

## Reality of Teacher Professional Development Programs in Light of Professional License Standards in Saudi Arabia

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### Abstract

The current study examined the reality of professional development programs for teachers according to the educational professional license. The descriptive approach was used to analyze the necessary practices and standards of a professional license for education in Saudi Arabia. A questionnaire was developed to identify the teachers' opinions concerning professional development programs. The questionnaire was administered to 135 male and female teachers in Najran schools. The results showed that the professional development programs, in which the teachers participated, contributed highly to providing them with knowledge and skills. The results also indicated that the professional development programs have raised the participants' awareness to a medium degree in three practices. In the light of the results, some recommendations were suggested.

**Keywords:** development programs, professional license standards, teachers, Saudi Arabia

during service. Despite the importance and effectiveness achieved by professional development programs, this effectiveness remains subject to its suitability for the objectives for which they were set as well as developments in various fields. Accordingly, this requires the necessity of assessing the suitability of these programs and their achievement of professional standards and licenses for practicing the profession to help decision-makers identify strengths and weaknesses and identify development ways.

Kaewtong et al. (2022) indicated that professional development programs should be continually assessed to ensure the identification of the actual competencies desired to be available and the evaluation of training. Sorge et al. (2019) emphasized that the frameworks of knowledge and skills that are included in professional development programs for teachers must be continuously developed and updated to keep pace with changes and developments.

Several studies have been concerned with assessing the effectiveness of professional development programs in various contexts. Abu Hameed (2011) indicated that professional development programs using information and communication technology have contributed to providing teachers in Jordan with skills to deal with digital

### Introduction

The teacher is the focus of the educational system. Education policies and systems cannot be developed and changed without development. Therefore, the professional development of the teacher is the main step in developing the educational system. The teacher's professional development directly affects the quality of learning outputs. Also, it is the main pillar in the success of development and improvement processes for various aspects and fields of the educational system. The current developments have imposed a great necessity and urgent need for professional development programs to keep pace with the rapid development of all areas and professions. They require teachers to keep up with these developments and place new responsibilities and roles on teachers to be an effective and productive element in building educational communities to effectively and creatively perform their roles and tasks.

In-service professional development programs are one of the main approaches to professional development for teachers. Professional development programs are concerned with teachers who have previously been prepared for the profession. They are concerned with preparing teachers for the teaching profession since joining the teacher preparation institutions as well as after graduation and

Al-Mutairi (2017) concluded the need to intensify professional development programs and provide adequate opportunities for teachers to apply associated practices and continuous assessment for improvement and development. Also, Al-Anzi (2019) provided a vision of professional development programs for mathematic teachers in Kuwait in light of the requirements of Trends of the International Mathematics and Science Studies (TIMSS). Powell and Bodur (2019) assessed teachers' perceptions of professional development programs offered online. They found that although teachers had easy access to professional development programs, opinions varied on the quality of practices resulting from receiving professional development online. Al Qarni (2019) concluded that summer training programs in light of professional competencies from the point of view of Al Qunfudhah region teachers included basic professional competencies such as teaching planning, implementation, and assessment of teaching. Postholm (2018) indicated that professional development programs for teachers still need further studies to ensure that they are appropriate for the requirements of practicing the teaching profession and adhering to the associated standards. Working in any profession is not limited to a specific certificate, level of education, or practical training. It requires meeting a number of requirements that suit the profession and qualifying the individual to work. Therefore, he can succeed and achieve the hopes placed on him and overcome the challenges that stand in the way of excellence, creativity, and competition in the fields of the profession. It makes it imperative for everyone working in the education profession to acquire the scientific, ethical, and intellectual components that make him a driving force toward success (Education and Training Evaluation Authority, 2018).

Brian (2000) defines the license of the teaching profession as a work document adopted by an official body. According to it, the teacher practices the profession of teaching for a specific period, in which office points are calculated through educational activities that the teacher has practiced himself or through coordination with the educational supervisor. The professional license for education in the Kingdom of Saudi Arabia aims to raise the quality of teachers' performance, improve their

technologies and employing them in education. There were factors affecting the effectiveness of professional development programs. They included the teacher's conviction, timing, and styles of training, the content and methods of training programs, and their suitability to the criteria of promotion and accreditation. In terms of the gap between theory and application, the results of the study reached different results according to the opinion polls that were implemented. The study concluded that participation in professional development programs should be linked to professional incentives, specialized in training, and rely on integrated training, a mix of face-to-face training and e-training. Therefore. There is a necessity to provide adequate opportunities to practice the professional development skills that have been trained as well as continuous monitoring of the impact of these programs and their reflection on learning outcomes.

