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**Exploring the Importance of Teacher's Self-directed
Professional Development and its Effect on Students' Outcomes: A
Case Study of Master Two EFL Teachers at Belhadj Bouchaib
University**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Dedications

*This work is dedicated to my beloved parents; my mother Nabila and my father Brahim, who have been by my side along the journey. To my sister Wissem and my brother Abdelkrim.
To all my family.*

Your constant moral support and encouragement during stressful moments have given me the strength and the will to complete this research.

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Abstract

In today's ever-changing educational landscape, the importance of continuous professional development for educators has grown in order to increase teaching effectiveness and students' learning achievements. While formal training programs are prevalent, there is a rising appreciation for the value of self-directed teacher professional development. This method enables instructors to tailor their learning experiences, pursue personal interests, and experiment with new pedagogies. However, the motives for teachers to pursue self-directed professional development and its influence on student outcomes are little known. This study looks into the primary motivations that influence teachers' decisions to participate in self-directed professional development, as well as the extent to which such participation is associated with improved student learning outcomes. The research takes a descriptive case study approach and employs both quantitative and qualitative research methods, including interviews with teachers, classroom observations, and students' questionnaires. The findings demonstrate a variety of motives for teachers to pursue self-directed professional development, such as maintaining current with educational trends, enhancing teaching techniques, and cultivating a lifetime dedication to learning. In addition, teachers that actively participate in self-directed professional development use a range of effective teaching strategies and incorporate technology into their classrooms, resulting in increased student engagement and academic success. On the basis of the research findings, the researcher offered some suggestions and recommendations for teachers.

Key words

Self-directed teacher professional development, continuous professional development, quality learning, teachers' role.

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List of Acronyms

PD Professional Development

SD-PD Self-directed Professional Development

CPD Continuous Professional Development

INSET In-Service Education and Training

EFL English as a Foreign Language

SDPL Self-directed professional learning



General Introduction

General Introduction

In the changing field of education, there is an increasing emphasis on the necessity of ongoing professional development for educators as a means to enhance teaching effectiveness and students' learning outcomes. Teachers play a role that goes beyond just sharing information. They act as mentors, supporters and leaders, in molding students' academic, social and emotional growth. Therefore, it is essential for teachers to continuously improve and evolve to guarantee the achievement of their students. As far as Algeria is concerned, it is observed that educational institutions conduct formal training programs for their teachers as crucial component of teacher professional development. The primary intention is to provide support, supervision, and ultimately enhance students' learning outcomes. However, not all teachers participate in formal professional development programs; instead, they improve themselves independently through what is known as self-directed professional development which is the core of the present research work. In this process educators take charge of their learning path by recognizing their requirements, setting objectives and seeking chances for advancement. Even teachers participating in formal trainings improve themselves independently in addition to those trainings. This dual approach guarantees that instructors may personalize their professional development to match their unique requirements while also taking advantage of organized programs meant to fulfill wider educational aims.

In the past, professional development for teachers was primarily based on external sources like workshops and conferences. However, there is now a growing recognition of the importance of self-directed teacher professional development. This approach allows teachers to personalize their learning experiences, investigate personal interests, experiment with innovative pedagogies, and participate in reflective activities. This approach boosts educators' expertise and capabilities, promotes a culture of continuous learning, and fosters a sense of

responsibility, empowerment, and dedication. This, in turn, leads to improved teaching methodologies and improved students' outcomes.

In today's educational environments, the motivations driving teachers to pursue self-directed professional development are mostly unknown, and there is a gap in understanding how these motivations vary among educators. Additionally, while there is acknowledgment of the positive impact of teachers' engagement in self-directed professional development on student learning outcomes and academic achievement, a comprehensive understanding of this correlation is lacking. This research seeks to bridge these gaps by investigating the primary motivations influencing teachers' decisions to engage in self-directed professional development and examining the extent to which such engagement is linked to improvements in students' learning outcomes in an Algerian context.

The purpose of this study is to look into the importance of self-directed professional development for teachers and how it affects students' outcomes. The objectives of this study are, accordingly, twofold:

- To identify the primary motivational factors that drive teachers to engage in self-directed professional development.
- To look into how instructors who take charge of their own learning through self-directed professional development initiatives affect their students' learning outcomes.

By addressing these objectives, this study attempts to identify the basic factors that drive instructors' decisions about pursuing self-directed learning opportunities, as well as determine the impact of such involvement on student learning results.

In order to reach the above objectives, the following research questions are raised:

1/ What are the primary motivations that drive teachers to pursue self-directed professional development?

2/ How does teachers' engagement in self-directed professional development correlate with improvements in student learning outcomes and academic achievement?

The current study aims to answer the above-mentioned problems by formulating the following research hypotheses:

1/ Different motivational factors significantly influence teachers to engage in self-directed professional development such as personal interest in professional growth, job satisfaction and meeting students' needs.

2/ Teachers who actively engage in self-directed professional development will exhibit a positive correlation with improvements in student learning outcomes and academic achievement.

In order to answer the research questions and test the above stated hypotheses, the researcher opts for a descriptive case study. The data is gathered both quantitatively and qualitatively using three research instruments: both an interview and a classroom observation for seven EFL teachers along with a questionnaire for eighty-eight Master Two students at the Department of English at Ain Temouchent University, Algeria.

The present study is structurally organized into three chapters. The first chapter is devoted to the literature review that provides a theoretical and conceptual framework for the research variables. The second chapter critically portrays a full description of the methods used in this investigation, as well as the analysis and interpretation of the findings from the research instruments. The third chapter deals with suggestions and recommendations. Each chapter systematically begins with an overview of what is included in the current chapter and ends with a conclusion. This introduction has briefly outlined the problem statement, aim of the study, research questions and hypotheses.



Chapter One

Literature Review

Chapter one: Literature review

1.1. Introduction

1.2. Teaching Defined

1.3. Teacher Professional Development

1.3.1. A Brief Review of Teacher Professional Development

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1.6.2. The Role of the Teacher in Quality Learning

1.7. Self-directed Professional Development and Quality Learning

1.8. Conclusion

1.1. Introduction

This chapter will broadly review the existing literature about the importance of self-directed teacher professional development and its impact on teachers and students as well. Teachers are encouraged to continually improve their knowledge, abilities, and teaching strategies through a variety of professional development activities. One approach that has gained considerable attention is self-directed professional development in which it allows instructors to take responsibility for their own learning and advancement. This chapter investigates the relationship between self-directed professional development and quality learning, with a particular emphasis on the motivations of English as a Foreign Language (EFL) instructors, the factors that influence the quality of learning experiences, and the vital role that teachers play in promoting meaningful educational outcomes.

1.2. Teaching Defined

In Oxford dictionary ‘to teach’ is to give somebody knowledge or skill. In Cambridge ‘advanced learner’s dictionary ‘to teach’ means to give someone knowledge, to train someone, or to instruct. In Merriam-webster dictionary ‘teaching’ is the act, practice, or profession of a teacher.

Brown defines teaching as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand” (Brown, 2000, p.7). According to this definition, teaching is the act of showing or assisting someone in the process of learning to do something. It includes offering instructions, directing people through the study of a certain subject or skill, supplying information, and facilitating comprehension. In the same vein, Bennion (2015) states that teaching is the process of training an individual by forming habits, acquiring information, instilling values, and establishing enduring interests.

In addition, Edmund Amidon (1967, cited in Suresh, 2014), defines teaching as an interactive activity that largely involves classroom discourse between the instructor and the students during predefined tasks. Therefore, teaching is a method that motivates students to learn. Teachers are expected to serve as role models for their students, which can be challenging (Woodburn, 2013). This effect produces the ideal learning environment for them.

Gundem (1992) lists some rules for teaching which are stated as follows:

- Teaching should be in accordance with the learner's stage of development.
- All learning happens through the senses.
- One has to proceed from specific to general, from what is easy to the more difficult, from what is known to unknown.
- Teaching should proceed slowly.

Overall, these rules establish broad guidelines for successful teaching. They highlight the need of taking into account learners' growth, engaging various senses, providing a logical sequence, and allowing for a regulated speed of instruction in order to achieve optimal learning results.

Moreover, Brown (1994, p.425) claims that "one of the most interesting things about teaching is that you never stop learning". Teachers need to engage in lifelong learning by observing colleagues, reading academic papers, attending conferences, and pursuing professional projects.

Furthermore, teachers have to continuously improve their abilities throughout their employment, regardless of whether they have had enough training or not. This need is appropriate, given that teacher training may do a lot to prepare teachers for teaching but cannot adequately prepare them for everything else. Changes in the curriculum, students' characteristics, and working situations may need new skills and information that were not

taught during teacher training. It is important that teachers regularly update and maintain their teaching skills to prevent attrition. To maintain sustained teaching quality, instructors continue to develop and improve their efficiency.

1.3. Teacher Professional Development

The term “professional development” is defined by the National Staff Development Council (NSDC) to mean “a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement, and may be supported by activities such as courses, workshops, institutes, networks, and conferences” Wei et al. (2009, p.4). Based on this definition, professional development can be understood as a comprehensive and ongoing process aimed at improving the effectiveness of teachers and principals in raising student achievement. It involves sustained learning and growth through various activities such as courses, workshops, institutes, networks, and conferences.

In the same vein, Professional development has been described by the American Federation of Teachers (AFT, 2008) as “a continuous process of individual and collective examination of practice. It should empower individual educators and communities of educators to make complex decisions; identify and solve problems; and connect theory, practice, and student outcomes” (p. 9). Thus, professional development is an ongoing and collaborative process that includes a critical analysis of teaching practices, allowing educators to make informed decisions, solve issues, and build meaningful connections between theory, practice, and student accomplishment.

The Council for Exceptional Children (CEC, 2009) defines professional development on basis of three main categories. The first views professional development as an intentional process of improving the knowledge and abilities of special education instructors. Second, professional growth entails active engagement in self, peer, and program evaluation to ensure

continual progress. Finally, special education leaders are responsible for creating a culture of development among their colleagues.

Moreover, Yoon et al. (2007) defines professional development as “that which results in improvements in teachers’ knowledge and instructional practice, as well as improved student learning outcomes” (p. 3). This definition emphasizes the primary purpose of professional development, which is to improve teachers' knowledge and instructional practices in order to provide positive learning outcomes for students.

In addition, Carrington and Robinson (2002) point out that Teacher professional development refers to the processes, practices, and opportunities that provide teachers with fresh insights into developing and accumulating information, techniques, and abilities that will increase their efficacy, effectiveness, and empowerment in the classroom. Put it another way, teacher professional development comprises a variety of methods, activities, and opportunities designed to provide teachers with fresh insights and assist them in developing and accumulating knowledge, approaches, and abilities. The purpose of this development is to improve teachers' effectiveness, efficacy, and empowerment in the classroom.

Furthermore, Craft (2000) acknowledges that a plethora of notions is cited when referring to professional development. Terms like teacher development, teacher training, in-service education and training (INSET), and continuing professional development (CPD) are often used to refer to the ongoing learning of teachers sometimes these terms are used interchangeably. Corcoran (1995) confirms professional development as “the full range of activities that affect how teachers learn how to teach and how they mature intellectually and grow professionally” (p.1). This definition highlights that professional development includes a diverse variety of activities and experiences that influence teachers' learning, teaching methods, intellectual growth, and professional development. It extends beyond standard concepts of professional development, which may just include workshops or training sessions.

Additionally, teacher professional development involves formative assessment and evaluation, allowing teachers to learn from their in-field experiences and become learners with their students. This can help them grow their teaching careers and expertise. Coe et al. (2020, p.5) suggest that teaching experience focuses on “developing competences guided by formative feedback in a supportive professional learning environment.” Working together with a peer teacher who can also serve as a peer assessor can facilitate professional development for teachers.

Finally, Steyn (2002, p.16) affirms that teachers are asked to improve their performance in their classrooms and this justifies the urgent need for professional development of educators to ensure that goals are attained and the quality of teaching is achieved and the performance of the learner reached.

1.3.1. A Brief Review of Teacher Professional Development

Teacher professional development (TDP) is crucial for managing and developing human resources in higher education. The quality of education and training defines the value of teachers' professionalism, followed by the synchronization of theory and practice. Teacher professional development is a continuous process of improving teachers' knowledge and abilities. Until thirty years ago, human resource management and development in education did not prioritize professional development for teachers, despite their lengthy history (Donnelly et al., 2002). By the middle of the 1970s, educational innovations had significantly altered the views of educators and administrators. Subsequently, educators look for possibilities for successful professional development and advancement. Teachers are concentrating on the caliber of their professional growth and training in order to meet the needs of the technical, cultural, social, and economic spheres.

