A Quantitative Inquiry into Teachers' Opinions about a Lifelong Professional Development Model to Be Implemented for Algerian Universities: Case of AdrarUniversity

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Abstract

Being the fundamental element in providing quality education, teachers should regularly improve their teaching practices through professional development (PD). However, due to the lack of 'organizational partnership models' in Algerian universities, novice teachers have to rely on personal endeavours (individual models) to develop the skills necessary for their careers. It is worth noting that the Algerian Ministry of Higher Education issued a Decision N°932, on July 28th, 2016, that plans to provide 130 hours of pedagogical training to novice teachers during their first year. Yet, this training is not enough, as it is only for employment and job recognition. Furthermore, due to the new policy for learning English, it is time to make decisions on implementing pertinent and continuous professional development programmes for the benefits of university teachers, particularly EFL teachers. Thus, this study aims at exploring a lifelong PD programme model to be pursued at the University. The study probes the perceptions of experienced and novice teachers at Adrar University as a case study towards effective professional development using Online Google Forms. Hence, this study adopts a quantitative paradigm as it seeks a pragmatic understanding to measure teachers' opinions toward implementing effective PD programmes that designers should consider. The findings revealed that PD activities, as viewed by teachers to progress professionally, were individual work. The study also displayed that collaborative activities among teachers for their PD were the least frequent that teachers engage in. Professional development is viewed as very important. PD has multiple impacts on both teachers and their learners. Finally, the current study recommends that policymakers think of teaching as a continuous professional activity which, therefore, requires serious consideration to implement an organized professional development programme ready to assist teachers in their lifelong learning.

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Introduction

In response to global changes, Algerian higher education has changed recently. Consequently, English as a foreign language has taken a vital role in Algerian education, especially at universities. The Minister of Higher Education and Scientific Research gives strict instructions to the rectors of all Algerian universities on teaching ESP to students at the different departments and training teachers to learn English. For this reason, the Ministry of Higher Education and Scientific Research established the National Commission for Supervising and Monitoring the Implementation of the English Training Programme for Lecturer-researchers and Doctoral Students.

Hence, teachers' tasks are increasing, and their requirements are growing. English language teachers, in particular, play a pivotal role in helping people develop their language skills, reach their potential, and acquire the materials and skills they need in other fields. Therefore, greater emphasis should be placed on the professional development of teachers in Algeria, especially English language teachers at universities. Being knowledgeable enough, acquainted with newly developed skills and strategies to do their jobs effectively

becomes inevitable. In this case, it will help improve the quality of education and eventually address the government's new education reform.

Overall, a thorough literature review indicates that previous studies were more interested in exploring teachers' perceptions of PD; However, in the absence of effective training programmes in Algerian universities, individual teachers initiate their on-going education to improve their professional skills and update their knowledge. Therefore, this study appears to broaden the target of previous research and complement a large-scale investigation into how university teachers, in general, including English language teachers, are being professionally developed. The study seeks to report their views on effective PD programmes, which can provide teachers and inspire policymakers with information on the professional development of teachers in case lifelong PD programmes are implemented.

Considering all the above points, the research questions this study tries to address are as follows:

1. How do teachers develop professionally at Adrar University?
2. How do teachers view the importance of professional development (PD) for both themselves and their students?
3. Based on their experience, which PD programmes do teachers believe are effective to be implemented at Adrar University?

2. *Review of Related Literature*

PD in education refers to a variety of behaviours, activities, and processes designed for teachers to develop teacher skills, knowledge, strategies, and attitudes to support students' learning (Guskey, 2000). According to Glatthorn (1995, p.41), professional development can be seen as "the result of acquiring more knowledge and analysing its teaching". This means that there are two important points in teacher development: (1) he must learn through understanding and knowledge, not just memorization; and (2) the personal perspective of the study. Similarly, Richards and Farrell (2005, p.04) consider that professional development is designed to help teachers understand teaching and their role as teachers. In short, teacher professional development is a programme designed to support teacher attitudes, knowledge, and classroom practices critical to student success (DeMonte, 2013).

Regarding the professional development model, Richards and Farrell (2005) proposed two categories: individual and institutional professional development. The former entails teachers' personal endeavours, whether formal or informal, to enhance their understanding, knowledge, and teaching skills. On the other hand, the latter involves support provided by educational institutions that guides teachers throughout their careers, often involving collaborations between institutions and universities to sustain teacher education.