Alshehry (2018) conducted a study to identify challenges and opportunities for improvement for professional development programs using a case study. It explored the real situation of professional development programs for science teachers in the Kingdom of Saudi Arabia. The study recommended the need for improving teachers' performance and focusing efforts on improving teaching practices, accuracy in determining the necessary training needs, and reaching the best training methods used in professional development programs. The study also emphasized the need to train teachers to identify their needs, practice professional standards and skills, and actively participate in program professional development.

Ramírez-Montoya et al. (2021) revealed the future trends of teacher preparation and professional development programs. They indicated that scientific and technological developments imposed new requirements on those responsible for education including the teacher. They resulted in the continuous need to research professional development programs and training methods on which they are based as well as analyze the needs of teachers in light of international frameworks and standards related to the teaching profession. The results of the study revealed five domains for researching professional development programs. They are content characteristics, teacher training needs, training methods and professional development, education plans and policies, and future requirements.

effective role in achieving indicators of the effectiveness of the educational process.

In light of the above, the importance of teacher professional development programs becomes clear as well as the discrepancies in the results of studies regarding their effectiveness and teachers' opinions. This confirms the need for continuous assessment of teacher professional development programs. Also, the importance of the topic is evident in the professional license to practice the profession of education and the need to provide professional development that enhances teachers' chances of obtaining it as well as continuing to provide the appropriate qualification to ensure that it keeps pace with its renewed requirements.

### **Problem statement**

Many factors affect the efficiency and effectiveness of the educational system. The teacher comes on top of these factors because the teaching and learning processes depend on him. In turn, this affects the efficiency of learning outcomes. To ensure the efficiency and quality of teacher performance, many studies have confirmed, and countries have rushed to pay attention to the professional license to practice the teaching profession. Many countries have adopted this trend and required obtaining a license to teach. The teacher is allowed through this license to practice and continue the teaching profession. In this context, the Kingdom of Saudi Arabia had distinguished efforts to approve professional licenses to practice the profession of education. The project to develop national professional standards for teachers prepared by the National Center for Measurement and Evaluation is one of its pillars. The Board of the Education and Training Evaluation Authority of Saudi Arabia approved the so-called professional license for holders of educational jobs in 2020. This professional license is a document issued by the Education and Training Evaluation Authority following specific criteria and controls that the recipient is qualified to practice education. The professional license to practice the teaching profession includes three main areas. The first area entitled, professional values and responsibilities, includes three main criteria (commitment to moderate Islamic values, professional ethics, strengthening national identity, continuing professional development, professional interaction with educators and society). The second area entitled, knowledge

ability and skills, and ensure that they possess the required competency to practice the profession of education and perform this job in the required manner. These efforts are to ensure the quality of education provided to students and improve their learning, enhance the role of teachers and raise their qualifications, follow up on their level of progress, and provide the necessary support and training. They are also to control their professional progress, find a common professional language among teachers, express their professional requirements, and provide the community with clear national foundations and rules for the teaching profession (Education and Training Evaluation Authority, 2018).

Darling-Hammond et al. (2019) emphasized that licensing for teaching focuses on the quality of teaching and learning processes and contributes to the diagnosis of strengths and weaknesses both in teacher preparation from the outset, in teacher professional development programs, and how they are planned, implemented and managed. The professional license for teaching is an active entry point in identifying and evaluating training needs and the nature of professional development programs to be developed and enabling the teacher to implement the practices and standards he should have.

