest hindrance that stops teachers from promoting their professional growth” (TF3).

This workload is the reason why some teachers are not attending teachers' CPD courses as one teacher said,

“The workload and the responsibilities that teachers hold for their students if they went for a workshop and left them without study, could leads some teachers to ask for permission not to attend the workshops” (TM4).

Also, one supervisor supported this opinion by saying,

“Teachers timetable load and the heavy curricula would hinder teachers from attending the courses. As result, some teachers refuse to be nominated for attending the courses because of the workload inside the school” (SM1).

One more supervisor expressed his experience with teachers and suggested that teachers' opinions could be changed if they saw other creative and productive teachers by saying,

“When I meet teachers, and during any discussion with them they said that the curriculum is heavy and the priority of the school administration is to finish the curriculum not the quality of teaching. They also believe that the training courses do not meet their training needs. So, I think we need to change teachers' opinion about the training courses by inviting a sample of teachers who manage to be creative and productive by attending training” (SM4AW).

Another supervisor also said,

“I believe that teachers are not free to promote their professional growth. Because they have a lot of administrative paperwork that

hinders them from looking after their professional development. Also, finishing a heavy curriculum makes a great hindrance for teachers. So, I think the curriculum needs to be lighter or minimised to the level where the teachers can find the time to look after themselves and their professional development” (SM5AW).

Moreover, one senior teacher also insisted that teachers have no time for professional development as he said,

“School timetables cause workload and pressure on teachers and some of them have more than 23 periods a week, so there is no time for professional development” (ST2).

One teacher mentioned that some teachers teach three curricula and criticised the new system inside schools which is about transitional periods (the periods were students transfer from their class to another class) by saying,

“The new periods' distribution and the transitional periods are horrible for teachers as some teachers teach three curricula” (TM5).

However, these views showed that teachers have a workload issue inside schools and their timetable would hinder them from attending CPD courses and seeking development.

Lack of equipment

Another factor that hindered teachers from seeking their professional development was the lack of equipment inside schools. One teacher said,

“The school environment and buildings are not prepared for all fields as the classrooms do not have all the equipment that teachers need to prepare their lessons. There is a lack of technology and equipment as we have only computers and overhead projectors. However, in comparison with other countries, we need to build typical schools with all the equipment that teachers need to improve students' achievement” (TM5).

This teacher believed that the lack of equipment hinders teachers from enhancing their student's achievement. One senior teacher supported this opinion by saying,

“The school building is not prepared to conduct workshops, most of the school is classrooms, and there are no facilities available for the training workshops for teachers. Even though some subjects have labs such as the science subjects, the rest do not have places to prepare their workshops. Also, there is a lack of technical support and technological means inside schools. The lack includes insufficient computers, printers and projectors which hinder teachers from conducting their workshops. Moreover, some teachers face problems if they would like to make visual presentations because there are no equipped rooms.

Finally, there is a lack of staff to provide technical support on how to prepare workshops and provide tools needed for those workshops” (ST1).

Also, one teacher believed that there was a lack of professional materials by saying,

“The lack of professional materials because there is no more information about some topics in the schoolbooks and even sometimes the outside books as well have no information about it” (TF1).

Other hindering factors

The participants also mentioned other factors that might hinder teachers from promoting their professional growth. These factors are the following:

- The time and the place of training centres;
- Lack of professional materials;
- The training not according to teachers’ needs;
- Teachers not involved in determining their need.

One teacher suggested that the place and time of the training courses were hindering teachers from attending courses. She said,

“The time and the place for the training centres are hindering teachers from developing themselves professionally. Because the time of the courses they provide for teachers during the school time is not suitable for all teachers. Teachers are forced to leave their school and their class which causes them to delay the curriculum plan. So, this might give some teachers reasons to refuse to attend the training courses. Moreover, most of the courses start at 8 o'clock which makes a big pressure for those who live far away from the training courses. However, we need the officials to build more training centres to cover all the province that belongs to Muscat governorate” (TF3).

One supervisor supported this opinion and expressed his experience,

“The place of the training centres might make a big hindrance for those who live far away from centres and could cause teachers’ absence from attending the courses. For example, I have some teachers who work in Seeb district, and when I try to bring them to the training centre in Alwattayah which is far from Seeb almost 40 kilometres, they refuse to attend and keep complaining about the distance and the traffic” (SM1).

These two views suggested that the location of the training courses is hindering teachers from attending the courses especially for those who live far from the training centres.

Another one mentioned that there is a lack of professional materials inside schools for some topics by saying,

“There is a lack of professional materials inside schools because there is no information about some new topics in the curricula. Sometimes even the outside books have no information about it” (TF1).

This opinion indicated that new topics were not supported by professional materials that teachers need to gain more information.

Moreover, one more teacher mentioned that the training courses do not meet trainees' needs by saying,

“The training courses are repeatedly given and do not meet the trainees' need” (TF2).

Furthermore, one senior teacher said,

“Teachers and especially senior teachers are not involved in determining teachers' training courses need” (ST2).

This participant highlighted that teachers and senior teachers should be involved in choosing their own training need.

Issues raised by the participants

This sub-category represents issues raised by the participants in the interviews.

Although the results support the lack of the effectiveness of teachers' CPD, some issues grab our attention to further consideration. They are illustrated as follows:

Motivation

Some participants raised some issues regarding teachers' motivation and suggested some solutions for those problems:

- *Teachers need to have a real desire to change because it is the only way and the only motivation that might help them to cope with all the obstacles that hinder them from promoting their professional growth(SM5AW);*
- *We are facing teachers who refuse to attend courses(SF2AE);*
- *Provide more opportunities for teachers to continue their higher education(TF1);*
- *Provide certificates for those who attend the training courses to encourage them and other teachers to attend CPD courses (SM4AW);*
- *The MOE needs to motivate teachers and encourage them to enhance and improve their professional development(SM5AW);*
- *Teachers' CPD must be connected to their promotion system to encourage them (ST1);*
- *We need to inform teachers that he or she is a typical person for their students and they should hold a good value and manner(TM5);*
- *Teachers and senior teachers should be involved in determining the training courses provided(ST2).*

CPD Training

The participants also indicated some issues related to CPD training which are linked to the training courses provided, trainers, and teachers' work.

Issues related to the training courses:

- *There is a lack of financial support to provide a good training(TF2);*
- *Teachers need training courses in how to deal with students especially those who had experienced hard circumstances(TM5);*
- *A clear plan for professional development training courses and teachers must know the timing for those courses(TM5);*
- *A clear plan for teachers' professional development training courses(ST2);*
- *There is no clear plan for teachers' professional development for the whole year(TF3);*
- *Appointing more staff in the province to work in the training centres to conduct the training courses as we have only a few(SM4AW);*
- *Professional development cannot be beneficial for teachers when it only amounts to attending one- or two-days' workshops, but instead, it will be beneficial if it's more than three days(SM4AW).*

Most of the issues that participants raised regarding teachers' CPD training were to provide a clear plan for teachers' professional development.

Issues related to the Trainers:

- *Teachers need international trainers to train them (TF2);*
- *Trainers should focus their attention on teachers' cognitive side and provide more theoretical courses for art teachers(TF2);*
- *Trainers should share the global issues in the workshops especially those which go viral in social media and be concerned about their effects on schools(TM5).*

Issues related to teachers' work:

- *There is a considerable weakness in teachers' subject knowledge. So, we need to focus officials' attention on the subject elements because most of the training courses that teachers received are about the educational aspects (SM1);*
- *The new curriculum is not suitable for students' achievements as it's prepared for advanced level(TM4).*

However, these issues and the results from qualitative data both open-ended questions and the interview questions raised by the participants suggested that teachers' CPD needs to be enhanced by The MOE to ensure the effectiveness of its implementation.

Summary

The data analysed in this chapter was displayed into two stages, the open-ended questions and the interviews.

The open-ended questions present the data gathered from participants about the definition of CPD and its importance. The definition then was categorised into two. The first was defining CPD as an ongoing process which was divided into three themes: a way to provide new knowledge; a way to fill the training need; and a way to cope with the challenges

The second category was defining CPD as continuous self-development. This analysis was followed by a discussion from the open-ended questions supported by participants' quotations to demonstrate the key findings.

The interviews were displayed according to the interview questions into eight categorisations:

1- Meaning of CPD

This category was divided into two sub-categories:

- A way to improve teachers' performance, knowledge and skills;
 - A way to increase teachers' capabilities and keep updated;
- 2- CPD in terms of importance and aims;
- 3- Factors behind effective training courses.

The analysis of this question shows three themes: the trainer's experience; the training should meet teachers' needs; and the content of the training and its relation to teachers' lessons.

- 4- CPD opportunities and teachers' involvement in designing CPD courses;
- 5- Teachers current training need;
- 6- Facilitating factors;
- 7- Hindering factors;
- 8- Issues raised by the participants.

This analysis was also followed by a discussion supported by participants' quotations from analysis of the interviews.

The qualitative data results showed that respondents from the three groups believed that current teachers' CPD is still not effective. However, some issues emerged which need

further consideration such as the obstacles that hinder teachers from promoting their professional growth. These obstacles raised by the participants should encourage Ministry officials to examine the problem closely and find solutions to enhance the effectiveness of teachers' CPD. The next chapter provides the discussion of the results from the analysis of the survey and the interviews in the light of the previous literature to answer the main research question of the thesis.

Chapter 9 : Supervisors, senior teachers and teachers’ perceptions about aspects of teachers’ continuous professional development

Introduction

This chapter answers the main research question which is ‘What are supervisors, senior teachers and teachers’ perceptions about the effectiveness of teachers’ continuous professional development?’

This chapter discusses the results of this study from the point of view of supervisors, senior teachers and teacher respondents about the effectiveness of the current teachers’ CPD in three parts. It will summarise the key findings of each of the three groups’ perceptions regarding their understanding of the term CPD, its importance to teachers and the most and the least important aspects for each of the five domains of this study.

The following three parts discuss the results of this study from the point of view of the supervisor, senior teachers and teacher respondents about the effectiveness of the current teachers’ CPD. It will summarise the key findings from the perceptions of the three groups regarding their understanding of the term CPD and its importance to teachers. These parts also will discuss the key findings of supervisors’, senior teachers and teacher perceptions about the most and least effective training courses and activities, usefulness, training need, factors that facilitate the implementation of effective CPD and the obstacles that most and least hinder teachers from promoting their professional growth.

Part one : Supervisors’ perceptions about the effectiveness of teachers’ continuous professional development

Supervisors’ definitions of CPD and their view of its importance

Supervisor respondents’ definition of CPD concentrated their attention on what could help teachers inside the classroom. Thus, supervisors believed that CPD is an ongoing process and improvement to meet all types of changes that occur in teacher’s professional lives which affected their performance inside their classrooms as these three supervisors from the survey stated below,

“CPD is an ongoing improvement to meet all types of changes which occur”.

“It’s an ongoing process to search for the latest information on the subject by attending events like conferences, seminars, meetings and training courses”.

“In my opinion, it is an ongoing process to develop teacher performance in teaching the subject even by self-development or by those who are responsible for the training system“.

While this supervisor from the interview said ,

“CPD means to develop teacher capabilities in both subject knowledge and educational aspects according to his or her need and to what arises as new information and technology” (SM1).

This shows that supervisors believed that CPD is an ongoing process to increase teachers’ capabilities to help them cope with challenges that they could face during their work and to keep them updated to promote their professional growth.

The supervisors also believed that CPD is important. This supervisor from the survey said,

“It is important because the teacher is supposed to be up to date with using teaching techniques and using technology. The teacher needs to know everything new in Education so he or she can be ready for any question from any student”.

Another supervisor from the interview said,

“I think it aims to upgrade teachers’ level and provide teachers with the new knowledge in their fields. Also, it aims to improve teacher skills on how to deal with the new technology means and equipment and to teach them new teaching strategies” (SM1).

All these quotes provided such as,

“ Teacher is supposed to be up to date by using teaching techniques and using technology”

“Upgrade teachers’ level and provide teachers with new knowledge in their fields”

“ Improve teacher skills on how to deal with the new technology means and equipment and to teach them new teaching strategies” (SM1)

It looks like supervisors concentrated their attention on what happens inside the classroom and how to improve teachers teaching skills and knowledge and provide them with all the equipment that they need to become successful inside their classroom.

Supervisors' views of the effectiveness of current CPD Training courses and Activities (Most and Least effective aspects)

Table 9.1 Summaries of Supervisors' perceptions about the most and least effective CPD Training courses and Activities

<i>Supervisors perceptions of the most and least effective CPD Training courses and Activities</i>	<i>Supervisor(N=18)</i>	
	<i>Mean</i>	<i>S. D</i>
17. Supervisors' and Senior teachers visit teachers' lessons	4.67	.594
13. Joint teaching and discussion of lessons with peers	4.61	.608
12. Informal meetings with peers to discuss teaching and curriculum problems	4.44	.511
14. Peers class visits	4.44	.511
15. Professional visits to other schools	4.44	.511
5. Training courses and activities provided for teachers inside the School	3.78	.808
10. National conferences	3.72	.752
4. Summer training courses provided for teachers by the Sultan Qaboos University	3.67	.970
7. Training courses and activities in designing subject curricula	3.33	1.085

The supervisors in this study regard the most effective activity that helps teachers to develop their professional growth is their own visits with senior teachers to teachers' classes (4.67) as the most effective activity as shown in the table above. Despite that supervisors currently are not required to visit teachers' classes in schools that have senior teachers appointed. They still believed strongly that their visits could help teachers promote their professional growth. Supervisors also believed that opportunities and activities involving teachers' peers as mentioned in the table 9.1 above were effective. This was supported from the interview as one supervisor said,

“Teachers need to meet a sample of successful teachers to inspire and encourage them by sharing their experience on how to become a successful teacher” (SM4AW)

Training courses and activities to support curricula was also effective in helping teachers develop their profession from the supervisors' view. Whereas courses such as designing subject curricula, attending Sultan Qaboos University summer courses, attending conferences and the courses provided inside schools were among the least effective. These results indicated that supervisors might have thought that 'one shot' courses like those provided by Sultan Qaboos University in summer time, or the conferences or even those courses provided inside schools were not effective. These results were supported as well by the interview data as one supervisor for example regarded courses provided inside schools as ineffective due to the lack of time and places by saying,

“Teachers attended workshops inside their schools but it is still weak, and I believe there are obstacles like the lack of time to conduct a workshop. Also, the difficulties that we sometimes face with a school timetable if we try to free teachers for two or three periods as this might be refused by school

administration because of teachers' absence and insufficient staff to fill the trainees' classrooms(SM1).

Supervisors' view of the usefulness of current CPD Training courses and Activities (Most and Least useful aspects)

Table 9. 2 Summarise of Supervisors' perceptions about the most and least usefulness of current CPD Training courses and Activities

<i>Supervisors perceptions of most and least usefulness of CPD training courses and activities</i>	<i>Supervisor(N=18)</i>	
	<i>Mean</i>	<i>S. D</i>
2. Developing teachers' skills at planning lessons	4.56	.784
3. Enhancing teachers' effectiveness and efficiency in teaching	4.56	.784
13. Updating teachers' knowledge in their specialisations	4.56	.784
7. Increasing teachers' chance of finding a better job	3.28	1.227
16. Train teachers to use methods of scientific research and self-development in their field of specialisation.	3.28	1.364

In regard to the usefulness of the current CPD activities, supervisors believed that the current CPD courses helped teachers in planning their lessons, enhancing their teaching efficiency and updating their knowledge in their field. In contrast, the supervisor respondents believed that the current CPD courses were not useful in regard to increasing their chance to find a better job and using methods of scientific research and self-development in their field of specialisation.

These two interviewees expressed their disappointment about the current CPD which might support the ideas above by saying,

“There is a lack of teachers' motivation to enhance their professional development” (TF2)

“There is a lack of teachers' motivation. Because of the lack of teachers' satisfaction with their work salary and their students' achievements” (TM4).

Supervisors’ perceptions of teachers’ current needs (Most and Least needed aspect(s))

Table 9. 3 Summaries of Supervisors’ perceptions about CPD training need that teachers require most and least.

<i>Supervisors perceptions of the most and least Teachers’ CPD Training need</i>	<i>Supervisor (n=18)</i>	
	<i>Mean</i>	<i>S. D</i>
5. Teachers need to know teaching strategies and skills.	4.83	.383
7. Teachers need to know how to motivate student learning through different teaching methods	4.78	.428
2. Teachers need to know how to adapt to the school vision and mission.	3.89	1.023

The results showed that the supervisor respondents had a strong agreement that teachers currently need to know teaching strategies more than teachers themselves do as the ANOVA results suggested (see table 6.20). This was supported as well by one supervisor from the interview data who said ,

“The most important activity that teachers need from my point of view is to know how to implement teaching strategies effectively” (SM4AW).

Despite that, the supervisor respondents agreed that most of the training courses listed in the survey were among the courses that currently teachers need.

Supervisors’ views of factors that facilitate CPD most and least

Table 9. 4 Summaries of Supervisors’ perceptions about the most and least Factors that facilitate the implementation of effective CPD

<i>Supervisors perceptions about the most and least Factors that facilitate the implementation of effective CPD</i>	<i>Supervisor(n=18)</i>	
	<i>Mean</i>	<i>S. D</i>
7. The trainer provides what teachers need because they take into account teachers’ existing need	3.94	.938
6. The trainer provides new experience because they take into account teachers’ previous experiences	3.83	1.043
1. The learning climate in the training courses and activities were collaborative	3.83	.857
8. The participants in the training courses and activities in most courses were involved in determining the topics and content they received as a training subject.	2.78	1.309
2. The learning climate in the training courses and activities were informal	2.22	1.003
18. The training courses and activities were not undertaken during the school day and therefore, did not disrupt the school timetable.	2.00	.970

In regard to the current factors that currently facilitated the implementation of effective CPD, the results showed that supervisors believed that the current trainers take into account teachers’ existing needs and previous experiences and make the learning climate collaborative. These results supported the argument about what could make CPD effective as some of the supervisor respondents from the interview said,

“The training courses that take into account teachers’ weakness would be very effective” (SM5AW).

“If the courses meet teachers’ needs and desired topics this will help to provide effective courses” (SM1).

In contrast, the supervisor respondents believed that the current CPD courses were formal as they regarded the statement which suggested that the training climate were informal as one of the lesser factors that facilitated current CPD effectiveness. Nevertheless, the ANOVA results (see Table 7.4) indicated that teacher respondents believed that the current learning climate in the training courses and activities was more informal than supervisors who run those courses do.

Supervisors’ views of most and least hindering factors

Table 9. 5 Summaries of Supervisors’ perceptions about the Issues that most and least hinder schoolteachers from promoting their professional growth

<i>Supervisors perceptions about the most and least Issues that hinder schoolteachers from promoting their professional growth</i>	<i>Supervisor(N=18)</i>	
	<i>Mean</i>	<i>S. D</i>
1. Teaching loads	4.00	1.455
2. Lack of Job satisfaction	3.61	1.460
7. Lack of follow-up training impact on teachers by trainers	3.55	1.542
20. The training courses and activities provided do not make any difference in teachers' professional lives, regarding their performance level	2.72	1.074
18. Teachers inside the school have no access to professional publications.	2.50	1.098
19. Some training courses and activities provided were not related to students’ lessons	2.50	.923

In regard to the issues that hindered schoolteachers from promoting their professional growth, supervisor respondents believed that teaching loads, lack of job satisfaction and the lack of follow up by trainers were the factors that currently most hindered teachers from promoting their professional growth. These results were also supported in the interview data as one supervisor said,

“Teachers timetable load and the heavy curricula would hinder teachers from attending the courses. As a result, some teachers refuse to be nominated for attending the courses because of the workload inside the school” (SM1)

Another one also said,

“I believe that teachers are not free to promote their professional growth. Because they have a lot of administrative paperwork that hinders them from looking after their professional development” (SM5AW).

On the other hand, supervisors believed that teachers have no problem in accessing professional publications as they ranked the item that said “ Teachers inside the school have no access to professional publications” as the least issues hindered teachers (see table 7.7). They also believed that teachers’ courses were related to their students’ lessons and the courses do make differences in teachers’ performance which indicate that there is, to some extent, a positive side to the current teachers’ CPD.

Part two: Senior teachers’ perceptions about the effectiveness of teachers’ continuous professional development

Senior teachers’ definitions of CPD and their view of its importance

Senior teacher respondents concentrated their definition of the term CPD on updating teachers’ knowledge in their field. Their definitions of CPD showed that senior teachers are more aware that the term CPD is an ongoing process to update teacher’s knowledge with everything new not only in their specialised field but also to keep them updated with everything new that suits the new era. These two senior teachers from the survey supported this idea as they said,

“It means developing teachers' skills with everything new that suits the new era” (SR).

“CPD is about knowing what’s new in education and what is the latest information in the professional field” (SR).

Another senior teacher from the interview confirmed the idea of supporting teachers in their field and increasing their ability by saying,

“It means to increase the ability of the person to keep pace with developments at present, whether technically or regarding the curriculum” (STM2).

However, senior teachers also provided their justification on how important CPD is to keep teachers updated in their field as this senior teacher said,

“We live in a changing time so the teacher needs to follow up these changes especially in education and there is a need to provide special education to follow up the new changes” (STM2).

Another one said,

“It is important because it helps the person to know his strengths and weaknesses in the field of his work. Also, it helps him develop positive aspects and identify the negative aspects” (STM1).

So, these results suggested that senior teacher respondents focused their attention when they defined the term CPD and provided their justification of its importance in increasing teacher’s knowledge not only in their field but also in everything that could help them cope with the new era.

Senior teachers’ views of the effectiveness of current CPD Training courses and Activities (Most and Least effective aspects)

Table 9. 6 Summaries of senior teachers’ perceptions about the most and least effective CPD training courses and activities

<i>Senior teachers perceptions of the most and least effective CPD Training courses and Activities</i>	<i>Senior teacher(n=31)</i>	
	<i>Mean</i>	<i>S. D</i>
13. Joint teaching and discussion of lessons with peers	4.61	.495
14. Peers class visits	4.32	.702
16. Reading professional material (e.g., subject books)	4.29	.529
9. The International conferences	3.23	1.175
11. Regional conferences	3.23	.956
10. National conferences	3.16	1.036

Senior teacher respondents believed that joint teaching and discussion of lessons with peers is the most effective activity that helps teachers develop their profession. This finding showed that senior teachers valued this activity because they are actually required to help and support teachers with their lessons every day, especially the novice teachers (MOE, 2004: 46-52)(see the role of senior teachers chapter 1). This result was supported by ANOVA results (see Table 6.5) as senior teacher respondents showed a strong agreement with the effectiveness of this item even more than teachers themselves did.

Senior teachers also agreed that peers class visits and reading professional materials were among the most effective activities that help teachers promote their professional growth. One of the roles of senior teachers is to visit and report on their colleagues’ performance providing an advantage that increased senior teachers belief that observing their colleagues class and reading professional materials in their field would help teachers enhance their performance. In contrast, senior teachers did not value the activities of the three conferences mentioned above. These findings might be reasonable because if we return back to the previous chapters specifically to the data of the training background in chapter five (see the discussion below the Table 5. 18 in chapter five) which showed that few of the supervisor respondents only had an experience in

attending conferences as a trainee which might explain why senior teachers and other respondents in this study disvalue the effect of the activity of the conference in promoting teachers' CPD.

Senior teachers' view of the usefulness of current CPD Training courses and Activities (Most and Least useful aspects)

Table 9. 7 Summaries of senior teachers' perceptions about CPD Training courses and activities that are most and least useful.