Another perspective, as presented by Guskey (2002), proposes that professional

development programmes generally target changes in three key areas: classroom learning practices, teacher attitudes and beliefs, and learning outcomes. Consequently, professional development programmes serve as a means to assess the practices, beliefs, and perceptions of educators in order to achieve specific goals. In this context, professional development is seen as a process where learning opportunities contribute to the development of teachers' knowledge, beliefs, and performance, ultimately impacting students' learning outcomes.

There are many reasons for teachers to be engaged in professional development; one of them is that professional development paves the way for teachers to become more confident and reliable as continued learning empowers them with tools or skills or updates existing skills (Smith, 2015); Another reason is that improvements in teachers' daily practice will lead to better learning outcomes for students (Mizell,2010); Furthermore, a professional development programme can help teachers plan their time better and stay organized. Note that other factors can be relied upon, so the above list of selected causes is not intended to be the entirety.

Some examples of previous studies with regard to teacher development and professional development model may include Alshumaimeri & Almohaisen, 2017; Ekinci & Acar, 2019; and, in the Algerian context, Mouas, 2021).

In a descriptive research design, Alshumaimeri and Almohaisen (2017) explored how involved Saudi EFL teachers

are in professional development activities and how these activities are for their teaching practices. A random sample of seventy-seven English language teachers in Riyadh, the capital of Saudi Arabia, was selected. The data collection tool used was a questionnaire. The research concluded that, according to teachers, discussing lessons with supervisors and sharing ideas about teaching with colleagues were the most practical PD activities. The study findings indicated that teachers expressed dissatisfaction with these activities and held varying opinions regarding the nature of professional development (PD).

In addition, in a qualitative study with Turkish teachers, Ekinci and Acar (2019) tried to reach a model for effective professional development by conducting research investigating the opinions of twenty primary school teachers from a district, Küçük çekmece, Istanbul, on professional development through interview. The study findings showed that an effective professional development model consists of distinct categories, namely a need, setting goals, planning, engaging in the development process, and conducting the evaluation. These categories form a constant cycle. Thus, there is a crucial requirement to provide support and supervision for activities to ensure coordination among these categories and teachers.

In the Algerian context, Mouas (2021) conducted a mixed-method research using an online questionnaire and semi-structured interviews with ten (10) EFL teachers in the Department of English and Literature at Batna University to gather information about their PD challenges and opportunities. The results conveyed that the respondents still hold the idea of traditional PD, but, at the same time, they view the necessity to reform PD activities to improve their knowledge and skills. Also, novice teachers' training received less attention from policymakers.

A review of the previous literature on teacher professional development in Algeria shows a dearth of research conducted in this field. Accordingly, the present study examines the viewpoints of teachers from Adrar University regarding the implementation of a lifelong professional development model for Algerian universities, with a particular focus on Adrar University. Hence, the researchers employed a quantitative research to address this gap and explore the most effective professional development activities teachers engage in to enhance their teaching skills. The study aims to provide a baseline for policymakers with valuable insights for future reforms in case a continuous professional development programme is to be implanted.

3. Methodology

The current paper is a quantitative research study that explores at a large-scale the strategies used by teachers for their PD at Adrar University. It also highlights teachers' opinions on the importance and impacts of PD on teachers and their learners. Furthermore, it tries to provide suggestions for a professional development programme to be implemented in the

university based on a survey of experienced teachers from different departments at Adrar University.

3.1 Research Design

The researchers' main aim in this study was to investigate university teachers' opinions about effective professional development programmes to be implemented for Algerian universities, Adrar University in particular. Therefore, the current research used a quantitative method to report statistics about Adrar university teachers' perceptions concerning professional development programmes.

3.2 Study Participants

The original sample of this study was only EFL teachers in the English Department of AdrarUniversity, but later on, it was expanded to include more departments of other faculties; reasons for this change are outlined below. Hence, the target population of this study who volunteered toparticipate and complete the online Google Forms were selected purposely from three faculties. These are the Faculty of Arts and Languages, Law & Political Sciences, and, finally, the Faculty ofEconomics, Commercial, and Management Sciences of Adrar University. The questionnaire wasemailed to (72) members, with (51) responses representing approximately 70, 83% of the population.

The rationale for selecting the aforementioned faculties is due to various reasons. First, the number of teachers in the English Department at Adrar University is small; besides, the number of responses received is insufficient to make this study reliable. Second, the issue of teacher development has implications for all teachers, regardless of their fields, and not only EFL teachers. Third, the University Quality Assurance Members are predominantly in the mentioned faculties; therefore, we presumed that valuable suggestions for an efficient professional development programme were to be provided by those teachers. Finally, the Ph.D. student works as a temporary ESP teacher in the Faculty of Economics, Commercial, and Management Sciences - Trunk Common Department, which makes gathering more feedback easier from colleagues.