Al-Harbi and Al-Manea (2015) aimed to present a vision of professional licensing in education in the Kingdom of Saudi Arabia. This vision includes a study of international standards for teaching licensing systems in (6) countries: the United States of America, England, Canada, Japan, Singapore, and Australia. Amani Abdel Salam (2019) presented a proposed vision for developing professional development programs at the Teacher Professional Academy to meet licensing requirements concerning the experiences of some countries. They include planning professional development programs for teachers, objectives, content, standards for professional development programs, specifications of training cadres, necessary equipment and requirements, evaluating professional development programs, and professionalism. This notion was confirmed by Al-Mutairi (2017) who emphasized the necessity of applying for a license to practice the profession for teachers because of its

- What is the reality of professional development programs in light of the requirements for obtaining a professional license from a sample of teachers' perspective in the field of professional knowledge?
- What is the reality of professional development programs in light of the requirements for obtaining a professional license from a sample of teachers' perspective in the field of professional practice?
- What are the factors that cause low utilization of professional development programs to achieve the requirements for obtaining a professional license from a sample of teachers' perspective?

### **Research objectives**

The study aims to

- Diagnose the reality of professional development programs in light of the requirements for obtaining a professional license from a sample of teachers' perspective.
- Identify the factors that cause low utilization of professional development programs to achieve the requirements for obtaining a professional license from a sample of teachers' perspective.

### **Significance of the study**

The following groups are expected to benefit from the current research results:

- Teacher; the study will emphasize the conditions and requirements for obtaining a professional license for teaching jobs, and thus identify and meet their training needs.
- Decision-makers and institutions: the study will provide professional development services in terms of identifying teachers' perspectives and diagnosing the reality of the professional development programs offered, and then identify the strengths and weaknesses of the programs offered, work to develop them, and plan improvement ways.
- Faculties of education and teacher preparation institutions: the study will contribute to developing their curricula and educational services in light of the professional standards and practices necessary to obtain a professional license for educational jobs.

### **Methodology**

The research used the descriptive analytical approach by analyzing the necessary practices and standards to obtain a professional license

professionalism, includes four main criteria: (commitment to language and quantitative skills, knowledge of the learner and how to learn it, knowledge of the content of the specialty and its teaching methods, knowledge of general teaching methods). The third area entitled, professional practice, contains three criteria (planning and implementation of teaching, creating an interactive and supportive learning environment for the learner, Evaluation) (Education and Training Evaluation Authority, 2018).

In conjunction with these changes, the Ministry of Education is working to offer training programs that would contribute to the professional development of teachers. Despite this, teachers' opinions remain different toward these programs. Through communication and discussions with a sample of teachers participating in graduate programs in the Faculty of Education, it became clear that there are different opinions regarding the effectiveness of these programs and their ability to qualify them to meet the requirements for obtaining a professional license to practice education. Also, this was confirmed by previous relevant studies, which indicated that there was a difference in the results regarding the effectiveness of these programs. Those studies emphasized the need for continuity in the assessment and development of professional development programs for the teacher. This is to ensure keeping pace with the professional standards and practices contained in the professional license to practice the profession.

In light of the foregoing, the importance to assess the reality of teacher professional development programs and the extent to which they comply with the requirements of applying the standards and practices of the professional license to practice the profession is clear. The problem of research can be summarized in the following key question: What is the reality of professional development programs for teachers based on the educational professional license? The following sub-questions are as follows:

- What is the reality of professional development programs in light of the requirements for obtaining a professional license from a sample of teachers' perspective in the field of professional values and responsibilities?

-Period: The research instrument was applied in the second semester of the year 1443/1444 AH. **Instrument of the study**

A questionnaire was prepared to explore the opinions of a sample of teachers concerning professional development programs and their suitability to the required practices and standards to obtain a professional license for educational jobs. The questionnaire was prepared through the following steps:

The objective of the questionnaire was identified, the perspectives of a sample of teachers and educational supervisors in the different educational stages regarding the reality of professional development programs and their suitability for the necessary practices and standards to obtain a professional license to practice the teaching profession. Also, the study aimed to identify obstacles and recommend necessary proposals for the development of professional development programs in light of the requirements for obtaining a professional license. Then, the questionnaire domains were determined. The questionnaire domains were determined in light of the areas of the professional license for educational jobs as shown in Table 1.

for education jobs in the Kingdom of Saudi Arabia. It also surveyed the opinions of a sample of teachers about the reality of the professional development programs and their suitability with the required standards and practices to obtain a professional license for educational jobs.