<i>Senior teachers perceptions of most and least usefulness of CPD training courses and activities</i>	<i>Senior teacher(n=31)</i>	
	<i>Mean</i>	<i>S. D</i>
3. Enhancing teachers' effectiveness and efficiency in teaching	4.29	.864
13. Updating teachers' knowledge in their specialisations	4.32	.979
12. Train teachers to teach their students new skills	4.26	.930
11. Qualifying teachers through educational training to be able to meet the needs of their students in their different stages	3.94	1.124
16. Train teachers to use methods of scientific research and self-development in their field of specialisation.	3.74	1.154
7. Increasing teachers' chance of finding a better job	3.71	1.321

In regard to the usefulness of the current teachers' CPD activities as shown in table 9.7 above, senior teachers believed that current CPD courses and activities helped teachers enhancing their effectiveness and efficiency in teaching, updating their knowledge in their specialisations and training them to teach their students new skills. These results showed that there is a brighter side of the current CPD courses from the point of view of the senior teachers where they believed that teachers had benefited from current CPD in enhancing their performance and providing their students' new skills to help them improve their achievement.

On the other hand, senior teachers do not believe that the current CPD had helped teachers to qualify them to be able to meet the needs of their students in their different stages, or to use methods of scientific research and self-development in their field of specialisation or even to increase their chance of finding a better job.

Senior teachers' perceptions of teachers' current needs (Most and Least needed aspect(s))

Table 9. 8 Summaries of senior teachers' perceptions about the most and least teachers' CPD training need

<i>Senior teachers perceptions of the most and least Teachers' CPD Training need</i>	<i>Senior teacher (n=31)</i>	
	<i>Mean</i>	<i>S. D</i>
5. Teachers need to know teaching strategies and skills.	4.55	.723
6. Teachers need to know how to apply teaching strategies and skills.	4.52	.724
9. Teachers need training courses that are practical and aim to meet his/her specific developmental needs	4.48	.570
3. Teachers need to know how to build trust and rapport with students.	3.97	1.354
1. Teachers need to know how to build a good communication with students' parents	3.87	1.024
2. Teachers need to know how to adapt to the school vision and mission.	3.81	1.046

Table 9.8 shows that senior teachers believed in regard to the training that teachers currently need, that teachers need courses to know teaching strategies and skills, how to apply them and training courses that are practical and aim to meet their specific developmental needs. This result suggested that senior teachers in regard to the needs of the knowledge of teaching strategies and skills are more aware than teachers themselves about how important this training is to teachers according to the ANOVA results (see Table 6. 21). Moreover, meeting teachers' needs was also important from the senior teachers' point of view from the interview as some of them said,

“Meeting teachers needs and not making the courses mandatory could help to fix teachers' problems and make the training courses more real” (STM2)

“Honestly if the designers ensured that the training courses provided are designed to meet teachers' professional need” (ST2)

On the other hand, senior teacher respondents believed that training such as how to build, trust and rapport with students, a good communication with students' parents and how to adapt to the school vision and mission were not urgent as they ranked them as the lowest training that teachers currently need.

Senior teachers' views of factors that most and least facilitate CPD

Table 9. 9 Summaries of senior teacher perceptions about the factors that most and least facilitate the implementation of effective CPD

<i>Senior teachers' perceptions about the Factors that facilitate the implementation of effective CPD</i>	<i>Senior teacher(n=31)</i>	
	<i>Mean</i>	<i>S. D</i>
10. The participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers.	4.03	.836
5. The trainer provides new knowledge because they take into account teachers' existing knowledge	4.00	.931
6. The trainer provides new experience because they take into account teachers' previous experiences	4.00	.730
8. The participants in the training courses and activities in most courses were involved in determining the topics and content they received as a training subject.	3.26	1.316
13. The training courses and activities did respond to the teachers' issues inside the classroom	3.26	1.032
14. The training courses and activities were planned with the schools and system goals in mind	3.26	1.290
2. The learning climate in the training courses and activities were informal	2.87	1.284
18. The training courses and activities were not undertaken during the school day and therefore, did not disrupt the school timetable.	2.48	1.589

In regard to the current factors that facilitate the implementation of effective CPD courses, senior teachers showed agreement that teachers were given opportunities to share their ideas and experiences with other teachers during the training courses and the trainer provided new knowledge and experience to teachers because they took into account their existing knowledge and previous experience.

The ANOVA results (see Table 7.4) showed there were no statistical differences between senior teachers and supervisors about their agreement with the statement on opportunities to share teachers ideas and experiences with other teachers during the courses. However, senior teachers showed their disagreement that teachers on current CPD courses were involved in determining the courses' topics and content, or the courses did respond to the teachers' issues inside the classroom, or the courses were planned with the schools and system goals in mind, or even that the learning climate in the training courses was informal and the courses were not undertaken during the school day as mentioned above. These findings were supported by the interviewees as one senior teacher said,

“Teachers and especially senior teachers are not involved in determining teachers training courses' needs” (ST2)

He also suggested by providing percentages that teachers are not involved in designing their own courses by saying,

“Unfortunately, 80 to 85% of teachers are not involved in the design of the courses because they do not take teachers' demands into

account and they force teachers to attend some courses which they do not need” (ST2).

Senior teachers’ views of factors that hinder CPD most and least

Table 9. 10 Summaries of senior teachers’ perceptions about the Issues that most and least hinder schoolteachers from promoting their professional growth

<i>Senior teachers perceptions about the Issues that most and least hinder schoolteachers from promoting their professional growth</i>	<i>Senior teacher(n=31)</i>	
	<i>Mean</i>	<i>S. D</i>
1. Teaching loads	4.48	1.028
9. Extra Periods caused by absent teachers’ which teachers’ peers are forced to take	4.22	1.116
4. Lack of IT equipment and means to support teachers inside the classroom	4.09	.978
20. The training courses and activities provided do not make any difference in teachers' professional lives, regarding their performance level	3.12	1.175
16. Teachers have no opportunity inside their school to work together.	3.00	1.211
18. Teachers inside the school have no access to professional publications.	3.00	1.290

In regard to the issues that hinder teachers from promoting their professional development, Senior teacher respondents believed that the teaching loads, the extra periods caused by absent teachers and the lack of the IT equipment’s and means to support teachers inside their classrooms were currently the obstacles that most hindered teachers from developing their profession. These findings were supported by the interviewees - this senior teacher said,

“School timetables cause workload and pressure on teachers and some of them have more than 23 periods a week, so there is no time for professional development” (ST2).

The ANOVA results(Table 7.7) indicated that the senior teacher respondents showed the strongest agreement among the groups about the lack of IT equipment and means to support teachers inside the classroom. They also showed the strongest agreement that there were extra periods caused by absent teachers’ which teachers’ peers were forced to take which as a result hindered the teachers from promoting their professional development. In contrast, senior teachers did not agree so strongly that current teachers’ courses and activities did not make any difference in teachers' professional performance, or that teachers did not have any opportunity inside their school to work together or had no access to professional publications.

Part three: Teachers' perceptions about the effectiveness of teachers' continuous professional development

Teachers' definitions of CPD and their view of its importance

Teachers defined the term CPD as an ongoing process to help them develop and improve their performance to help their students. They almost defined the term CPD as senior teachers do. They showed slightly more awareness about how CPD could help them develop their performance to deliver enjoyable ways to transfer the information to their students rather than only updating their knowledge and skills in teaching. Two teachers from the interviews stated,

“CPD means to increase the capabilities and levels of employees by transferring experience to them and giving them activities that help improve their performance” (TF1).

“It means to develop teachers professionally and improve their performance” (TF2).

Other teachers from the survey supported the idea of enhancing teachers' performance in their subject, classroom management and other skills needed as two of them said,

“CPD means developing and coping with new strategies in teaching and finding a solution to class management needs”.

“CPD means to provide teachers with the correct subject knowledge and provide them with easier, enjoyable, and technical ways to transfer the information to their students and help teachers to create inductive and deductive questions”.

However, teacher respondents showed that CPD is important to help them know the latest teaching and learning methods as this teacher said,

“Yes, it is important because the world is changing and the teaching means are developing, and we need to follow up those changes”.

These results above suggested that teachers believed that CPD is about helping them enhance their performance inside their classroom to improve their students' achievement.

Teachers' views of the effectiveness of current CPD Training courses and Activities (Most and Least effective aspects)

Table 9. 11 Summaries of Teachers' perceptions about the effectiveness of the current CPD training courses and activities

<i>Teachers perceptions of the most and least effective CPD Training courses and Activities</i>	<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>
16. Reading professional material (e.g., subject books)	4.26	.881
13. Joint teaching and discussion of lessons with peers	4.16	.915
12. Informal meetings with peers to discuss teaching and curriculum problems	4.05	1.009
10. National conferences	3.44	.984
11. Regional conferences	3.43	.963
7. Training courses and activities in designing subject curricula	3.25	1.086

In regard to the most effective activities that help teachers develop their profession, teachers valued reading professional materials as the most effective activity that helped them promote their professional growth. They also believed that peers learning opportunities such as 'Joint teaching and discussion of lessons with peers' and 'informal meetings with their peers to discuss teaching and curriculum problems' were helpful in terms of promoting their professional development. Although teachers' mean scores were the lowest in comparison to the other groups of respondents regarding the effectiveness of the joint teaching and discussion of lessons with peers according to the ANOVA results (see Table 6.22), teacher respondents actually agreed that the joint teaching of lessons with colleagues was effective.

However, teacher respondents disvalued the conference activities especially the national and the regional conferences. This result might be because teachers were more focused on classroom-based matters and teaching techniques and conferences don't address these matters.

Teachers also regarded participating in designing subject curricula as the lowest activity that could help teachers promote their professional development(see table 6.1). This result might be because teachers were interested to be involved in designing teachers' CPD training courses and activities rather than designing subject curriculums as this was suggested by the interviewees in the interview analysis.

Teachers' view of the usefulness of current CPD Training courses and Activities (Most and Least useful aspects)

Table 9. 12 Summaries of teachers' perceptions about the most and least usefulness of CPD Training courses and Activities

<i>Teachers perceptions of most and least usefulness of CPD training courses and activities</i>	<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>
12. Train teachers to teach their students new skills	4.24	.898
4. Giving teachers all the necessary skills to be an effective teacher	4.18	1.022
14. Updating teachers' skills in their specialisations	4.18	.953
10. Providing teachers with skills to become more confident in the classroom	4.02	1.033
16. Train teachers to use methods of scientific research and self-development in their field of specialisation.	3.85	1.139
7. Increasing teachers' chance of finding a better job	3.82	1.275

Teacher respondents, in regard to the usefulness of the current CPD courses, showed their agreement that current CPD courses had helped them to teach their students new skills, giving them all the necessary skills to be an effective teacher and updating their skills in their specialisations. These results indicated that teachers to some extent were satisfied with the current CPD courses regarding giving them all the necessary skills to be effective which emphasised the positive side of the current CPD. In contrast, teacher respondents believed to some extent that the following activities, 'providing teachers with skills to become more confident in the classroom', 'to use methods of scientific research and self-development in their field of specialisation' and 'to increase their chance to find a better job' were the least useful factors in the current CPD courses. One teacher from the interviews also supported the lack of new ideas in some of the current CPD training courses by saying,

"I would say that some workshops and training courses that I have attended have a lack of new ideas and information for teachers" (TM4).

Teachers' perceptions of teachers' current needs (Most and Least needed aspect(s))

Table 9. 13 Summaries of teachers' perceptions about the most and least teachers' CPD training needs

<i>Teachers perceptions of the most and least Teachers' CPD Training needs</i>	<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>
8. Teachers need to know how to motivate student learning through different teaching multi-media	4.41	.796
7. Teachers need to know how to motivate student learning through different teaching methods	4.36	.869
6. Teachers need to know how to apply teaching strategies and skills.	4.33	.864
1. Teachers need to know how to build a good communication with students' parents	4.03	1.092
16. Teachers need to know classroom management strategies	4.02	1.097
2. Teachers need to know how to adapt to the school vision and mission.	3.90	1.093

Teacher respondents believed that teachers most need training to know how to motivate student learning through different teaching multi-media and methods and how to apply teaching strategies and skills. This last activity was supported by some teachers from the interview data as one teacher said,

“Teachers need to learn new teaching strategies and to know how they can implement those strategies inside the classroom” (TF3)

On the other hand, teacher respondents showed less agreement about the need for courses such as how to build a good communication with students’ parents, or to know classroom management strategies or even to know how to adapt to the school vision and mission. Despite the fact that teacher respondents regarded these needs as the least, some teachers from the interview data disagreed as one said,

“Teachers need to learn classroom management to help themselves manage classroom time perfectly” (TM5).

Another one also said,

“Teachers need courses on how to manage time in the classroom, as some teachers take more time talking about things not related to lessons” (ST1).

Teachers’ views of most and least facilitating factors

Table 9. 14 Summary of teachers’ perceptions about factors that most and least facilitate the implementation of effective CPD

<i>Teachers’ perceptions about the factors that facilitate the implementation of effective CPD</i>	<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>
1. The learning climate in the training courses and activities were collaborative	3.94	.964
3. The trainers were sufficiently expert in the content they provide	3.83	.886
4. The trainer in the training courses was highly skilled	3.71	1.002
14. The training courses and activities were planned with the schools and system goals in mind	3.13	1.133
2. The learning climate in the training courses and activities were informal	3.05	1.101
18. The training courses and activities were not undertaken during the school day and therefore, did not disrupt the school timetable.	2.85	1.419

With regard to the factors that currently facilitate the implementation of effective CPD, teacher respondents strongly agreed that the learning climate in the training courses and activities were collaborative and the trainers were sufficiently expert in the content they provided and were highly skilled. These results were not surprising as actually most of the trainers were supervisors who had more than 10 years of teaching experience as seen in chapter five (see Table 5. 19 Occupation). These results showed that there are some factors that currently help to enhance the effectiveness of teachers’ CPD. One teacher from the interview data supported this by saying,

“The trainer must be qualified, and experienced in his field as this would facilitate the implementation of effective teachers’ CPD” (TM4).

Conversely, teacher respondents had regarded factors such as the ‘courses and activities planned with the schools and system goals in mind’, ‘the learning climate in the training courses and activities were informal’ or were ‘not undertaken during the school day’ as the lowest factors that facilitate the implementation of effective CPD. These results suggested that there is more to be done to enhance and improve the effectiveness of the current CPD courses.

Teachers’ views of factors that most and least hinder CPD

Table 9. 15 Summaries of teachers’ perceptions about the Issues that most and least hinder schoolteachers from promoting their professional growth

<i>Teachers perceptions about the most and least Issues that hinder schoolteachers from promoting their professional growth</i>	<i>Teacher(n=104)</i>	
	<i>Mean</i>	<i>S. D</i>
1. Teaching loads	4.49	.995
9. Extra Periods caused by absent teachers’ which teachers’ peers are forced to take	4.17	1.210
2. Lack of Job satisfaction	4.00	1.119
19. Some training courses and activities provided were not related to students’ lessons	3.42	1.363
16. Teachers have no opportunity inside their school to work together.	3.37	1.345
18. Teachers inside the school have no access to professional publications.	3.15	1.312

Teacher respondents believed that issues such as the ‘teaching loads’, ‘the extra periods caused by absent teachers’ which teachers’ peers are forced to take’ and ‘the lack of job satisfaction’ which are currently hindering teachers from promoting their professional development. The idea of the workload of teaching was also supported by the interviewees as one teacher said,

“The school timetable and teaching loads are the biggest hindrances that stops teachers from promoting their professional growth” (TF3).

Nevertheless, teacher respondents believed that some of the training courses and activities provided were related to students’ lessons and teachers have an opportunity inside their school to work together and they have access to professional publications. However, one of the teachers from the interview data was complaining about the availability of the professional materials when she was asked about the factors that hinder teachers from promoting their professional growth by saying,

“The lack of professional materials because there is no more information about some topics in the schoolbooks and even sometimes the outside books as well have no information about it” (TF1)

These results suggested that teacher respondents still believe that there are some issues which hinder teachers from developing themselves and promoting their professional growth which needs to be solved and addressed.

Summary

This chapter discussed supervisors, senior teachers and teachers' perceptions about the effectiveness of current teachers' CPD. It had discussed their understanding of the term CPD and its importance to teachers. It also had discussed the three groups' perceptions about the most and least; effective training courses and activities, usefulness, training needs, factors that facilitate the implementation of effective CPD and the obstacles that hinder teachers most and least from promoting their professional growth.

The results showed that supervisor respondents concentrated their understanding of the term CPD and its importance to teachers on what happened actually inside teachers' classrooms which required enhancing teachers' performance by providing them new teaching strategies, skills and equipment to help them be successful teachers. While senior teachers concentrated their attention on keeping teachers knowledge updated not only in their field of specialisation but also on everything new in education to help them cope with the new era. Teacher respondents on the other hand, showed that they were more concerned about enhancing their performance to help increase their students' achievements when they defined the term CPD and justified its importance to them.

The results also showed in regard to the effectiveness of the current teachers' CPD courses and activities that supervisors, senior teachers and teachers perceptions were congruent about the effectiveness of peer learning opportunities despite their slight differences on what was actually considered as the most effective activities. They all agreed that activities such as joint teaching and discussion of lessons with peers, informal meetings with peers and peers class visits alongside with reading professional materials were among the most effective activities that helped teachers develop their professional growth. However, supervisors showed their strong agreement that theirs and senior teachers' visits to teachers' classes were at the top of the most effective activity that helps teachers promote their professional growth which was not so strongly supported by teacher respondents. The results also indicated that conferences were the least effective activities according to supervisors, senior teachers and teachers' perceptions.

In regard to the usefulness of current CPD courses, supervisors believed that the current CPD courses are useful in terms of helping teachers plan their lessons, enhancing their teaching efficiency and updating their knowledge in their field. While senior teachers showed their agreement that the current CPD courses helped update teachers knowledge in their specialisations and trained them to teach their students new skills. Teachers also agreed that the current CPD helped them to teach their students new skills, giving them all the necessary skills to be an effective teacher and updating their skills in their specialisations. The three groups of respondents' perceptions were congruent in that the current CPD is not useful in regard to increasing teachers' chance of finding a better job.

Moreover, in regard to the training that teachers currently need, supervisors and senior teacher respondents believed that teachers currently need to know teaching strategies and how to apply them. While teacher respondents insisted that teachers currently need courses to help them know how to motivate their students' learning through different teaching multi-media and methods.

Furthermore, in regard to the factors that currently facilitated the implementation of effective CPD, supervisors believed that the current trainers take into account teachers' existing needs and previous experiences and the learning climate was collaborative as the factors that currently most facilitated the implementation of effective CPD. Senior teachers believed that teachers were given the opportunities to share their ideas and experiences with other teachers during the courses and their existing knowledge and previous experiences were also considered by the trainers. Teachers also agreed that the learning climate in the training courses and activities was collaborative and the trainers were sufficiently expert and highly skilled in the content they provide. However, the three groups agreed that the learning climate in the training courses and activities were informal or were not undertaken during the school day as the lowest factors that facilitate the implementation of effective CPD.

Finally, the results showed that there were issues which hindered teachers from promoting their professional development. The three groups agreed that teaching loads and the lack of IT equipment were the obstacles that most hindered teachers from promoting their professional development. However, supervisors showed more awareness of lack of job satisfaction and the lack of follow up training impact on teachers by trainers, while, senior teachers and teachers showed their support that issues such as extra periods caused by absent teachers and the lack of IT equipment were the among the obstacles that most

hindered teachers from promoting their professional development. Nevertheless, the three groups agreed that teachers have opportunity inside their school to work together and they have access to professional publications.

The next chapter provides the discussion of the results from the analysis of the survey and the interviews in the light of the previous literature to answer the main research question of the thesis.

Chapter 10 The Discussion

Introduction

This chapter interprets the findings of this study which aimed to investigate supervisors', senior teachers' and teachers' perceptions of the effectiveness of teachers' CPD in Oman especially for those who teach in Post-basic (11-12) and basic (10-12) schools. This issue was addressed by investigating the most and least effective and important teachers' current CPD training courses and activities. It aimed to investigate the usefulness of current CPD and the factors that facilitate and influence its effective implementation. It aimed to understand to what extent current training courses were fulfilling teachers' desired topics and needs. The study aimed to investigate the obstacles and the challenges that hinder schoolteachers from promoting their professional growth.

This chapter discusses the major issues suggested by the key findings of the outcomes of the survey and a set of interviews with supervisors, senior teachers and teachers, in order to address five of the seven sub-questions in this study. In this chapter, I will interpret the findings with the aim of relating them to the literature reviews presented earlier in the thesis. These questions were as follows:

1. In the literature on CPD for teachers, what are researchers' understandings regarding the definitions of CPD and the characteristics that make CPD effective?
2. How has the present situation arisen regarding CPD in Oman?
3. What are supervisors', senior teachers' and teachers' perceptions regarding:
 - i. The effectiveness of current CPD courses and activities for teachers?
 - ii. How useful are current CPD courses and activities for teachers?
 - iii. What are teachers' current professional development needs?
4. What are the factors that currently facilitate the implementation of effective CPD?
5. What are the obstacles that currently hinder the promotion of professional growth by Post-basic (11-12) and Basic (10-12) schoolteachers?
6. What are supervisors', senior teachers' and teachers' views regarding:
 - i. The definitions of CPD?
 - ii. The importance of CPD to teachers?

7. Do supervisors', senior teachers' and teachers' perceptions differ according to their occupation?

The first two questions were reported in the literature review in chapters one and two. However, the key points for the first two questions will be summarised briefly in this chapter.

The discussion of the first research sub-question

Q1. In the literature on CPD for teachers, what are researchers' understandings regarding the definitions of CPD and the characteristics that make CPD effective?

The definition of CPD among educators in the literature is debatable. Therefore, to summarise their views regarding teachers' CPD, I found that CPD is seen as:

- An on-going and long-term process;
- Planned systematically to promote growth;
- A sustained collaborative learning process;
- Involving a variety of activities that increase skills, knowledge and understanding;
- A means of gaining career security.

However, the literature review showed that within the field of education, many definitions were given to the term 'CPD'. Some defined CPD as a long-term process that included regular opportunities and experiences which cover a broad range of activities designed to be based and embedded in teachers' work to contribute to teachers' learning. These opportunities should be planned systematically to promote growth and development in the profession (Villegas-Reimers, 2003: 12; Speck & Knipe, 2005: 4; Padwad & Dixit, 2011: 7; Sywelem & Witte, 2013: 883). While others believed that CPD is about increasing teachers' skills, knowledge, understanding and their effectiveness in schools to gain career security (DfEE, 2001: 71). These definitions mentioned above suggested that CPD should consist of regular opportunities provided for teachers in a planned and a systematic way which could increase the effectiveness of training courses provided and help teachers develop professionally in a long-term process.

Nevertheless, the purpose and definition of CPD according to some researchers is still confusing. Friedman & Phillips (2004: 361) said that

Professionals have a limited view of CPD - seeing it as training, a means of keeping up-to-date, or a way to build up a career.

Moreover, according to Jantawat (2002: 47)

The term CPD sometimes is used in a broad sense and seen as covering all forms of learning undertaken by experienced teachers, from courses to private reading to job shadowing. It is also used in a narrower sense of professional courses.

Al-Lamki (2009: 42) believed as he said,

This confusion is a result of the gap between theory and practice.

Finally, CPD is a continuous and lifelong process planned systematically to provide teachers with all skills that promote their professional growth and make them ready to face for instance the new era of technology, information, curricula and the new generation of students. CPD should help teachers to increase their knowledge and experience in teaching strategies to help them improve their students' learning and achievement.