1.3.2. Importance of Continuous Professional Development

The term Continuous Professional Development (CPD) usually refers to a variety of activities that help teachers improve after they have qualified and throughout their employment. Stewart (2014) defines CPD in the following terms: the maintenance and progress of professionals' knowledge, skill, and competence throughout their careers in accordance with a plan designed to meet the demands of the professional, the employer, the professions, and society.

According to Day (1999), CPD comprises all activities and practices aimed at benefiting educators, students, and the school as a whole, as well as contributing to classroom education quality. Teachers, as change agents, are encouraged to examine, refresh, seek, and broaden their perspectives in order to acquire and critically develop the information, skills, and emotional intelligence required for successful professional thinking, planning, and practice.

CPD is crucial for a number of reasons. It improves instructors' capacity to analyze and respond efficiently in circumstances that need critical judgment, such as changes in curriculum, subject knowledge, pedagogical expertise, and technology (Morewood et al., 2016). Darling Hammond (1994) additionally reveals that CPD is a critical component in enhancing the learning and teaching processes. In the same line of thought Guskey highlights that it plays an important role in promoting quality (Guskey, 2002).

Additionally, Clair and Adger (2000) confirm that CPD is necessary for both freshly certified instructors and those who have recently joined the institution. New graduates, in particular, require instruction and assistance to act correctly with challenges they may meet in the new setting. To clarify, CPD is essential for both qualified instructors and those who have just joined an institution. It offers education, guidance, and continuous professional support to help instructors manage the problems they may find in their teaching practice. Teachers who

participate in CPD may continually improve their abilities, remain current on best practices, and give excellent education to their students.

1.3.3. Objectives behind Professional Development

An essential aspect of teacher development is the goals or objectives that motivate educational institutions or individual instructors to actively participate in professional development activities. One widely agreed-upon purpose or aim of teachers continued professional development and learning is to improve education and learning opportunities for their students (Craft, 2000; Guskey,2002). In addition to increasing students' learning, professional development for instructors attempts to change and improve their present methods, conceptions, knowledge, and opinions in order to attain the essential standards (Guskey,2002; Johnson & Christensen, 2012).

Furthermore, Blandford (2001) cites the main aims of professional development as follows:

- To broaden the scope of instructors' implementations.
- To satisfy the students' requirements concertedly or individually by providing comments on their experiences, studies, and implementations.
- Contribute to the school's professional life.
- Maintain present educational procedures.
- Consider educational policies and strive for higher standards.
- To improve instructors' understanding of society and communication technology.

Overall, Professional development first seeks to broaden the range of strategies, techniques, and approaches that educators might use in their teaching activities. By experimenting with new approaches and ideas, educators may improve their capacity to successfully engage students and encourage learning.

Second, professional development is to meet the different needs of students both collectively and individually. By offering feedback and assistance on students' experiences, studies, and implementations, teachers may modify their approaches to better match students' individual learning needs.

Furthermore, professional development encourages educators to actively participate in the larger professional community at their institution. This might include cooperating with colleagues, joining professional learning groups, exchanging ideas and resources, and engaging in continual debate and reflection to improve the overall educational experience.

Additionally, professional development seeks to keep educators up-to-date on modern educational methods and approaches. Educators may constantly improve their teaching methods and ensure they correspond with best practices by being up to date on the newest research, pedagogical developments, and educational trends.

Moreover, professional development focuses on educational policy and standards. Educators are urged to get familiar with the laws, norms, and regulations that regulate their profession. By aiming for higher standards, teachers can enhance their teaching techniques and contribute to the overall quality of education.

Lastly, professional development emphasizes the necessity of instructors' grasp of the larger sociocultural environment in which education occurs. This involves being aware of cultural, social, and technical developments and their implications for students' lives. Educators may better engage with their students and provide relevant learning experiences by improving their grasp of society and communication technologies.

1.4. Self-directed Professional Development

Self-directed professional development (PD) refers to professional development activities that are initiated by teachers themselves. Teachers take the initiative to define their

own learning needs and goals (Louws et al., 2017). In contrast to PD offered or provided by the school or district, instructors choose the timeline and peers with whom they collaborate in this sort of professional development. Self-directed professional development refers to learning that is self-initiated and driven by the teacher's own desire, initiative, and commitment to advance professionally (Gül Zerey, 2018). Teachers take responsibility of their professional development, which has been shown to be more successful than other kinds of education.

Professional development (PD) is generally determined by professional development programs (Desimone et al., 2003) and self-directed professional development (SD-PD) is directed from the teacher's will to learn (Van Eekelen et al., 2006). Put simply, professional development can be categorized into formal programs organized by institutions or organizations, as well as self-directed initiatives pursued by teachers themselves. Thus, SD-PD relies on the teacher's internal control, which ensures that he or she continues to create new understandings of teaching and learning (Mushayikwa & Lubben, 2009).

SD-PD has been studied as a successful approach to PD centered in teaching practices (e.g., Meng, 2014), or as a method for the improvement of teachers working in deprived environments (e.g., Mushayikwa & Lubben, 2009).

In addition, Self-directed professional development is professional learning in which self-drivers progress professionally via self-motivation, initiative, and strong willpower (Zepeda, 2013). Teachers take the initiative for professional development, which is more successful than other forms of guidance. Self-directed professional growth fosters a feeling of self-reflection and self-evaluation, allowing for correction. It promotes teacher self-reflection, in which instructors have control over their professional experiences and are driven by tasks or challenges they find relevant.

In the same vein, choice-directed learning is self-directed, meaning that instructors have a choice and are interested in professional development techniques. Guglielmino (2008) opines that self-directed learning occurs in a variety of settings, including teacher-directed classrooms and self-planned and self-conducted learning projects established in response to personal or business interests or requirements and carried out individually or cooperatively. In this sense, self-directed professional development includes cooperation with expert to analyze the state of individual instructors based on their reflections. Self-directed professional development encourages instructors to identify areas for professional improvement and then steer their development in specific growth areas (Husby, 2005).

Self-directed learning involves teachers taking charge of their own professional development. Self-directed professional learning (SDPL) involves planning (Nunan & Lamb, 1996; Slavit, & McDuffie, 2013), practicing the skills in everyday settings, self-monitoring and assessment to track skill development (Nunan & Lamb, 1996), and lifelong learning (Brown et al., 2001). SDPL instructors drive professional development through self-management, monitoring, and incentive (Garrison, 1997).

Within education, SDPL has been identified as a tool to encourage professional growth for teachers in the areas of mathematics (Slavit & McDuffie, 2013), science (Capps et al., 2012), elementary education (Wagner, 2011), and to support the integration of educational technology (Kirk, 2012).

Similarly, it is important that teachers need to have a strong character in order to pursue self-directed professional growth. According to Djatmiko (2011), three factors must all be present in order to regulate self-directed professional growth, these are: independence to pick objectives, support in the form of human and nonhuman resources to achieve goals, and personal ability to achieve goals. Most essential, motivation for the profession is necessary for self-directed professional growth. Intrinsic motivation drives teachers to be more concerned

and dynamic, which aids in reflection, attentiveness, and staying current. Self-direction is currently required to implement real and effective improvements in teaching and learning. The self-directed professional development strategy improves the quality of education and has a significant influence on improvement (Soebari and Aldridge, 2015). Well-planned and continuous self-directed professional development produces more effective professional learning than one-time seminars and conferences. As a result, self-directed professional development is more relevant for professional advancement and excellent education since it is tailored to the individual's requirements, wants, and decisions.

When teachers successfully handle self-directed professional growth, they like their career and get several benefits. It has a direct impact on personal, family, and societal relationships. Teachers' anxiety levels will drop, and they will be more motivated. Most notably, self-directed professional development focuses on teaching practices since it enhances the quality of teaching practices and favorably influences students' learning, among other characteristics of professional development (Lopes & Cunha, 2017). In addition, Torres et al. (2009) believe that self-directed learning is the most essential skill for long and short-term educational success in both teaching and learning.

1.4.1. Importance of Self-directed Teacher Professional Development

In self-directed professional development, teachers are responsible for setting goals and selecting suitable activities to achieve them (Villegas-Reimers, 2003). This form of learning is important in that it recognizes the value and power of both “experiential and action-based learning” (Richards, & Farrell, 2005, p. 14). That is to say, in SD-PD, instructors are responsible for setting their own objectives and selecting appropriate activities to assist them accomplish those goals. This puts the teacher in charge of the learning process, allowing them to tailor their professional growth to their unique needs and interests. In addition, this method of learning is important because it recognizes and emphasizes the advantages of experience

and action-based learning. It acknowledges that teachers learn best when they actively participate in their own growth, engage in hands-on experiences, and apply their learning in practical contexts.

Self-directed professional development improves a teacher's self-image and self-assessment, laying the groundwork for continuous progress. It also helps to the formation of the teacher's self-concept, allowing them to actively navigate their professional experiences and be inspired by projects or difficulties that have personal importance for them (Prasad Bhatt, 2021).

Additionally, Ashadi et al. (2022) reveal that teachers are actively involved in making changes and accepting them in a variety of areas, including effective comprehension, teaching strategies, educational materials, student engagement, and the development of professional knowledge in language, culture, and diverse contexts. Self-directed PD involves learners taking responsibility for their own learning and actively seeking out new technologies and ways to improve their teaching practices. Teachers who engage in self-directed professional development take charge of their own learning and adapt to their social and contextual surroundings in order to attain their educational objectives. They actively recognize their educational requirements and seek for chances to satisfy them. Teachers use self-control to balance their professional growth with their changing career as lifelong learners (Duță & Rafailă, 2014). To summarize, self-directed professional development enables EFL teachers to take control of their own learning and make informed judgments regarding their teaching methods. It entails continual reflection, adapting to new technology and tactics, and actively seeking educational opportunities to match their unique needs and professional goals.

Equivalently, SDPL can offer many benefits for the individual teacher as well as the classroom, school community, and beyond. For individual teachers, SDPL has been

demonstrated to preserve and increase learning obtained via traditional professional development programs (Mushayikwa & Lubben, 2009). SDPL has been linked to increased motivation, work satisfaction, perceived control, and confidence in teachers' professional learning (Beatty, 2000; Slavit & McDuffie, 2013). Additional benefit of SDPL is that it can foster a collaborative professional learning environment in schools (Coggshall et al., 2012; Zeichner, 2003; Nir & Bogler, 2008). Zeichner (2003) along with Nir and Bogler (2008) suggest that teacher self-reflection and professional growth can lead to improved student academic and behavioral outcomes. Slavit and McDuffie (2013) indicate that SDPL can have a far-reaching impact on the profession.

Overall, SD-PD enables teachers to take control of their professional development by customizing their learning experiences to meet their specific needs. Teachers who engage in autonomous learning can improve their skills and knowledge, and hence their teaching methods, to the advantage of their students.

1.5. EFL Teachers' Self-directed Professional Development

English teachers are sometimes obliged to develop themselves on a regular basis when confronted with an educational challenge or having some troubles with students. Professional growth might be a need rather than a tool for advancement in such situations. In other words, English language instructors must nearly constantly be aware of new teaching strategies and technology in order to adapt with the changing educational environment.

Armour and Yelling (2004) point out that good professional development affects teachers' methods, which leads to gains in student accomplishment maintaining that the quality of the EFL instructor is translated into a high-quality English student. To put it another way, Armour and Yelling highlight the significant impact of good professional development on teachers' instructional methods, which, in turn, has a positive effect on student

achievement. They argue that maintaining the quality of English as a Foreign Language (EFL) instructors directly contributes to fostering high-quality English language learners

Furthermore, professional development matters for EFL teachers because:

- It introduces teachers to new material that others are trying in their classrooms
- It helps to spread best practices in education
- It helps to give new teachers more practical knowledge
- It helps to keep the spark a glow for seasoned teachers
- It allows teachers to collaborate with others

(Speck, & Knipe, 2005, p.23).

In other words, Professional development is important because it exposes EFL teachers to new ideas, promotes the spread of best practices, supports the professional progress of both new and seasoned teachers, maintains motivation, and stimulates collaboration among educators.