#### **The sample of the study**

The questionnaire was applied to a sample of (135) male and female teachers in Najran schools.

#### **Research delimitations**

-Topic: The research surveyed teachers' opinions on the reality of professional development programs in terms of their objectives, content, training methods, and adequacy to achieve the requirements of a professional license for educational jobs, and the obstacles facing professional development programs.

-Place: the research was applied to two regions: Riyadh and Najran.

-Human: the research was applied to a sample of male and female teachers in Najran and Riyadh, who participated in professional development programs.

Table 1. Questionnaire domains and items

Domain	Number of items
The first domain: the appropriateness level of professional development programs to meet the requirements for obtaining a professional license in the field of professional values and responsibilities.	12
The second domain: the appropriateness level of professional development programs to meet the requirements for obtaining a professional license in the field of professional knowledge.	14
The third domain: the appropriateness level of professional development programs to meet the requirements for obtaining a professional license in the field of professional practice.	20
The fourth domain: the factors that cause low utilization of professional development programs to achieve the requirements for obtaining a professional license from a sample of teachers' perspectives.	9

The questionnaire reliability was calculated using the test-retest method. The questionnaire was applied to a sample of (5) teachers who participated in professional development programs. After two weeks, the same questionnaire was re-applied to them. The correlation coefficient between the two tests was calculated. The value of the correlation coefficient between the two applications

The questionnaire validity was calculated by presenting it to a group of experts. They are faculty members in the Faculty of Education at Najran University as well as a sample of teachers who have been involved in professional development programs. In light of their opinions, the necessary amendments were made.

the questionnaire items about the reality of benefiting from professional development programs in achieving the requirements for obtaining the professional license for educational Jobs were determined. Because the questionnaire was designed on a three-Likert scale, the value of the range is (2), and the length of the period is (0.666) to explain the extent of benefit from professional development programs.

The first research question: What is the reality of professional development programs in light of the requirements for obtaining a professional license from a sample of teachers' perspective in the field of professional values and responsibilities?

To answer this question, the researcher processed the sample responses, which amounted to (135) male and female teachers in Najran. Then, the data was analyzed and processed statistically as shown in Table 2:

scored (0.86), which indicates an acceptable reliability coefficient for the questionnaire.

The researcher set the final version of the questionnaire. Then, it was programmed using Microsoft forms, and the link for the questionnaire was distributed.

#### Data analysis

In light of the research questions and the obtained data, a set of statistical methods were used: frequencies, percentages, means, and standard deviations.

#### Results and discussion

The descriptive statistics results of the application of the research instrument (the questionnaire).

After collecting and processing the data statistically using the SPSS v25 program, the researcher calculated frequencies and percentages for each item response. Also, means and standard deviations were extracted. Then, the research sample responses to each of

Table 2. Frequencies, percentages, and means of the sample responses toward the reality of professional development programs in light of the requirements for obtaining a professional license in the field of professional values and responsibilities

N	Indicators	Agreement degree						M	SD	Benefit
		Agree		Neutral		Disagree				
First domain: Professional Values and Responsibilities: I find that the professional development programs helped me to:										
1	Design educational experiences, activities and situations that promote Islamic values, tolerance, and moderation among students	Rep	%	Rep	%	Rep	%			
		98	72.6	37	%27.4	0	%0	2.72	0.44	high
2	Design attitudes and experiences that reinforce the values of loyalty and belonging to the homeland and its leadership, and pride in the national identity and Saudi heritage	Rep	%	Rep	%	Rep	%			
		78	%57.8	57	%42.2	0	%0	2.57	0.49	high
3	Design educational activities that promote respect for the other's culture and different points of view.	Rep	%	Rep	%	Rep	%			
		87	%64.4	48	%35.6	0	%0	2.64	0.48	high