The second part of this question explores the characteristics that make CPD effective

After reviewing the literature to answer the second part of the first question, I found that five essential characteristics were listed by most of the researchers which should help teachers' CPD to be effective. These characteristics were summarised as follows:

- Ongoing: teachers' CPD should be considered as an ongoing process:
- Collaborative: teachers should be able to reflect and to interact on CPD with their colleagues:
- Job-embedded: the content of the courses needs to be relevant to teachers' work, in the classroom and to focus on student learning:
- Supportive: follow-up support:
- Meeting teachers' needs: matching the developmental needs of the teacher and the selected activity.

Many educators and organisations have attempted to clarify some characteristics and principles of effective teachers' CPD or factors creating positive CPD experiences for teachers. Darling-Hammond and Richardson (2009) in their study examined factors that are conducive to creating positive CPD experiences for teachers. According to McMurray et al. (2016: 146)

The content of the courses needs to be relevant to the classroom. Learning also needs to be hands-on, practical, collaborative, applicable and supported by a whole-school ethos and that teachers should be able to reflect on it with their colleagues.

Goodall et al. (2005: 32) stated that

A key factor in ensuring effective CPD is matching appropriate professional development provision to particular professional needs. This 'fit' between the

developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level.

Meeting teachers' needs was supported by the participants from the interviews as one teacher said,

"I believe that the content of the training courses and its relation to the teachers' lessons make the training courses very effective. Moreover, the training courses must be theoretical and practical" (TF2).

There are other examples of researchers who nominate a set of characteristics which could help to make teachers' CPD effective. Abdal-Haqq (1995), Hunzicker (2010), Whitehouse (2011), Darling-Hammond & Richardson (2009), Darling-Hammond & Richardson (2014), McMurray & et al. (2016) and the Learning Policy Institute (2017), claimed that effective professional development should be ongoing, collaborative, supportive and job-embedded. They claimed that CPD training courses should include practice, feedback, provide opportunities for teachers to interact with peers and provide adequate time and follow-up support. They also said that effective teachers' CPD must be school-based, embedded in teacher work, focus on student learning, recognise teachers as professionals and adult learners and should be accessible and inclusive.

Although, the term effectiveness cannot be easily measured, some signs might be considered as a tool to measure the effectiveness of teachers' CPD. Darling-Hammond and Richardson (2009: 1) said

Teachers reported that their knowledge and skills grew and their practice changed when they received professional development that was coherent, focused on content knowledge, and involved active learning.

They also added in another reference (Darling-Hammond & Richardson, 2014: 1) that

Enhanced teachers' knowledge of the content and how to teach it produced a sense of efficacy—especially when that content was aligned with local curriculum and policies

Moreover, Sywelem & Witte's (2013: 883) study investigating perceptions of elementary school teachers in Saudi Arabia stated that

key aspects that may influence the effective implementation of professional development for teachers were, meeting teachers' needs as teachers prefer professional development programmes that are practical in nature and aim to meet their specific developmental needs. Teachers' commitment towards professional development is required for their successful professional growth. Moreover, a leadership style which demonstrates principals' commitment to identifying teachers' needs and facilitating suitable training to meet their needs is important.

Furthermore, providing feedback on teachers' development, monitoring their professional development and supporting it by research, would influence the effective implementation of teachers' CPD as

teachers need to know whether or not they are making any progress when implementing new teaching initiatives (Sywelem & Witte, 2013).

These last factors mentioned above, which influence the effective implementation of teachers' CPD, must be used as criteria to demonstrate that CPD training courses and activities which teachers received met those effectiveness criteria.

Having considered all the information above about what makes teachers' CPD effective, it will be very helpful if we understand the participants' points of view about the factors that make teachers' CPD effective. Hence, the participants were asked in the interviews about what makes some CPD training courses more effective than others. The results demonstrated that the participants believed that the experience of the training, meeting teachers' needs and the relation of the content to teachers' work would make teachers' CPD training courses and activities effective. These themes were seen in the responses of the interviewees. With regard to the trainers' experience one teacher said,

“If the trainer who provides the course has experience of what he provides to the trainees this would make the training very effective” (TM4).

Another respondent, a supervisor said that the topic and the trainer's skills could be a reason for what makes CPD effective,

“Some CPD activities are more effective for different reasons: Firstly, if the topic itself is interesting for the trainees. Secondly, the trainer could be skilful and uses different ideas and activities during the workshop” (SF3AE).

Meeting teachers' professional development needs were reported in the interviews. For instance, one supervisor expressed his belief about what makes some training courses more effective than others by saying:

“I think the training and workshops should meet teachers' needs to be very effective otherwise it will be a waste of time. Also, those training courses and workshops should include new information and developmental ways that the trainees never knew about before” (SM1)

Another supervisor said,

“The courses which meet trainees' needs and desires can be very effective. Also, the training courses that consider teachers' weakness would be very effective” (SM5AW).

However, regarding the content one teacher said

“I believe that the content of the training courses and its relation to the teachers’ lessons makes the training courses very effective” (TF2).

In order to make CPD courses more effective, both the suggestions of participants and the views of researchers should be taken into account.

Summary Q1

It is clear from the information in the literature review that CPD is seen by a range of researchers as a long-term, a sustained collaborative learning process which is planned systematically to promote teachers’ growth. This view suggests that teachers’ CPD should not be considered merely as training or a way to keep teachers updated. Instead, CPD should be viewed as a means of personal development, a means of gaining career security and a part of lifelong learning.

Researchers into teachers’ CPD such as Darling-Hammond et al. (2017), Sywelem & Witte (2013), Whitehouse (2011), Darling-Hammond & Richardson (2009), Goodall et al (2005) and others suggested it could be influenced by a range of factors which might help to make its training and activities effective. Some of these factors were related to teachers’ professional development needs, their commitment towards professional development, the importance of the feedback to teachers’ learning and the support they received. Others factors, however, were related to the content of the training courses and the way that these training courses were provided. The discussion also illustrated that the content must be coherent and focused on the knowledge that teachers learn. Finally, promoting teachers’ professional growth by meeting their professional development needs would enhance the effectiveness of teachers’ CPD training courses and activities.

The discussion of the second research sub-question

Q2. How has the present situation regarding the CPD in Oman arisen?

In chapter one, I presented the research limitations and gaps of Omani previous studies regarding teachers’ CPD. However, as DeMonte (2013: 1) said,

Everyone on all sides of the education reform and improvement debate agrees that what most teachers receive as professional opportunities to learn are thin, sporadic, and of little use when it comes to improving practice - and thereby students’ achievement.

Hill (2009: 470) also stated that the “professional development ‘system’ for teachers is, by all accounts, broken”. Some of the reasons for this view according to Hill (2009) and others is the reliance on short-term, episodic, and disconnected professional learning for the teacher. These kinds of training programmes are unlikely to positively influence teaching and improve students’ achievement (Wei et al., 2010). Darling-Hammond and Richardson (2009) in their study as well highlighted the properties of ineffective CPD. They argued that teachers’ CPD was fragmented, isolated (i.e., a ‘one-shot workshop’ model) non-specific, non-continuous in nature and non-supported by the school (McMurray et al. 2016).

CPD in Oman like any other country is not far from these considerations and limitations. Although teachers’ CPD in Oman has recently become more accepted, the term professional development has been used in a number of local conferences organised by the MOE, projects and documents (Al-Lamki, 2009). Teachers’ CPD in Oman still needs to improve so that training courses and activities reach the criteria to satisfy teachers and enhance student’s achievement. With the very limited research conducted about CPD in Oman, some researchers such as Albelushi (2003), AlKindi (2006), Nabhani (2007), Al-Lamki (2009), AlMaamari (2014), World Bank: (2013), Al Ghatrifi (2016), and the most recent studies AlShabibi & Silvennoinen (2018) and Al Jabri et al. (2018), concluded that there is a mismatch between teachers’ professional development needs and opportunities for CPD which results in teachers’ frustration.

The mismatch was demonstrated in the report provided by the World Bank (2013: 119). The report stated that there is a mismatch between teacher training needs and subjects taught as a result of the changes made in subject specialisation policy. Al Jabri et al. (2018) stated that the in-service training has been sporadic and poorly planned and teacher preparation does not produce the skills required for the teacher. This was supported by Al Shabibi and Silvennoinen (2018) who stated in their study that ‘teachers have not had sufficient training’. Therefore, the mismatches between teachers’ professional development needs and those opportunities available for teachers are still considered an issue for many teachers in Oman.

Other limitations mentioned in chapter one about CPD in Oman were identified by Al-Ghatrifi (2016) who concluded that CPD activities were conducted in a very limited form, such as workshops and conferences with a little evidence of other CPD activities, such as online learning, mentoring, professional learning communities, training, and reflection.

Al-Ghatrifi (2016) was influenced in his study by his experience as a previous teacher and supervisor who worked in the MOE. He concluded that less-experienced teachers expressed an urgent need for guidance in teaching. He reported his struggles in teaching and in supporting teachers as a supervisor. One of the obstacles hindering him during his work was dealing with low achievers and controlling the classroom with very limited support and insufficient professional development.

These obstacles still hindered Post-basic (11-12) and Basic (10-12) schoolteachers in Muscat from developing themselves professionally according to most of the responses in this survey and interviews. For example, a female teacher in the interview showed her disappointment about the very limited support and limited professional development by reporting her insufficient experience in using students' assessment methods,

“Teachers need to know how to use student’ assessment methods because after 17 years of my experience I do not know how to use students’ assessment methods” (TF2).

As a supervisor, Al-Ghatrifi (2016) reported facing resistance from teachers to change regarding factors such as teaching loads, lack of motivation and general dissatisfaction. These factors were mentioned by some participants in this study. For example, another female teacher from the interview said,

“The school timetable and teaching loads are hindering teachers from promoting their professional development” (TF3).

This statement was supported by one male supervisor from the interview:

“Teachers timetable load and the heavy curriculums would hinder teachers from attending the courses. As a result, some teachers refuse to be nominated for attending the courses because of the workload inside the school” (SM1)

Moreover, in a survey conducted in five regions, MOE noted that obstacles such as the overload of administrative paperwork for teachers, problems with IT equipment and maintenance, weaknesses in teaching strategies and in subject knowledge still hinder teachers from promoting their professional growth (World Bank, 2013). These limitations were expressed as well in the results of this study as mentioned in the findings and analysis chapter.

One teacher said in regard to the overload of administrative paperwork,

“There is pressure from the school administration on teachers by giving them administrative paperwork along with teaching more than 37 students in one class - it is a huge hindrance” (TF2).

Another supervisor also said,

“I believe that teachers are not free to promote their professional growth, because they have a lot of administrative paperwork that hinders them from looking after their professional development” (SM5AW).

Summary Q2

According to the very limited research, Teachers' CPD in Oman is still not effective. Recent and previous Omani researchers who conducted studies about teachers' CPD found that there is still a mismatch between what The MOE provides as professional development opportunities and what are teachers' professional development needs and desired topics. According to the participants' responses from the survey and the interviews there are obstacles such as teaching loads, insufficient professional development activities, very limited support, and lack of motivation. Therefore, a general dissatisfaction still prevents teachers from promoting their professional growth. Moreover, a number of obstacles mentioned in the recent MOE report such as the overload of administrative paperwork, weaknesses in teaching strategies and problems with IT equipment and maintenance were believed to hinder teachers from pursuing their professional development. These obstacles demonstrate that there is still an urgent need to address these issues and improve the effectiveness of teachers' current CPD in Oman. Having considered the limitations stated above this study is the first to investigate the effectiveness of current teachers' CPD from supervisors', senior teachers' and teachers' perceptions. The perceptions of these three groups reflecting those most involved in the main aspects of CPD will enrich the results of the study. Moreover, their views will make the findings more valuable in enhancing teachers' CPD.

The discussion of the third research sub-question:

Q3. What are respondents' perceptions regarding the effectiveness of current CPD courses and activities for teachers, what are their current professional development needs and how useful are current CPD courses and activities?

Part one: The effectiveness of CPD

The results of the survey which demonstrated the three groups' opinions about the most effective teachers' CPD training courses and activities were presented in the analysis chapter. The results revealed that the three groups of participants agreed that "Joint teaching and discussion of lessons with peers" and "Reading professional materials", were the most effective CPD. The three groups also ranked "Informal meetings with peers to discuss teaching and curriculum problems", "Peers class visits" and the "Professional visits to other schools" as most effective teachers' CPD activities as shown in table 6. 2. However, concerning the item about the effectiveness of supervisors' and senior teachers' visits to teachers' lessons, the ANOVA results showed that there were significant differences between supervisors and teachers respondents but not between supervisors and senior teachers were not statistically significant. Supervisors respondents regarded theirs and senior teachers' visits to teachers' lessons as the most effective teachers' CPD activities. Teachers on the other hand did not regarded this item as effective.

This result was not congruent with the suggestions made by the World Bank report (2013:135). The report suggested

That many supervisors spend a good deal of their time engaged in other tasks, including administrative duties and providing training, thus limiting their ability to perform supervisory duties at the school level.

From the interviews, teachers valued senior teachers' input more than the input from supervisors. According to the World Bank (2013:135)

Supervisors were sometimes seen as out of touch with the real world of the classroom.

These suggestions might explain why senior teachers and teachers did not rank the statement as effective. There were also differences between the three groups about the effectiveness of the training courses and activities provided to support curricula. Supervisors believed strongly that this activity could help teachers promote their professional growth while teachers and senior teachers showed the least agreement about the effectiveness of this activity as ANOVA results indicated (see Table 6.4)

However, there were similarities among the three groups about what could currently help teachers promote their professional growth. The supervisors, senior teachers and the teachers' respondents showed similar agreement that the activities which considered peer learning opportunities such as "Joint teaching and discussion of lessons with peers", "Informal meetings with peers to discuss teaching and curriculum problems", "Peers class visits" and the "Professional visits to other schools" were currently considered as the most effective CPD activities to help teachers promote their professional growth. These results were also supported in the literature. Teacher-peer activities according to the World Bank (2013:236) are

A promising way to enhance classroom practices. Such activities that bring teachers together to develop their teaching skills should receive support.

Therefore, the report suggested that MOE should

Support teacher-peer activities, including the formation of regional teacher subject associations because as they stated, a cascade model of professional development delivery is not optimal for changing teachers' classroom practices (p224).

Al-Lamki, (2009: 141) found that teachers preferred observation with colleagues that is linked to exchange of experiences rather than supervisors evaluation. Researchers such as Lieberman (1996), Sparks and Horsley (1989), Kennedy (2005) and Abdullah & Hissa (2018) agreed that peer observation was seen as the most effective professional development model in promoting teachers' professional growth. Additionally, McMurray et al. (2016:145) in their study said that

the best CPD programmes were by colleagues from their school. They stated that In-school training was perceived as the most efficient type due to its cost-effectiveness, the potential to benefit a greater number of staff and its limited disruption for the pupils.

Walter & Briggs (2012: 3) stated that collaborative CPD (defined as 'teachers working with at least one other related professional on a sustained basis') is another methodology that has been shown to be effective.

Cordingley et al. (2005: 1-3) also conducted a systematic review of seventeen studies in order to discover evidence about collaborative and sustained continuing professional development (CPD) and its effect on learning and teaching. They concluded that there was an improvement in pupils' behaviour and learning when teachers engaged in collaborative CPD. Teachers' practices, beliefs and attitudes were improved as well. There was only weak evidence of change to those who engaged individually in CPD because they did not achieve the same outcomes.

According to Darling-Hammond and Richardson (2009: 2)

The research on effective professional development highlights the importance of collaborative and collegial learning environments that help develop communities of practice able to promote school change beyond individual classrooms. Teachers should serve as support groups for one another in improving practice. Collective work in trusting environments provides a basis for inquiry and reflection, allowing teachers to raise issues, take risks, and address dilemmas in their practice.

For example, the World Bank (2013: 141-142) stated in their report that

In Japan groups of teachers' study lessons together to examine and refine the teaching of individual topics. This ongoing form of professional development has generated "shareable knowledge" and developed schools as organisations where teachers can learn and progress together.

The benefits of peer learning were stated by the participants as one supervisor believed that involving expert teachers to transfer the knowledge to their colleagues is important along with those who most need it by saying,

"I believe that the courses should be attended by those in most need. However, we might sometimes choose an expert teacher to attend the training courses if we found that many teachers need this course. So, the expert teacher can transfer the knowledge he gained to his colleagues who are in most need" (SM1).

Another supervisor said,

"Teachers need to meet a sample of successful teachers to inspire and encourage them by sharing their experience on how to become a successful teacher" (SM4AW).

In regard to visiting other schools, one teacher believed that visiting other schools is important for teachers to increase their experience by saying,

"Teachers need to swap experience with each other, especially outside the school. I mean to visit other schools because the experience we get from visiting schools is more than what we get in the training centres" (TF2).

These results show that Ministry officials need to consider the activities that are related to school learning opportunities as an effective activity to promote teachers' professional growth. The World Bank (2013: 141) report in this regard suggested that to improve teaching, MOE must encourage teacher collaboration. The report stated that there is a need to refocus teaching quality in particular and the system quality in general. It is believed that improving the quality of pedagogy is likely to allow teachers to put ideas into practice, take ownership of the process and involve them with sustained engagement. The report also provided the following considerations:

- (1) making greater use of the expertise of practising teachers;
- (2) encouraging teacher-peer collaboration where teachers meet at the local level to share ideas and develop good practices;
- (3) encouraging the development of teacher subject associations, which provide a forum for professional development (World Bank, 2013: 141).

The three groups of respondents ranked “Reading professional materials” as among the most effective activity that could help teachers promote their professional growth. Teachers respondents ranked the item as the most effective activity. Senior teachers ranked the item as the third effective activity while supervisors ranked it as the fourth effective activity.

This finding shows that training courses are not the only sources for development and reading professional materials is essential to develop professionally. This was supported by Sparks and Horsley (1989) as stated in chapter two who advocated five effective models of staff development in which reading professional publications was considered as an example of an effective model in assessing teacher professional development. Therefore, teachers are not going to improve unless they become active learners and read in their fields to improve their knowledge. Especially in a culture where there is still heavy emphasis on a transmission model of learning and curriculum. This result was congruent with what Dean (1991) who stated in a previous chapter (chapter 2) that schools are no longer the only source of knowledge. Dean said that the information could be accessed through a touch of a key using a computer. Although the participants believed that reading professional materials is effective in promoting their professional development, one teacher was complaining about the lack of teachers’ professional reading materials inside schools. This result was presented when I asked the interviewees about the obstacles that hinder them from promoting their professional growth, this teacher said,

“One of the hindrances is the lack of professional materials because there is lack of information about some topics in the schoolbooks and sometimes even the outside books as well have no information about it” (TF1).

Conversely, items related to a variety of conferences and Summer training courses at SQU were rated as among the least effective for promoting professional growth. This result indicated that the three groups of respondents believed that conferences had been less effective in promoting teachers' professional development. This result might be because of the lack of conferences as shown in part one where only a few supervisors had stated that they had been invited to a conference as a trainee but not as a trainer. (see table 5.17).

This approach might be less effective because conferences may not provide the precise knowledge or topics which teachers need.

The three groups of respondents together ranked “Designing subject curriculums” as one of the least effective forms of CPD training courses and activities. Supervisors and teachers ranked the item as the least effective activity, while senior teachers ranked the item as the third least effective activity.

This finding illustrated that the three groups of respondents believed that designing subject curriculums was not considered a vital activity to promote teachers’ professional development. It seems that teachers were interested to be involved in designing teachers’ CPD training courses and activities rather than designing subject curriculums. This result was suggested in the interview analysis section where most of the interviewees said that they had not been involved in designing teachers’ CPD activities and training courses and they suggested that teachers must be involved in choosing and designing their CPD training courses.

One senior teacher felt sorry about not involving teachers in designing their CPD by saying,

“Unfortunately, 80 to 85% of teachers are not involved in the design of the courses because they do not take teachers demands into account and they force teachers to attend some courses which they do not need” (ST2).

One supervisor supported the idea that teachers are not currently involved in the designing of teachers’ CPD as she said,

“Teachers are not involved because most training programmes are centralised and designed by MOE” (SF3AE).

Nevertheless, this was contradicted by another supervisor who said,

“At least according to my knowledge in the subject that I supervise senior teachers are always participating with us in planning the content of the courses for the next year. However, the new training rules require that two or three senior teachers should attend the discussion of teachers’ professional development training courses. Moreover, sometimes we might invite expert teachers to participate with us in designing those professional development workshops” (SM1).

Although some senior teachers and teachers were invited in designing some workshops in some subjects, it seemed that this involvement is still weak. Walter & Briggs (2012: 4) stated that there is evidence that the more teachers are involved in selecting their professional development activities, the more they report improvements in their subject

knowledge, their commitment to teaching, their teaching practices, and the learning of their students.

However, the importance of involving teachers and expert teachers especially in providing teachers with courses was seen as well in the results of the survey when the respondents were asked to rank the most important training courses for teachers to promote their professional growth. 70.7% of teachers ranked “Training courses and activities provided by expert teachers”, and 63.4% of teachers ranked “Reading professional materials” as the most important activities that help teachers promote their growth. Notwithstanding that the three groups had slightly different perceptions (see table 6.10) about the most important training courses and activities, there were large numbers of teachers and senior teachers who believed that the training courses and activities provided by expert teachers and reading professional materials are important. This result showed that teachers and senior teachers considered the knowledge and experience that expert teachers provided in the training courses valuable in helping teachers promote their professional growth.

The results from the interviews also showed that some of the respondents believed that gaining experience from successful schools by visiting and observing successful teachers are important and it would have a high impact on teachers' professional development. One teacher confirmed the importance of visiting other schools by saying,

“Teachers need to swap experience between each other, especially outside the school. I mean to visit other schools because the experience we got from visiting schools is more than what we get in the training centres” (TF2).

Others from the survey, when asked about additional effective activities, said that learning communities, enhancing the teachers' promotion system and meeting with exam designers to discuss the empirical exams are important to help teachers develop professionally.

Finally, results suggested broad agreement about activities which were considered more effective especially those relating to peer learning. Similarly, agreement about least effective activities focused on various forms of conferences and designing subject curriculums

The ANOVA results identified differences between the groups in respect of activities provided to support curricula with supervisors showing strongest agreement about this. Similarly, in terms of supervisors' visits to teachers' lessons, unsurprisingly supervisors were strong in their support for this whereas teachers did not consider this as effective as they did

Part two: The usefulness of the current teachers' CPD

The results showed that the supervisor and senior teacher respondents similarly ranked the following factors; “Updating teachers' knowledge in their specialisations” and “Enhancing teachers' effectiveness and efficiency in teaching” as the most useful factors of the current CPD. While teacher respondents ranked them as the fourth most useful factors. Teachers however, ranked “Train teachers how to provide their students new skills” as the most useful factors of the current CPD. These results suggested that the three groups of respondents agreed that some of the current CPD were useful to teachers.

On the other hand, supervisor, senior teacher and teacher respondents similarly ranked “train teachers to use methods of scientific research and self-development in their field of specialisation” and “Increase teachers' chance of finding a better job” as the least useful factors of the current CPD training courses. Increasing teachers' chances of finding a better job for instance does not mean that they would leave their job once they finished their training. Instead it might indicate that there is quality in the accreditation of what MOE provided to teachers as CPD.

In the open-ended questions of the survey the three groups of respondents mentioned that self-development courses would help teachers develop professionally. This raised a question of why teachers were not helped to do a self-development in their field of specialisation. According to the interviewees, helping teachers to know how to do a self-development is considered important. The ‘acquisition of skills’, such as problem solving, ‘creativity or self-confidence’, is more about how to help students how to learn and how subjects are taught (World Bank: 2013: 170).