1.5.1. EFL Teachers' Motivation toward Professional Development

Motivation, often known as self-determination, focuses on understanding the sources of people's drive, whether internal or external. Additionally, EFL teachers' motivation may be defined as the willingness and desire to actively participate in successful instruction (Dörnyei & Ushioda, 2009). There are two types of motivation: autonomous motivation and managed motivation. Independent motivation is acting with a sense of own determination and autonomy, providing for options and flexibility. Controlled motivation, on the other hand, is defined as acting in response to external pressure or coercion. Independent motivation has been linked to a variety of positive outcomes, including increased psychological well-being,

increased determination and purposefulness, improved cognitive abilities, higher job satisfaction, and a stronger commitment to one's work and organization (Murray, 2010).

Many experts investigate whether people are motivated by their own decisions and personal ambitions (Truong, 2019). This theory, which includes several minor ideas, is linked to motivation, health, and personal development (Rahmati & Sadeghi, 2021).

One of these minor ideas is the Basic Needs Theory, which claims that people try to fulfill three core desires: autonomy, relatedness, and competence (Hagger and Chatzisarantis, 2008). In the EFL setting, autonomy plays a significant role in teachers' motivation. It refers to an individual's urge to feel in control of their conduct and set self-directed objectives. When people think they can effect change, they are more inclined to engage in self-directed conduct. For example, a research conducted by Hiver et al. (2018) found that teachers who had the choice to pick the tools they required in their classrooms were more motivated.

Relatedness is linked to people's feelings of attachment and belonging to others. People want to participate in social groups and form meaningful relationships. Competence refers to an individual's desire to display mastery of certain abilities or tasks and be acknowledged by others for their competence (Deci & Ryan, 2016). Teachers' desire to participate in professional development can come from a variety of sources, falling under either extrinsic or intrinsic reasons. Extrinsic incentives might emerge from external demands within the educational system, but intrinsic motivations stem from an inherent desire to achieve in their field (Lan, 2022).

In conclusion, understanding and encouraging motivation in EFL teachers can not only increase their professional happiness and dedication, but also contribute to a more favorable and effective learning environment for students.

1.6. Quality Learning

In Oxford dictionary ‘quality’ is defined as ‘the standard of something when it is compared to other things like it; how good or bad something is’. In Merriam-webster dictionary ‘quality’ is ‘degree of excellence’.

Similarly, learning is defined in Oxford dictionary as gaining knowledge or a skill in a subject or activity to become aware of something by hearing about it from somebody else. It can be defined also as the transformation of behavior by means of practice. It happens when individuals apply new information to their daily lives (Sheldon 1997).

Experts describe quality learning from different angles: the organization of learning in an educational unit, the success of learning activities, and the fulfillment of prescribed items in a given course. According to Junker and Weisberg (2006), few assessment techniques exist to directly measure classroom practice on a wide scale, resulting in indirect measurement of teaching quality in many accountability systems.

Moreover, quality learning depends on techniques, input, environment, and management skills (M. A. Hasan et al., 2022). Students' capacity to effectively use available resources determines the quality of their learning experience. School management and classroom support synchronize teaching and learning interactions between teachers, students, and supporting facilities, creating a conducive learning environment (Senang, 2017). In the industrial sector, learning quality may be seen through the lens of production processes, including input, process, and output quality. If the input is of excellent quality and processed properly, the output is almost likely sound. Similarly, the quality learning in schools is related to the quality learning input, the learning process, and the learning output (M. S. Hasan, 2017).

1.6.1. Factors influencing Quality Learning

It seems logical to classify the factors affecting students' learning achievement into two groups: internal and external, each comprising different elements.

1.6.1.1. External Factors

Numerous factors influence students' learning achievement (Ali et al., 2013) including school culture, learning facilities, and parental role.

Maslowski (2003) finds that school culture has a significant impact on students' learning success. A poor school culture reduces the chances of improving student outcomes. A positive school culture can lead to increased effectiveness. A successful school is one that centers on creating a positive teaching atmosphere as it is crucial for boosting teacher morale and student learning outcomes (MacNeil et al., 2009).

Learning facilities also impact students' learning outcomes. According to Akomolafe & Adesua (2016), providing suitable studying facilities can motivate students to actively participate in their studies. To create an optimal working environment, teachers require adequate learning facilities. Ensuring adequate studying facilities can boost student motivation and success. On the other hand, inadequate learning facilities, such as a lack of tables and chairs or a restricted library collection, might negatively impact student success (Chonjo, 2018).

Alongside to the two factors mentioned above, parents' engagement is a key component in influencing student learning outcomes. Parents have a crucial part in shaping their children's conduct, character, and values as they are their primary educators. Parental participation can boost children's confidence when they perceive positive treatment from their parents. Chaudhry et al. (2015) suggest that forming a positive character might lead to a strong emotional attachment.

Moreover, visual aids have a significant impact on student learning success. Visual aids provoke the interest of learners and help the teachers to explain the concepts easily. The use of visual aids encourages body movement and may improve control (Jain, 2004). There is famous Chinese proverb which says “one sighted is worth a hundred words”, it is a fact that individuals acquire information through their intellect. The saying "if we hear, we forget, if we see, we remember, and if we do, we know" suggests that using visual aids might improve the effectiveness of teaching and learning.

1.6.1.2. Internal Factors

Internal variables denote cognitive and emotional characteristics including mainly motivation, anxiety, and competence.

Brown (2007) defines motivation as an emotional component that is essential for learning a second or foreign language. In other words, motivation is important in the learning process because it influences learners' engagement, persistence, and effort to acquire and use the target language. Additionally, Cohen (2010) views motivation as a dynamic process that is not static but is always changing. That is to say that motivation is not a set quality or attribute that remains consistent over time; rather, it is influenced by a variety of circumstances and can change during the process of learning.

Previous research has demonstrated that anxiety has a direct effect on students' academic development (Oludipe, 2009). Additionally, according to studies, not only do normal students and students with learning difficulties suffer from anxiety, but so can students who are extremely talented and active. Fletcher and Speirs (2012) find that ideal students suffered from anxiety during exams as a result of their own or other people's unrealistic expectations. However, it is obvious that perfectionism is not exclusive to talented students.

On the other hand, Huberty (2009) claims that anxiety effects learners' behavior, perception, and philosophy.

Competence is a collection of established behaviors that give a systematic framework for identifying, evaluating, and developing individual students (Robert, 1995). According to Harb and El-Sharawi (2006), the most essential aspect that has a favorable impact on students' performance is their English language ability. If the student has a great command of English, it will improve their communication abilities and academic performance.

1.6.2. The Role of the Teacher in Quality Learning

Teachers can impact students' learning outcomes, leading to either success or underachievement (Ngware et al., 2014). According to Chapman et al. (2010), changes in education are mostly influenced by the teacher's beliefs and actions. According to Cooper et al. (2011), effective teachers prioritize student engagement in the learning process. Meanwhile, according to Evans (2011), teachers have three primary functions: planners, practitioners, and assessors.

- Planners: teachers organize and prepare instructional activities and learning experiences for their students.
- Practitioners: teachers are practitioners who carry out their lesson plans and provide direct teaching to learners. They help students learn by giving courses, clarifying ideas, offering advice and assistance, and fostering a good and engaging classroom atmosphere.
- Assessors: teachers also serve as assessors, evaluating and measuring student learning and development. They create and conduct assessments, such as exams, quizzes, projects, and other formative and summative assessments, to obtain data on student comprehension and development.

Furthermore, Jimerson and Handock (2015) contend that professional teachers are those who can guide and direct students, appreciate and motivate students, maintain a conducive classroom environment, demonstrate students' talents and interests, establish good emotional relationships with students, and detect students' shortcomings. Krishnaveni and Anitha (2007) believe that in order to become a teacher, people need to have certain skills, including pedagogy, broader knowledge, particularly in teaching, the ability to transfer knowledge to learners, good communication skills, and the ability to stay current and engage in lifelong learning.

Besides, teachers conduct undoubtedly effects all types of learning, particularly acquiring a foreign language. According to Cheng and Dörnyei (2007), teachers can instill passion in students by serving as a personal role model in the classroom. To express it in another manner, teachers may inspire and influence students by modeling their own actions, attitudes, and commitment to the topic. When instructors sincerely exhibit their enthusiasm, it may spread and foster a great learning atmosphere. When students see their teacher's excitement, they may be motivated to create a comparable degree of interest and dedication. In addition, Stipek (2002) emphasizes the necessity of instructors projecting excitement. To clarify, when teachers show excitement and love for their topic, it may have a major influence on student motivation and engagement.

Moreover, according to Makovec (2018), teachers play a significant role in shaping students' mindsets, perceptions, motivation, and expectations for learning. Teachers' attitudes and students' behaviors significantly impact their intellectual growth and motivate them to learn.

1.7. Self-directed Professional Development and Quality Learning

To elucidate the consequences of teacher professional development on students' learning achievement, Borg (2018) maintains that teacher professional development is linked

to improved student achievement. According to him, instructors who participate in formal and informal professional development activities on a regular basis are more effective in improving their students' learning outcomes. Patton et al. (2015) pinpoint the pivotal role of teacher professional development in students' learning outcomes by mentioning the positive changes that professional development programs make in teaching practices. Similarly, professional development programs lead to positive changes in teaching practices, which in turn have a direct influence on student learning. Further, Kennedy (2016) also argues that teacher professional development can make a huge difference in learners' achievement levels. She believes that professional development experiences equip teachers with novel teaching strategies that are essential for promoting learners' accomplishments. In this regard, King (2014) postulates that professional development programs help instructors assess their pedagogical knowledge, reflect on their instructional practices, and improve the teaching quality.

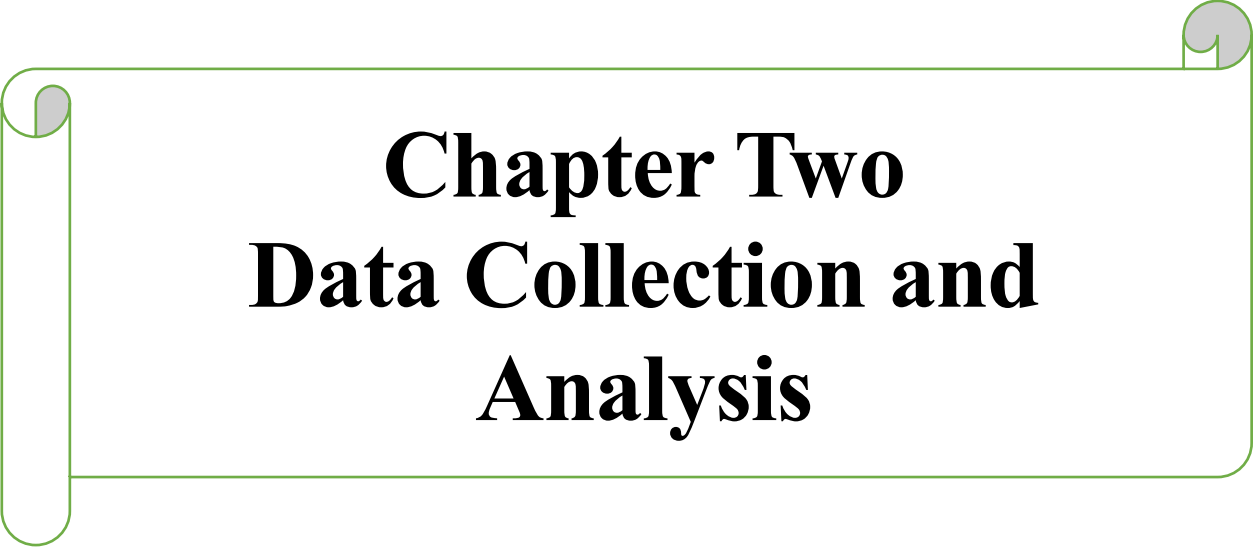
Other studies link professional development to student achievement. Kennedy (2005), for example, looks at a variety of empirical investigations to see if the structural and organizational aspects of professional development models had an impact on student success. She found that professional development programs whose content focused on teachers' knowledge of the subject, on the curriculum, or on how students learn the subject made the greatest difference in student learning.