Forty-one (41) participants were males, while ten were females. Participants also varied in the number of years of training experience. (i.e., (5) had 1 to 5 years, (11) had 6 to 11 years, (19) had 12to 17 years, (9) had 18 to 23 years, and (7) had more than twenty years of training experience). Concerning educational degrees, (10) had Master's Degrees, (3) had LMD Doctorate, while the rest (38) had Classical Doctorate Degrees. The respondents are experienced enough in teaching and, thus, can be expected to inform well about the professional development situation in Algerian universities. In addition, the respondents originate and graduate from different parts of Algeria, which may better represent the sample for the entire population. It is worth noting that the information presented here will be strictly anonymous for research purposes. Also, the present study is limited to university

teachers working at Adrar University only.

To assess the clarity and comprehensibility of the questionnaire, it was piloted in May 2023 with agroup of Six (06) experienced teachers, from English departments, at several universities in various provinces (Adrar, Bechar, Biskra, Laghouat, Djelfa, and Blida 2). They all have a Ph.D. degree. Therewere six participants, five males and one female, with ages spanning from their 30s to 60s. The individuals piloting the questionnaire offered suggestions for altering some questions. Consequently, modifications were made to the original questionnaire, which was initially conducted in English.

As part of the modifications, the survey was translated into Arabic to enable the participation of other teachers at the university. Additionally, although the number of questions remained unchanged, two questions was revised to get information about the faculties and departments of the participants, as the sample was expanded to include more members from Adrar University. Again, specific terms such as "EFL teachers," "English teaching," "English language teachers," and "EFL professional development programmes" were removed to ensure the survey was inclusive of other disciplines. It isimportant to note that the participants involved in the pilot study were not included in the main investigation stage under any circumstances.

3.3 Data Collection Instrument

Data collection lasted for two months. The data were collected using an online Google Forms teacher PD questionnaire. To obtain the participants' opinions on PD, a highly structured questionnaire was used as a tool based on Likert-scaling, whose results can be analysed and interpreted quantitatively. The questions (see Appendix 1) are categorized as closed-ended questions to gather quantitative data from a large group of teachers at Adrar University to answer the above three research questions.

The questionnaire is considered an effective instrument for gathering data within a relatively brief timeframe, with less effort and financial resources. Second, it is more suitable for participants' over interviews; because interviewing requires a face-to-face meeting which would not be possible due to various circumstances such as availability and teachers' time schedules being busy, mainly during exam periods. Third, structured closed questions can be coded and statistically analysed. Fourth, Likert-scales can measure variations such as attitude, agreement, frequency, quality, importance, familiarity, and likelihood, as Likert (1932) puts it.

The questionnaire underwent a thorough review by the Supervisor, a Lecturer at Laghouat University, and another Professoriate teacher from the Department of English at the University of Adrar, Algeria. The questionnaire consists of three sections. The first section includes five (05) questions designed to yield personal information about the participants as gender,

professional experience, and qualifications. The second section, however, is devoted to measuring participants' opinions regarding the professional development of teachers at Adrar University. It consists of three different but interrelated parts. The first part is entitled "The Professional Development of Teachers at Adrar University", of four (04) questions with a Likert-5 point scale (always, often, sometimes, rarely, and never) used to generate behavioral data (Dornyei,2003, p.8) about participants' present/past work; the second part is entitled "The Importance of PD"; it includes seven (07) statements that aim at measuring participants attitudes towards the importance of PD; the third part isentitled "The Impacts of PD on Teachers and Learners" and covers two questions that generate attitudinal data (Dörnyei, p.8). The third section holds "Suggestions for Effective Professional Development Programmes"; it comprises one part entitled "Teachers' Recommendations for PDP at Algerian Universities" with one question to get insights into participants' opinions on which types of PD is best to be integrated at Algerian universities.

3.4 Data Analysis

The collection of questionnaires progressed through three distinct phases. During the initial phase, responses were obtained solely from the Department of English; however, the number of responses was insufficient to conduct a comprehensive study.