One supervisor supported the idea of providing courses for teachers on how to do a self-development in their field of specialisation by saying,

“Yes, CPD is important because it's a part of self-development and it helps teachers to get a variety of teaching methods” (SR)

Finally, the results also showed that the three groups of respondents believed that the current CPD training courses and activities that teachers received had not increased their opportunities to find a better job. This result might be an issue and could raise a question about whether all or some of those CPD training courses and activities that teachers received were approved and certified by a recognised institute or not. However, according to the ANOVA results, there were no significant differences regarding respondents' occupation and their view of the usefulness of current CPD.

Part three: Teachers' professional development needs

To support the increasingly difficult skills that students need to learn and to be prepared to work in the 21st century and for further education (Darling-Hammond et al., 2017), teachers need professional development to acquire new skills and especially lifelong learning skills to function in their new role (Commission of the European Communities, 2005). However, the results from the analysis chapter regarding teachers' professional development needs, revealed that the three groups of respondents believed that teachers currently need most training courses and activities to help them motivate student learning through different teaching multi-media and teaching methods(see table 6.16). They need to know teaching strategies and skills and how to apply those strategies and skills in teaching. These activities reflected the professional development most needed according to all three groups as mentioned in the analysis (see table 6.16). The results indicated that almost all the listed statements in the survey were important because the overall means were high for all items and most of the three groups had rated the statements about teachers' professional development needs as somewhat agree and strongly agree (see table 6.17).

In terms of teachers' training needs, results showed that supervisor and senior teacher respondents regarded 'Teachers need to know teaching strategies and skills' as the most important training need but teachers ranked the item as the fourth. Teacher respondents, however, ranked 'Teachers need to know how to Motivate student learning through different teaching and multi-media' as the training that teachers currently need most. Supervisors ranked it third most needed and senior teachers ranked it fifth.

The ANOVA results showed that there were significant differences between the three groups about 'Teachers need to know teaching strategies and skills'. Supervisor and senior teacher respondents showed strong agreement about the urgency of the need for this activity, while teachers showed less agreement with its need.

Teacher respondents on the other hand strongly valued the need of how to motivate their students through using different teaching methods and multi-media as they believed that these two aspects of training were what teachers currently needed most. This result suggests that teachers were currently struggling on how to motivate their students' learning which needs to be considered by MOE officials as high priority in the training that teachers currently need.

The results also showed the three groups similarly ranked 'To build good communication with students' parents' and 'To know how to adapt to the school vision and mission' as

the training that teachers currently need least. This result suggests that these two activities are not among the highest priority.

Returning to the professional development needs and the importance of how teachers used teaching strategies in the classroom was supported in the literature. Jones (2015) in his thesis about teachers' professionalism, self-identity and the impact of Continuing Professional Development said that teachers needed an in-depth knowledge and understanding of what they teach (i.e. subject content) as well the skills of how to teach (i.e. pedagogical knowledge) in order to be effective (Jones, 2015).

The results mentioned above about teachers' professional development needs were congruent with what participants in the interviews believed that the aims of teachers' CPD are - to teach them teaching strategies. As one supervisor said,

“CPD aims to improve teacher skills on how to deal with the new technology and to teach them new teaching strategies” (SM1).

One teacher said,

“Teachers need to learn new teaching strategies and to know how they can implement those strategies inside the classroom. Also, they need to know how to deal with the new teaching means and technologies like the smart board and how to prepare activities using the smart board” (TF3).

Another one emphasised that applying teaching strategies is important by saying,

“The most important activity that teachers need from my point of view is to know how to implement teaching strategies effectively. Whilst most of the teachers know of teaching strategies, they do not know how to implement those strategies correctly. Also, teachers need to know how to use new technology in the classroom” (SM4AW).

One senior teacher also said,

“I believe enhancing teachers' teaching skills in their fields and increasing their knowledge in teaching methods are the most important” (ST2).

These interviewees' opinions demonstrated the need to provide teachers with courses in teaching strategies and how to apply those strategies inside the classroom. The interviewees also have stressed the importance of other teachers' professional development needs such as how to use classroom management strategies, how to prepare students activities, how to deal with students inside schools and how to deal with new curriculums. According to the World Bank (2013: 129)

Newly qualified teachers report problems in the areas of classroom management, student motivation, student assessment and accommodation of individual student differences. The report also stated that newly qualified teachers are neither fully equipped to deal with teaching challenges nor helped to develop their skills over their early years of teaching.

This view supported the interviewees' argument about the needs of professional development.

However, classroom management was one of the more urgent professional development needs that most of the supervisors selected in the survey (see table 6.16). One of the interviewed supervisors said,

“I think that to teach teachers classroom management strategies is the most important activity. Because some teachers might have knowledge and experience, but they can't manage and discipline their classroom which causes them a lot of difficulties to transfer the information to their students” (SM1).

Surprisingly, that same teacher also supported this idea as one teacher said,

“Teachers need to learn classroom management to help themselves manage classroom time perfectly” (TM5).

These last professional development needs; classroom management strategies, how to prepare students activities, how to deal with students inside schools emphasise the importance of the induction programme for teachers especially those who are in their first year of service or considered as a young teacher. OECD (Organisation for Economic Co-operation and Development 2005: 10) stated that induction tends to be the most neglected phase among the three main phases suggested for teacher preparation as below:

- Initial teacher training;
- Induction ;
- Professional development.

According to the World Bank (2013:129) England, for instance, operates for teachers in their first year of service an induction programme. The programme covers a broad range of elements in the young teachers' work world, including responsibilities, evaluation and roles, dealing with classroom activities and young people. However, in spite of the MOE's induction program, being made compulsory for all new teachers in Oman, in most schools induction took the form of familiarising the new teachers with school procedures and rules by their senior teachers.

To conclude, teachers according to the survey participants and the interviewees need some activities such as how to motivate student learning through different multi-media and teaching methods and how to apply teaching strategies and skills in teaching which are considered important to enhance their professional development. Thus, the MOE officials need to consider teachers' opinions about what they currently need as their CPD training courses and activities before planning or designing teachers' CPD.

Summary Q3

Concerning the most effective teachers' CPD activities, the three groups of respondents showed a strong agreement about the effectiveness of activities such as reading professional materials and those which were considered as teachers' peer-learning opportunities in promoting teachers' professional growth. Peer-learning opportunities such as "Informal meetings with peers to discuss teaching and curriculum problems", "Peer class visits" and the "Professional visits to other schools" are powerful in helping teachers develop professionally according to the results.

Many researchers such as Goodall et al. (2005), Cordingley et al. (2005) and Walter & Briggs (2012) as well as the World Bank (2013), had valued the positive impact of reading professional materials and teachers' peer learning opportunities which supported the participants' perceptions about their effectiveness in promoting teachers' growth.

The three groups agreed that the current teachers' CPD had some usefulness for instance "Training teachers how to provide their students new skills", "how to update teachers' knowledge" and "how to enhance teachers' effectiveness and efficiency in teaching". Nevertheless, supervisor, senior teacher and teacher respondents showed similar agreement that there are more improvements needed to satisfy teachers in areas such as increasing their chance of finding a better job and using methods of scientific research and self-development in their field of specialisation. Thus, MOE officials need to consider all these results to make teachers' CPD more useful.

In terms of teachers' professional development needs, supervisors and senior teachers believed that the training courses and activities that teachers currently need most are to know teaching strategies and skills and how to apply them in teaching. While teacher respondents regarded how to use different multi-media and teaching methods to help teachers motivate their students as the training needed most. However, these professional development needs and others listed in the survey should be given priority provision for teachers' professional development.

The interviewees provided a list of training courses that teachers currently need. They suggested courses such as how to use and implement teaching strategies which is congruent with what the participants from the survey suggested. They also suggested that teachers need to know how to use classroom management strategies and how to deal with new technology and equipment like the smartboard.

Considering teachers opinions about their needs in their field of specialisation would help enhance the effectiveness of CPD courses. The approach of forcing teachers to attend courses that they do not need or are not interested in, could leave them believing that those courses were wasting their time. Hence, teachers must be asked about their needs for professional development training courses and activities and their desired topics before their CPD is designed.

The discussion of the fourth research sub-question

Q4. What are the factors that currently facilitate the implementation of effective CPD?

The results showed that the three groups of respondents ranked “The learning climate in the training courses and activities were collaborative” as one of the most items implemented most in the current CPD training courses and activities. Teacher respondents ranked the factor as the most factor implemented in the current CPD. Senior teachers ranked the item as the second most factor while supervisors ranked it as the third most factor (see tables 7.1 and 7.2). This finding suggested that one of the factors that helped to enhance and improve the effectiveness of teachers’ CPD is to make the learning climate collaborative.

The results also showed that supervisor and senior teacher respondents similarly ranked “The Participants during training programmes were given the opportunities to share their ideas and experiences with other teachers” as the factor most implanted in the current CPD training courses. Whereas teachers ranked this factor as the fifth. However, ANOVA results showed that there was a significant difference between the supervisor and teacher respondents regarding this factor as teacher respondents showed the least agreement that the participants in the training courses and activities were given the opportunity to provide their feedback. This finding suggested that teacher respondents do not believe that this factor was implemented in the current CPD training courses. Therefore, it is not helping to implement effective CPD which needs to be considered.

Although the three groups believed that the trainers to some extent were highly skilled as shown in table (7.1), one teacher from the survey contradicted this by saying,

“Most of the courses were provided by teachers who teach the same field and not by a local or an international trainer. However, I believe that they have appointed teachers to present the courses because there is a lack of financial support for the training”.(SR)

This answer confirmed that some courses were provided by an ordinary teacher who had no experience in training which needs to be checked by MOE officials to ensure the quality of the training provided.

The results also showed that the three groups had similar agreement about the least implemented factors that facilitate the implementation of effective CPD. Factors such as “The training courses and activities planned with the schools and system goals in mind”,

“The learning climate in the training courses and activities were informal” and “The training courses and activities were not undertaken during the school day and therefore did not disrupt the school timetable” were the least implemented factor. Even though the results showed that the three groups had a strong agreement that the learning climate was formal in the current training courses. The ANOVA results showed that there were significant differences between supervisor and teacher respondents (see Table 7.3) about the formality of the courses as teachers were more aware that the courses were formal, more than the supervisors who run these courses were.

These results might on one hand indicate that the current teachers’ CPD helps implementing effective teachers’ CPD, while on the other hand, it seemed that other issues might hinder the effective implementation of teachers’ CPD like for instance the formality of the learning climate in the training course which might be considered an obstacle to teachers, hindering them from developing in a helpful environment. There is a mismatch between the planning of teachers’ CPD and what schools’ needs and goals are. Moreover, attending courses during the school day which disrupts the school timetable and does not facilitate the implementation of effective teachers’ CPD. The results showed that supervisor, senior teacher and teacher respondents have similar agreement that this factor was not completely implemented in the current CPD as most of the courses were conducted during the school day which disrupted the school time table.

This issue was seen also in teachers’ comments, on the in-service training in a survey conducted in five regions in 2009 in Oman as mentioned in chapter one (World Bank: 2013: 132). They suggested that the courses caused disruptions from teacher absence, reached only a portion of teachers, and were too short to have an impact.

However, the interviewees were also asked about the factors that would facilitate the implementation of effective teachers’ CPD. They said that trainers’ experience and skills are important to facilitate the effective implementation of teachers’ CPD. One teacher stated that the trainer must be qualified and they need to know who will provide the training courses and the topics by saying,

“The trainer must be qualified, and expert and the training Centre must provide the trainer’s C.V. Because as teachers we need to know who will provide the course and what are his capabilities and skills. Also, we need to know the topics of the course as I have attended two courses with same trainer and same topic” (TF3).

They also believed, that the timing of the training courses, meeting trainees needs and

targeting those most in need, minimising the school timetable and workload, and increasing teachers' motivation toward their CPD would help to facilitate the implementation of effective CPD.

One of the teachers said in regard to the timing of the training,

“Teachers’ absence causes pressure on their colleagues and their school administration. Inside schools, teachers will be forced to attend their absent colleagues’ classes and teach their students. Also, the schools’ administration will be forced to make some changes in the school timetable to fill their absent teachers’ timetable. However, choosing the time of the training courses that suit teachers’ timetable will help teachers and their school principal to be out of pressure” (TM5).

Teachers’ absence was reported by school principals in focus group discussions to be a serious concern according to the World Bank report. Even though there is no reliable data about teacher absence, it was reported that only a small number of teachers took unauthorised days off. Teachers however, were absent from school more frequently to attend courses as stated by the focus group principals (World Bank: 2013: 133).

One senior teacher provided a solution to fix teachers absence from school by saying,

“The courses should be conducted at the beginning of the semester and before teachers start teaching the curriculums” (ST2).

However, meeting teachers’ needs and inviting those who are in most need was also important to facilitate effective implementation.

The same senior teacher in this regard said,

“Honestly if the designers ensured that the training courses provided are designed to meet teachers’ professional need” (ST2).

Moreover, one teacher also said,

“I think choosing the training content that fits teachers’ needs would help to facilitate the effective implementation of teachers’ CPD” (TM5).

One supervisor also supported this idea by saying,

“I believe that the courses should be attended by those who are in most need” (SM1).

Another supervisor suggested that the overloaded timetable needed to be decreased to improve the implementation of effective teachers’ CPD by saying,

“I think we need to minimise the overload of the school timetable and provide teachers with a good educational environment. Also, we need

to minimise the administrative paperwork. Therefore, the teachers could use the advantages of their spare time in promoting their professional growth” (SM4AW).

In summary the interviewees suggested, that the following factors, extending the time of the courses, minimising the overload of work and timetable which hinder teachers from promoting their professional growth would help the officials to facilitate the effective implementation of teachers’ CPD.

Summary Q4

The factors that are currently implemented which most facilitate the implementation of effective CPD most according to the three groups is “The learning climate in the training courses and activities were collaborative”. While the factors least implemented were “The learning climate in the training courses and activities were informal” and “The training courses and activities were not undertaken during the school day and therefore did not disrupt the school timetable”. These results suggested that teachers had a collaborative learning climate during the courses but those courses were formal and were conducted during the school day and therefore disrupted the school timetable. However, from the interviews it was suggested that making the timing of the training more appropriate would be helpful as it would not disrupt the school timetable. This suggestion has also been supported by schools’ principals who participated in a survey in 2009 as mentioned in chapter one. According to The World Bank (2013: 132)

Teachers said they would prefer the training to be held on designated, non-teaching days, such as the period before state examinations. They added that covering for absent teachers can be difficult when a number of courses are held at the same time. Nevertheless, short courses of one or two days were easily covered within the school, but longer courses (up to two weeks) presented difficulties for the school and loss of teaching continuity for students

The interviewees also suggested that providing skilful trainers to train teachers, making the training time suit the trainees’ timetable and decreasing the impact on the school timetable will help to implement an effective teachers’ CPD. All these suggested factors and others as mentioned in the analysis chapter will provide teachers a relaxed environment while attending their courses. These suggestions should be considered as an important factor to help enhance the effectiveness of teachers’ CPD. Thus, the MOE officials need to consider these factors before planning for teachers’ CPD. They also need to ensure that these factors were implemented to provide an environment that facilitates the effective implementation of teachers’ CPD.

The discussion of the fifth research sub-question

Q5. What are the obstacles that currently hinder the promotion of professional growth by Post-basic (11-12) and Basic (10-12) schoolteachers?

The results of the survey and the interviews about the current CPD obstacles demonstrated the frustration among the three groups especially teachers. These results supported the researcher's arguments about the lack of effectiveness of the current teachers' CPD. However, the results revealed that there were no doubts that all the three groups of the respondents agreed that "Teaching loads" is the largest obstacle that hinders teachers from promoting their professional growth (see table 7.7). This finding suggested that the issue of teaching loads should be addressed to help teachers pursue their professional growth. It's worth pausing here to discuss this issue from the interviewees' point of view to get a deeper understanding of this issue and what exactly causes teaching load before presenting the other obstacles. So, one school teacher from the interview regarded the teaching load of the school timetable,

"School timetable is one of the biggest hindrances for teachers. Because some teachers have more than 25 periods a week which is five classes a day" (TF1).

Another teacher regarded the issue of administrative paperwork as,

"There is pressure from the school administration on teachers by giving them administrative paperwork along with teaching more than 37 students in one class. This is a huge hindrance" (TF2).

One senior teacher regarded the workload of the number of periods that teachers teach a week by saying,

"School timetables cause workload and pressure on teachers and some of them have more than 23 periods a week, so there is no time for professional development" (ST2).

In spite of the average for teaching periods differing from one school to another, the official length of the school year for students in grades 10-12, double shift, general and basic according to the World Bank report (2013: 132) is 180 days which means teachers are required to teach 28 periods of 40 minutes each per week for the academic year. As a result, teachers would have per year a workload of 672 hours of teaching time which supported the above interviewees' argument.

However, one supervisor stated that as a result of teaching timetable load and heavy curriculums some teachers had refused to be nominated to attend any training course because ,

“Teachers timetable load and the heavy curriculums would hinder teachers from attending the training courses. As a result, some teachers refuse to be nominated for attending the courses because of the workload inside the school” (SM1).

Another supervisor supported the idea about the heavy curriculums and stated that his teachers believed that the administration cares only about finishing them on time and not about the quality of teaching,

“When I meet teachers, and during any discussion with them they said that the curriculum is heavy and the priority of the school administration is to finish the curriculum, not the quality of teaching” (SM4AW).

One more supervisor stated that this obstacle is a great hindrance for teachers and suggested a solution to fix this problem by lightening the curriculums as he said,

“I believe that teachers are not free to promote their professional growth, because they have a lot of administrative paperwork that hinders them from looking after their professional development. Also, finishing a heavy curriculum makes a great hindrance for teachers. So, I think the curriculum needs to be lighter or minimised to the level where the teachers can find the time to look after themselves and their professional development” (SM5AW).

This teacher expressed the problem of the heavy timetable which caused a huge pressure on them because they do not have enough teachers. Thus, they do not have time for their professional development.

“We have an insufficient number of teachers in my section, and that causes us to have huge pressure inside the school. Also, we have a lack of time because of the heavy timetable. So, we do not have enough opportunities inside the school to conduct workshops, and we do not even have a senior teacher. However, the opportunities for teachers’ professional development are weaker in the last two years” (TM4).

The above justifications of the workload issue which was largely presented in the analysis chapter illustrated the huge frustration among teachers about their teaching load which was supported by the opinion of the interviewees.

This result was congruent with what Al-Lamki (2009) reported in his study findings that the majority of the teachers interviewed reported the main obstacle as there was not enough time specified for teachers to continue their professional development. It was also reported by the World Bank (2013: 140) who stated that many teachers are overloaded

with reporting tasks and assessment. Teaching time is further eroded by practices that result in shortening the school year.

The three groups of respondents ranked other obstacles as well as they believed that these hindered teachers from promoting their professional development. Senior teacher' and teacher' respondents ranked "Extra Periods caused by absent teachers which teachers' peers were forced to take" as the second biggest hindrance for teachers while supervisor respondents ranked the obstacle as the fifth biggest hindrance . This result suggests that senior teachers and teachers' respondents are more aware about this issue than supervisors are as they deal with it every day.

However, supervisor' respondents ranked "Lack of Job satisfaction" as the second biggest hindrance. Teachers ranked this issue as the third biggest hindrance while senior teachers ranked the issue as the fifth biggest hindrance (see table 7.7). Nevertheless, supervisor, senior teacher and teacher respondents ranked other obstacles among the issues that currently hindered teachers from promoting their professional growth such as the lack of time after work towards CPD, inadequate financial support for training, lack of IT equipment and support means for teachers inside the classroom and the lack of teachers' motivation towards training because most training provided by the MOE does not meet teachers' desired needs. This last issue suggests that the three groups of respondents believe to some extent that there is still a mismatch between teachers' needs and opportunities for CPD.

With regard to job satisfaction and the lack of teachers' motivation towards CPD, one teacher believed that the lack of satisfaction is because teachers are not happy with work, salary and their students' achievement as he said,

"There is a lack of teachers' motivation. Because of the lack of teachers' satisfaction about their work salary and their students' achievement" (TM4).

Another one regarded the lack of motivation, the lack of rewards even by psychological support as she said,

"There is a lack of financial and psychological support. However, I insist on the psychological support to reward the trainees especially those who manage to transfer what they learnt to their colleagues" (TF3).

Also, one supervisor reported that there is a lack of the financial motivation by saying,

"Unfortunately, the most important element that hinders teachers from promoting their professional growth is the personal element. Because

if the person has no ambition to develop himself, this will make a big hindrance for him in improving his skills and experience. Also, the lack of motivation to encourage hard-working teachers to continue their professional development would be another element that hinders teachers from pursuing their CPD. In fact, if they refuse to attend the workshops and training courses because of the workload they had they might get a salary deduction. However, the financial motivation is not available at all” (SM1).

One senior teacher, regarding the lack of teachers’ motivation from the survey, said

“Teachers had not been given a certificate for courses that they had attended” (SR).

This response showed that providing a certificate for those who attended courses would make them feel better. In this regard the World Bank (2013:141) suggested that

There should be a teacher career structure where promotion is linked to teacher performance. Promotion should be based on attendance at school, completion of recognised in-service courses and principals’ reports. Such a system would provide incentives for regular attendance, positive engagement with CPD and a positive professional attitude within the school.

Al Shabibi and Silvennoinen (2018) also stated that a lack of systematic recognition of teacher achievement which cause low levels of motivation is one of the factors affecting low morale amongst teachers.

Nevertheless, most of the responses above pointed to the lack of teachers’ motivation which hinders them from promoting their professional growth. Others, however, believed that the lack of equipment is hindering teachers from enhancing their professional growth as one senior teacher expressed his opinion,

“The school building is not prepared to conduct workshops, most of the school is classrooms, and there are no facilities available for the training workshops for teachers. Even though some subjects have labs such as the science subjects, the rest do not have places to prepare their workshops. Also, there is a lack of technical support and technological means inside schools. The lack includes insufficient computers, printers and projectors which hinder teachers from conducting their workshops. Moreover, some teachers face problems if they would like to make visual presentations because there are no equipped rooms. Finally, there is a lack of staff to provide technical support on how to prepare workshops and provide tools needed for those workshops” (ST1).

Al-Lamki (2009), the most recent study on teachers’ CPD in Oman, reported that one of the obstacles facing English teachers is that when they planned CPD at the school level, they faced some problems related to the availability of facilities and materials. The participants from the interviews also referred to other obstacles such as the place and the

time of training centres, the lack of professional materials and the lack of involvement of teachers in determining their needs.

One teacher in this regard said,

“The time and the location for the training centres are hindering teachers from developing themselves professionally. Because the time of the courses they provide for teachers during the school time is not suitable for all teachers. Also, teachers are forced to leave their school and their class which causes them to delay the curriculum plan. So, this might give some teachers reasons to refuse to attend the training courses. Moreover, most of the courses start at 8 o'clock which puts great pressure on those who live far away from the training courses. However, we need the officials to build more training centres to cover all the provinces that belong to Muscat governorate” (TF3).

One supervisor supported this opinion and said,

“The location of the training centres might be a big hindrance for those who live far away from centres and could cause teachers' absence from attending the courses. For example, I have some teachers who work in Seeb district, and when I try to bring them to the training centre in Alwattayah which is almost 40 kilometres away from Seeb, mostly they refuse to attend and keep complaining about the distance and the traffic” (SM1).

Others said that teachers have obstacles related to their involvement in determining their needs or desired topics as one teacher said,

“The training courses are repeatedly given and do not meet the trainees' needs” (TF2)

Furthermore, one senior teacher expressed his frustration about not being involved in determining teachers' CPD by saying,

“Teachers and especially senior teachers are not involved in determining teachers training courses' needs” (ST2).

This result was congruent with what Al-Lamki (2009) found in his study as he stated that the majority of the respondents 52.2%, said that they were not happy about not being involved in making decisions about the content of the training courses offered to them.