According to the American Federation of Teachers (2002) only through well-designed and planned processes for teachers, desired results in classroom practices can be achieved. This can improve teacher's abilities for lifelong learning and professional growth which in turn can lead to desired student outcomes. King and Newmen (2008, p.86) assert that "educators as agents of change and taking the leading role in the teaching-learning process and the climate of learning, it is clear to assume that improving teachers' knowledge, skills

and dispositions is one of the most critical steps to improving learner achievement". Greemers and Kyfiakider (2013) claim that the teacher can moderate the classroom's actions and learners' achievement outcomes. That is to say teachers may impact both classroom behaviors and student results. In other words, the teacher's role is viewed as critical in defining the learning environment and the amount of success that students can achieve. The present research work will investigate this area in the Algerian context namely with EFL students and teachers at Belhadj Bouchaib university

1.8. Conclusion

The literature review underscored key concepts such as teaching, teacher professional development, the importance of teacher professional development. Teachers engage in continuous professional development, which improves their knowledge, abilities, and teaching techniques. Self-directed professional development (SDPD) is one method to professional development. This chapter further examined the relationship between self-directed professional development and quality learning, focusing on EFL instructors' motivations, the factors that influence quality learning, and teachers' roles in enabling meaningful educational experiences. In the next chapter, the researcher will go into the data collection procedures and analysis of the main findings.

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Chapter Two

Data Collection and Analysis

Chapter Two Data Collection and Analysis

2.1 Introduction

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2.1 Introduction

After shedding the light on the theoretical background of the study in which the key concepts have been clarified. This chapter delves into the research's methodology and multiple research tools used to gather information on the importance of self-directed teacher professional development and its effect on EFL students' outcomes within the Department of English at Ain Temouchent University, Algeria. A mixed-methods research design was used seeking to find answers to the research hypotheses and questions. This chapter is divided into two parts; the first one provides a description of the research design, case study, sampling, in addition to the research instruments used, namely an interview and a classroom observation for teachers and a questionnaire for students. The second part covers the data analysis and interpretation of the findings.

2.2 Research Design

Any researcher pursuing educational research should adhere to a methodology in order to attain his or her aims. Mouton (2001) highlights that it is essential to carefully pick the most suitable methodology and well-designed instruments when conducting any research. In this vein, Burns and Grove highlights the concept of research design as “a blueprint for conducting a study with maximum control over the factors that may interfere with the validity of the findings” (2003, p.195). In addition, Kothari (2004) defines the research design as the organization of data collecting and analytical criteria, which includes a plan for collection of data, calculation, and analysis.

A descriptive case study was opted for in the present context aiming at describing the importance of self-directed professional development for teachers and its impact on student outcomes, by understanding the motivations that drive teachers to engage in self-directed professional development and examining its potential effects on student learning outcomes.

According to Yin (2014), in a descriptive case study, the goal is to 'describe' a phenomena in its real-world setting.

Additionally, within this current descriptive study, the researcher included a comparative analysis by comparing different cases (teachers) and their experiences with self-directed professional development as well as comparing the outcomes between teachers who actively engage in formal professional development programs and those who are not involved but in return they engage in self-directed professional development.

By utilizing a combination of qualitative and quantitative data collection methods, this case study is likely to provide a comprehensive understanding of the motivations behind self-directed professional development for teachers and its potential influence on student outcomes.

2.2.1 Qualitative Approach

Qualitative research is a potentially important procedure in the field of education. Cohen et al. (2007) define qualitative data analysis as the tasks of organizing, analyzing, and accounting for data. As a result, qualitative data collecting has taken dominance over quantitative data collection in this study. Both interviews and classroom observation for teachers were used in this study.

2.2.2 Quantitative Approach

Initially, quantitative research emerged in the natural sciences area. Dornyei (2007) says that the quantitative approach comprises the application of statistical techniques, tools, and methods to collect data, resulting in numerical data. A questionnaire was used in this study in order to facilitate the extraction of statistical findings.

2.3 Sampling

While gathering information about a target population, researchers face restrictions such as time, money, and accessibility (Cohen et al., 2007). To address these challenges, they rely on sample. The latter refers to a set of informants, usually human beings, called sampling units. They represent instances selected from the entire population with the expectation that they will reflect them (Kumar, 2010). They provide information that is collected for twofold purposes: answering the research question and determining the validity of the hypothesis.

As to the present study, the sample population consisted of a number of EFL teachers and master two students at the Department of English at Ain Temouchent University, Algeria.

The researcher has used a non-probability/non-random sampling, more exactly purposeful convenience sampling. The researcher interviewed teachers that engaged in formal training programs and others that did not; more precisely teachers engaging in self-directed professional development. In addition, the researcher picked purposefully students who have been taught by the selected teachers. Therefore, the purposive sampling method was viewed to be appropriate.

2.3.1 Teachers' Profile

This case study is concerned with EFL teachers at the University of Belhadj Bouchaib. The researcher selected seven 7 teachers from the English department, with varying experiences. Teachers were specialized in teaching Didactics and applied languages, in addition to literature and civilization. Four of the participants held a Doctorate degree and the remaining three held a Master degree. Furthermore, three of the informants engaged in training programs and four of them did not.

Teachers' degrees, teaching experiences, teaching specialties and types of professional development are displayed in the table below:

Informants	Degree	Experience	Teaching specialty	Type of professional development
Teacher 1	Doctorate	10 years	Didactics and applied languages	Formal and self-directed PD
Teacher 2	Doctorate	5 years	Didactics and applied languages	Formal and self-directed PD
Teacher 3	Doctorate	3 years	Didactics and applied languages	Self-directed PD
Teacher 4	Doctorate	2 years	Didactics and applied languages	Self-directed PD
Teacher 5	Master	2 years	Didactics and applied languages	Self-directed PD
Teacher 6	Master	12 years	Literature and civilization	Formal and self-directed PD
Teacher 7	Master	11 years	Literature and civilization	Self-directed PD

Table 2.1: Teachers' degree, experience, teaching specialty, and type of professional development

2.3.2 Students' Profile

88 students at the English Department at Ain Temouchent University were asked to answer the questionnaire; 60 students specialized in didactics and applied languages and 28 students specialized in literature and civilization. However, the researcher got only (38) responses from both specialties.

As for the case study, the researcher picked purposefully master two students to provide valuable insights into the learning quality and perceptions of their teacher's behaviors. The decision to select these particular students was based on two main factors: their frequent exposure to the same teacher throughout their learning journey, and their ability to offer relevant feedback on the teacher's instructional practices.

2.4 Instrumentation

Instrumentation is the channel through which information on a certain topic are gathered in a research study. This is accomplished by using a variety of methods such as questionnaires, interviews, observations, surveys, or tests to collect recorded, audiovisual, spoken, observed, or digital data (Perry, 2011). The research instruments used to collect data in the present study and to answer the previously mentioned research questions were: an interview, a questionnaire, and a classroom observation.

2.4.1 Interview with Teachers

The interview is defined as a conversation when two or more individuals share their perspectives (Cohen et al., 2007). According to Perry (2011), this type of data collection involves combining observations with written data. It seems to be a conversation between interviewers and participants, similar to a questionnaire.

The researcher opted for a semi-structured interview in this study. Perry (2011) states that the semi-structured interview includes pre-established questions that may be changed to reflect the conversation's flow.

2.4.1.1 Description of the Interview

The first data method collection in this research was the teacher's interview. The researcher conducted interviews with teachers to explore various aspects of teachers' engagement in self-directed professional development, including their motivations, strategies, challenges, and perceptions of its impact on teaching and learning.

The interviews were done in a variety of formats to fit the participating teacher preferences and schedules. Some teachers chose face-to-face interviews, while others preferred to answer to the interview questions via emails. To guarantee the comfort and convenience of all participants, the researcher adapted their preferred way of interaction. This strategy attempted to provide teachers enough time and space to clarify their comments thoughtfully.

The interview used consists of eleven questions. The questions were mainly open-ended questions and multiple-choice questions. Below is a brief explanation of the questions.

Question one aims to gather information about the teacher's tenure in their current teaching position.

Question two checks the teacher's previous participation in formal professional development programs. It tries to understand the knowledge and abilities that they have learned from these programs, as well as the reasons for their lack of engagement.

Question three explores whether the teacher engages in self-directed professional development activities.

Question four delves into the primary motivations driving the teacher to pursue self-directed professional development, shedding light on their personal and professional goals.

Question five aims to uncover the various resources the teacher utilizes for self-directed professional development.

Question six explores how the teacher balances self-directed professional development with other responsibilities like lesson planning and grading.

Question seven focuses on the specific areas or skills that teachers feel they need to develop during their self-directed professional development.

Question eight explores the challenges or obstacles that the teacher faces in pursuing self-directed professional development.

Question nine analyzes whether the teacher has witnessed any improvements in student learning outcomes or academic accomplishment as a result of their participation in self-directed professional development, and if so, how.

Question ten asks for the teacher's personal perspective on the importance of self-directed professional development.

Question eleven investigates how the teacher applies the knowledge and skills acquired through self-directed professional development in their teaching practice, with examples illustrating the implementation of new strategies.

The researcher made observations to provide contextualized data to complement the interview findings.

2.4.2 Classroom Observation

Observations can be utilized to obtain more data on the physical, human, interactional, and programme settings (Morrisson, 1993). Robson (2002) asserts: “what people do may differ from what they say and they do” (p.310), The advantage of observations is that they provide researchers with naturally occurring behavior. Cohen et al., 2007 and Kothary 2004 indicate that there are different types of observation which are as follow:

- a) Participant and non-participant observation: this kind is determined by the observer's level of involvement in the observed situation. The term participant observation refers to the observer's involvement in the observed situation. However, in the non-participant case, the researcher does not take part in the activities and relationships being investigated.

- b) Structured and unstructured observation: this category relates to the organization and format. Structured observation is also known as systematic observation. In this kind, the observer plans what to observe ahead of time, such as using a checklist or a rating scale. In unstructured observations, the observer does not provide a schedule.
- c) Overt and covert observation: This category deals with ethics. During overt observation, participants are aware that they are being observed. However, in covert observation, the observer does not seek permission to observe and does not inform the participants that they will be observed.
- d) Controlled and uncontrolled observation: this sort of observation focuses on the situation being observed. The controlled observation is also known as contrived observation. This occurs when an observer creates a plan before to observation, in addition to following experimental protocols. However, uncontrolled observation, often known as simple observation. The observation happens in a natural context.

In this study, the researcher tried to collect valid information by using non-participant, structured, overt and uncontrolled types of observation. This research instrument has been chosen as a data collecting tool within this study with the purpose of observing teachers' instructional strategies, use of innovative techniques or materials, and interactions with students.

2.4.2.1 Description of Classroom Observation

The second data collection method was classroom observation. The researcher had the chance to attend two sessions with each teacher with different groups, each session lasting three hours. The researcher started her observations from 29th February till 14th March 2024. The researcher made notes, and grid to be used in analyzing data phase. The grid allows the researcher to note down extra information about the teaching act, strategies, handling misbehavior, managing classroom. The grid was divided into five parts: classroom

management, time management, teaching strategies, problem solving strategies, and motivating students. Each part has its purposes. It was considered as follows:

Classroom Management

- Preparation and organization of the teacher.
- Management of students' behaviours.
- Establishing and maintaining a positive and inclusive environment.

Time Management

- Use of time effectively.
- Balance between instruction and student activities.
- Smooth transitions between activities.

Teaching Strategies

- The diversity in using materials.
- The practice of different methods in teaching.
- Diversity in using vocabulary and explanations.

Problem Solving Strategies

- Support and guidance for students.
- Encouragement of critical thinking.

Motivating Students

- Encouragement of students participation.
- Interaction of teachers with students.

In addition to the above-mentioned instruments, a questionnaire was also used.

2.4.3 Questionnaire to Students

A questionnaire is a set of questions addressed to persons in order to acquire statistically meaningful information about a specific problem. Questionnaires are commonly employed in quantitative social studies as one of the most popular tools for gathering a wide range of data from a large as well as small number of persons, also known as respondents, from whom the researcher may obtain factual and attitudinal data. According to Brown (2001) questionnaires are defined as “any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p.6). This definition emphasizes that questionnaires contain written questions or statements intended to gather information from respondents in which they can write their replies or select from a list of prepared responses provided by the questionnaire.

The questionnaire was addressed to master two students both didactics and applied languages, and literature and civilization specialty.

2.4.3.1 Description of Students' Questionnaire

The third data method collection in this research was a questionnaire devoted to students. The questionnaire was used in order to collect quantitative data about students' perceptions of teaching methods, classroom environment, teachers' behaviors, and overall satisfaction.