4	Apply the Professional Ethics in my work and in dealing with others	86	%63.7	49	%36.3	0	%0	2.63	0.48	high
5	Plan to develop my professional performance in light of my needs	6	%4.4	87	%64.4	42	%31.3	1.73	0.53	medium
6	Learn and apply modern methods in my field of work	57	%42.2	48	%35.6	30	%22.2	1.54	0.50	low
7	Evaluate my professional performance according to standards and practices.	21	%15.4	83	%61	31	%22.8	1.92	0.61	medium
8	Be an active member of professional societies, and strengthening my relationships with my colleagues in the profession	28	%20.6	66	%48.5	41	%30.1	1.90	0.71	medium
9	Explore issues and problems associated with my profession, and suggest remedial plans.	62	%45.6	73	%53.7	0	%0	2.45	0.50	high
10	Engage my classmates to discuss issues and initiatives that enhance my performance in the classroom environment	65	%47.8	70	%51.5	0	%0	2.48	0.50	high
11	Communicate Positively with parents in a variety of ways	79	%58.1	56	%41.2	0	%0	2.58	0.49	high
12	Participate effectively in social events that enhance the relationship with the local community.	89	%65.4	40	%29.4	6	%4.4	2.61	0.57	high

responsibilities came with a medium degree, a means of (2.31). The results concluded that the professional development programs in which the sample members participated, contributed to a high level in providing them with

Table 2 indicated that the first domain, the appropriateness level of professional development programs to meet the requirements for obtaining a professional license in the field of professional values and

performance was evaluated in light of specific standards and practices”, which has a means of (1.92) and a low standard deviation of (0.61). Then, “Be an active member in professional societies and strengthen my relationships with my colleagues in the profession” followed by a means of (1.90) and a standard deviation of (0.71). After that, the practice “I plan to develop my professional performance in light of my needs” came with a means of (1.73) and a low standard deviation of (0.53). These results indicate that the effect and contribution of professional development programs in which the sample members participated were medium in these practices. Also, the low value of the standard deviations of these items indicates that there was agreement among the sample members. The results indicated the low effect of professional development programs in introducing teachers to modern methods of teaching and application with a means of (1.54) and a low standard deviation. This result indicates agreement between the sample members. In light of literature, this result is consistent with some studies such as Abdul Salam (2019), Al-Harbi and Al-Manea (2015), Al-Anzi (2019), and Al-Mutairi (2017).

The second research question: What is the reality of professional development programs in light of the requirements for obtaining a professional license from a sample of teachers' perspective in the field of professional knowledge?

To answer this question, the researcher processed the sample responses, which amounted to (135) male and female teachers in Najran. Then, the data was analyzed and processed statistically as displayed in Table 3:

knowledge and skills related to the following professional practices and standards. They include designing educational experiences, activities, and attitudes that promote Islamic values, tolerance, and moderation among students, designing situations and experiences that reinforce the values of loyalty and belonging to the homeland and its leadership, and pride in the national identity and Saudi heritage, and designing educational activities that promote respect for the culture of the other and different points of view. The standards also include participation actively in social events that promote the relationship with the local community, positive communication with parents in various ways, and designing situations and experiences that enhance the values of loyalty and belonging to the homeland and its leadership and pride in the national identity and Saudi heritage. In addition, they contain participating with my colleagues to discuss issues and initiatives that enhance my performance in the classroom, exploring issues and problems associated with my profession, and suggesting remedial plans. All the values of the means for these items ranged between (2.45 - 2.72) and had a high impact with low values of the standard deviations for all items. They ranged between (0.44 - 0.71), which indicates the sample agreement on the professional practices and standards improved in the field of professional values and responsibilities because of participating in professional development programs.

The results also indicated a medium effect of professional development programs concerning three practices: “My professional

Table 3. Frequencies, percentages and means of the research sample responses toward the reality of professional development programs in light of the requirements for obtaining a professional license in the field of professional knowledge

N	Indicators	Agreement degree						M	SD	Benefit
		Agree		Neutral		Disagree				
Second domain: Professional knowledge:										
I find that the professional development programs helped me to:										
	Item	Rep	%	Rep	%	Rep	%			
13	Understand texts, realizing grammar and spelling rules	101	%74.3	34	%25	0	%0	2.74	0.43	high
14	Use influence and persuasion	28	%20.6	66	%48.5	41	%30.1	1.57	0.49	low