Finally, the results showed that the supervisor, senior teacher and teacher respondents largely agreed about the factors that currently least hindered teachers from promoting their professional growth as they believed that ‘Teachers have opportunity inside their school to work with each other’ and ‘Teachers inside the school have access to professional publications’. These results demonstrated that teachers have to some extent

opportunities to work with their colleagues and have access to professional publications inside their schools.

The ANOVA results, however, (See Table 7.9) showed that there were significant differences between the respondents according to their occupation regarding four issues. Senior teacher respondents showed more agreement about the lack of IT equipment and means to support teachers inside the classroom. They also showed more agreement that there were extra periods caused by absent teachers' which teachers' peers were forced to take. While teacher respondents showed more agreement that "Teachers were not given the opportunity to provide feedback on the content of professional development activities". They also showed more agreement that "Some training courses and activities provided were not related to students' lessons". Supervisor respondents on the other hand showed the least agreement of all on these factors. These findings suggested that supervisor respondents were not aware that these factors were hindering teachers from promoting their professional development especially that most of these factors were occurring inside schools. Therefore, supervisors need to be more aware of what is actually hindering their teachers inside their schools to help them promote their professional growth.

Summary Q5

The results from the survey and the interviews were mostly congruent about four obstacles that hinder teachers from promoting their professional growth. Supervisor, senior teacher and teachers' respondents similarly ranked teaching loads as the biggest hindrance for teachers in promoting their professional growth. The three groups also ranked factors such as, extra periods caused by peers' absence, lack of teachers' job satisfaction and the lack of teachers' motivation and commitments towards CPD at the top of the obstacles list. The results also showed that three groups ranked factors such as 'Teachers have no opportunity inside their school to work with each other' and 'Teachers inside the school have no access to professional publications' as the obstacles that currently hindered teachers least from promoting their professional growth.

However, the results showed that there was a lack of IT equipment and support means for teachers inside the classroom as senior teachers ranked the issue as the third obstacle hindered teachers. This result was supported by the World Bank (2013: 137) in their recent report that the use of ICT to support teaching and learners inside the classroom remains limited and uneven (see chapter one). Therefore, the mismatch between teachers'

professional development needs and the opportunities that MOE provides as CPD is still hindering teachers from developing themselves professionally according to the participants.

The results between the participants from both instruments were almost congruent. The interviewees raised other issues which they thought had decreased teachers' motivation toward their professional development. These issues included the distance between the main training centres and most trainees' schools is too far, the schools' buildings were not designed to conduct professional development workshops and the courses timetable was unsuitable for most of the teachers as they were conducted during the school day. The interviewees also raised an issue about teachers' involvement in making decisions about the content of the training courses as teachers were still not involved in determining their needs or desired topics. These issues according to the interviewees suggest to the MOE officials that they should consider all the barriers between teachers and their CPD. Therefore, to overcome these issues MOE officials need to take teachers' concerns seriously if they wish to enhance the effectiveness of teachers' CPD in Oman.

The discussion of the sixth research sub-question

Q6. What are respondents' views regarding the definition of CPD and its importance to teachers?

The supervisor, senior teacher and teacher respondents in this study showed similarities when they tried to define the term CPD and explain its importance to teachers. Nevertheless, if we concentrate on their definitions we can see to some extent that there were slight differences as supervisors for instance concentrated on defining the term CPD on what could help teachers inside the classroom. Therefore, supervisors defined CPD as an ongoing process which tends to help teachers develop their performance in their classes and increase their subject knowledge. Senior teacher respondents on the other hand showed that they concentrated their attention on updating teachers' knowledge to keep them updated in everything that suits the new era. While, teacher respondents concentrated their attention on what could help them develop their performance to increase their students' achievement rather than only updating their knowledge and skills in teaching.

However, the following section discusses the three groups similarities about the meaning of CPD and its importance to teachers.

Meaning of CPD

The question about defining the term CPD **and** its importance to teachers was asked in both instruments, the survey and the interviews. The results illustrated that respondents defined the term according to the following three themes:

1. CPD as an ongoing process;
2. CPD to fill the gap between the professional development needs and to cope with the challenges;
3. CPD as a continuous Self-development process.

These themes are discussed below:

CPD as continuous and an ongoing process to enrich teachers' knowledge and skills

Most of the three groups of respondents in their definitions of CPD regarded the term in the survey and the interviews as an ongoing and continuous process which is required to provide all the knowledge, skills and information to keep teachers updated with all the

changes that occur in their fields to help them promote their professional growth. This definition was provided as well in the literature by a range of researchers where CPD was defined as a “long-term process”, “a sustained collaborative learning process”, “a planned, continuous and lifelong process“ planned systematically to promote growth (Villegas-Reimers, 2003; Speck & Knipe, 2005; Padwad & Dixit, 2011; Sywelem & Witte, 2013). One of the supervisors in the survey suggested that any changes occurring in education must be followed by training to meet those changes. This supervisor from the survey results said,

“CPD is an ongoing improvement to meet all types of changes which occur” (survey response hereafter SR).

Another supervisor in the interview supported this definition by saying,

“CPD means the continuous growth in teachers’ learning to enhance his or her performance in teaching in an organised way to learn new skills” (SM4AW).

One senior teacher in the survey also defined the term as an ongoing process but as a way to provide the latest information to develop teachers’ skills by saying,

“CPD is an ongoing process by taking courses and workshops to know what the new information in the field is” (SR).

Teachers themselves believed that CPD is an ongoing process, one teacher from the survey said,

“CPD is an ongoing process to renew the way of teaching and try to find the latest methods in teaching which suits the new generation and the developmental thinking” (SR).

Another expressed his opinion and explained the term by saying,

“It is an ongoing process in my professional career to increase the scientific knowledge in my subject with everything new in technology which serves my fields and my subject” (SR).

These definitions suggested that CPD should look like a continuous process that helps teachers promote and increase their knowledge, skills and experience. Villegas-Reimers (2003:12) contended in 2003 that considering CPD as a long-term process was a new approach which included regular experiences and opportunities planned systematically to promote development and growth in the profession. Nevertheless, with increased recognition, teacher education is considered as an ongoing career-long process and no longer seen as a single initial period of training (World Bank, 2013:129). Therefore, the current definitions of the term proposed by many respondents believed that CPD still

should look like an ongoing process which interestingly is congruent with what many educators and researchers believe in the literature.

CPD as a way to fill the gap between professional development needs and cope with the challenges

Teachers' CPD is also seen by the three groups of respondents as a way to cover all teachers' professional development needs to cope with the challenges and problems that face them during their teaching.

One teacher from the survey divided the meaning of the term into three parts: professional: training, education and support. This teacher in the survey said that CPD is:

-Professional training: it means how to provide teachers with all skills needed to increase their efficiency.

-Professional education: it means to modify the beliefs and teachers thinking about their work attitude and to ensure professional values through the courses and reading materials.

-Professional support: it means to provide a stable professional environment, and enhances the workplace atmosphere and settles teachers inside schools for an extended period" (SR).

One supervisor from the interview said,

"CPD means to develop teacher capabilities in both scientific and educational aspects according to his or her need and what arises as new information and technology" (SM1).

These definitions demonstrated that the CPD is more than just an ongoing process. CPD is a complete programme where teachers could learn their desired topics and could seek what they need to improve regarding their professional growth with all support and feedback needed after training.

Another teacher from the survey saw that all teachers got in terms of developing their knowledge, skills and their capability was,

"CPD means a development in teacher knowledge, skills and capabilities to cope with the challenges of the new era".(SR)

Therefore, teachers' CPD should be designed to increase teachers' capabilities to cope with all challenges that face them, and it should provide them with all the training and support they need.

CPD as a continuous Self-development process

Among the three groups of respondents, the results showed that there is a belief that teachers' CPD is a self-development process. According to this definition, teachers should develop and improve themselves personally or by attending training courses and programmes. Therefore, they need self-development skills such as problem solving, research techniques, critical thinking, innovation and creativity as a requirement for lifelong learning.

In the literature a long time ago, Dean (1991) supported the idea that teachers need to develop themselves and have to accept that schools are not the only provider of knowledge. This approach towards more self-initiated CPD was related to the changes that happened in the models of teaching and a more student-centred approach to learning.

Defining teachers' CPD as self-development was supported in the results by some respondents. One supervisor stated that developing teachers are not solely teachers' responsibility by saying,

“In my opinion, CPD is an ongoing process to develop teacher performance in teaching the subject even by self-development or by those who are responsible for the training system”. (SR)

This definition illustrated that developing teachers' professional development is the responsibility of both those who provide teachers the training they need and teachers themselves.

Teachers also see the term as a form of self-development as one teacher said,

“CPD means an ongoing process to develop yourself professionally through getting updated with technology and new techniques to teach your students”. (SR)

This definition showed that CPD is solely a teacher's responsibility according to this teacher while other teachers believed that the process of self-development should be via continuous training courses as one teacher said,

“CPD is to try to develop yourself through continuous training”. (SR)

Another senior teacher expressed a similar definition by saying,

“It means a teachers' self-development so he or she can become a creative and excellent teacher”.(SR)

By looking at the above definitions, many might think that teachers have the opportunity to choose their workshops from a range of courses while actually they were not. Even

though some supervisors in some cases might give their subject teachers the opportunity to nominate themselves to attend such courses, in many cases they were not. Many expressed a concern that those who have been nominated to attend a workshop or training course didn't have the choice to refuse the workshop if that course didn't match their desired topics or needs. This issue was mentioned in the World Bank (2013: 130) report.

The report stated that

Teachers are normally selected for training by supervisors, resulting in some teachers complaining that they are sent on irrelevant courses or courses on familiar material.

Thus, to make teachers' CPD effective, teachers should be authorised to choose their own professional development training courses and activities which they need or to refuse those which they don't.

The importance of CPD

The results demonstrated that respondents believed that teachers' CPD is important according to the following justifications:

- To keep teachers up to date;
- To improve teachers' teaching performance and skills;
- To increase teachers' capabilities and experience;
- To help teachers overcome obstacles;
- To enhance students' achievement;
- To help teachers do self-development.

Two or more of these justifications were sometimes provided in one comment as this supervisor believed that CPD is important because it does improve teachers' performance and update teachers' knowledge.

“Yes, it is. Besides improving the teachers' performance as an educator, the professional development helps knowledge updating in the field of education”.

This statement shows a belief that updating teachers' knowledge would improve teachers' performance. Others related the importance of keeping teachers updated to new teaching issues and to cope with the challenges as one supervisor said,

“Yes, it's important to improve performance, acquire knowledge and skills and keep updated with new issues related to teaching”.

One teacher regarded the importance of CPD as coping with the challenges and overcoming the obstacles that teachers faced as he said,

“Yes, it's important because there are challenges and those challenges keep changing through time, and also the teaching methods are developing with modern technology”.

One more teacher expressed this idea by saying,

“Yes, because it helps us to overcome the obstacles we might face while doing our jobs annually, in which it is significant to be professionally developed to achieve the best of you”.

Other teachers believed that CPD is important for both old and novice teachers as one teacher in the interview said,

“It is important for new teachers because they need courses offered by the experienced people from inside and outside the institution. Also, it is important for old teachers because it helps them to learn about how to use modern technology (TF1).

One senior teacher believed that CPD is important to help teachers cope with changes in education as he said,

“ We live in a changing time so the teacher needs to keep abreast with these changes especially in education and there is a need to provide special education to follow up the new changes” (STM2).

Increasing teachers' knowledge and abilities to enhance their students' achievement was the reasons behind respondents' justification of the importance of teachers' CPD. One supervisor said,

“Yes, it's important, because there is an ongoing life development, new means to use in education, changes in teaching methods, and changes in curriculums. Also, because there are differences in students' achievement”.

Another supervisor said CPD improves students' achievements by saying,

“Yes, to provide the teacher with the new information, knowledge and skills which improve students' achievement inside the schools”.

Enhancing students' achievement as a reason for the importance of teachers' CPD was provided as well in the literature. Hoyle & John (1995: 17) said that some researchers insisted that the purposes of CPD are to improve student achievement in which teachers acquired skills, values, and knowledge that impact students positively”.

Day (1999: 4) said that improving student achievement and increasing the quality of education in the classroom can be reached by all those learning experiences and planned activities gained by teachers, which lead to an indirect or direct benefit to the school, group or individual.

The above justifications regard the importance of teachers' CPD as a way to build up a career or as a means of keeping up-to-date. Friedman & Phillips (2004) believed that this is a limited view of CPD. According to professional associations which came earlier in this chapter, CPD is seen as a means of gaining career security; a way of providing employers with an adaptable and a competent workforce; a means of personal development; a part of lifelong learning; a method whereby professional associations can verify competence; and a means of assuring the public that individual professionals are up-to-date.

Generally speaking, the significance and the importance of teachers' professional development in education should come from the great benefit that CPD could provide for both teachers and students. Providing the knowledge, skills and practice that teachers need to promote their professional growth helps to improve and enhance student achievement.

Summary Q6

Defining CPD as a process to keep teachers up to date or to fill the gaps of their professional development needs is not a complete definition. The supervisor, senior teacher and teacher respondents in this study similarly believed that teachers' CPD is an ongoing process promoting teachers' professional growth in all aspects by providing them with all the support and feedback needed. This definition actually aims to increase teachers' knowledge and abilities to improve their students' achievement every year which should lead to enhancing the effectiveness of teachers' CPD. Moreover, according to the three groups, CPD is seen as a part of a self-development process where teachers should have a commitment towards their professional development by attending courses or by accessing professional publications. However, there were slight differences between the three groups focus while defining the term CPD as the supervisor respondents for example concentrated their attention on what could help teachers inside their classroom. While, senior teachers focused on providing teachers everything that could help them to cope with new era. Teacher respondents on the other hand were concerned with how could they increase their performance and their students' achievements.

Nonetheless, the three groups defined the term CPD in exactly the way that they provide their justifications for its importance to teachers because it keeps teachers up to date, it

helps them improve their teaching performance and skills, it increases their capabilities, enhancing students' achievements and experience and it helps them overcome obstacles. On one hand some of these justifications were related to the outcome that teachers gained from attending CPD courses like, increasing their knowledge, skills and experience. On the other hand, others were related to the support and feedback that teachers should receive after attending the courses. These two opinions illustrated that MOE officials should design teachers' CPD courses to be followed by support and feedback.

Finally, CPD is important to teachers because it helps them overcome the obstacles and challenges which could hinder them from promoting their professional growth. Therefore, providing teachers with effective and inclusive CPD programmes could make a true difference in teachers' professional lives and performance.

The discussion of the seventh research sub-question

Q7. Do respondents' perceptions differ according to their occupation?

The results of the survey showed that the participant's perceptions differed significantly according to their occupation in a number of items. Therefore, to discuss these differences more deeply I will discuss each part separately as the following:

The effectiveness of CPD:

In the effectiveness part, the results showed that the differences in the three groups of respondents' perceptions were statistically significant according to their occupation in three statements: "Training courses and activities provided to support Curriculums", "Joint teaching and discussion of lessons with peers" and the "Supervisors' and Senior teachers' visits to teachers' lessons". The supervisor respondents showed more agreement about three items in which they believe they were effective in promoting teachers' professional growth more than senior teachers and teachers themselves do. The results indicated that supervisors have a strong agreement about the effectiveness of supporting curriculum workshops. This result might be because of their work which includes supervising a lot of curriculums and they might have seen many problems among teachers about understanding most of the curriculum topics. Thus, supervisors believed that teachers might need these courses more to promote their professional growth.

In contrast, senior teachers and teachers showed the least agreement about the effectiveness of the training courses provided to support curriculums in helping teachers develop professionally. This result suggested that the courses provided to support curriculums might have less impact on teachers' professional development from both senior teachers' and teachers' views.

The results illustrated that senior teachers and teachers believe that supervisors' and senior teachers' visits have less impact on teachers' professional development. This result might be because supervisors, according to the World Bank report (2013: 135), were no longer required to report on teachers' progress in schools that have senior teachers. They were only required to supervise senior teachers at least twice a year. Whereas senior teachers have their teaching load reduced by 50% to be responsible for supervising newly qualified teachers four times a year which is not enough to help teachers promote their

professional growth. Supervisors however, are still responsible for supervising a large number of teachers as many schools have only subject coordinators.

This result suggests that supervisors and senior teachers must both have the responsibility to visit teachers in their classes to help them become an effective and better teacher. Nevertheless, it is not about the quantity of visits but instead it is about the quality of teaching experience they could provide to teachers.

Although the results showed that supervisors and senior teachers have the strongest agreement about the joint teaching and discussion of lessons with peers in helping teachers, teachers themselves showed strong agreement about the statement as they ranked the item among the most effective activity in promoting their professional growth. This result suggests that joint teaching with peers is considered helpful for teachers from the three groups' points of view.

The usefulness of the current CPD:

In the usefulness section, part two, the results showed that there were no statistically significant differences between the three groups according to their occupation.

Teachers' professional development needs:

In this part, the results showed that there are statistically significant differences between two groups according to their occupation in two items. The differences were between supervisors and teachers about "Teachers need training courses and activities to know teaching strategies and skills". Supervisor respondents showed a strong agreement that teachers need to know teaching strategies more than teachers themselves do. This result was congruent with what supervisors also believed as one supervisor from the interviews said,

"The most important activity that teachers need from my point of view is to know how to implement teaching strategies effectively" (SM4AW).

This result suggested that supervisors knew more about teachers' weakness and needs especially inside the classroom because of the nature of their work as they are responsible to provide pedagogical support, to visit schools and to ensure standards of learning and teaching inside the classrooms which gives them the ability to examine teachers' needs (World Bank: 2013: 135).

The Factors that facilitate the implementation of effective teachers' CPD

The results in this part illustrated that the differences were statistically significant between the three groups of respondents according to their occupation in two statements "The Participants during training programmes, in the training courses and activities were given opportunities to share their ideas and experiences with other teachers", and "the learning climate was informal").

The supervisor respondents showed strong agreement about giving teachers the opportunities to share their ideas and experiences with other teachers and they believed that the learning climate was informal. Teachers' perceptions about these two statements contradicted supervisors' opinions. They believed that the courses were formal and they have fewer opportunities to share their ideas and experience with others in the training course as they showed the least agreement. Supervisors might support their way of dealing with teachers when they provided the courses to teachers, but it might be the other way around when others provide the training courses. This result needs to be considered by the ministry officials to enhance opportunities for teachers' CPD.

The Factors that currently hinder schoolteachers from promoting their professional growth

This part showed more significant differences among the groups. The results showed that the occupation of the respondents was related to the three groups of respondents' perceptions of the factors that hinder Post-basic (11-12) and Basic (10-12) schoolteachers in four statements.

Teacher respondents and senior teachers were more aware of the lack of IT equipment and means to support teachers inside the classroom than supervisors were. They were also more aware of the extra periods caused by absent teachers. These results sound normal as teachers and senior teachers were facing these obstacles every day inside the schools in regard to the lack of equipment or the workload caused by absent teachers. The World Bank (2013:244) confirmed that teachers still complain about an overload of time spent in reporting, recording and administrative paperwork. Therefore, to solve this issue they suggested increasing teaching time, simplifying reporting and evaluation; rebalancing supervision, monitoring and appraisal to prioritise teacher classroom performance over paperwork.

Moreover, teachers and senior teachers were more aware that some training courses and activities provided were not related to students' lessons and teachers were not given the

opportunity to provide feedback on the professional development activities' content. Giving the priority to in-service courses related to teaching and learning, particularly on classroom skills delivered by experienced teachers was recommended by the World Bank report (2013:244). They stated that to focus on education quality, in-service training should prioritise teaching for quality learning.

The question mark here is why supervisors had less sense about these obstacles which need to be examined in further studies. These issues need to be examined by MOE officials as solving these obstacles would improve the effectiveness of teachers' CPD and make teachers more satisfied and motivated towards their CPD.

Summary Q7

The results from the survey suggested that there are differences of perception between the three groups. The key features of these are the differences between three groups of respondents according to their occupation. These differences of perception were probably because of the nature of the work that respondents do or the things that they were responsible for. For instance, supervisors showed more agreement about the effectiveness of the "Training courses and activities provided to support Curriculums", the "Joint teaching and discussion of lessons with peers" and the "Supervisors' and Senior teachers visits to teachers' lessons". They showed more agreement with the statement "Teachers need training courses and activities to know teaching strategies and skills in regards to teachers' professional development needs. Moreover, supervisors showed strong agreement about giving teachers the opportunities to share their ideas and experiences with other teachers in the training courses. They also, believed that the learning climate in the training courses was informal in regard to the facilitating factors.

On the other hand, teachers and senior teachers showed more agreement about the lack of "IT equipment and means to support teachers inside the classroom". They showed more agreement about the extra periods caused by absent teachers and the teachers were not given the opportunity to provide feedback on the content of professional development activities. Moreover, they showed more agreement that some training courses and activities provided were not related to students' lessons. However, these results illustrated that the differences between what supervisors, teachers and senior teachers believed about the statements of the survey was according to the differences in their occupational perception.

Summary

In this chapter, I discussed the research question about the definition of CPD from other research studies and the supervisor, senior teacher and teacher respondents' perceptions. The results showed that both the survey respondents and the researchers in the literature had defined teachers' CPD as an ongoing activity and a lifelong learning process which considers enhancing teachers' knowledge, skills and experience. I discussed how the situation regarding teachers' CPD has arisen in Oman and how I addressed the research questions by using mixed-methods. This chapter also discussed the results about currently effective teachers' CPD, their professional development needs and the usefulness of the current CPD courses. Moreover, it had discussed the factors that facilitate the effective implementation of teachers' CPD and the factors that hinder teachers from promoting their professional development. The differences between the respondents' perceptions according to their occupation were discussed largely in this chapter.

In the next chapter, I conclude the thesis with some thoughts on the contributions, limitations of this study, a summary of the key issues identified from the main findings and suggestions for future research with a checklist designed by the researcher of this study to evaluate the effectiveness of teachers' CPD.

Chapter 11 Conclusion and Recommendations

Introduction

This chapter considers the findings in relation to the interpretation about the effectiveness of teachers' CPD in Muscat, Oman. As indicated in chapter one, this study consists of one main research question and seven sub-questions as below:

The main research question is: What are the perceptions of Supervisors, Senior teachers and Teachers of the effectiveness of current CPD provision to promote professional growth in Post-basic (11-12) and basic (10-12) Schoolteachers in Muscat, Oman?

Summary of the research questions:

There are seven sub-questions as follows:

1. In the literature on CPD for teachers, what are researchers' understandings regarding the definitions of CPD and the characteristics that make CPD effective?
2. How has the present situation regarding the CPD in Oman arisen?
3. What are supervisors', senior teachers' and teachers' perceptions regarding:
 - i. The effectiveness of current CPD courses and activities for teachers?
 - ii. How useful are current CPD courses and activities for teachers?
 - iii. What are their current professional development needs?
4. What are the factors that currently facilitate the implementation of effective CPD?
5. What are the obstacles that currently hinder the promotion of professional growth by Post-basic (11-12) and Basic (10-12) schoolteachers?
6. What are supervisors', senior teachers' and teachers' views regarding:
 - i. The definitions of CPD?
 - ii. The importance of CPD to teachers?
7. Do supervisors', senior teachers' and teachers' perceptions differ according to their occupation?

These questions have been addressed as follows: the first two questions (1 and 2) were addressed through the literature review, the above five questions (3, 4, 5, 6 and 7) were addressed through the data chapter and the main research question was addressed through the discussion chapter by demonstrating the three groups' differing perceptions in each section.