In the second phase, we extended invitations to departments within the faculties mentioned earlier, resulting in additional data. Nonetheless, the responses fell short of our expectations due to the demanding nature of the second term examination period, which kept teachers occupied. In the final phase, a renewed call for participation to teachers who had not yet taken part in the survey was made. After collecting 51 questionnaires, they were printed and organized according to the three faculties that comprised the target sample. The data from the questionnaires were then coded using statistical tables to facilitate the analysis of the quantitative responses. Subsequently, to derive relevant statistical measures, calculations were performed, and results were interpreted.

However, to better understand the teacher's answers and make the presentation and discussion of the findings easier, the researchers classified the responses into positive, neutral, and negative. Therefore, the researchers combined the responses ranked as "Always" and "Often" to indicate positive aspects, as these generally signify agreement among teachers regarding frequency. The researchers followed a similar approach to the negative points by applying the same procedure. They combined the responses pointed as "Rarely" and "Never" to indicate negative aspects, as these show a lack of frequency. On the other hand, the option "Sometimes" was used to express the neutrality of teachers, where they neither strongly

agreed nor disagreed with the frequency.

4. Results & Discussion

4.1 Descriptive Statistics for Participants' Personal Information

In this section, the study presents and discusses its main findings in relation to the research questions. Descriptive statistics were utilized to calculate demographic information of the respondents, including gender, level of education, teaching experience, and faculty of work. Foremost, out of the seventy-two (72) questionnaires sent via email, fifty-one (51) responses were received from teachers, resulting in a response rate of approximately 70.83%. Therefore, the analysis was conducted based on this total number of responses.

From the results displayed in Table 1, the gender difference is evident as most of the participants are male, with forty-one (80.39%) of the total, while the remaining ten (19.60%) were female teachers. Qualifications varied across teachers' respondents. Of the total participants, ten (19.60%) Master students and three (5.88%) LMD Doctorates, while the rest thirty-eight (75.50%) hold Classical Doctorate Degrees, with fifteen (15) having a Professoriate title.

Table1. Descriptive Statistics for Respondents' Personal Information

Demographic Variables		F (n)	P (%)
Gender	Female	10	19.60%
	Male	41	80.39%
Qualifications	Magister	10	19.60%
	Doctorate LMD	3	5.88%
	Doctorate Classical	38	75.50%
Teaching Experience (years)	1-5	5	9.80%
	6-11	11	21.56%
	12-17	19	37.25%
	18-23	9	17.64%
	24-29	5	9.80%
	over 29	2	3.92%
Faculty of LLE (03 Department)		23	45.09%
Faculty of DSP (02 Departments)		14	27.45%
Faculty of SEGC (05 Department)		14	27.45%
Total		51	100%

Source: Megheni, 2023

Regarding the category of years of service, the participants in the study exhibited varying levels of teaching experience. The highest percentage (37.25%) was observed among teachers who had been teaching for 12 to 17 years. The second largest group (21.56%) comprised teachers with 6 to 11 years of experience. The smallest category (9.80%) represented teachers with 24 to 29 years of teaching experience. In short, approximately out of the 51 teachers who responded to the questionnaire, 46 had more than six years of teaching experience, while only a small number (less than 5) had five years or less of experience. This suggests that the respondents included a mix of

novice and experienced teachers, with the majority falling into the experienced category. This indicates that the respondents have accumulated significant teaching experience through several years of professional practice.

4.2 Teachers' Professional Development at Adrar University

The overall purpose of this section is to address the first research question. To this end, teachers were initially asked to rate their frequency of engaging in specialized training before teaching at the university (question 6) and the frequency of training programmes provided by the University of Adrar (question 7). The results, in terms of percentages, are presented in Table 2.

Table2. Frequency of Professional Training of Teachers at Adrar University

Frequency / Questions	A	O	S	R	N
Q6. How often did you have specialized trainingbefore teaching at the university?	4 = 7.84%	6 = 11.76%	8 = 15.68%	4 = 7.84%	29 = 56.86%
Q7.How often does your university providea training programmefor teachers?	5 = 9.80%	4 = 7.84%	21=41.17%	10 = 19.60%	11 = 21.56%

Source: Megheni, 2023

The above table shows that most respondents (64.70%) agreed on the question (6) that teachers did not follow specialized training before teaching at the university. However, only a minority (19.60%) expressed that they had had training before teaching at the university, while less than half of the teachers remained neutral (15.68%).

Concerning question (7), among (51) respondents (70.83%), more than half of the teachers (41.16%) identified their negative points with the fact that Adrar University did not provide a training programme for teachers, while less than half of the teachers expressed their positive views (17.64%). Eventually, slightly more than half of the teachers (41.17) stayed neutral, neither often nor rarely; this higher percentage could suggest that if teachers were given more opportunities for their professional development, they would implement more positive views towards question seven.