	techniques to enhance students' understanding of learning									
15	Write articles, scientific papers and research in a specialized field.	0	%0	77	%56.6	58	%42.6	1.15	0.50	low
16	Properly apply the knowledge, skills, and values associated with my specialization.	30	%22.1	90	%66.2	15	%11	2.11	0.56	medium
17	Use appropriate treatment methods for developmental problems and disorders, and develop treatment plans for it.	0	%0	68	%50	67	%49.3	1.50	0.50	low
18	Actively participate in educating others about the characteristics of the growth stages, its educational requirements, problems and how to deal with it.	0	%0	85	%62.5	50	%36.8	1.62	0.48	low
19	Diagnose learners' patterns, methods of dealing and appropriate educational situations for each style.	0	%0	97	%71.3	38	%27.9	1.71	0.45	medium
20	Design and implement tools and measures to diagnose learning styles and preferences, and develop appropriate instructional plans.	0	%0	63	%46.3	72	%52.9	1.46	0.50	low
21	Employ the research results related to methods and strategies for developing attitudes and motivation among students.	0	%0	74	%54.4	61	%44.9	1.85	0.49	medium

22	Design and implement appropriate enrichment and treatment plans for students with special needs.	9	%6.6	66	%48.5	60	%44.1	1.62	0.6 1	low
23	Educate the community and parents of students with special needs about their characteristics, rights and how to deal with them.	100	%73.5	35	%25.7	0	%0	2.74	0.4 4	high
24	Analyze and evaluate the content of the scientific material for my specialization and the related developments.	86	%63.2	42	%30.9	7	%5.1	2.59	0.5 9	high
25	Use a variety of approaches and teaching methods in the light of learners' needs.	99	%72.8	36	%26.5	0	%0	2.73	0.4 4	high
26	Evaluate the teaching methods, and develop appropriate alternative solutions.	28	%20.6	66	%48.5	41	%30.1	1.57	0.4 9	low

developments. The results also indicated that the professional development programs in which the sample members participated have contributed to raising awareness to a medium degree in three practices. They are the ability to properly apply the knowledge, skills, and values associated with the specialization, employing research results related to methods and strategies for developing attitudes and motivation, diagnosing learners' patterns and methods of dealing with them, and designing appropriate educational situations. The sample members indicated that their participation in the professional development programs has contributed at a low level in several practices. These practices include the ability to write articles, papers, and scientific research in the specialization, design, and application of tools and measurements for diagnosing learning

Table 3 indicates that the second domain, the appropriateness level of professional development programs to meet the requirements for obtaining a professional license in the field of professional knowledge had a medium degree with a means of (1.92). The results concluded that the professional development programs that the sample members participated in contributed at a high level in only four practices. They are understanding texts and realizing grammar and spelling rules, participating in educating the community and parents of students with special needs about their characteristics and rights and how to deal with them, using a variety of approaches and teaching methods in the light of learners' needs, and finally analyzing and evaluating the material scientific material for my specialization and the related

The third research question: What is the reality of professional development programs in light of the requirements for obtaining a professional license from a sample of teachers' perspective in the field of professional practice?

To answer this question, the researcher processed the sample responses, which amounted to (135) male and female teachers in Najran. Then, the data was analyzed and processed statistically as shown in Table 4:

patterns and preferences and setting teaching plans. Also, they include the ability to use appropriate treatment methods for growth problems and develop treatment plans, influence, and persuasion skills, participate in educating others about the characteristics and requirements of growth stages and how to deal with them, design and implement suitable enrichment and treatment plans for students with special needs. This result is consistent with a number of studies Abdul Salam (2019), Al-Harbi and Al-Manea (2015), Al-Anzi, (2019), and Al-Mutairi, (2017).

Table 4. Frequencies, percentages, and means of the research sample responses toward the reality of professional development programs in light of the requirements for obtaining a professional license in the field of professional practice

N	Indicators	Agreement degree						M	SD	Benefit
		Agree		Neutral		Disagree				
Second domain: Professional practices: I find that the professional development programs helped me to:										
	Item	Rep	%	Rep	%	Rep	%			
27	Plan for teaching, strategies, facilities, resources, and appropriate learning resources.	120	%88.2	15	%11	0	%0	2.88	0.31	high
28	Develop remedial and enrichment plans for students in light of their performance and learning outcomes.	39	%28.7	90	%66.2	6	%4.4	2.24	0.49	medium
29	Develop remedial and enrichment plans to deal with students with special needs and talents	0	%0	59	%43.4	76	%55.9	1.44	0.49	low
30	Plan to use alternative learning resources and teaching materials that are appropriate for the students	0	%0	75	%55.1	60	%44.1	1.55	0.49	low
31	Design and implement learning activities, experiences, and situations that achieve learning objectives	102	%75	33	%24.3	0	%0	2.24	0.43	medium