In the previous chapters, a mixed methods study was reported, which aimed to investigate the effectiveness of the current teachers' CPD in Oman. The two-phase mixed methods were used to extend the understanding of teachers' CPD by exploring supervisors', senior teachers' and teachers' perceptions about the effectiveness of the current CPD provision, and to examine the current usefulness factors and the factors that facilitate the effective implementation of teachers' CPD. It aimed to identify the training courses and the activities that teachers currently need and the obstacles that currently hinder teachers from promoting their professional growth. The main purpose of these investigations was to develop a better understanding of the effectiveness of the current teachers' CPD in Oman. Therefore, this chapter includes a reflection on the study findings and their implications. First, recommendations are offered to enhance the effectiveness of teachers' CPD in Oman derived from the main findings. The contributions of the research also are highlighted, and the limitations of the research are acknowledged. Then further research is suggested according to the recommendations to build on the contribution of this study. Finally, a suggested checklist is provided to help MOE officials improve the effectiveness of teachers' CPD.

Main key findings

The results of this study showed that supervisors, senior teachers and teachers had expressed their perceptions of the effectiveness of the current CPD for teachers through the different sections of this study. The overall findings demonstrated that the three groups of participants believed that the current teachers CPD is still not sufficiently effective in promoting teachers' professional growth and further work was suggested to enhance and improve teachers' CPD.

I summarised all the main key finding into the following points:

- CPD is seen by the researchers from the literature, and the supervisors', senior teachers' and teachers' participants in this study as an on-going and long-term process planned systematically to promote growth, a sustained collaborative learning process which involved a variety of activities that increases skills, knowledge and understanding and as a means of gaining career security;
- Meeting teachers' needs in general, teachers' commitment towards professional development, the importance of the feedback to teachers' learning and the support they received, and other factors would help to make CPD effective;

- The present situation shows that teachers' CPD issues in Oman need to be addressed to improve the effectiveness of teachers' CPD training courses and activities;
- Mixed method approach was the most appropriate methodology to address the issues in this research topic;
- Peer learning opportunities such as peer joint teaching, informal meetings of peers and visiting peers' classes were the most effective teachers' CPD activities along with reading professional materials;
- Train teachers how to provide their students new skills, how to update teachers' knowledge, and how to enhance their effectiveness and efficiency in teaching were the most useful items of the current CPD. While, how to "Train teachers to use methods of scientific research and self-development in their field of specialisation", how to "Increase teachers' chances of finding a better job" were the least;
- To motivate student learning through different multi-media and teaching methods, to know teaching strategies and skills and how to apply those strategies and skills in teaching were currently teachers most needed training courses and activities;
- The learning climate was collaborative; the trainers were sufficiently expert in the content they provide, the participants were given the opportunities to share their ideas and experiences with other teachers were the factors that would most facilitate the current effective implementation of teachers' CPD. Whereas the factors that were not facilitating the effectiveness of the current CPD were the learning climate was formal, and the training courses and activities were undertaken during the school day and therefore, disrupted the school timetable;
- The obstacles that hinder teachers from promoting their professional growth were teaching loads, extra periods caused by absent teachers' which teachers' peers were forced to take. The lack of job satisfaction, the lack of time after work for CPD, inadequate training, financial support, the lack of IT equipment and the lack of means to support teachers inside the classroom. Moreover, the lack of teachers' motivation towards training because most of training provided by MOE does not meet teachers' desired topics. The mismatch between teachers' needs and the opportunities for CPD is among the biggest hindrances. However, the results showed that teachers do have some opportunities to work together inside their schools and they do have access to some professional publications according to

the survey, though some interviewees claimed that there were no publications in schools;

- There were statistically significant differences between respondents' perceptions and their occupation in one or more of the statements in almost all sections in the survey.

Recommendations

- **Recommendations in regards to the first sub-question: In the literature on CPD for teachers, what are researchers' understandings regarding the definitions of CPD and the characteristics that make CPD effective?**

The literature review demonstrated that most of the educators defined and considered teachers' CPD as an ongoing process which required lifelong learning, opportunities and experiences planned systematically to promote growth. Having considered all the definitions that educators provided about CPD and what makes it effective in the literature, I would recommend here to consider teachers' CPD in Oman as an ongoing process that includes long-term training with all the support and feedback that are needed to make CPD effective. It is important to consider teachers' CPD not only as a way to provide training but instead as a way of lifelong learning that focuses on teachers' work and enhances students' learning and achievement.

- **Recommendations in regards to the second sub-question: How has the present situation regarding the CPD in Oman arisen?**

In relation to this sub-question, the key recommendation is that still more research is needed.

After most of the recent researchers who conducted studies about CPD in Oman such as Al Ghatrifi (2016), Al-Lamki (2009), Al Balushi (2008), Al Nabhani (2007), concluded in their findings that there was a mismatch between teachers' beliefs and opportunities for CPD which results in teachers' frustration. Therefore, I had decided to investigate the effectiveness of the current teachers CPD from supervisors, senior teachers and teachers' perceptions. This decision was influenced by the researcher's experience as a teacher and a senior teacher for more than 14 years. I noticed the frustration that I and my colleagues had whenever we attended CPD courses. Most of the teachers were complaining about issues such as the mismatch between what they have as their professional development courses and what they actually need to promote their professional growth and enhance

their students' achievements inside the classroom. Whilst this study has investigated the effectiveness of the current CPD, a number of recommendations and suggestions for further studies about teachers CPD in Oman are suggested later in this chapter.

• Recommendations in regards to the third sub-question: What are supervisors, senior teachers' and teachers' perceptions regarding the effectiveness, training needs and the usefulness of the current teachers' CPD training courses and activities?

This question was in three parts: the effectiveness, the professional development needs and the usefulness of the current CPD for teachers. Recommendations for each of these three parts will be provided. I recommend that MOE officials and those who are in direct charge of delivering and designing teachers CPD concentrate their attention on the role that peer-learning opportunities and reading professional materials play in promoting teachers' professional growth. They need to arrange professional visits for teachers to other schools as most of the participants from the survey, and those in the interviews believed that visiting successful teachers in other schools are essential in order to increase teachers' skills, knowledge and experience which leads to promoting their professional growth.

Secondly, even though the results showed that the current CPD is useful for teachers, the results demonstrated that the current CPD was not helping them to use methods of scientific research, how to do a self-development plan in their field of specialisation or even to increase their chance of finding a better job. Therefore, I recommend that topics desired by teachers should be considered to make the current CPD useful. MOE officials should provide teachers with accredited courses with a recognised certificate as a reward at the end of each course as was suggested by some of the interviewees. This accreditation would increase their chances of finding a better job if they wish to as one of their rights as employees. So, if the CPD courses provided by MOE were increasing teachers' chances to find a better job, they are actually providing the best and effective teachers' CPD that makes a difference in teachers' performance level, their professional lives and their career prospects. They should consider providing teachers with self- development courses to help them improve their skills in this regard as many of them complain that they do not know how to develop professionally using the available resources.

Thirdly, the supervisors', senior teachers' and teachers' raised a number of training needs that teachers currently require. Teachers currently need courses to understand and use

teaching strategies to help them motivate students' learning and how to prepare students' activities. They need, as suggested by the interviewees, to know how to control the classroom by attending courses to know how to use classroom management strategies. Thus, I recommend that teachers must be provided with in-depth knowledge courses to help them understand what they teach and how to teach in order to be effective. Teachers must be asked before attending any courses about their current, and future training needs to help them overcome their weakness and to help provide them with effective CPD courses.

• Recommendations in regards to the fourth sub-question: What are the factors that currently facilitate the implementation of effective CPD?

The findings showed that to some extent the current CPD for teachers in Oman has some factors that facilitate the implementation of effective CPD. The recommendation here is to provide teachers with focused CPD courses before the teaching classes begin especially in week one as teachers usually started their work before students a week earlier. I recommend involving other participants including teachers in the planning of the suggested CPD training courses like their senior teachers, their supervisors and school principals to help overcome the mismatch between the planned courses and the schools' needs, system goals and teachers' personal needs.

• Recommendations in regards to the fifth sub-question: What are the obstacles that currently hinder the promotion of professional growth by Post-basic (11-12) and Basic (10-12) schoolteachers?

The results demonstrated that teaching loads including teaching timetable, heavy curriculums and administrative paperwork were still hindering teachers from promoting their professional growth. These and other obstacles such as lack of job satisfaction, the lack of time after work towards CPD, inadequate training, financial support, lack of IT equipment and means to support teachers inside the classroom lead to frustration. Therefore, releasing teachers from their frustration and helping MOE officials to overcome these obstacles may lead to enhancing teachers' job satisfaction and increasing their motivation towards their CPD. After considering the findings of this section I suggest the following recommendations:

- 1- Teaching loads and administrative paperwork must be decreased to the limit where teachers could pursue their professional development free of constraints.

Therefore, the MOE should review the current teachers' workload to improve system efficiency and remove many of the non-essential tasks that teachers currently undertake to allow them for more teaching time (World Bank, 2013:140).

- 2- According to the officials' figure which showed that teachers were required to teach 28 periods a week (which is almost more than five periods a day out of eight) (World Bank: 2013) and because of what the participants in this study stated in regards to the timetable load and heavy curriculum, I would recommend reducing teachers' teaching loads to help teachers pursue their professional development.
- 3- Teachers must have the choice to attend any extra periods caused by their absent colleagues or to refuse as one of their rights and to decrease their work pressure. Therefore, MOE officials and the schools' principals must not force them and accept their choices not to attend those periods. Also, I would here recommend appointing extra employees in each school to cover teachers' absence and to do the administrative paperwork to free teachers to only focus on teaching their students. Reducing teachers' work to prioritise teaching quality and to reduce paperwork is necessary as suggested by the World Bank report (2013: 25). They stated that teachers need to be focused on the quality of teaching and student learning rather than doing administrative paperwork.
- 4- MOE must provide the financial support needed each year to the training centres to help them provide teachers with courses which address teachers' needs. Also, they need to equip the classrooms inside schools with all IT equipment and support means to help teachers motivate their students' learning. The lack of equipment inside the classrooms was supported by the interviewees.
- 5- To increase teachers' motivation towards their professional development, CPD courses must be planned for the whole year in advance after gaining clear understanding of teachers desired topics and training needs in order to overcome the mismatch between what teachers say are their current training needs and what has been provided as CPD opportunities by the MOE. The trainees must be nominated in advance for each course according to their desired topics and provided with the courses' timetable for the whole year at the beginning of each semester.
- 6- MOE must consider providing teachers with certified courses to help them promote their professional growth and find a better job in the future.

- **Recommendations in regards to the sixth sub-question: What are supervisors', senior teachers' and teachers' views regarding the definitions of CPD and its importance to teachers?**

The participants in this study defined the term CPD as an ongoing process that they considered as filling the gap in professional development needs and coping with the challenges that teachers faced. They stated that teachers' CPD is not only training that should be provided by the MOE, and it is also a self-development process where teachers can gain knowledge and experience by reading professional materials or by accessing the information through using a computer. A recommendation should be to consider what the participants stated about their definition of CPD and its importance to teachers in a way that aims to decrease the gap between teachers' individual needs and training provision. Training should be provided that is systematic and meets the trainees' needs and responsibilities.

- **Recommendations in regards to the seventh sub-question: Do supervisors', senior teachers' and teachers' perceptions differ according to their occupation?**

The findings showed that there were differences between the supervisors', senior teachers' and teachers' perceptions of some statements of the survey according to their occupation. These differences were mainly discussed in the previous chapter. Therefore, I here reconsider some of these differences as they need to be answered. Nevertheless, further investigations must be carried out to figure out the reasons behind these differences. These differences were listed below as follows:

1. With regard to the effectiveness of supervisors and senior teachers' classroom visits to teachers, the results demonstrated that the participants' perceptions differed according to their occupation as teachers had the least agreement that supervisors and senior teachers' visits to teachers are effective in promoting teachers' professional growth. Teachers, however, believe that supervisors and senior teachers' visits have less impact on their professional development. This result must be investigated as supervisors, and senior teachers' visits should have an impact on teachers' professional development because their job after visiting teachers is to enhance teachers' performance.
2. With regard to the factors that facilitated the implementation of effective CPD, supervisor respondents' showed more agreement about giving teachers the opportunities to share their ideas and experiences with other teachers during the

training courses while male participants disagreed. The supervisor participants in this study believed that the trainer provided what teachers needed because they took into account teachers' existing needs while teacher respondents disagreed. However, giving teachers opportunities to share their ideas and experiences with other teachers during the courses and to consider their existing needs is important for both genders. Thus, I recommend having more investigations about why the teachers believe that the trainers have not considered their existing needs and why they have not been given the opportunities to share their ideas with each other during the courses.

3. With regard to the factors that hinder teachers from promoting their professional growth, the teachers' respondents showed more agreement that "Teachers were not given the opportunity to provide feedback on the content of professional development" and "Some training courses and activities provided were not related to students' lessons". Therefore, these two issues need to be examined to understand why teachers were not given the opportunity to provide feedback on the content of professional development in which they should as one of their rights and why some of the courses and activities provided were not related to students' lessons.
4. With regard to the factors that hinder teachers from promoting their professional growth, senior teacher respondents showed more agreement that there is a lack of IT equipment and support means for teachers inside the classroom. Senior teacher respondents also showed strong agreement that teachers currently had 'Extra Periods caused by absent teachers' which hindered teachers from pursuing their professional development. These two results suggested that schools may have a lack of IT equipment and overload work caused by absent teachers which need to be examined.

•Recommendations in regards to the main research question: What are Supervisors', Senior teachers' and Teachers' perceptions of the effectiveness of the current teachers' CPD which promote Post-basic (11-12) and Basic (10-12) schoolteachers' professional growth in Muscat, Oman.

A number of recommendations to enhance the effectiveness of the current CPD for teachers were provided by the participants themselves in this part. The three groups' opinions are illustrated below separately to show how each group's opinion about the effectiveness of the current CPD varied:

Firstly, the supervisor respondents disagreed that teachers in the current CPD courses were trained to use methods of scientific research and self-development in their field of specialisation. They believed that the current CPD provisions are not helping teachers to increase their chance of finding a better job as the least useful of the current CPD (please see chapter six table 6.14).

The supervisor respondents believed that the learning climate in the training courses and activities were formal and the participants had not been involved in determining their courses' content and topics (please see chapter 7 table 7.1). Moreover, they believed that the training courses were still undertaken during the school day and disrupted the school timetable. They believed that the courses were undertaken on a voluntary basis and those with the greatest need were not necessarily directed to undertake it. These findings showed that supervisor respondents confirmed that these statements were not facilitating the current CPD to be effective. Furthermore, they believed that there was a lack of follow-up training and impact support for teachers by trainers and teachers were not involved in making decisions about the content of training courses and activities offered to them. Additionally, supervisors believed that there was a lack of teachers' motivation towards training because most of the training provided by MOE did not meet teachers desired topics (please see chapter 7 table 7.7). These findings demonstrated clearly that supervisors were not agreeing that the current CPD for teachers is effective in promoting teachers' professional growth. Therefore, supervisor respondents provided a number of recommendations that could help to make teachers CPD effective. These recommendations were derived from their answers to the interview questions as follows:

- 1- Trainees need to be interested in their course topics;
- 2- Trainers must be skilful and expert in their field;
- 3- Meeting trainees' needs and considering teachers' areas of weakness;
- 4- The courses should be related to teachers' work and students' lessons;

- 5- The workshops must be theoretical and practical;
- 6- Follow-up subsequent impact of training on teachers, providing feedback and follow-up;
- 7- Reduce the curriculum, the school timetable and provide teachers with a good educational environment;
- 8- Minimise the administrative paperwork;
- 9- Create and implement a professional community between two or three schools.

Secondly, senior teacher respondents provided a number of recommendations about what could make teachers' CPD courses effective as below:

- 1- Meeting teachers' needs;
- 2- The attendance at the courses should not be mandatory;
- 3- The content of the training course should be related to teachers' work;
- 4- The time of the courses should suit teachers;
- 5- The courses must be theoretical and practical;
- 6- Increase the role of the schools in promoting teachers' professional growth and support them financially to conduct more professional workshops inside their school;
- 7- Teachers and senior teachers must be involved in determining their CPD courses;
- 8- The courses should be conducted at the beginning of each semester;
- 9- The attendance to the training courses must be connected to the teachers' promotion system to motivate teachers;
- 10- School timetable, teachers' workload and the administrative paperwork should be decreased.

Thirdly, teacher respondents' in this study suggested a number of recommendations that could help to make their CPD courses effective as follows:

- 1- Meeting teachers need and desired topics;
- 2- The trainer must be qualified, and have expertise in his field;
- 3- The time of the training courses should suit teachers;
- 4- Provide the timetable for all training courses for the whole year;
- 5- The place of the training courses should be not far from the trainees' work;
- 6- Reward the trainees especially those who manage to transfer what they learnt to their colleagues;
- 7- Decreasing school timetable and teachers' workload;

- 8- Prepare school buildings to have rooms for workshops with all facilities such as computers, printers and projectors.

These recommendations and suggestions provided in this part by the three groups were almost congruent with each other and showed that the current CPD needs much more work to make it effective. The respondents' recommendations illustrated that some of the lists above were related to the training courses and others were related to teachers' work which meant that enhancing CPD would not only be by meeting teachers' needs and improving the training courses, but also, by improving and enhancing the environment for teachers' work.

Contributions of the research

This study has investigated the conceptualisation and the effective implementation of teachers' CPD in Oman from different aspects. It has investigated supervisors', senior teachers' and teachers' perceptions in regard to their definitions of the term CPD and their choice of the most effective activities that help teachers promote their professional growth. It has investigated supervisors, senior teachers and teachers' perceptions in regard to the training courses and activities that teachers currently need to develop professionally and the factors that facilitated the effective implementation of teachers' CPD currently. Moreover, this study explored a number of obstacles which hindered teachers from pursuing their professional development. Therefore, this study makes a number of contributions in regard to the theoretical perspective, and the educational perspective.

Theoretical contribution

From a theoretical perspective, examining the understanding of what teachers' CPD means from the three participants' perceptions provides a clear image of how those three groups understand the term CPD. This close look at what the respondents believed about teachers' CPD in Oman may guide those who are working to improve and enhance the effectiveness of teachers' CPD. Supervisors', senior teachers' and teachers' definitions of CPD were almost congruent with each other and they had highlighted a number of elements which should be taken into consideration before planning or designing teachers' CPD. One of these elements is to consider CPD as an ongoing process which extends the old definition of CPD from being only a systematic process where teachers have been provided training courses to improve their performance only inside the classroom to a definition where promoting teacher growth is the main element of the whole process.

Therefore, this study provides those who are interested in teachers' CPD in Oman extensive information and factors which explain how to make teachers' CPD more effective.

More specifically, I brought together understandings from a variety of previous researchers and the participants' perceptions in this study in order to identify the elements that characterise effective teachers' CPD which are necessary for its successful implementation.

The study revealed the frustration among teachers about the lack of congruence between what teachers currently have as CPD training courses and what are their training background, experience, expectations and needs. Thus, this study highlights the importance of providing a better match between what MOE provides as teachers' CPD and what are teachers' desired topics.

Educational contribution

Having stated that due to the insufficient research conducted in Oman about teachers' CPD, this study is valuable in relation to the context of the study because it highlighted the issues affecting the effectiveness of current teachers' CPD from the supervisors', senior teachers' and teachers' points of view for the first time in Oman. This study has looked at the CPD from a broader point of view while the previous studies were not, such as Al-Lamki (2009) and those studies that were listed in his study such as Al Balushi (2008), Al Nabhani (2007), Al Hosni (2006), Al-Ghatrifi (2006), Al-Zedjali (2004), Al-Bedwawi (2002) and Al-Masqari (2002) which were all investigating teachers' professional development. It also has investigated the phenomena from different aspects including most effective teachers' CPD training courses which should help MOE officials increase their attention regarding the role that some activities could play in helping teachers promote their professional growth effectively. It has investigated for the first time the usefulness and the facilitating factors implemented in current teachers' CPD which should help understanding the level of the effectiveness that is currently implemented in teachers' CPD. Moreover, investigating the type of the training that teachers currently need and the obstacles that hinder them from promoting their professional growth has enriched the results that MOE officials could use to enhance the effectiveness of CPD.

Limitations of the research

This study was subject to a number of limitations and constraints of time and resources which affected the collection of data gathered for this study. I claimed in the previous chapters that there were limited researches conducted in Oman about teachers' CPD as stated in chapter two. This result of insufficient studies had affected the resources of the literature in which I found limited information about what had been written on teachers' CPD in Oman. Firstly, I looked back to the most recent studies conducted on teachers' CPD such as Al Ghatrifi (2016), Al-Lamki (2009), Al Balushi (2008), and Al Nabhani (2007). Secondly, I checked the recent MOE reports especially the World Bank (2013) report which had examined the quality of education and stated some of the factors that hinder teachers from promoting their CPD.

The study was limited to the number of participants involved in the data collection. This study investigated only those who were involved in presenting and receiving CPD training courses and did not involve the policymakers or those who were involved directly in the management of teachers' CPD. Also, the study investigated only those who work or supervise in Post-basic (11-12) and Basic (10-12) schools in Muscat governorate. This limitation might decrease the generalisability of the finding as other regions in Oman might have different opinions about their CPD.

Furthermore, using an online survey (BOSE survey) also limited the number of languages that could be used to create the survey. The BOSE survey was not designed for writing in the Arabic language which took me a long time to write the questions in Arabic then copy and paste them on the survey rather than write in Arabic directly. However, there were also some constraints in collecting the data through the online survey from the participants as they were not responding immediately to the survey which extended the time for data collection. The schools' principals also said it is better to have the survey in paper format rather than an online version in which they believe it will be much easier to ensure that all teachers in their schools completed the survey.

Moreover, I faced some constraints regarding the permission to collect the data as described in the methodology chapter. These limitations were discussed through each stage from designing the instruments until I was permitted to conduct the study in schools. However, despite these limitations, the study has generated sufficient information for the purposes of the study aims.

Suggestions for further research

According to the findings of the study, a number of further research studies can be conducted to examine some of the issues that had arisen from the interviews or which were suggested by the researcher after analysing the results of the survey. Therefore, I suggest the following areas for further studies within the Omani context which might also apply to another context like the Gulf countries as their system of education is similar to the Omani context.

- **Issue 1: The impact of supervisors, senior teachers and teachers' occupation on their perceptions of the effectiveness of teachers CPD.**

This issue has arisen from the study analysis as the participants' perceptions differed according to their occupation in some of the study aspects. Therefore, a further study might consider investigating whether supervisors, senior teachers and teachers' occupation influenced their perceptions about the effectiveness of teachers CPD.

- **Issue 2: The importance of giving teachers opportunities to share their ideas and thoughts during CPD courses in promoting their professional growth**

This topic was raised after teacher participants in chapter 7 (see table 7.3) showed their disagreement about them being given the opportunities to share their thoughts and ideas during the training programmes. Therefore, I suggest doing further investigations about the importance of providing teachers opportunities to share their ideas during the courses in promoting their professional growth. Also, to investigate whether teachers benefited from sharing their thoughts in enhancing their professional growth if they were provided with these opportunities.

Finally, the above topics were suggested by the researcher of this study following the analysis of the survey results. However, the study data from both instruments the survey and interviews would generate further studies to be investigated. Other topics could be developed from the literature review. Topics such as examining the relation between students' achievements and the effectiveness of teachers CPD would be highly recommended to examine the impact of CPD on teachers' performance inside the classroom and its influence on students' learning and achievements. Moreover, the findings of this study and the literature are congruent about the role that peer-learning opportunities play in promoting teachers' professional growth which needs further in-depth investigations of each peer learning activity practised by teachers and its benefit to

their professional growth. Furthermore, the issues that arose during the interviews in chapter 8 such as increasing the opportunities for teachers to continue their higher education, connecting teachers' CPD to their promotion system to encourage them and to involve teachers and their senior teachers in determining their training courses needs should be examined and considered as an ultimate goal to provide better teachers' CPD.