When asked about their satisfaction with the training programme at Adrar University, 11 out of 51teachers (21.56%) responded positively, showing that they were satisfied, while 12 respondents (23.52%) expressed dissatisfaction with the programme. Yet, ten teachers chose not to provide any response at all. It is worth noting that a higher percentage of teachers remained neutral, neither satisfied nor dissatisfied (Table 3).

Table 3. Satisfaction with Professional Development

Q8. Are you satisfied with this training programme?	F (N)	P (%)
Very Satisfied	1	1.96%
Satisfied	10	19.60%
Neutral	20	39.21%
Disagree	2	3.92%
Very Disagree	10	19.60%
No Answer	8	15.68%

Source: Megheni, 2023

Later on, the researchers tried to understand what PD activities the participants were engaged in; results yielded that most respondents relied on PD activities to enhance their profession. The table below lists the fourteen professional activities as proposed in the questionnaire. Teachers were presented with a list of diverse activities and were requested to demonstrate the frequency they used to incorporate each into their teaching practices. The activities were listed randomly to avoid any potential bias in their responses.

Table 4. The Most Useful PD Activities

Professional Development Activities	(A/O)	S	(R/N)
Act 1: Individual Works	40 (78.4%)	9 (17.6%)	2 (3.9%)
Act 2: Study Groups	11 (21.5%)	16 (31.3%)	24 (47%)
Act 3: Training	8 (15.6%)	19 (37.2%)	24 (47%)
Act 4: Portfolios			(100%)
Act 5: Peer Observation	11 (21.5%)	15 (29.4%)	25 (49%)
Act 6: Collaborative Projects	7 (13.7%)	14 (27.4%)	30 (58.8%)
Act 7: Seminars / Conferences	29 (56.8%)	11 (21.5%)	11 (21.5%)
Act 8: Action Research	14 (27.4%)	18 (35.2%)	19 (37.2%)
Act 9: Reading professional materials	21 (41.1%)	15 (29.4%)	15 (29.4%)
Act 10: Listening to Conference Audio Tapes	13 (25.4%)	17 (33.3%)	21 41.1%)
Act 11: Focused Conversations	10 (19.6%)	19 (37.2%)	22 (43.1%)
Act 12: Internet Research	45 (88.2%)	5 (9.8%)	1 (1.9%)
Act 13: Mentorship	19 (37.2%)	15 (29.4%)	17 (33.3%)
Act 14: Self-Reflection	37 (72.5%)	11 (21.5%)	3 (5.8%)
Act 15: Others	4 answers only out of 51.		

Source: Megheni, 2023

Regarding the first research question, table 4 offers insights into the activities that Adrar University teachers commonly operate to enhance their professional growth. Among the 51 respondents, a significant majority of forty teachers

(78.4%) identified individual work as the most valuable approach. These activities encompass reading academic journals, seeking mentorship, conducting internet research, engaging in self-reflection, and actively participating in seminars/conferences (56.8%). The survey revealed that teachers also indicated a higher level of agreement regarding using the Internet for accessing teaching materials, with 88.2% sounding their endorsement. Similarly, 72.5% of the participants acknowledged the significance of self-reflection as an approach for self-analytical growth, aligning with examining the teacher's practices systematically and rigorously (Rolfe et al., 2001). Additionally, teachers believed that PD can be significantly enhanced by engaging in reading academic materials, with 41.1% of participants endorsing this activity, encompassing magazines and journals. The teachers' preference for individual activities as the most effective approach reflected their practical experiences, aligning with their frequent usage of such activities. These views affirm the results obtained from question six of the questionnaire, which point out that Algerian universities, in general, and Adrar University, in particular, lack sufficient continuous training opportunities for in-service teachers.

Thus, teachers must rely on self-directed efforts to enhance their professional growth. Conversely, the most remarkable aspect was the response towards team activities; including study groups, peer-observations, collaborative projects,

focused conversations, and action research, which were perceived as the least useful, with the highest percentages attributed to those activities expressing negative points (rarely/never). This observation could imply that teachers still adhere to the traditional concept of professional development, which primarily involves direct teaching and relies heavily on self-directed efforts.

Teachers were also allowed to mention any other PD activities that are not on the above list but which they engaged in. Only four respondents out of 51 reported the following items: training abroad, online courses, virtual conferences, webinars, professional networking, peer-reviewing, and traveling to other countries for professional development purposes.