32	Employ appropriate teaching strategies to the characteristics of learners, their educational needs and learning objectives	39	%28.7	90	%66.2	6	%4.4	2.24	0.49	medium
33	Implement appropriate inclusive education practices and differentiated teaching skills	39	%28.7	90	%66.2	6	%4.4	2.24	0.52	medium
34	Plan and apply effective teaching skills efficiently	39	%28.7	90	%66.2	6	%4.4	2.24	0.36	medium
35	Choose and employ appropriate teaching and learning resources in light of learners' characteristics and learning objectives.	102	%75	33	%24.3	0	%0	2.24	0.44	medium
36	Create the appropriate classroom environment to establish high performance expectations for learners and the factors for achieving them.	120	%88.2	15	%11	0	%0	2.89	0.32	high
37	Manage and organize classroom and in accordance with defined standards, controls, and behaviors	103	%75.7	32	%23.5	0	%0	2.76	0.42	high
38	Create the necessary environment to encourage learners to acquire observational skills, self-motivation, responsibility and discipline	52	%38.2	83	%61.0	0	%0	1.61	0.71	low
39	Design safe and attractive learning environments, realistic or virtual, that contribute to	70	%51.5	65	%47.8	0	%0	2.52	0.50	high

	increasing interaction and social cohesion									
40	Apply the rules of digital citizenship, safe, legal and ethical use, and intellectual property protection of learning resources	52	%38.2	83	%61.0	0	%0	1.62	0.58	low
41	Create an educational environment based on effective communication, management of dialogue and discussion, enhancing self-confidence and expressing opinion	52	%38.2	83	%61.0	0	%0	1.61	0.47	low
42	Develop assessment plans and use assessment methods and tools appropriate to learners' characteristics, needs, and learning objectives	99	%72.8	36	%26.5	0	%0	2.73	0.44	high
43	Design and implement appropriate assessment tools in light of the criteria and ground rules used	80	%58.8	55	%40.4	0	%0	2.59	0.49	high
44	Apply the different types of evaluation, and its tools, whether direct or indirect	38	%27.9	45	%33.1	52	%38.2	1.9	0.81	medium
45	Provide students with feedback in a variety of types, tools, and methods	52	%38.2	83	%61.0	0	%0	1.61	0.49	low
46	Analyze the results of student performance evaluation, prepare the necessary reports and make recommendations	85	%62.5	44	%32.4	6	%4.4	2.58	0.58	high

	and necessary improvement plans.									
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efficiently.” “choose and employ appropriate teaching and learning resources in light of learners’ characteristics and learning objectives.” “apply different types of evaluation and tools whether direct or indirect.” The means ranged between (1.90 – 2.24), with a low standard deviation. This indicates a high agreement among the sample members in the responses.

The research results also indicated that the professional development programs in which the sample members participated contributed at a low level to the practices of “implement the rules of digital citizenship, safe, legal and ethical use.” “ protection of intellectual property for learning resources.” “create the necessary environment to encourage learners to acquire skills of monitoring, self-motivation, responsibility, and discipline.” “create educational environment based on effective communication - managing dialogue and discussion.” “enhancing self-confidence and expressing opinions.” “providing students with feedback by various tools and methods.” “plan to use learning resources and alternative educational materials that are suitable for students.” “develop remedial and enrichment plans to deal with students with special needs and talents.”. The means ranged between (1.44 – 1.62) with a low standard deviation. This indicates a high agreement among the sample members. This result is in line with a number of studies such as Abdul Salam (2019), Al-Harbi and Al-Manea (2015), Al-Anzi, (2019), and Al-Mutairi, (2017).