The questionnaire utilized consists of eleven questions. It was divided into four parts covering mainly closed-ended questions and multiple-choice questions. This questionnaire's objectives are displayed in the following table:

Question	Objective
Part 1 : Communication and Engagement	
Q1	Seeks to determine whether the students perceive their teachers as clear and effective communicators.

Q2	Aims at knowing if the teacher encourages student engagement through questions and discussions.
Q3	Examines the strategies used by teachers to promote student participation and engagement.
Part 2 : Classroom Environment	
Q1	Seeks to determine if students consider their classroom atmosphere as good and conducive to learning.
Q2	Analyzes instructors' strategies for dealing with and managing disruptive behaviors.
Part3: Teaching Methods and Feedback	
Q1	Investigates whether students view their teachers utilizing engaging and interactive teaching methods.
Q2	Investigates whether students receive constructive feedback from teachers on their tasks and evaluations.
Q3	Examines students' ability to distinguish between experienced and novice teachers based on classroom behaviors and instructional approaches.
Part 4: Students' Perceptions (For repeated exposure to the same teacher)	
Q1	Seeks to discover if students regard their teachers as self-aware and willing to improve their teaching methods.
Q2	Aims at knowing whether students have observed the use of technologies or new creative techniques by their teachers.
Q3	Allows students to provide an overall rating of their satisfaction with their teacher's behaviors in the classroom.

Table 2.2: Objective of Students' Questionnaire

The analysis of the results obtained from the three research instruments will be discussed in the following part of this chapter.

2.5 Data Analysis

This part deals with analyzing and interpreting data gathered previously from the selected sample. Data will be analyzed in details in what follows:

2.5.1 Analysis of Teachers' Interview

The researcher used a semi-structured interview administered for EFL university teachers. Therefore, each question is going to be analyzed separately.

The first question asked to teachers was about their period in teaching as university teacher.

Q2: exploring Teachers' Engagement in Formal Professional Development Programs: Participation, Outcomes, and Barriers

Three teachers engaged in formal professional programs provided by institutions, and they received training in various areas such as online teaching, didactics, psycho-pedagogy, and psychology. On the other hand, the remaining four teachers did not participate in such programs. The reason for their non-engagement was that they did not find any opportunities to do so.

Q3: teachers' engagement in self-directed professional development.

Six teachers acknowledged engaging in self-directed professional development. Two of them strongly reinforced their responses, emphasizing the importance of continuous improvement in their roles as teachers. One teacher highlighted that self-directed professional development is crucial, where she said that and the researcher quotes 'this morning I told my students that what they see as a lesson is only 20% out of 80% on developing ourselves as teachers'. Another teacher emphasized that as they are asking their students to be autonomous learners they should do so as well.

However, two other teachers responded with "sometimes," mentioning that they face obstacles that consume their energy and hinder their engagement in self-directed professional development. These obstacles will be cited in what follows.

Q4: the motivations that drive the teacher to pursue self-directed professional development.

The teachers' motivations for pursuing self-directed professional development are different, but interconnected stated as follows: staying current with educational trends, improving teaching practices, enhancing student outcomes, and fostering a lifelong commitment to learning and growth. One teacher simply declared a love for teaching, implying that pure enjoyment and enthusiasm for the job are strong motivators for ongoing improvement. Other teachers' motivations came from religious and ethical principles. They are motivated by their religion to give their all and strive for excellence in their roles as educators. Additionally, many see teaching as a responsibility and a chance to be a positive role model for the future generation.

Q5: the resources or sources used by teachers to guide their self-directed professional development.

Teachers use a variety of sources and resources to support their self-directed professional development: reading books related to didactics, pedagogy, and teaching English as a Foreign Language (EFL), listening to educational podcasts, collaborating with peers in which it allows them to share some strategies, and for some was attending conferences and professional development workshops. One teacher responded with maintaining contact with experienced teachers seeking for guidance, mentorship, and advice.

Q6: how the teacher balances self-directed professional development with other responsibilities like lesson planning and grading.

All teachers agreed on one thing which is time management and prioritizing goals.

Q7: areas or skills that teachers feel they need to develop during their self-directed professional development.

Some teachers express a desire to master every aspect related to the process of teaching. Others said incorporating more technology into their teaching methods to create interactive and innovative learning experiences for their students, refining classroom management strategies to create a positive and productive learning environment where students feel safe, respected, and motivated to learn, and finally staying updated on the latest educational research and pedagogical approaches to adapt teaching strategies that align with current educational trends and best practices.

Q8: factors that may hinder their self-directed professional development.

Some teachers become overwhelmed by their workload, causing them to prioritize immediate duties over spending time in professional growth. Others stated that time constraints such as excessive teaching loads, administrative tasks, and personal commitments cause delays or neglect of this part of their professional development.

One teacher teaching civilization and culture said that the necessity to keep current on politics, economics, and society might create extra obstacles. Limited access to actual experiences, like traveling abroad to immerse themselves in diverse cultures and circumstances, may limit their ability to properly comprehend and address these issues in their teaching.

Q9: the impact of self-directed professional development on student learning outcomes.

All teachers said that they have observed improvements in students learning outcomes and academic achievement. One teacher said that by integrating new teaching strategies and leveraging technology, he has created more engaging lessons, personalized learning

experiences, and better addressed diverse student needs, leading to enhanced academic performance. Another teacher said that she cannot judge whether her students improved or not but she observed increased satisfaction and engagement among her students.

Q10: the teacher's personal perspective on the importance of self-directed professional development.

Teachers confirmed that they view self-directed professional development as important and crucial to their roles as educators. They emphasized their shared desire to become better teachers through self-directed professional development even one teacher described it as ‘a duty’ that they need to fulfill in order to continuously improve and grow in their profession.

Q11: how the teacher applies the knowledge and skills acquired through self-directed professional development in their teaching practice, providing examples of how they have implemented new strategies or approaches in the classroom.

Teachers said that they promote research and reading among their students, therefore developing critical thinking abilities. They provide themes that stimulate critical thinking and autonomy, with activities tailored to these goals. One teacher claimed that he implements new strategies learnt in professional development workshops and online courses also incorporates technology tools learned during online courses, such as using interactive platforms for quizzes and discussions. Regularly reflecting on his practices helps ensure a seamless integration of acquired knowledge and continually enhances the overall teaching and learning experience. Another teacher said that he uses storytelling to identify his students' characteristics, exhibiting a tailored approach to teaching. Additionally, they also use self-assessment to help students gain autonomy, allowing them to reflect on their own learning progress and take responsibility of their educational path. Other teacher said that she incites her students to fill weekly feedback about the sessions and her performances as a teacher.

2.5.2 Analysis of Classroom Observation

Classroom observation may provide insights into teachers' teaching styles and identify similarities and differences between them. The researcher includes a comparative analysis by comparing different cases: teachers who actively participate in formal professional development programs and those who engage more in self-directed learning.

After completing 14 sessions of classroom observation, the researcher realized that there are more similarities than differences between the teachers. Concerning classroom management, the researcher observed that both groups of teachers establish clear learning goals and provide feedback on those goals, both of them were well prepared and organized and always start their lessons by greeting their students after that, a warming up or summarizing main ideas of previous lectures then starting the new lesson or finishing what has not been completed previously. The researcher remarked the fact that teachers who engaged in formal professional programs managed and took more control in dealing with students' behaviors and disruptions than those who engage in self-directed learning. In fact, the researcher has witnessed a small conflict in a session where a student was talking and then got interrupted by his colleague where he got angry yet the teacher managed the situation flexibly and calmed the situation.

Additionally, as far as time management is concerned, the investigator noticed that teachers who engage in self-directed learning did not well manage the time available for the lecture in some sessions comparing to those who engaged in formal professional development. On the other hand, when it comes to balancing between instructions and students' activities, the researcher noted the presence of the latter specially in certain modules with a smooth transition between the activities.

Moreover, regarding teaching strategies, the researcher noticed that both groups use a diversity of explanations and vocabulary. Teachers were repeating key words and clarifying all difficult things to their students. In addition, they have a good interaction with their students and each teacher has his own method of teaching varying from the communicative interactive method; in which the researcher observed it as a major method used in different modules, grammar translation method; sometimes the teachers use mother tongue to clarify difficult words or bring vivid examples, in addition to the deductive/ inductive approach.

Furthermore, in a time where technology is used in all aspects of life, the researcher saw that most of the teachers integrated technology in their teaching practices and some of them encouraged the use of artificial intelligence tools but in a good way.

In regard to problem solving strategies, the researcher noticed that some teachers encouraged students to think critically providing them with quotes to be analyzed.

Moving on, about motivating students, the researcher noted that most of the teachers encourage their students to participate through interactive activities and discussions particularly in oral presentation. Additionally, one of the teachers encouraged her students to read by creating a reading challenging list where she takes part as well.

Finally, the researcher noticed also that teachers who participate in self-directed learning have a self-awareness and willingness to improve their practices.

In summary, the classroom observations underscored both the strengths and areas for improvement among educators, emphasizing the importance of ongoing professional development in enhancing teaching effectiveness.

2.5.3 Analysis of students' questionnaire

The questionnaire utilized consists of eleven questions. It was divided into four parts and given to students of both specialties. Each question will be analyzed separately.

Part One: Communication and Engagement

Q1: students were asked to indicate whether their teachers communicate clearly and effectively.

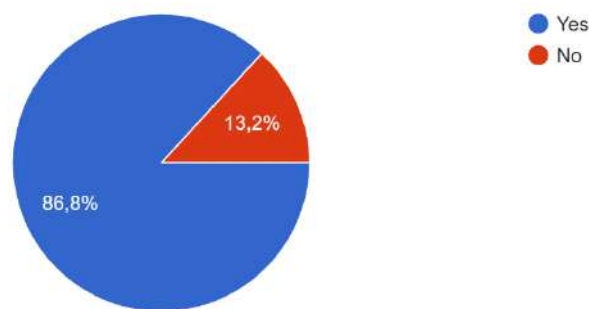


Figure 2.1: Teachers' effective communication

86.8% of the students believed that their teachers communicate clearly and effectively. On the other hand, 13.2% of the students reported that their teachers do not communicate clearly and effectively.

Q2: in the second question students were required to say whether their teachers encourage questions and discussions.

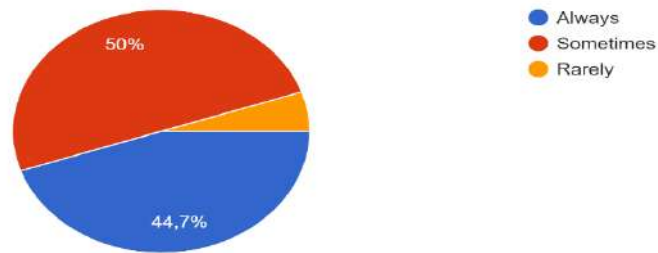


Figure 2.2: Encouragement of Questions and Discussions by Teachers

Approximately 44.7% of the students reported that their teachers always encourage questions and discussions. Around 50% of the students indicated that their teachers sometimes encourage questions and discussions. The remaining percentage of students reported that their teachers rarely encourage questions and discussions.

Q3: students were prompted to describe how their teachers encourage participation and engagement, with response options including interactive activities and discussions, randomly calling on students, or not actively encouraging participation.

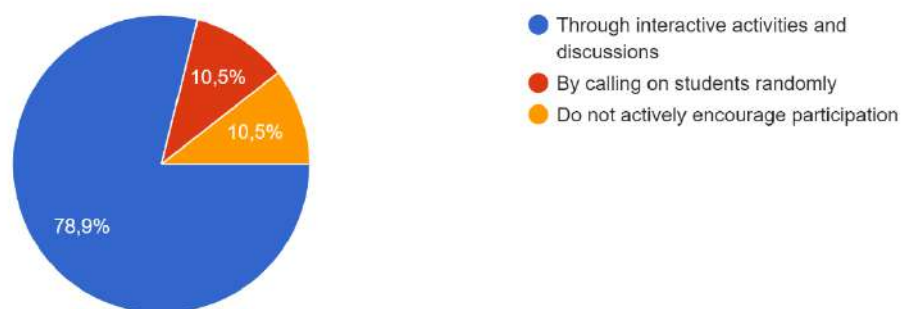


Figure 2.3: Strategies for Encouraging Student Participation and Engagement by Teachers

78.9% of the students reported that their teachers encourage participation and engagement through interactive activities and discussions. 10.5% of the students indicated that their teachers encourage participation and engagement by randomly calling on students.

Another 10.5% of the students responded that their teachers do not actively encourage participation.