4.3 Teachers' Perceptions Regarding PD Importance

When asked whether PD is significant for teachers to perform their job in a better way (Q.10 in the questionnaire), fifty-one (100%) out of 51 respondents answered yes: professional development of teachers is so important. Afterward, teachers were asked to rate their level of agreement with a list ofseven statements related to TPD's importance to answer the second research question. The results arereported in Table 5 below.

Table 5. Teachers' Views on the Importance of PD

Statements	Strongly Agree	Neutral	Strongly Disagree
a. Professional development creates more confident teachers.	50 (98%)	1 (1.9%)	0.00%
b. Professional development increases teacher motivation.	48 (94.1%)	3 (5.8%)	0.00%
c. PD improves the academic knowledge and values of teachers.	49 (96%)	2 (3.9%)	0.00%
d. PD training can help teachers develop better organization & planning skills.	48 (94.1%)	3 (5.8%)	0.00%
e. PD programmes benefit the university as a whole.	51 (100%)		0.00%
f. PD improves your understanding of the national curriculum requirements.	46 (90.1%)	4 (7.8%)	1 (1.9%)
g. PD has a positive impact on learners' outcomes.	46 (90.1%)	5 (9.8%)	0.00%

Source: Villegas-Reimer, 2003, 19-23.

The findings revealed that more than 90% of the teachers agreed with the statements mentioned in the above table. However, the most striking answer recorded in Table 5 was the unanimous agreement of all fifty-one teachers surveyed (100%), who strongly believe that PD programmes present valuable opportunities to the university. A vast majority of teachers, composing ninety-eight percent (fifty teachers), and expressed strong agreement that professional development (PD) serves in fostering teacher confidence and ultimately contributes to their overall effectiveness in the classroom. Yet, 96 percent (forty-nine teachers) strongly agreed that PD programmes significantly enhance their academic knowledge and values. Furthermore, an overwhelming majority of teachers, comprising 94.1% (48 teachers), acknowledge that PD programmes boost their motivation and help them develop better organization and planning skills. Yet, only forty-six (90.1%) teachers agreed with the statements asserting that PD improved their understanding of national curriculum requirements and would positively impact learners' outcomes. However, less than five teachers (9.8%) showed neutral attitudes to the above statements. This fact indicates that while the majority of teachers recognize the motivational and organizational benefits of PD, there may be varying perceptions regarding the extent of its impact on understanding curriculum requirements and influencing learners' outcomes.

To further validate the influence of professional development (PD) programmes on teachers and their impact on learners' achievements, teachers were asked to rate their level of agreement with the statement affirming that PD programmes have a significant effect on teachers and learners' achievements. The reported results showed that most of the participants (98%), fifty out of 51, strongly agree that PD programmes have a notable impact on teachers. Only one participant responded neutrally to the question, indicating a relatively minor exception. The teachers' responses further reinforced the significance of the TPD programme's impact on learners' attainments. A considerable proportion of teachers, 90.1%, voiced a high level of agreement with the statement that the TPD programme has an additional positive effect on students' performance. However, a small percentage, 5.8%, embraced a neutral stance, revealing some uncertainty or lack of strong opinion. Merely 3.9% of teachers disagreed with the idea that the TPD programme would influence students' performance. These results demonstrate a notable concurrence among the teachers, with the majority admitting the positive influence of the TPD programme on learners' academic outcomes.

4.4 Teachers' Perceptions with regard to Effective PDP to Be Implemented at Adrar University

The final question tried to explore teachers' views with regard to the best type of professional development to be implemented at Algerian universities.

In other words, Villegas-Reimers (2003) divided the different types of professional development into two big groups named 'organizational partnership model' and 'individual model'. Thus, teachers were asked to select between these two models so as to determine which type is best to implement at Algerian universities. The results are reported below in Table 6.

Table 6. Teachers' Views with regard to Effective PDP

Models		
a. Organizational Partnership Models (Individual Models for each University)	**Frequency (n)**	23
	Percentage (%)	41.1%
	No Answer	6 (11.7%)
b. Organizational Partnership Models (Standard Models for All Universities)	**Frequency (n)**	15
	Percentage (%)	29.4%
	No Answer	0.00%
c. Individual Models (Personalized ways of PD)	**Frequency (n)**	7
	Percentage (%)	13.7%
	No Answer	0.00%

Source: Villegas-Reimers, 2003,70.