Suggested Check List to help makes Teachers' CPD courses and activities effective

Based on the overall findings of the study I suggested the following 15-point checklist which could help to assess the effectiveness of the CPD courses and activities provided for teachers from three points of view; the trainees, the trainers and MOE officials who are in direct charge of delivering CPD courses and activities to teachers. The factors included in the checklist below have been derived and built directly by analysing the literature review, the survey findings and the outcomes of the interviewees' perceptions. However, the points suggested in this checklist could be increased whenever the providers of CPD believe that extra points might help to increase the assessments of the effectiveness.

Table 10.1 Checklist to assess the effectiveness of the trainees' CPD training courses and activities

Please tick one from the following options (Yes. Partially. No):

Points to check	Yes	Partially	No
Matching with the Trainees Need			
• The course did match with the trainees desired topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The course is according to the trainees' professional development need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The trainees were involved in determining the course topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Trainees existing knowledge and experience was considered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The course was planned according to the schools' needs and system goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Factors Facilitating the Effective Implementation of CPD			
• The trainer is expert in what he presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The trainees were given the opportunities to share their thoughts and ideas during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The course climate was informal and collaborative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Feedback and support processes will follow the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The course is related to students' learning and lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The course is not conducted during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The trainees have not been forced to attend the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1- Factors promoting the trainees' professional growth			
• The course did make a difference to the trainees' knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The course did make a difference to the trainees' skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The course did make a difference in the trainees' experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A number of following courses is required to finish this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The course is certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you have any further suggestions write it here:			

These checklist statements as mentioned above were derived from the study findings which should provide guidelines to those who are directly involved in designing or presenting teachers' CPD. According to the outcomes of this study and what been written in the literature review as characteristics to make CPD effective, this checklist could help to promote teachers' professional growth and ensure the effectiveness of CPD training courses and activities. Hopefully it might help to highlight some of the issues that could affect CPD effectiveness to those who are interested in promoting teachers' professional growth and enhancing CPD effectiveness.

Summary

In this chapter, I summarised the main findings of this study by providing a list of recommendations respectively with each result. I discussed how the study contributes to the Omani context from a theoretical, methodological and an educational perspective. Moreover, I highlighted some of the limitations that were applied to the research sample, resources and time which affected its comprehensiveness and the generalisability of its outcomes.

Despite the limitations and the constraints that I faced during the time of doing this study, a key outcome is the provision of a checklist to help guide those who are in top management and in direct charge about the quality of CPD programmes in Oman to assess the training courses and activities that will be provided to teachers to meet the criteria and the characteristics that make teachers' CPD effective.

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Appendices

Appendix 1 Ethical Procedures for Research and Teaching Permission to Proceed with Research: Ethical Approval



ETHICAL PROCEDURES FOR RESEARCH AND TEACHING

PERMISSION TO PROCEED WITH RESEARCH: ETHICAL APPROVAL

Reference Number:	201617210
Name:	Khalid Al Shammakhi
Programme of Study:	PhD Education
Research Area/Title:	Supervisors, Senior teachers and Teachers perceptions about the Effectiveness of Continuous Professional Development, which promote Post Basic and Basic (10-12) schoolteachers' professional growth in Muscat Oman
Image Permission Form	N/A
Name of Supervisor:	Dr L Jones
Date Approved by Supervisor:	November 2016
Chair of Ethics Committee Dr Fiona James	<i>F. James</i>
Date Approved by Ethics Committee:	15 th March 2017

Appendix 2: Embassy of The Sultanate of Oman: Ethical Approval

Embassy of the Sultanate of Oman
The Office of the Cultural Attaché



سَفَارَةُ سُلْطَنَةِ عُمَانَ
الملحقية الثقافية - لندن

To Whom It May Concern

Permission to Proceed with Research: Ethical Approve

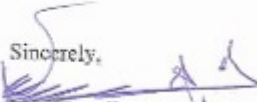
This is to endorse Mr. Khalid Al-Shammakhi, a PhD candidate at University of Hull in his current pursue for data collection.

Mr Al-Shammakhi is conducting research on "*Supervisors, Senior teachers and Teachers perceptions about effectiveness of continuous Professional Development, which promote post Basic (10-12) schoolteachers professional growth in Muscat Oman*".

He will assure all participants that all data will be processed on an ANONYMOUS basis and responses will be treated as STRICTLY CONFIDENT, and no details related to any individual or organization will be available to any other party.

Any assisted given to him will be highly appreciated

Sincerely,


Mr. Musallam Al Amri

Cultural Attaché



64 Ennismore Gardens, London SW7 1NH
Tel: 020 7538 3853 Fax: 020 7584 6435
E-Mail: cao@omanembassy.org.uk
www.omancao.com

Appendix 3: Semi-Structured Interview

Supervisors, senior teachers and teachers interview:

Introduction:

- 1- Thank respondents for their time.
- 2- Mention the nature and importance of the research.
- 3- Assure interviewee of absolute confidentiality.

(The following questions are just a guide to possible questions. In semi structured interview, the researcher may pose questions that occur to him during the interview. The wording of questions will not necessarily be the same for all respondents).

- 1- Tell me about yourself (work experience, qualification)?
- 2- Could you describe professional development in terms of meaning, its importance and aims?
- 3- Based on your answers to the questionnaire, why are some CPD activities more effective for you than others?
- 4- Could you describe the availability of CPD opportunities in your school/area?
- 5- Have teachers been involved in deciding the content of any kind of CPD activities and training which has been provided for them?
- 6- Tell me about the activities and training courses that teachers currently need to promote their professional growth? Follow by these two sub-questions below:
 - Could you indicate which of the activities and training courses you have mentioned is the most important?
 - Could you list the priority of these activities and training courses you have mentioned starting from the most important item?
- 7- From your opinion what are the factors that facilitate the implementation of effective teachers' CPD?
- 8- What are the issues that hinder Post-basic and Basic (10-12) schoolteachers from promoting their professional growth?
- 9- Are there any other issues you would like to raise about current teachers' CPD?

Appendix 4 : Sample of Interviews Analysis

Meanings of CPD	improve performance, knowledge and skills	TF2	<i>“It means to develop teachers professionally and improve their performance” (TF2).</i>
	Increase capabilities	SM1	<i>“CPD means to develop teacher capabilities in both subject knowledge and educational aspects according to his or her need and to what arises as new information and technology” (SM1).</i>
	keep updated	SF3AE	<i>“To update and develop the basic skill required for any field” (SF3AE).</i>
Importance and aims	cope with problems	TM5	<i>“It is important to help teachers know their weakness and needs to cope the difficulties that they face in teaching” (TM5).</i>
	enhance students’ achievement	TM4	<i>“I think the primary goal is to enhance students’ achievement” (TM4)</i>
Factors of effective training courses	experience of the trainer	SM1	<i>“The trainer has to have the capabilities to provide the courses and should be expert in his field or at least in the topic that he gives(SM1).</i>
	Meeting the trainees need	SM5AW	<i>“The courses which meet trainees need and desire can be very effective” (SM5AW).</i>
	Power of the content	STM2	<i>“I think the content of the training courses and its relation to teachers need are the most important elements of any effective training” (STM2).</i>
CPD opportunities	Inside school	ST2	<i>“In the school, there is only one workshop in the last five years and its repeated every</i>

			<i>time by the same way, but before five years there were beneficial courses” (ST2).</i>
	in the area	TF2	<i>“It’s very rarely for art teachers to get training courses in the training centres in the area” (TF2).</i>
Involvement in designing CPD courses	Not involved	TF3	<i>“I haven’t participated in designing any course, and no one asked me either about my training needs” (TF3)</i>
	Involved	SM1	<i>“At least according to my knowledge in the subject that I supervise senior teachers are always participating with us in planning the content of the courses for the next year” (SM1).</i>
Training needs	Classroom management	ST1	<i>“Teachers need courses on how to manage the time in the classroom, as some teachers take more time talking about things not related to the lessons” (ST1).</i>
	Prepare students activities	TF2	<i>“Teachers need to know how to prepare activities and how to achieve the objectives of lessons” (TF2).</i>
	use teaching strategies	TF3	<i>“Teachers need to learn new teaching strategies and to know how they can implement those strategies inside the classroom” (TF3)</i>
	deal and communicate with students	SF2AE	<i>“Post-basic schools teachers need more training in dealing with misbehaviour students” (SF2AE).</i>
	<i>Deal with new curricula</i>	ST2	<i>“Curriculum designers should prepare the curricula with teachers so they can be prepared to teach the topics. Also, to avoid</i>

			<i>surprising teachers with new curriculum” (ST2).</i>
Facilitating Factors	Trainer experience	TM4	<i>“The trainer must be qualified, and expertise in his field as this would facilitate the implementation of effective teachers’ CPD” (TM4).</i>
	time of the training	TM5	<i>“Choosing the time of the training courses which suit teachers schedule would help teachers to be out of pressure” (TM5).</i>
	Meeting trainees need	ST2	<i>“Honestly if the designers ensured that the training courses provided are designed to meet teachers’ professional need” (ST2)</i>
	school timetable and workload	SM4AW	<i>“I think we need to minimise the school timetable and provide teachers with a good education environment. Also, we must minimise the administrative paperwork. Thus, teachers can get the advantages of that time in developing their professional growth” (SM4AW)</i>
	motivation	TM4	<i>“Officials need to create ways to increase trainees’ motivation” (TM4).</i>
Hindering Factors	Lack of motivation	SF3AE	<i>“The motivation to make a difference” (SF3AE)</i>
	Workload	TF2	<i>“There is pressure from the school administration on teachers by giving them administrative paperwork alongside with teaching more than 37students in one class is a big hindrance” (TF2).</i>
	equipment	ST1	<i>“there is a Lack of technical support and technological means inside schools. The lack includes insufficient computers, printers and projectors which hinder</i>

			<i>teachers from conducting their workshops” (ST1).</i>
Issues raised by the participants	time and the place	TF3	<i>“The time and the place for the training centres are hindering teachers from developing themselves professionally” (TF3).</i>
	professional materials	TF1	<i>“There is a lack of professional materials inside schools because there is no information about some new topics in the curricula” (TF1).</i>
	determine need	ST2	<i>“Teachers and especially senior teachers are not involved in determining teachers training courses need” (ST2)</i>

استبانة التنمية المهنية للمعلمين Teachers CPD Questionnaire

استبانة التنمية المهنية المستمرة للمعلمين Teachers CPD Questionnaire

الأفاضل / المشرفين، المعلمين الأوائل والمعلمين

تقوم حاليا بدراسة فعالية التنمية المهنية المستمرة في تعزيز النمو المهني لمعلمي مدارس التعليم الأساسي (١٢-١٠) ومدارس التعليم ما بعد الأساسي التابعة لمحافظة مسقط في سلطنة عمان كجزء من دراستي لنيل درجة الدكتوراه

هذه الاستبانة ستأخذ 15 دقيقة من وقتك

قبل تعبئة الاستبانة أتمنى منكم ان تضعوا في الاعتبار الاتي:

هذه الاستبانة تتألف من أربعة أجزاء كما يلي:

الجزء الأول: البيانات الشخصية

الجزء الثاني: رأيك حول:

لولا: فعالية الأنشطة والدورات التدريبية الحالية للتنمية المهنية لمعلمي مدارس التعليم الأساسي (١٢-١٠) ومدارس التعليم ما بعد الأساسي

ثانيا - الفوائد المتوقعة للتنمية المهنية المستمرة الحالية

ثالث: احتياجات المعلمين الحالية من الأنشطة والدورات التدريبية للتطور مهني

الجزء الثالث: العوامل التي تساعد على التطبيق الفعال للتنمية المهنية المستمرة

الجزء الرابع: العوامل التي تعيق معلمي مدارس التعليم الأساسي (١٢-١٠) ومدارس التعليم ما بعد الأساسي من تطوير أنفسهم مهني

الجزء الخامس: أسئلة مفتوحة: سؤاليين فقط

أتمن وقتكم وجهدكم في اجابة هذه الاستبانة

الأسماء غير مطلوبة الا اذا وافقت في المشاركة في المقابلة التي ستكون عن طريق الهاتف في السؤال الاخير فان الاسم الاول ورقم الهاتف أو مكان العمل فقط سيكون مطلوب . المعلومات التي سيتم الحصول عليها من هذه الاستبانة ستستخدم بسرية تامة ولأغراض البحث فقط

مشاركك ذات قيمة عالية لهذه الدراسة ونتائج هذه الدراسة قد تساعد في تحسين التنمية المهنية المستمرة للمعلمين على الرغم من ذلك لديك الحق في عدم المشاركة إذا رغبت في ذلك .

شكرا لتعاونكم

Dear supervisors, senior teachers and teachers,

I am doing a research about the Effectiveness of Continuous Professional Development, in promoting Post Basic and Basic (10-12) schoolteachers' professional growth in Muscat Oman as part of my PhD degree .

This will take around 15 minutes

Before filling in the questionnaire, I would like you to consider the following:

This questionnaire consists of four parts as follows:

Part one: Personal details

Part two: Your perceptions about:

1. Firstly: The effectiveness of current continuous professional development training courses and activities for Post Basic and Basic (10-12) schoolteachers.
2. Secondly: The expected usefulness of current continuous professional development
3. Thirdly: The training courses and activities that teachers currently need to develop professionally

Part 3: Factors that facilitate the implementation of effective teachers' continuous professional development

Part four: Factors that hinder Post Basic and Basic (10-12) schoolteachers from developing professionally

Part five: Open-ended questions: Only two questions

I appreciate your time and effort in answering this questionnaire.

Names are not required Unless you agree to participate in a follow up interview which will be by telephone then the first name and your telephone number or work

place name will be only required.

All information gained from this questionnaire will be used confidentially and for research purposes only.

Your participation is valuable to this study and the findings of this study might help to improve teacher's Continuous professional development. However, you have the right not to participate if you do not wish to.

Thank you for your co-operation,

Khalid Nasser AL-Shammakhi

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Supervisor: Nigel G Wright Email: N.G.Wright@hull.ac.uk

School of Education and Social Sciences

University of Hull, UK

أرجو الانتباه الى الاتي Please note that

1- كل العناصر مطلوب الإجابة عليها قبل الانتقال للصفحات التالية

2- الاستبانة تسمح لك بالرجوع الى الصفحات السابقة بعد الإجابة مع حفظ الإجابات وذلك إذا رغبت في التأكد من اجاباتك السابقة ولكن قبل ضغط زر الانتهاء في الصفحة الأخيرة

3- أرجو ان تقرأ الأسئلة بدقة قبل اختيار الإجابة لأنها قد تجعل إجاباتك غير متطابقة وستؤثر على النتائج

4- بعض صيغ الاجابات تبدأ بالرفض وتنتهي بالموافقة أرجو التأكد من صيغة الاجابة قبل اختيار الاجابة

0- نهاية الاستبانة ستتسلم رسالة الانتهاء من الاستبانة بعد الضغط على كلمة الانتهاء FINISH .

. أخيراً أتمنى ان تجد الاستبانة سهلة التعبئة

1. All items are required to be answered before moving to the next pages.
2. The survey allowed you to go back to the previous pages after you answer the questions and your answers will not be removed if you wish to check your answers but before you click on the Finish button.
3. Please read the questions carefully before choosing your answer as this might cause confusion between your answers and it will affect the results.
4. Some answers format starts with rejection and ends with acceptance please check the answers format before you choose the answer .
5. You will receive the completion letter after you click the Finish button at the end of the survey.

Finally, I hope you find the survey very easy to complete.

الجزء الأول: البيانات الشخصية: PART ONE: PERSONAL DETAILS:

Gender: * Required

- Male ذكر
- Female أنثى

* نوع المدرسة التي تعمل بها أو تشرف عليها: School Type that you supervised or work in: Required

- Post basic school (11-12) التعليم ما بعد الأساسي
- Basic school cycle (10-12) التعليم الأساسي
- both الاثنان معا
- Other اخرى

If you selected Other, please specify: احدى ارجو التحديد

Occupation: الوظيفة: * Required

- Supervisor مشرف
- Senior teacher معلم أول
- Teacher معلم

If you are a Supervisor , please say what is your Experience as a Supervisor :

إذا كنت مشرفاً أرجو أن تذكر خبرتك كمشرف

- 0-4 years سنوات
- 5-9 years سنوات
- 10-14 years سنوات
- 15-19 years سنة
- 20 & above ٢٠ سنة أو أكثر

If you are a Senior teacher, please say what is your Experience as a Senior teacher:

إذا كنت معلم أول أرجو أن تذكر خبرتك كمعلم أول

- 0-4 years سنوات
- 5-9 years سنوات
- 10-14 years سنوات
- 15-19 years سنوات
- 20 & above ٢٠ أو أكثر

Experience in teaching: * Required الخبرة في التدريس:

- 0-4 years سنوات
- 5-9 years سنوات
- 10-14 years سنوات
- 15-19 years سنة
- 20 & above ٢٠ سنة أو أكثر

Qualification المؤهل: * Required

- Bachelor Degree البكالوريوس

- Master Degree الماجستير
- Doctoral Degree الدكتوراة
- Other اخرى

If you selected Other, please specify التحديد اخرى ارجو التحديد

عدد: Number of activities you have taken part in during the last 12 months as a trainer: *Required* *الانشطة التي شاركت فيها خلال ١٢ شهرا مضت كمدرّب

- no activity ولا نشاط
- 1-2 activities أنشطة
- 3-4 activities أنشطة
- 5-6 activities أنشطة
- more than 7activities أكثر من ٧ أنشطة

please say are the training courses and activities that you have participated in as a trainer related to **ارجو ان تذكر هل الأنشطة والدورات التدريبية التي شاركت فيها كمدرّب لها علاقة بـ** Required

- students lesson دروس الطلاب
- Teachers learning تعليم المعلمين
- Both of them معا الاثنان
- Other اخرى

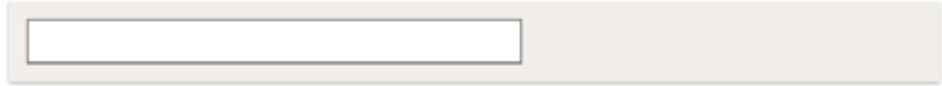
If you selected Other, please specify **اخرى ارجو التحديد**

please choose one or more, in which training centre you have participate in the training courses and activities as a trainer: **ارجو ان تختار واحدة او اكثر، في أي المراكز التدريبية شاركت بهذه:** Required

- The new Specialised Centre for Teachers **المركز التخصصي الجديد للتدريب المهني للمعلمين**
- Training centre of Directorate General of Human Resources **مركز التدريب المهني للمديرية العامة للتنمية البشرية**
- Training centre at Directorate General of education in Muscat **مركز التدريب المهني في المديرية العامة للتربية والتعليم بمسقط**
- Sultan Qaboos university **جامعة السلطان قابوس**
- Other اخرى

If you selected Other, please specify **اخرى ارجو التحديد**

Could you please list the titles of the training courses and activities that you have taken part in as a trainer during the last 12 months **هل يمكنك ذكر عناوين الأنشطة والدورات التدريبية التي شاركت بها كمدرّب خلال ١٢ شهرا مضت** Required



عدد: Number of activities you have taken part in during the last 12 months as a trainee: *Required* * الأنشطة التي شاركت فيها خلال ١٢ شهرا مضت كمتدرب

- no activity ولا نشاط
- 1-2 activities أنشطة
- 3-4 activities أنشطة
- 5-6 activities أنشطة
- more than 7 أنشطة من ٧ أكثر

please say are the training courses and activities that you have participate in as a trainee related to Required هل تذكر هل الأنشطة والدورات التدريبية التي شاركت فيها كمتدرب لها علاقة بـ

- students lesson دروس الطلاب
- Teachers learning تعليم المعلمين
- Both of them الاثنان معا
- Other اخرى

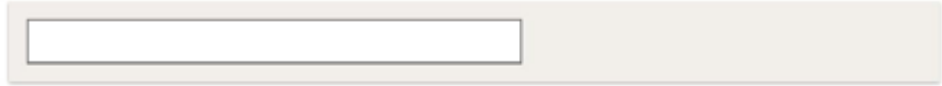
If you selected Other, please specify التحديد/اخرى ارجو التحديد

please choose one or more, in which training centre you have participate in the training courses and activities as a trainee : ارجو ان تختار واحدة او اكثر في أي المراكز التدريبية شاركت في هذه : Required الأنشطة والدورات التدريبية كمتدرب

- The new Specialised Centre for Teachers المر.كز التخصصي الجديد للتدريب المهني للمعلمين
- Training centre of Directorate General of Human Resources مركز التدريب المهني للمديرية العامة للتنمية البشرية
- Training centre at Directorate General of education in Muscat مركز التدريب المهني في المديرية العامة للتربية والتعليم بمسقط
- Sultan Qaboos university جامعة السلطان قابوس
- Other اخرى

If you selected Other, please specify اخرى ارجو التحديد

Could you please list the titles of the training courses and activities that you have taken part in as a trainee during the last 12 months هل يمكنك ذكر عناوين الأنشطة والدورات التدريبية التي شاركت بها كمتدرب خلال ١٢ شهرا مضت Required



الجزء الثاني: Part two:

The effectiveness of the current continuous professional development training courses and activities. **أولاً: فعالية أنشطة والدورات التدريبية الحالية للتنمية المهنية المستمرة**

Here is a list of CPD training courses and activities. From your experience please indicate your view to say how effective you feel these training courses and activities below are in helping Post Basic and Basic (10-12) schoolteachers to develop professionally. هنا مجموعة من الأنشطة والدورات التدريبية. من واقع خبرتك أرجو أن توضح وجهة نظرك لتبين إلى أي مدى تعتقد أن الأنشطة والدورات التدريبية المذكورة أدناه فعالة في مساعدة معلمي مدارس التعليم الأساسي (10-12) ومدارس التعليم ما بعد الأساسي للتطور مهنيًا

	Training courses and Activites effectiveness فعالية الأنشطة والدورات التدريبية Required				
	Not Effective At All ليست فعالة مطلقا	Somewhat Not Effective ليست فعالة لحد ما	Not Sure مؤكد	Somewhat Effective فعالة لحد ما	Very Effective فعالة جدا
1. Training courses and activities provided for teachers by the new Specialised Centre for Teachers' Vocational Training. الأنشطة والدورات التدريبية التي يقدمها المركز التخصصي الجديد للتدريب المهني للمعلمين.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Training courses and activities provided for teachers by the training centre of the Directorate General of Human Resources Development. الأنشطة والدورات التدريبية التي يقدمها مركز التدريب المهني للمديرية العامة للتنمية البشرية للمعلمين.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.Training courses and activities provided for teachers by the training centre at the Directorate General of education in Muscat الأنشطة والدورات التدريبية التي يقدمها مركز التدريب المهني في المديرية العامة للتربية والتعليم بمسقط للمعلمين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.Summer training courses and activities provided for teachers by the Sultan Qaboos university الأنشطة والدورات التدريبية الصيفية التي تقدمها جامعة السلطان قابوس للمعلمين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.Training courses and activities provided for teachers inside the School الأنشطة والدورات التدريبية التي تقدم للمعلمين في داخل المدرسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.Training courses and activities provided to support Curriculums الأنشطة والدورات التدريبية التي تقدم لدعم المناهج	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.Training courses and activities in designing curriculums الأنشطة والدورات التدريبية في تصميم المناهج	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.Training courses and activities given by expert teachers العروض والمشاكل التي يقدمها معلمين ذوي خبرة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.The International conferences المؤتمرات الدولية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. National conferences المؤتمرات الوطنية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Regional conferences المؤتمرات المحلية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Informal meetings with peers to discuss teaching and curriculum problems لقاءات غير رسمية مع الزملاء لمناقشة مشكلات التدريس والمناهج	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Joint teaching and discussion of lessons with peers تدريس مشترك للدروس ومناقشتها مع الزملاء	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Peers class visit زيارات لخصص الزملاء	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Professional visits to other schools زيارات مهنية لمدراس أخرى	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Reading professional material (e.g.: subject books) قراءة مواضيع مهنية (مثل: قراءة كتب متعلقة بالتخصص)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Supervisors' and Senior teachers visits to teachers lessons زيارات المشرفين والمعلمين الأوائل لخصص المعلمين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Upgrading degrees and qualifications for teachers تحديث الدرجات العلمية والمؤهلات للمعلمين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Online training courses and activities الأنشطة والدورات التدريبية المباشرة بالإنترنت	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

please choose not more than four items number from the training courses and activities listed above which you consider to be the most important in helping teachers develop professionally. أرجو اختيار رقم الأنشطة لوالدورات التدريبية من القائمة أعلاه والتي تعتبر الأكثر أهمية. Required * من وجهة نظرك في مساعدة المعلمين على التطور مهنيًا بحيث لا يزيد اختيارك عن أربعة عناصر

Please select between 1 and 4 answers.

- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 13 | <input type="checkbox"/> 14 | <input type="checkbox"/> 15 |
| <input type="checkbox"/> 16 | <input type="checkbox"/> 17 | <input type="checkbox"/> 18 |
| <input type="checkbox"/> 19 | | |

please choose not more than four numbers from the training courses and activities listed above which you consider to be the least important in helping teachers develop professionally. ارجو اختيار رقم الانشطة او الدورات التدريبيه من القائمة اعلاه والتي تعتبر الاقل اهمية. *Required* *من وجهة نظرك في مساعدة المعلمين على التطور مهنيًا بحيث لا يزيد اختيارك عن أربعة عناصر

Please select between 1 and 4 answers.

- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 13 | <input type="checkbox"/> 14 | <input type="checkbox"/> 15 |
| <input type="checkbox"/> 16 | <input type="checkbox"/> 17 | <input type="checkbox"/> 18 |
| <input type="checkbox"/> 19 | | |

Do you think there are any other training courses and activities not mentioned above which consider effective in helping teachers develop professionally? (Tick ONE) هل تعتقد انه توجد أنشطة او دورات تدريبيه أخرى غير المذكورة بالأعلى تعتبر فعالة في مساعدة المعلمين على تطوير أنفسهم مهنيًا؟ *Required* *

- YES نعم
 NO لا

If you selected YES, please write the training courses and activities here اذا اجبت بنعم ارجو كتابة النشاط والدورة التدريبية هنا



Secondly: The expected usefulness of current continuous professional development الفوائد المتوقعة للتنمية المهنية المستمرة الحالية

Here is a list of expected usefulness of continuous professional development. From your experience, please indicate your view to say do you think that the current training courses and activities that yourself attended were useful and helpful for teachers in: هنا مجموعة من الفوائد المتوقعة للتنمية المهنية المستمرة من واقع خبرتك ارجو ان تبين وجهة نظرك لتذكر هل تعتقد ان الأنشطة والدورات التدريبية الحالية تقدم للمعلمين تنمية مهنية مستمرة والتي قمت بحضورها بنفسك كانت مفيدة ومساعدة للمعلمين في:

	* Required				
	Strongly disagree أرفض بشدة	Somewhat Disagree أرفض لحد ما	Neither agree nor disagree لا أوافق ولا أرفض	Somewhat Agree موافق لحد ما	Strongly agree موافق بشدة
1.Acquainted teachers with the general objectives and policies in their field of specialisation. إطلاع المعلمين بالأهداف والسياسات العامة في حقول تخصصهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Developing teachers skills at planning lessons تنمية مهارات المعلمين في تخطيط الدروس	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Enhancing teachers teaching effectiveness and efficiency تعزيز فعالية وكفاءة التدريس للمعلمين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Giving teachers all the necessary skills to be an effective teacher تقديم كل المهارات الضرورية للمعلم ليصبح معلم فعال	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Improving teachers' communication skills with students تنمية مهارات اتصال المعلمين مع الطلبة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Improving teacher's computer skills تنمية مهارات المعلمين في استخدام الحاسب الالى	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Increasing teachers chance of finding a better job زيادة فرص المعلمين في الحصول على وظائف أفضل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Providing ideas and strategies that are helpful with classroom management تقديم أفكار واستراتيجيات مساعدة في إدارة الصف	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Provide ideas how to assess student تقديم أفكار في كيفية تقييم الطلاب	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Providing teachers with skills to become more confident in the classroom تقديم مهارات للمعلمين ليكونوا أكثر ثقة داخل الصف	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Qualifying teachers through educational training to be able to meet the needs of their students in their different stages تأهيل المعلمين تربوياً ليصبحوا قادرين على مواجهة احتياجات طلابهم في مراحلهم المختلفة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Train teachers to teach their students new skills تدريب المعلمين على تعليم طلابهم مهارات جديدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Updating teachers' knowledge in their specialisations تحديث معرفة المعلمين في مجال تخصصهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Updating teachers skills in their specialisations تحديث مهارات المعلمين في مجال تخصصهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Helping teachers to use useful ideas to solve the difficulties that they had in the classroom. حل الصعوبات التي تواجه المعلمين داخل الصف باستخدام أفكار نفعية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Train teachers to use methods of scientific research and self-development in their field of specialization. تدريب المعلمين على استخدام مناهج البحث العلمي والتنمية الذاتية في مجال تخصصهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you think there are any usefulness of the current continuous professional development training courses and activities that yourself attended not mentioned above
هل تعتقد انه توجد فوائد غير مذكورة بالأعلى للأنشطة و الدورات التدريبية الحالية للتنمية المهنية (Tick ONE)
المستمرة التي حضرتها بنفسك؟

- YES نعم
 NO لا

If you selected YES, please write these usefulness here: اذا اجبت بنعم ,الرجو ان تذكر هذه
الفوائد هنا

Thirdly: The training courses and activities that teachers currently need to develop professionally. احتياجات المعلمين. الحالية من الأنشطة والدورات التدريبية للتطور مهنيًا

Here is a list of training courses and activities that Post Basic and Basic (10-12) schoolteachers might need to develop professionally. from your experience please say do you agree that teachers currently need these training courses and activities below to develop professionally: هنا مجموعة من الأنشطة والدورات التدريبية والتي قد يحتاجها معلمي مدارس التعليم الأساسي (10-12) ومدارس التعليم ما بعد الأساسي للتطور مهنيًا. من واقع خبرتك هل توافق ان الأنشطة والدورات التدريبية أدناه يحتاجها المعلمين حاليًا للتطور مهنيًا

	* Required				
	StrStrongly disagree أرفض بشدة	Somewhat Disagree أرفض لحد ما	Neither agree nor disagree لا أوافق ولا أرفض	Somewhat Agree موافق لحد ما	Strongly agree موافق بشدة
1. Teacher needs training courses and activities to know how to build a good communication with students' parents يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يبني تواصل جيد مع أولياء أمور الطلاب	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teacher needs training courses and activities to know how to Adapt to the school vision and mission. يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يتكيف مع رؤية المدرسة ومهامها	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>3. Teacher needs training courses and activities to know how to Build a trust and rapport with students.</p> <p>يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يبني ثقة وعلاقة مع الطلاب</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>4. Teacher needs training courses and activities to know how Curriculum has been designed, implemented and improved.</p> <p>يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يتم تصميم وتطبيق وتحسين المنهج</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>5. Teacher needs training courses and activities to have knowledge of teaching strategies and skills.</p> <p>يحتاج المعلم أنشطة ودورات تدريبية لمعرفة مهارات واستراتيجيات التدريس</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>6. Teacher needs training courses and activities to know how to apply teaching strategies and skills.</p> <p>يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يطبق استراتيجيات ومهارات التدريس</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>7. Teacher needs training courses and activities to know how to Motivate student learning through different teaching methods</p> <p>يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يحفز تعلم الطلاب باستخدام طرق تدريس مختلفة</p>	○	○	○	○	○
<p>8. Teacher needs training courses and activities to know how to Motivate student learning through different teaching multi-media</p> <p>يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يحفز تعلم الطلاب باستخدام وسائط متعددة ((صوت وصورة))</p>	○	○	○	○	○
<p>9. Teacher needs training courses and activities that are practical in nature and aim to meet his/her specific developmental needs</p> <p>يحتاج المعلم أنشطة ودورات تدريبية تكون عملية بطبيعتها وتوافق احتياجاته التنموية</p>	○	○	○	○	○

<p>10. Teacher needs training courses and activities to understand students assessment methods and procedures يحتاج المعلم أنشطة ودورات تدريبية لفهم أساليب وإجراءات تقييم الطلاب</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>11. Teacher needs training courses and activities to know how to deal with students' diverse needs يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يتعامل مع الفروق والاحتياجات الفردية للطلاب</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>12. Teacher needs to training courses and activities Update and share pedagogical content knowledge يحتاج المعلم أنشطة ودورات تدريبية لتحديث ومشاركة المعرفة بالمحتوى التربوي</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>13. Teacher needs training courses and activities to Update subject matter knowledge يحتاج المعلم أنشطة ودورات تدريبية لتحديث المعرفة المتعلقة بالتخصص</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Teacher needs training courses and activities to know how to Search for new subject knowledge in his field يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يبحث عن موضوعات جديدة في مجال تخصصي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Teacher needs training courses and activities to know how to Use students' assessment results to enhance students achievement يحتاج المعلم أنشطة ودورات تدريبية لمعرفة كيف يستخدم نتائج تقييم الطلاب لتحسين مستوياتهم الدراسية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teacher needs training courses and activities to know class room management strategies يحتاج المعلم أنشطة ودورات تدريبية لمعرفة استراتيجيات الإدارة الصفية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you think there are any other training courses and activities for teachers professional development which are needed but are not mentioned above?
هل تعتقد انه توجد أنشطة ودورات تدريبية أخرى يحتاجها المعلمين للتطور مهنيًا غير مذكورة بالأعلى

- YES نعم
 NO لا

If you selected YES, please write these needs here: إذا اجبت بنعم، ارجو ان تذكر هذه الاحتياجات

ما

Part 3: Factors that might facilitate the implementation of effective teachers' continuous professional development
العوامل التي قد تساعد على التطبيق الفعال للتنمية المهنية المستمرة للمعلمين

Here is a list of factors that might facilitate the implementation of effective teachers continuous professional development. From your experience, do you agree that these factors below are implemented in the current continuous professional development training courses and activities which yourself attended: هنا مجموعة من العوامل التي قد تساعد على التطبيق الفعال للتنمية المهنية المستمرة من واقع خبرتك هل توافق أن العوامل المذكورة بالأسفل مطبقة في الأنشطة والدورات التدريبية الحالية للتنمية المهنية المستمرة والتي قمت بحضورها بنفسك

	* Required				
	Strongly disagree أرفض بشدة	Somewhat Disagree أرفض لحد ما	Neither agree nor disagree لا أوافق ولا أرفض	Somewhat Agree موافق لحد ما	Strongly agree موافق بشدة
1.The learning climate in the training courses and activities that myself attended were collaborative. المناخ التعليمي في الأنشطة والدورات التدريبية التي حضرتها يعتبر تعاوني	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.The learning climate in the training courses and activities that myself attended were informal المناخ التعليمي في الأنشطة والدورات التدريبية التي حضرتها يعتبر غير رسمي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>3.The trainers in the training courses and activities that myself attended were sufficiently expert in the content they provide.المدرين في الأنشطة والدورات التدريبية التي حضرتها خبراء بشكل كاف في المحتوى الذي يقدمونه</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>4.The trainer in the training courses and activities that myself attended were high skilled in training المدرين في الأنشطة والدورات التدريبية التي حضرتها لديهم مهارات عالية في التدريب</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>5.The trainer in the training courses and activities that myself attended provide new knowledge because they take into account teacher's existing knowledge المدرين في الأنشطة والدورات التدريبية التي حضرتها يقدمون معارف جديدة لانهم يأخذون في الاعتبار المعارف الحالية للمعلمين</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>6.The trainer in the training courses and activities that myself attended provide new experience because they take into account teacher's previous experiences في المدربين في الأنشطة والدورات التدريبية التي حضرتها يقدمون خبرات جديدة لانهم يأخذون في الاعتبار الخبرات السابقة للمعلمين</p>	○	○	○	○	○
<p>7.The trainer in the training courses and activities that myself attended provide what teachers need because they take into account teacher's existing needs.المدربين في الأنشطة والدورات التدريبية التي حضرتها يقدمون ما يحتاجه المعلمين لانهم يأخذون في الاعتبار الاحتياجات الحالية للمعلمين .</p>	○	○	○	○	○
<p>8.The Participants in the training courses and activities that myself attended in most courses involved in determining the topics and content they received as a training subject.المشاركين في الأنشطة والدورات التدريبية في أغلب المحاضرات التي حضرتها مشتركين في تحديد المواضيع والمحتوى الذي يقدم لهم كمادة تدريبية</p>	○	○	○	○	○

<p>9.The Participants in the training courses and activities that myself attended were given the opportunity to provide feedback on the professional development activities.</p> <p>Courses they attend.المشاركين في الأنشطة والدورات التدريبية التي حضرتها تقدم لهم الفرصة في تقديم التغذية الراجعة على الدورات التي يحضرونها</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>10.The Participants during training programs, in the training courses and activities that myself attended were given opportunities to share their ideas and experiences with other teachers.</p> <p>المشاركين في الأنشطة والدورات التدريبية التي حضرتها تقدم لهم الفرصة لمشاركة أفكارهم وخبراتهم مع غيرهم من المعلمين خلال البرامج التدريبية.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>11.Most of the training courses and activities that myself attended were practical.</p> <p>معظم الأنشطة والدورات التدريبية التي حضرتها كانت عملية</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Most of the training courses that myself attended were theoretical. معظم الأنشطة والدورات التدريبية التي حضرتها كانت نظرية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The training courses and activities that myself attended did respond to the teachers' issues inside the classroom. الأنشطة والدورات التدريبية التي حضرتها تستجيب فعلا لمشكلات المعلمين داخل الصف	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The training courses and activities that myself attended were planned with the schools and system goals in mind. الأنشطة والدورات التدريبية التي حضرتها يتم التخطيط لها مع المدارس وحسب اهداف النظام	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The training courses and activities that myself attended were not short and have an impact on students learning. الأنشطة والدورات التدريبية التي حضرتها لم تكن قصيرة و كان لها أثر في تعلم الطلاب	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>16.The training courses and activities that myself attended were not undertaken on a voluntary basis and, therefore, those with the greatest need necessarily undertake it. الأنشطة والدورات التدريبية التي حضرتها لا تجرى بشكل تطوعي وإنما يأخذها من لديهم احتياجات كبيرة</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>17.The training courses and activities that myself attended were not random in terms of participation and content in relation to the needs of individual schools. الأنشطة والدورات التدريبية التي حضرتها ليست عشوائية فيما يتعلق بالمشاركة والمحتوى يرتبط بالاحتياجات الفردية للمدارس</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>18.The training courses and activities that myself attended not undertaken during the school day and therefore, not disrupt the school timetable. الأنشطة والدورات التدريبية التي حضرتها لم تقدم اثناء اليوم المدرسي ولذلك فهي لم تعطل جدول المدرسة</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>19.The training courses and activities that myself attended were not general and in most courses it was related to students lessons</p> <p>الأنشطة والدورات التدريبية التي حضرتها لم تكن عامة وكانت في أغلبها متصلة بدروس الطلاب</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>20.The training courses and activities that myself attended were related to teachers desired topics and needs</p> <p>الأنشطة والدورات التدريبية التي حضرتها متصلة بالموضوعات التي يرغبها أو يحتاجها المعلمين</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you think there are any factors not mentioned above that facilitate the implementation of effective teachers' continuous professional development?
هل تعتقد انه توجد عوامل غير مذكورة بالأعلى ساعدت على التطبيق الفعال للتنمية المهنية المستمرة؟

YES نعم
 NO لا

If You Selected Yes, please write these factors here: إذا اجبت بنعم ،ارجو ان تذكر هذه العوامل هنا:

Part four: Factors that hinder Post Basic and Basic (10-12) schoolteachers from developing professionally
العوامل التي تعيق معلمي مدارس التعليم الأساسي (١٠-١٢) ومدارس التعليم ما بعد الأساسي من تطوير أنفسهم مهنيًا

Here is a list of factors that hinders teachers 'from developing professionally. Form your experience, please indicate your view to say do you agree that these factors below hinder Post Basic and Basic (10-12) schoolteachers from developing professionally: هنا مجموعة من العوامل التي تعيق المعلمين من تطوير أنفسهم مهنيًا من واقع خبرتك هل توافق ان العوامل المذكورة في الأسفل تعيق معلمي مدارس التعليم الأساسي (١٠-١٢) ومدارس التعليم ما بعد الأساسي من تطوير أنفسهم مهنيًا

	* Required				
	Strongly agree موافق بشدة	Somewhat Agree موافق لحد ما	Neither agree nor disagree لا أوافق ولا أرفض	Somewhat Disagree أرفض لحد ما	Strongly disagree أرفض بشدة
1. Teaching loads الأعباء التدريسية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Lack of Job satisfaction قلة الرضا الوظيفي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Inadequate training financial support عدم كفاية الدعم المالي للتدريب	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Lack of IT equipment and support means to support teachers inside the classroom نقص في معدات تكنولوجيا المعلومات والوسائل الداعمة لدعم المعلمين داخل الصف	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.Lack of teachers' motivation towards training because the in most training provided by MOE does not meet teachers desired قلة دافعية المعلمين تجاه التدريب لأن أغلب التدريب الذي تقدمه الوزارة لا يوافق رغبات المعلمين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.lack of release time to pursue CPD after work hours قلة الوقت بعد ساعات العمل لمتابعة التنمية المهنية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.Lack of follow-up training impact on teachers by trainers متابعة المدربين لأثر التدريب على المعلمين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.Difficult to arrange the school timetable if teachers want to visit each other in classroom. صعوبة تهيئة الجدول المدرسي إذا رغب المعلمين في القيام بالزيارة الصفية لبعضهم البعض	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.Extra Periods caused by absent teachers which forced to be taken by teachers' peers الحصص الإضافية (الاحتياط) التي يسببها المعلمين المتغييبين والتي تفرض على المعلمين لإشغالها	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Mismatch between teachers' need and opportunities for CPD عدم تطابق بين احتياجات المعلمين وفرص التنمية المهنية المستمرة المتوفرة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Unsupportive working conditions at school for teachers to develop professionally ظروف العمل داخل المدرسة غير داعمة للمعلمين للتطور مهنيًا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. School administration work is not helping teachers to develop professionally because of the overload of administrative paperwork العمل الإداري في المدرسة لا يساعد المعلمين على تطوير أنفسهم مهنيًا بسبب الحمل الزائد من الأعمال الإدارية الورقية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teachers not involved in making decisions about their needs. عدم اشراك المعلمين في اتخاذ القرارات المتعلقة باحتياجاتهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Teachers not involved in making decisions about the content of training courses and activities offered to them. عدم اشراك المعلمين في اتخاذ القرارات المتعلقة بالمحتوى في الدورات المقدمة لهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Teachers not given the opportunity to provide feedback on the professional development activities content. عدم إعطاء المعلمين الفرصة للتعبير على محتويات الأنشطة والدورات التدريبية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teachers have no opportunity inside their school to work together. المعلمين داخل المدرسة ليس لديهم الفرصة للعمل الجماعي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Teachers not involved in making decisions about the appropriate time to participate in courses offered to them. عدم اشراك المعلمين في اتخاذ القرارات المتعلقة بالوقت الملائم للمشاركة في الدورات المقدمة لهم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Teachers inside the school have no access to professional Publications. المعلمين داخل المدارس لا يستطيعون الوصول للنشرات والاصدارات المهنية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Some training courses and activities provided for teachers in most courses were not related to students lessons. بعض الأنشطة والدورات التدريبية التي تقدم للمعلمين ليس لها علاقة بدروس الطلاب	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>20.The training courses and activities provided Don't make any difference in teachers' professional lives, in terms of their performance level</p> <p>الأنشطة والدورات التدريبية المقدمة لا تحدث فرقا للحياة المهنية للمعلمين فيما يتعلق بمستوى الاداء</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>21.The training courses and activities provided Don't make any difference in teachers' professional lives, in terms of career-life position</p> <p>الأنشطة والدورات التدريبية المقدمة لا تحدث فرقا للحياة المهنية للمعلمين فيما يتعلق بالمستوى الوظيفي</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you think there are any factors not mentioned above that hinder Post Basic and Basic (10-12) schoolteachers from developing professionally?
هل تعتقد انه توجد عوامل غير مذكورة بالاعلى تعيق معلمي مدارس التعليم الاساسي (10-12) ومدارس التعليم ما بعد الاساسي من تطوير انفسهم مهنيا

- YES نعم
- NO لا

If you selected YES, please write these factors here: اذا اجبت بنعم ,ارجو ان تذكر هذه العوامل هنا:

Part five: Open-ended questions أسئلة مفتوحة:

Part of this study goals is to understand what continues professional development(CPD) means for supervisors, senior teachers and teachers please answer the following questions جزء من أهداف هذه الدراسة هو فهم ماذا تعني التنمية المهنية المستمرة للمشرفين وللمعلمين الاوائل و للمعلمين لذلك ارجو الاجابة عن السؤالين

What does the term continuous professional development mean for you ماذا يعني مصطلح التنمية المهنية المستمرة لك * Required

Do you agree that professional development is important for teachers? If yes, please say Why? If no, please say Why not? هل توافق ان التنمية المهنية المستمرة مهمة للمعلمين؟ إذا اجبت بنعم Why? If no, please say Why not? فلماذا؟ وإذا اجبت بلا فلماذا لا؟ * Required

التطوع لإجراء مقابلة volunteer to be interviewed

ارجو ان تتأكد من ان معلوماتك ورقم هاتفك سيعاملان بسرية تامة وسيستخدمان فقط من قبل الباحث لإجراء المقابلة علما بان رقم الهاتف سيتم مسحه بعد المقابلة مباشرة مشاركة مشاركتك مهمة جدا لهذه الدراسة ونتائج الدراسة قد تساعد في تحسين التنمية المهنية المستمرة للمعلمين(أو يمكنك كبديل ذكر اسمك الاول واسم المدرسة -مكان العمل- ليتم إجراء المقابلة عن طريق هاتف العمل)

(please note that your information and your number will remain confidential and only will be used by the researcher to conduct this interview and the number will be deleted after the interview, Your participation is valuable to this study and the findings of this study might help to improve teacher's Continuous professional development).or you can alternatively add your name and your work place name (school) and I will contact you by work place phone number to conduct the interview .

Finally: would you kindly volunteer to be interviewed by telephone to express your view about the issues covered here in more detail for the purpose of the research? أخيراً هل يمكنك لطفنا التطوع لإجراء مقابلة بالهاتف لاستعراض وجهة نظرك حول المواضيع التي ذكرت هنا بشكل موسع لأغراض البحث؟ * Required

- YES نعم
 NO لا

If yes, please provide your details. First name الاسم الاول contact number or work place- رقم التواصل أو مكان العمل

This completes the survey. Thank you for completing this questionnaire and for your Cooperation. بهذا ننهى الدراسة شكرا
لإكمال هذه الاستبانة ولتعاونك