Part Two: Classroom Environment

Q1: students were asked to evaluate whether their teachers maintain a positive classroom environment.

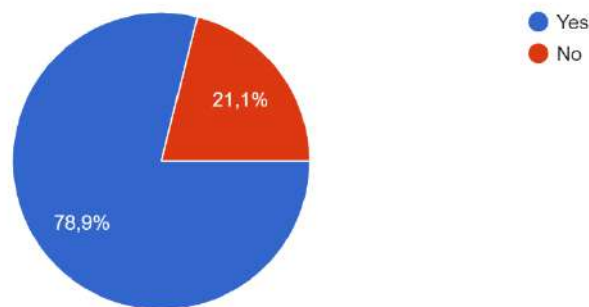


Figure 2.4: Maintenance of a Positive Classroom Environment by Teachers

78.9% of the students reported that their teachers do maintain a positive classroom environment. However, 21.1% of the students responded negatively, indicating that their teachers do not maintain a positive classroom environment.

Q2: students were questioned about the strategies used by their teachers to address and manage disruptive behaviors. Response options included addressing disruptions promptly and effectively, ignoring them, or using punitive measures.

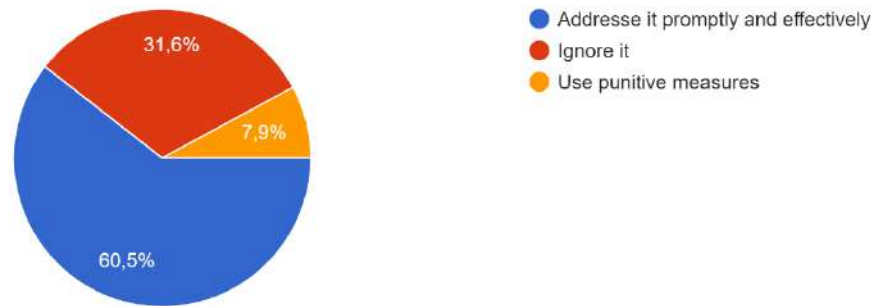


Figure 2.5: Classroom Management Strategies for Addressing Disruptive Behaviors by Teachers.

60.5% of the students said that their teachers address and manage disruptive behaviors promptly and effectively. 31.6% of the students indicated that their teachers ignore disruptive behaviors. And 7.9% of the students responded that their teachers use punitive measures to address disruptive behaviors.

Part Three: Teaching Methods and Feedback

Q1: Students were asked to indicate whether their teachers use engaging and interactive teaching methods.

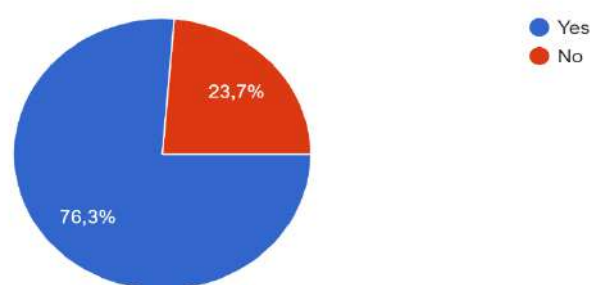


Figure 2.6: Utilization of Engaging and Interactive Teaching Methods by Teachers

76.3% of the students reported that their teachers use engaging and interactive teaching methods. However, 23.7% of the students responded negatively, indicating that their teachers do not use engaging and interactive teaching methods.

Q2: this question seeks to know whether students receive constructive feedback from their teachers on their assignments and assessments.

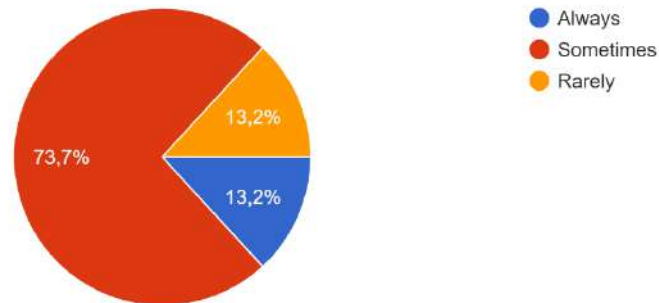


Figure 2.7: Availability of Constructive Feedback on Student Assignments and Assessments by Teachers

Approximately 73.7% of the students reported receiving constructive feedback sometimes. A smaller proportion of students, specifically 13.2%, indicated that they always receive constructive feedback. Similarly, another 13.2% of the students responded that they rarely receive constructive feedback.

Q3: this question explores the students' ability to discern between experienced and inexperienced teachers based on their classroom behaviors and teaching methods.

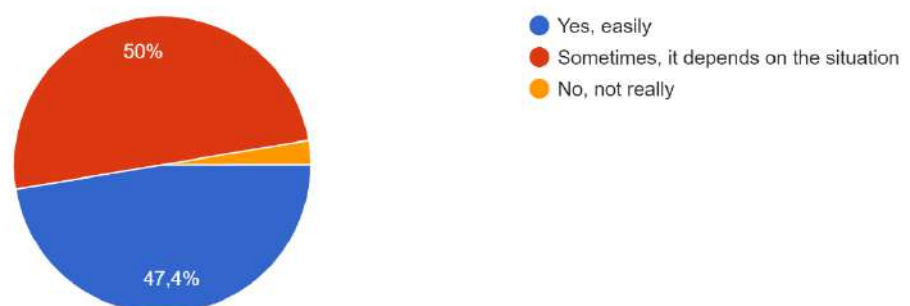


Figure 2.8: Differentiation of Experienced and Inexperienced Teachers based on Classroom Behaviors and Teaching Methods.

47.4% of the students responded that they can easily discern between experienced and inexperienced teachers based on classroom behaviors and teaching methods. Around 50% of the students indicated that their ability to discern between experienced and inexperienced teachers sometimes depends on the situation. The remaining percentage of students responded that they do not really possess the ability to discern between experienced and inexperienced teachers based on classroom behaviors and teaching methods.

Part Four: Students' Perceptions (In cases where students had been taught by the same teacher multiple times)

Q1: this question aims to capture their perceptions of the teacher's self-awareness, willingness to improve practices.

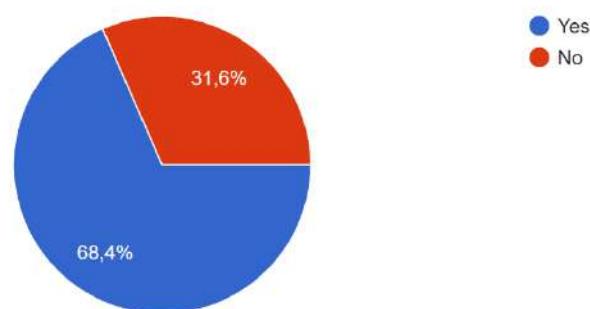


Figure 2.9: Self-Awareness and Willingness to Improve Teaching Practices among Teachers.

68.4% of the students responded positively, indicating that they perceive their teachers as being self-aware and willing to improve their practices. However, 31.6% of the students responded negatively, indicating that they do not perceive their teachers as being self-aware or willing to improve their practices.

Q2: students were asked whether they have observed the use of technologies or new creative techniques by their teachers.

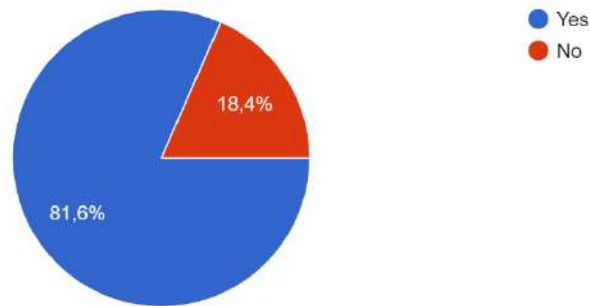


Figure 2.10: Integration of Technologies and Adoption of New Creative Techniques by Teachers

81.6% of the students responded affirmatively, indicating that they have observed their teachers utilizing technologies or implementing new creative techniques in their teaching. On the other hand, 18.4% of the students responded negatively, indicating that they have not observed the use of technologies or new creative techniques by their teachers.

Q3: this question allows students to provide an overall rating of their satisfaction with their teacher's behaviors in the classroom (1 being very dissatisfied, 5 being very satisfied).

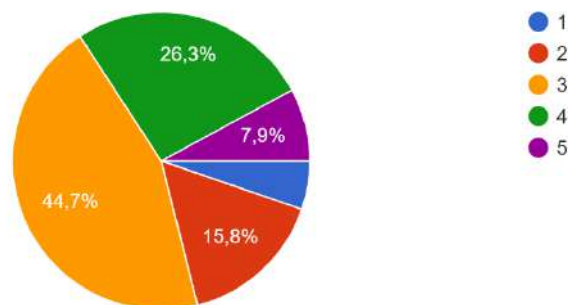


Figure 2.11: Overall Satisfaction Rating with Teacher Behaviors in the Classroom.

Approximately 44.7% of the students gave a rating of 3, indicating a moderate level of satisfaction with their teacher's behaviors in the classroom. Around 26.3% of the students gave a rating of 4, indicating a relatively higher level of satisfaction with their teacher's behaviors. A smaller percentage of students, approximately 7.9%, gave a rating of 5,

indicating a high level of satisfaction with their teacher's behaviors. On the other hand, 15.8% of the students gave a rating of 2, indicating a relatively low level of satisfaction with their teacher's behaviors. Additionally, there is a group of students who provided a rating of 1.

2.6 Interpretation of the Main Findings

The combination of results from semi-structured interviews, classroom observations, and student questionnaires gives a thorough understanding of the relationship between teachers' professional development, teaching practices, and student perceptions.

The semi-structured interview demonstrates that few teachers participate in official professional programs, while the majority pursue self-directed professional development, as seen by their recognition of the significance of ongoing improvement in their professions. They realize the importance of self-directed learning in improving their teaching skills and keeping up with educational developments.

Based on the interview findings, teachers reported various motivations for pursuing self-directed professional development, such as staying current with educational trends, improving teaching practices, enhancing student outcomes, and fostering a lifelong commitment to learning and growth. Some teachers were motivated by personal enjoyment and enthusiasm for teaching, while others were driven by religious and ethical principles. These different motivations indicate that teachers are influenced by a range of factors when engaging in self-directed professional development. Additionally, it was observed that the pedagogical insights shared during interviews were effectively applied in the classroom setting. The classroom observations offered direct observations into teaching practices, including classroom management, the use of technology, students' engagement, participation as well as their interaction with teachers. Through this consistency in findings, the researcher infers that the first research hypothesis has been confirmed stated as “different motivational factors

significantly influence teachers to engage in self-directed professional development, such as personal interest in professional growth, job satisfaction, and meeting students' needs".

Moreover, the observation shows that teachers use a variety of teaching methodologies, such as communicative interactive methods, grammar translation, and deductive/inductive approaches. This suggests that professional development, whether formal or self-directed, helps teachers improve their pedagogical abilities and repertoire of teaching methods. That was also seen in results from the students' questionnaire indicating that a significant part of the student population regards their teachers as competent communicators who successfully transmit knowledge and ideas. It suggests that the teachers' communication approaches may be effective in promoting understanding and engagement among the majority of students. More than half of the students believe that their teachers employ engaging and interactive teaching methods. This is a favorable conclusion since it indicates that a large proportion of teachers actively include students in the learning process, promote student engagement, and create dynamic classroom settings. However, the percentage of students who believe their teachers do not employ engaging approaches emphasizes the necessity for ongoing efforts to include diverse teaching strategies that cater to different learning styles.

All in all, the observations reveal that teachers who actively participate in professional development use a range of successful teaching strategies, incorporate technology into their classes, and encourage students through interactive activities and conversations. These techniques are expected to lead to improved student engagement, understanding, and academic accomplishment.

Moreover, the findings from students' questionnaire show that the majority of students reported receiving constructive feedback sometimes. This suggests that, while a considerable proportion of students receive feedback, it is not regular across all assignments. Constructive feedback is essential for students' growth and development since it helps them identify their

strengths and areas for improvement. However, this was not the case while conducting the classroom observation where the researcher observed that teachers are always supporting, guiding and providing feedback to their students.