Teachers seem to have different views on the type of professional development programme most appropriate in Adrar University. The most common pattern selected in the table above is the "Organizational Partnership Model", with 23 (41.1%) responses out of 51. However, 15 (29.4%) of the respondents have

reported they suggest the "Standard/Common Model" for all universities as an efficient professional development programme for teachers, while only seven teachers (13.7%) suggested the last type in the above table which is the "Individual Model". Finally, six participants (11.7%) provided no answer at all.

5. Conclusion

The current study was conducted to investigate how often teachers at Adrar University engage in particular professional development activities and which professional development activities they find practical for their professional development. Furthermore, the study seeks to report their views toward effective PD programmes, which can inform and inspire policymakers on the qualified teachers in case lifelong professional development programmes are implemented.

The results showed that most teachers had never received special training before teaching at the university. However, due to the Ministry of Higher Education Decision n° 932 of July 28th, 2016, the University of Adrar, from November 4th to May 2017, started providing novice recruits 130 hours of pedagogical training before being confirmed in their profession at the university. The PD activities viewed by teachers to progress professionally were individual work, such as reading journals,

searching the internet, self-reflection, and participating in seminars. The study also revealed that collaborative projects among teachers were the least frequent PD

activities that teachers engaged in. Training abroad, online courses, virtual international conferences, webinars, professional networking, peer-reviewing, and traveling to other countries for professional development purposes were also significant for their professional development; regrettably, Adrar University currently lacks the aforementioned professional development (PD) programmes. However, the importance of PD for teachers' advancement has been strongly affirmed. Likewise, there is a prevailing consensus regarding the positive impact of PD on both teachers and their learners. As far as the choice of PD model to be implemented at the university is concerned, teachers held diverse perspectives. However, most of them preferred an organized model specific to Adrar University. This viewpoint is rooted in the belief that each region possesses unique characteristics and requirements, necessitating a customized approach to professional development.

Teaching is a continuous professional activity that requires implementing professional development programmes ready to assist teachers in their lifelong learning. This study provides ample information for policymakers and educators to consider in future reforms, as it presents teachers' perspectives, requirements, and recommendations regarding effective professional development programmes. The results add credits to the efforts of the Ministry of Higher Education toward teachers' training and development. More in-depth studies are required to evaluate existing professional development

initiatives utilized by teachers in different universities to understand their perceptions concerning professional development activities in Algeria. Further research is recommended to offer a concise and informed assessment regarding the most effective professional development programme for facilitating teachers' learning endeavours.

6. Limitations & Recommendations for Further Research

The current research has certain limitations that should be acknowledged. Firstly, the sample size was limited to the university teachers of the province of Adrar; therefore, future studies on the PDP could include other regions in Algeria. Additionally, the study focused solely on exploring the PD programme implemented by teachers in Adrar; thus, future studies could expand their scope to encompass multiple PD programmes across different universities, allowing for comparative analysis. Furthermore, the study encountered difficulties obtaining substantial feedback from the English department due to time constraints that coincided with the second term examination period. These challenges arose because of the limited opportunities for extensive input from the English department within the given timeframe of the study. Thus, it was necessary to enlarge the target sample to include other departments. It is recommended that professional development programmes for English language teachers would be specifically examined qualitatively in future research.

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8. *Appendices*

A Questionnaire for Adrar University Teachers

Dear Colleagues,

We are conducting a research on "Teachers' Opinions About a Lifelong Professional DevelopmentModels to Be implemented for Adrar University". Therefore, you are kindly requested to respond to this questionnaire, which is a tool for gathering necessary data for the accomplishment of this research work. Please, answer by ticking (√) in the right box (es) or by filling in the gaps. Be sure thatyour responses will be anonymous and will be used for research purposes only.

About the questionnaire:

TPD: Teacher Professional Development

PD: Professional Development

PDP: Professional Development Programmes

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Section One: Participants' Personal Information (* Obligatory)

Q1. What is your gender? *

◯ Male ◯ Female

Q2. What are your qualifications? *

◯ A Magister Degree

◯ A Doctorate Degree (LMD Sys)

◯ A Doctorate Degree (Classical Sys)

◯ Others

Q3. How long have you been teaching English at university? *

1-5 years	6-11 years	12-17 years	18-23 years	24-29 years	Over 29 years

Q4. Identify your Faculty ? *

………………………………….

Q5. Which Department do you work for? *

…………………………………

Section Two: Participants' Opinions towards PD of Teachers

Part A: The Professional Development of Teachers at Adrar University

Q6. How often did you have any specialized training before teaching at the university?

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

Q7. How often does your University provide a training programme for teachers?

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

Q8. If yes, are you satisfied with this training programme?

Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
○	○	○	○	○

Q9. What kind of activities do you use most for your professional development? *

a. Individual Works (Classroom observation, teaching conferences, case studies, and so on)

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

b. Study Groups

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

c. Training

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

d. Portfolios

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

e. Peer-Observation

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

f. Collaborative Projects

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

g. Seminars/ Conferences

Always	Often	Sometimes	Rarely	Never
○	○	○	○	○

h. Action Research

Always   Often   Sometimes   Rarely   Never

○   ○   ○   ○   ○

i. Book Study/ Journaling

Always   Often   Sometimes   Rarely   Never

○   ○   ○   ○   ○

j. Conference Audio Tapes (Audio cassettes, CD-ROMs, and MP3s)

Always   Often   Sometimes   Rarely   Never

○   ○   ○   ○   ○

k. Focused Conversations (Talking Together)

Always   Often   Sometimes   Rarely   Never

○   ○   ○   ○   ○

l. Internet Research

Always   Often   Sometimes   Rarely   Never

○   ○   ○   ○   ○

m. Mentorship

Always   Often   Sometimes   Rarely   Never

○   ○   ○   ○   ○

n. Self-Reflection (reflection: on action, for action, and in action.)

Always   Often   Sometimes   Rarely   Never

○   ○   ○   ○   ○

Others: ………………………………………………………………………….

Part B: The Importance of Teacher Professional Development

Q10. From your experience, how significant is professional development for you?

Very important   Important   Neutral   Unimportant   Very unimportant

○   ○   ○   ○   ○

Q11. To what extent do you agree with the following statements related to TPD's importance?

a. Professional development creates more confident teachers.

Strong Agree   Agree   Neutral   Disagree   Strongly Disagree

○   ○   ○   ○   ○

b. Professional development increases teacher motivation

Strong Agree   Agree   Neutral   Disagree   Strongly Disagree

○   ○   ○   ○   ○

c. Professional development improves academic knowledge and values of teachers

Strong Agree   Agree   Neutral   Disagree   Strongly Disagree

○　　　　　　○　　　　　　○　　　　　　○　　　　　　○

d. PD training can help teachers develop better organization and planning skills

Strong Agree　　　　Agree　　　　Neutral　　　　Disagree　　　　Strongly Disagree

○　　　　　　○　　　　　　○　　　　　　○　　　　　　○

e. Professional Development programmes benefit the University as a whole

Strong Agree　　　　Agree　　　　Neutral　　　　Disagree　　　　Strongly Disagree

○　　　　　　○　　　　　　○　　　　　　○　　　　　　○

f. Improves your understanding of national curriculum requirements

Strong Agree　　　　Agree　　　　Neutral　　　　Disagree　　　　Strongly Disagree

○　　　　　　○　　　　　　○　　　　　　○　　　　　　○

g. Professional development has positive impacts on learner's outcomes.

Strong Agree　　　　Agree　　　　Neutral　　　　Disagree　　　　Strongly Disagree

○　　　　　　○　　　　　　○　　　　　　○　　　　　　○

Part C: The Impacts of TPD on Teachers and Learners

Q12. Do you agree that TPD programmes have significant impact on teachers?

Strong Agree　　　　Agree　　　　Neutral　　　　Disagree　　　　Strongly Disagree

○　　　　　　○　　　　　　○　　　　　　○　　　　　　○

Q13. Do you agree that TPD programmes have further impacts on learners' achievements?

Strong Agree　　　　Agree　　　　Neutral　　　　Disagree　　　　Strongly Disagree

○　　　　　　○　　　　　　○　　　　　　○　　　　　　○

Section Three: Suggestions for Effective Professional Development Programmes
Part D: Teachers' Recommendations for a PDP at Algerian universities.

Q14. Teacher Professional development may take various forms. However, all the different types of professional development can be divided into two big groups: "organizational partnership models" and "individual models" (Villegas-Reimers, 2003). Based on your experience, which types of professional development is best to implement atAlgerian universities?

○ **a.** Organizational Partnership Models (Individual Model for Each University)
○ **b.** Organizational Partnership Models (Standard Model for All Universities)
○ **c.** Individual Models (Personalized ways of Professional Development)

Thank you for your time, effort and collaboration.