The students' opinions of their teacher's self-awareness and motivation to improve vary. The majority of students view their teachers to be self-aware and ready to improve their methods. However, a sizable minority of students may not share this perspective that is to say; certain teachers may require additional assistance or professional development opportunities to foster self-awareness and a commitment to ongoing growth. In addition, the majority of students have seen their teachers using technology or introducing new creative skills, that was also noticed in their classroom observation as well as stated by the teachers during their interviews. This is a good finding, demonstrating that many teachers are adopting technology and novel techniques to improve the learning experience. The second hypothesis has been, therefore, confirmed based on the previous results which revealed that teachers who actively participate in professional development employ a variety of effective teaching strategies, incorporate technology into their classes, and encourage students through interactive activities and conversations. These strategies are believed to promote students' involvement, comprehension, and academic performance. Besides, teachers who engaged in self-directed professional development reported observing improvements in student learning outcomes and academic achievement.

Ending up, the student's satisfaction ratings varied, with the majority reporting a moderate degree of satisfaction. The study's findings imply that some aspects of teacher conduct might be improved to increase the satisfaction of students. Teachers need to take student input and work to create happy and supportive classroom settings that cater to students' needs and preferences.

Ultimately, the work emphasizes the need of self-directed professional development in supporting ongoing progress in teaching effectiveness and student learning.

2.7 Conclusion

This chapter was a practical part of this research since it focused on the analysis and discussion of the collected data starting from teachers' interview and classroom observations to students' questionnaire. The results were analyzed qualitatively and quantitatively then the general interpretation of the collected information was discussed. After the theoretical and practical parts, the last chapter will provide suggestions and recommendations on the basis of the research findings.



Chapter Three

Suggestions and Recommendations

Chapter Three Suggestions and Recommendations

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3.10. Conclusion

3.1. Introduction

Throughout the previous chapters, the researcher has highlighted the importance of self-directed professional development for teachers and how it affects students' outcomes. In regard, English instructors need to continually adapt to changing educational contexts by constantly improving themselves and staying up to speed on new teaching practices and technology. In this chapter the researcher seeks to offer suggestions and recommendations for teachers, policy makers as well as educational institutions. Additionally, the researcher provides some models of both individual and collaborative self-directed professional development. Moreover, the chapter outlines essential characteristics that teachers need to consider in order to foster self-directed professional development and includes a self-directed professional development plan to assist them.

3.2. Models of Individual SDPD

Individual models refer to activities initiated, planned, implemented, and assessed by the teacher. Seeking assistance from others while pursuing individual self-directed learning (SDL) does not contradict its assumptions, as it is based on the learner's own decisions, needs, and interests. This could include joining a self-help group, workshop, or formal education course. (Brockett & Hiemstra, 1991; Caffarella, 1993). Raza (2010), Lee (2015) and Bailey et al. (2001) identify that individual SDPD activities commonly include reflective teaching; writing a reflective teaching journal; self-evaluation, action research; reading books and papers; attending workshops, courses, and conferences either off or online (as a personal choice); and consulting online resources.

3.2.1. Reflective Teaching

According to Freeman (2016) reflective teaching is one of the most successful professional development exercises for language instructors. Richards and Nunan (1990)

suggest that teachers might enhance their classroom practice by reflecting on prior experiences and exploring alternate methods to attain their aims and objectives.

Based on the research findings teachers who routinely reflect on their methods may effortlessly integrate newly learned information into their instruction, so continuously improving the teaching and learning experience. One teacher highlighted the importance of this ongoing reflection, stating, "Regularly reflecting on my practices helps ensure a seamless integration of acquired knowledge and continually enhances the overall teaching and learning experience". Additionally, the majority of students noticed improvements in their teachers' practices reinforced by their observations of their teachers' implementing new creative techniques in their teaching.

3.2.2. Writing Reflective Journals

It is a self-directed professional development activity that can be done online or offline. While some scholars regard it as a standalone model (Lee, 2015), others see it as an integral component of reflective teaching (Stanley, 1998). Writing reflective journals on a regular basis can assist language instructors in reflecting on and evaluating their teaching approach (Richards & Farrell, 2005). In agreement, Lee (2015) emphasizes its efficacy as a kind of SDPD since it assists instructors in (1) identifying classroom-related difficulties and (2) evaluating classroom decisions.

3.2.3. Self-Evaluation

It is viewed as an SDPD exercise that assists teachers in developing a better knowledge of their teaching by allowing them to analyze their teaching performance through self-monitoring to highlight their strengths and faults. Furthermore, self-evaluation can serve as an embedded tool for various types of critical reflection (Bailey 2001; Lee, 2015). Language teachers can self-evaluate using a variety of evaluation tools in a variety of ways: (1) by

themselves through audio- or videorecording of classroom observation (Richards and Farrell, 2005); (2) by their students through teacher evaluation forms (Richards and Lockhart, 1996); (3) by receiving feedback from colleagues through peer observation; or (4) by compiling a teacher portfolio (Lee, 2015).

3.2.4. Attending Any PD Opportunities

For example, PD programs, courses, workshops, conferences, and seminars (whether off or online) are examples of SDPD activities. Teachers can begin their own activities in addition to participating in formal professional development opportunities. For example, Lee (2015) emphasizes that initiating local (school-based) seminars as a self-directed form of PD has two benefits: (1) it allows teachers to take proactive roles in addressing existing teaching problems in their context; and (2) it promotes TPD autonomy by tailoring it to specific pedagogical needs.

3.2.5. Reading Books and Journal Articles

It is seen as a prevalent type of SDPD. Bailey et al. (2001) emphasize its relevance and potential in broadening the conceptual understanding of education while also giving words for addressing that type of knowledge. According to Desimone (2011), curriculum materials may also be utilized as a source of professional development, especially if they are meant to be "educative" (p. 29). Reading has also been shown to benefit teachers who like to study alone, in solitude; in particular, introverted learners prefer this strategy over other activities that need a social presence (Jensen, 2015).

3.2.6. Using Online Resources

It can support individual and collaborative professional development for teachers. Interestingly, assumptions of online learning align with those of SDL. In this regard, Gerber et al. (2017) argue that "learning in online social worlds often allows for agency, self-direction,

and collaboration" (p. 163). This means that moving teacher learning to an online setting encourages and supports professional development especially in today's technology-based era.

3.2.7. Action Research

Taylor (2017) identifies action research as a viable form of professional development that bridges the gap between theory and practice by enabling instructors to critically examine their practice and improve their teaching and learning. According to McNiff (2017), action research is as "a practical form of enquiry that enables anyone in every job and walk of life to investigate and evaluate their work" (p. 9). It can be done alone or jointly (McNiff, 2017).

3.2.8. Analyzing Critical Incidents

Critical incidents might be interpreted as a problem in a single setting, rather than a recurring event. This is a report of an event that occurred over a period of time. The goal is to provoke thinking in real-life circumstances. In the teaching process, it refers to an occurrence that occurs during a lesson. Teachers do a critical analysis of the incident, asking themselves what occurred and why. It assesses and evaluates events (Griffin, 2003).

3.2.9. Teaching Portfolios

In Merriam-webster dictionary a portfolio is "a hinged cover or flexible case for carrying loose papers, pictures, or pamphlets". A portfolio is a great tool for reflection. A teaching portfolio reflects a teacher's classroom practices. It presents a realistic image of instructors' successes. Teaching portfolios play an essential role in the development of three primary areas. They help instructors build self-awareness. They are also helpful for emotional regulation and connection strengthening. De Rijdt et al. (2006) highlight instructors' resourcefulness, effectiveness, and creativity.

3.3. Models of Collaborative SDPD

The term 'collaborative SDPD models' refers to any self-directed activity that is socially interactive and includes more than one participant. Porter (2014) emphasizes that collaborative learning as an approach to SDPD may produce meaningful experiences that can help instructors change and improve their learning and practices. They include:

3.3.1. Informal Discussions among Teachers

According to Desimone (2011), informal discussions among teachers are a new trend in professional development that emphasizes learning via social contact, discourse, and a community of practice.

3.3.2. Peer Observation of Teaching

It is viewed as a collaborative professional development activity that may be practiced both officially and informally (Bailey et al., 2001). To be effective, Baily et al. (2001) state that this sort of activity should be carried out with respect, empathy, and honesty so that teachers may benefit from the constructive feedback provided. Sullivan et al. (2012) examined how 20 faculty members used peer observation as a constructive developmental technique, rather than an evaluating one, to enhance teaching quality. The findings revealed that peer observation is an effective strategy for improving teachers' professional development, critical thinking skills, and teaching quality.

3.4. Fostering Self-Directed Professional Development

In order to foster self-directed professional development, teachers need to consider the following characteristics offered by Dede (2006):

- Teachers need to focus on the main aim. This means that when participating in self-directed professional development, teachers need to have a specific aim or target in

mind. This ensures that their efforts are purposeful and in line with their overall professional development and the requirements of their students.

- Increases the odds of learners becoming more self-directed. Meaning that, when lecturers take responsibility for their own professional growth, they model and promote self-directed learning in their students. This can motivate students to be more proactive and autonomous in their own learning processes.
- It regulates and strengthens teacher roles and responsibilities. That is to say that self-directed professional development enables teachers to take ownership of their duties and responsibilities, resulting in a greater feeling of agency and dedication to their job.
- Improves critical thinking abilities and encourages active involvement among learners.
- It benefits instructors both directly and indirectly. Direct benefits may result in enhanced knowledge, abilities, and confidence. Indirect advantages might include better student results, more work satisfaction, and a stronger sense of professional identity.
- Teachers and learners are self-aware and strive for continuous growth.

3.5. Fostering SDPD through technology

Self-directed professional development can take various forms. With the introduction of technology, new options for self-directed professional development have emerged. For example, Visser and colleagues (2014) investigate Twitter as a self-directed professional development activity. They discover that instructors were utilizing Twitter to connect with other resources (e.g., conferences) that they would otherwise be unable to access. Teachers saw Twitter as an efficient way to cooperate and find answers to practical challenges. Thus, participating in self-reflection may be a type of self-directed professional growth simply by applying the inquiry-based learning process to solve difficulties in practice (Grosemans et al.,

2015; Minott, 2010). As technology continues to evolve and e-learning trends emerge, alternative platforms become available to support teachers in their self-directed professional development efforts. Platforms like Zoom and Google Meet have gained popularity as video conferencing tools, enabling educators to engage in synchronous professional development sessions with colleagues and facilitators in real-time.

Moreover, Thakur (2013) highlights some key online sources for self-directed professional development such as:

3.5.1. Email

It is a tool that allows teachers and others to connect and exchange projects and ideas from all around the world. E-mail provides a wide range of learning opportunities for instructors in various subject areas. Teachers use email to engage with individuals from many cultures and contribute to the global society.

3.5.2. Blogs

Blogs are often updated web pages that give information to visitors. A web page that offers small, chronologically structured details. A blog can be a diary, journal, what's new post, or a collection of links to other websites.

3.5.3. Facebook and Linked in

Facebook is the most popular social networking website in the world. This is where you may post recommendations, thoughts, accomplishments, and publications, news of the day, etc. It is also used to share fresh developing technology, informative blogs, and possibilities, among other things. Linked In is a social networking service for professionals. This is beneficial for bringing together specialists from various disciplines.

3.5.4. Webinars

A webinar is an interactive seminar that takes place via the internet. To access the webinar site, participants use their email address as their password. Once logged in, you may watch the PowerPoint slides, ask questions, and leave comments via chat. Webinars are an innovative approach to provide a diverse variety of professional development opportunities to the whole faculty and staff. Teachers may interact with presenters online, complete online survey questions, address specific issues, and even join a discussion group to continue the discourse with the presenter and other webinar participants.

3.5.5. Study Groups

A study group consists of teachers who gather on a regular basis to discuss particular aspects of their teaching. The number of participants ranges from three to fifteen. Each teacher takes turns as the facilitator of a conference that is planned and has an agenda to follow. The sessions, on the other hand, are informal and convivial, with everyone participating in the conversation. These gatherings are not workshops; no single instructor is the "expert," and the goal is to learn about a specific area of their teaching together. These can be done through Zoom and Google Meet as examples.

3.6. Implications and Recommendations for Policy Makers

The importance of policy in supporting self-directed professional development for teachers is often overlooked, as Brockett and Hiemstra (2018) argue that “policy is a concern that is frequently overlooked by educators of adults. Yet each of us is, in one way or another, involved in the development or implementation of policy” (p. 295). The authors argue that adult educators frequently overlook the importance of policy in their sector. They claim that, regardless of their jobs, individuals are all involved in the creation or execution of policies. The government and affiliated organizations can use mass media, the internet, and newspapers to convey clear concepts and knowledge about the necessity of self-directed

learning methodologies for effective and improved teaching and learning. In addition, the government should establish meaningful and successful English language teacher training programs that include self-directed strategies such as self-monitoring, action research, teaching portfolios, journal writing, critical situations, participation, and technology.

3.7. Recommendations for Educational Institutions

On the basis of the research findings, the researcher offers the following recommendations:

- Tailor assistance and incentives to accommodate the diverse motivations of teachers, whether they stem from a love for teaching, a commitment to excellence, religious principles, or a sense of responsibility.
- Encourage the use of technology and new teaching practices into professional development programs to improve teachers' digital literacy and pedagogical abilities.
- Provide teachers with assistance and direction as they participate in continuous reflection on their teaching techniques, student learning results, and areas for growth.
- Identify and eliminate barriers to teachers' participation in self-directed professional development, such as time limits, workload pressures, and restricted access to resources. Implement ways to address these obstacles, such as providing flexible learning opportunities, time management assistance, and advocating for the importance of professional development.
- Collect feedback from instructors and students to help shape the design and execution of future professional development programs, ensuring that they meet changing needs and goals.
- Provide assistance and training in classroom management techniques, particularly for new instructors, in order to successfully control disruptive behaviors.

Other research investigated the atmosphere that promotes self-directed PD. Jurasaitė-Harbison and Rex (2010) employ ethnography to study how school culture creates informal learning opportunities and how instructors engage in their own learning in these situations. The researchers discover that school cultures that foster informal learning (i.e., more self-directed learning) have physically and socially stable and positive environments, consensus on educational policies, and both onsite and off-site collaborative networks.

3.8. Recommendations for Teachers

- Encourage student participation by using interactive teaching techniques, collaborative learning activities, and providing chances for student voice and choice throughout the learning process.
- Emphasize the significance of constructive feedback and formative evaluation in promoting student learning and development.
- Teaching and learning activities should be focused on student-centered strategies that make learners more engaged, confident, and motivated to learn.

3.9. Self-directed Professional Development Plan

On the basis of what has been suggested and highlighted above, the researcher provides a self-directed professional plan to assist teachers. The plan is adopted from Gerstein (2013) model:



Figure 3.1: Self-directed professional learning plan

3.9.1. Vision the Ideal

The first step is to understand that each teacher has his/her own educational philosophy. Set the goal and vision for an ideal classroom, and define the optimal student accomplishment. The teacher creates a vision for their classroom and establishes a purpose to maximize their students' accomplishment. The teacher will choose which aspects are essential for their ideal classroom.

3.9.2. Identify the Gaps

The second stage is to determine the current location and the desired destination. Recognize gaps between the existing and ideal situations. This entails determining the difference between the existing condition and the ideal state. First and foremost, define the intended learning result and learning environment, as well as the obstacles that are impeding progress toward the ideal condition. In addition to identifying the resources available to achieve the desired result.

3.9.3. Identify activities

This is the third step of the self-directed professional development cycle. Bridging the gap through self-directed professional growth, teachers will attain their goals after having a

clear picture of where they are and where they want to go through self-directed professional activities such as journal writing and an action research portfolio.

3.9.4. Action plan

This is the fourth stage of the self-directed professional development process. An action plan was developed and implemented at this stage. In this stage, the teacher will carry out his or her action plan in the classroom.

3.9.5. Accountability

This is the final phase in the self-directed professional development process. Teachers engage in the self-evaluation process. Teachers assess what they are doing correctly and what they are unable to achieve in accordance with the required standard and the reasons for their failure. Put it another way, teachers who engage in extensive self-evaluation can discover what they are doing well and where they need to improve, resulting in better informed and targeted professional development. From the interview findings one of the teachers mentioned that she incites her students to fill out weekly feedback forms about the sessions and her performance. This feedback loop allows the teacher to make timely adjustments and improvements based on the students' perspectives. Besides, the study reveals that instructors who embrace this method are better prepared to use a variety of teaching strategies, incorporate technology, and engage students, eventually promoting an environment of continual growth and academic performance.

3.10. Conclusion

In this last chapter, the researcher offered significant suggestions and recommendations for teachers and for policymakers. All in all, Self-directed professional development (SDPD) is vital for English language teachers to continuously improve their teaching skills. Individual and collaborative SDPD models provide different growth opportunities for educators,

encouraging autonomy, reflection, and creativity. Recommendations for policymakers and practical measures emphasize the need of incorporating SDPD into teacher training programs and fostering a culture of continuous learning. Embracing SDPD allows instructors to efficiently adapt to changing educational settings, benefiting both themselves and students.



General Conclusion

General Conclusion

The notion of self-directed professional development is gaining popularity in the realm of education due to its potential to empower educators and improve teaching effectiveness. Self-directed professional development allows instructors to follow their interests, experiment with new pedagogies, and engage in reflective practices at their own pace and convenience. It fosters a culture of ongoing learning and growth among educators, promoting a feeling of ownership and accountability. Teachers who take ownership of their professional development may keep up to speed on evolving educational trends and best practices, resulting in better student learning outcomes and academic accomplishment.

The purpose of this study was to look into the value of self-directed professional development for teachers and how it affects student results. By investigating the motives pushing teachers to participate in self-directed learning and studying the link between teachers' professional development and student accomplishment. In addition, this study emphasized the crucial role of instructors in affecting student accomplishment and quality learning. Researcher discovered a positive link between instructors' engagement in professional development and SD-PD activities and improvements in student learning outcomes.

The purpose of this study was to look into the importance of self-directed professional development for teachers and how it affects students' outcomes. The objectives of this study were twofold:

- To identify the primary motivational factors that drive teachers to engage in self-directed professional development.
- To look into how instructors who take charge of their own learning through self-directed professional development initiatives affect student learning outcomes.

In order to reach the above objectives, the following research questions were raised:

1/ What are the primary motivations that drive teachers to pursue self-directed professional development?

2/ How does teachers' engagement in self-directed professional development correlate with improvements in student learning outcomes and academic achievement?

The current study aimed to answer the above-mentioned problems by formulating the following research hypotheses:

1/ Different motivational factors significantly influence teachers to engage in self-directed professional development such as personal interest in professional growth, job satisfaction and meeting students' needs.

2/ Teachers who actively engage in self-directed professional development will exhibit a positive correlation with improvements in student learning outcomes and academic achievement.

In order to answer the research questions and test the above stated hypotheses, the researcher opted for a descriptive case study. The data were gathered both quantitatively and qualitatively using three research instruments: both an interview and a classroom observation for EFL teachers and a questionnaire for master two students both Didactics and applied languages and Literature and Civilization at the Department of English at Ain Temouchent University, Algeria.

This research was divided into three chapters. The first chapter was devoted to the literature review that provided a theoretical and conceptual framework for the research. The second chapter focused on the practical aspects of the study, including the sample population, the instrumentation and data analysis and interpretations. The third chapter was concerned with recommendations and suggestions on the basis of the research findings.

The researcher, thus, has collected her data through first, semi-structured interviews devoted to EFL teachers as well as classroom observations and second, questionnaire given to master two students at the University of Belhadj Bouchaib. According to the main results the researcher has found, teachers engage in self-directed professional development driven by various motivations such as staying current with educational trends, improving teaching practices, enhancing student outcomes, and fostering a lifelong commitment to learning and growth; reported by the teachers during interviews. From this, the researcher believed that the initial research hypothesis has been confirmed. According to the observations, instructors that actively participate in professional development employ a variety of successful teaching strategies, incorporate technology into their courses, and motivate students through engaging activities and conversations. That was also seen in results from the students' questionnaire; where the students believe that their teachers employ engaging and interactive teaching methods. Furthermore, the majority of students have witnessed their teachers employing technology or teaching new innovative skills, as evidenced by the classroom observations and statements made by teachers during interviews. The second hypothesis has, thus, been confirmed based on the previous findings, which revealed that teachers who actively participate in professional development use a variety of effective teaching strategies, incorporate technology into their classes, and motivate students through interactive activities and conversations. Such strategies are thought to increase student engagement, understanding, and academic success. Furthermore, instructors who participated in self-directed professional development reported increased student learning outcomes and academic accomplishment.

The current study, like many research projects, has limitations that restricted its overall reach and comprehensiveness. A major obstacle faced during the study was the insufficient number of responses to the questionnaire, with only 38 out of 88 students responding. This might bring bias into the findings, limiting their generalizability. Furthermore, time limits

caused considerable challenges, particularly for attending observation sessions. The late start to the second semester, attributed to administrative problems, limited the researcher's capacity to perform several sessions, reducing the depth of data collection and analysis.

Finally, the findings of the interaction between teachers' professional growth, teaching approaches, and student perspectives gives light on the complex dynamics of the educational landscape. The study emphasizes the critical importance of self-directed professional development in enabling teachers to use creative strategies, successfully integrate technology, and create compelling learning environments. Furthermore, the favorable relationship between instructors' ongoing development and student results emphasizes the critical role of continual learning in promoting academic achievement. By adopting these results, educators and institutions may promote a culture of excellence, resulting in a dynamic educational environment that supports both teachers' professional development and students' learning journeys.

Future study might look at other relevant topics, such as the long-term benefits of self-directed professional development (SDPD) on teacher retention and job satisfaction. This might include longitudinal studies that follow teachers' career paths and examine how involvement in SDPD programs affects their commitment to the profession and overall work satisfaction.



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Appendices

Semi-structured interview

1. How long have you been teaching in your current position?
2. Have you engaged before in formal professional development programs provided by institutions or organizations? If yes, what have you learnt from these programs? If no, why?
3. Do you engage in self-directed professional development as a teacher?
4. What are the primary motivations that drive you, as a teacher, to pursue self-directed professional development?
5. What resources do you use to guide your self-directed professional development?
6. How do you balance self-directed professional development with other responsibilities, such as lesson planning and grading?
7. What aspects do you feel you need to develop during your self-directed professional development?
8. What are the factors that hinder you from developing yourself?
9. Have you noticed any specific improvements in student learning outcomes or academic achievement as a result of your engagement in self-directed professional development? If yes, how ? If no, why ?
10. What are your perceptions of the importance of self-directed professional development?
11. How do you integrate the knowledge and skills gained from self-directed professional development into your daily teaching practice? Can you provide examples of how you have implemented new strategies or approaches in the classroom?

Observation grid

Date :	Timing :	Location :
Observer :	Module :	Level :

Aspect of observations :	Observed	Not observed	Notes
Classroom management			
Preparation and organization of the teacher.			
Management of students' behaviours.			
Establishing and maintaining a positive and inclusive environment.			
Time management			
Use of time effectively.			
Balance between instruction and student activities.			
Smooth transitions between activities.			
Teaching strategies			

The diversity in using materials.			
The practice of different methods in teaching.			
Diversity in using vocabulary and explanations.			
Problem solving strategies			
Support and guidance for students.			
Encouragement of critical thinking.			
Motivating students			
Encouragement of students participation.			
Interaction of teachers with students.			

Students' Questionnaire

Dear student,

Thank you for taking the time to provide me with your comments on your teacher's behavior in class. Your answers will assist me in the current research work. Please provide honest and constructive answers to the following questions:

Part 1 : Communication and Engagement

1. Do your teachers communicate clearly and effectively?

Yes

No

2. Do your teachers encourage questions and discussions?

Always

Sometimes

Rarely

3. How do your teachers encourage students' participation and engagement?

Through interactive activities and discussions

By calling on students randomly

Do not actively encourage participation

Part2: Classroom Environment

1. Do your teachers maintain a positive classroom environment?

Yes

No

2. How do your teachers manage disruptive behaviors in the classroom?

Address it promptly and effectively

Ignore it

Use punitive measures

Part3: Teaching Methods and Feedback

1. Do your teachers use engaging and interactive teaching methods?

Yes

No

2. Do your teachers provide constructive feedback on assignments and assessments?

Always

Sometimes

Rarely

3. Can you differentiate experienced teachers from inexperienced ones based on their classroom behaviors and teaching methods?

Yes, easily

Sometimes, it depends on the situation

No, not really

Part 4: In the case where you have been taught by the same teacher more than once

1. Have noticed any self-awareness and willingness to improve their practices?

Yes

No

2. Have you noticed the integration of technologies, or new creative techniques?

Yes

No

3. On a scale of 1 to 5, how would you rate your overall satisfaction with your teacher's behaviors in the classroom? (1 being very dissatisfied, 5 being very satisfied)