The fourth research question: What are the factors that cause low utilization of professional development programs to achieve the requirements for obtaining a professional license from a sample of teachers' perspective? To answer this question, the researcher processed the sample responses, which amounted to (135) male and female teachers in Najran. Then, the data was analyzed and processed statistically as shown in Table 5:

Table 5. Frequencies, percentages, and means of the research sample responses toward the reality of professional development programs in light of the requirements for obtaining a professional license for educational jobs.

N	Indicators	Effect level			M	SD	Ranking
		high	Medium	low			

Table 4 shows that the third domain, the appropriateness level of professional development programs to meet the requirements for obtaining a professional license in the field of professional practice scored a medium degree with a means of (2.18). The results concluded that the professional development programs that the sample members participated in contributed to a high level of practices. Respectively, they were (create the appropriate classroom environment to establish high-performance expectations for learners, its achieving factors, plan for teaching, strategies, facilities, and resources, appropriate learning resources, classroom management, and organization according to specific standards and behaviors, setting assessment plans and using methods and tools appropriate assessment of learners’ characteristics, needs, and learning goals. Also, they include (design and implement appropriate evaluation tools in light of the basic standards and rules used, analyze the results of student performance evaluation and prepare the necessary reports and provide recommendations and necessary improvement plans in light of them, and design safe and attractive learning environments, realistic or virtual, that contribute to increasing interaction and social interdependence). The means ranged between (2.89 - 2.52). The results also indicated that the professional development programs in which the sample members participated contributed at a medium level to the following practices “set remedial and enrichment plans for students in light of their performance and learning outcomes.” “design and apply educational activities, experiences and situations that achieve learning objectives.” “employ appropriate teaching strategies to the learners' characteristics, their educational needs and learning objectives.” “apply comprehensive education practices and appropriate differentiated teaching skills.” “plan and apply effective teaching skills

		Rep	%	Rep	%	Rep	%			
1	Low interest in designing training packages for professional development programs	120	%88.2	15	%11	0	%0	2.88	0.31	1
2	Professional development programs focus on theoretical more than practical aspects.	62	%45.6	73	%53.7	0	%0	2.45	0.43	3
3	Lack of appropriateness of the professional development programs provided to the actual training needs.	0	%0	59	%43.4	76	%55.9	1.44	0.49	9
4	Lack of technical support for activating the outputs of professional development programs	86	%63.7	49	%36.3	0	%0	2.63	0.51	2
5	Low interest in supervision, follow-up and measuring the training impact of professional development programs.	6	%4.4	87	%64.4	42	%31.3	1.73	0.73	7
6	Low interest in providing qualified and experienced trainers.	57	%42.2	48	%35.6	30	%22.2	1.54	0.49	8
7	Low financial and moral incentive to participate in professional development programs.	21	%15.4	83	%61	31	%22.8	1.92	0.66	5
8	Low appropriate training methods used in the light of technical developments.	28	%20.6	66	%48.5	41	%30.1	1.90	0.57	6
9	Low interaction between trainees	39	%28.7	90	%66.2	6	%4.4	2.24	0.63	4

	during the implementation of these programs.											
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training impact to develop professional development programs in light of the presented feedback. Furthermore, the necessary introductory and indicative guides on modern training methods, techniques, and platforms should be prepared to ensure that they are guided by trainees and trainers. Moreover, the motivation to participate in professional development programs should be enhanced by providing financial and moral incentives. Also, there is a need to create a training environment that enhances interaction and partnership among trainees and provides opportunities for consultation on the mechanisms for applying the teaching techniques they have been trained on, in a way that enhances the opportunities for establishing professional communities of practice. Professional development programs must pay more attention to practical aspects and actual practice than focus on theoretical aspects. Further, professional development programs should focus on enhancing the practices of realizing and practicing professional values and responsibilities by enhancing awareness of modern methods and trends in teaching, recognizing the importance of professional development planning, evaluating performance in light of professional standards, as well as realizing the importance of actively participating in the development of professional learning communities. In addition, professional development programs should enhance teachers' ability to perceive professional knowledge by focusing on teacher professional development in the areas of using influence and persuasion methods, writing papers and scientific research in the field of specialization, methods of dealing with developmental disorders, and problems and how to build awareness programs for growth problems and methods of dealing with them. Also, they should focus on how to apply and use measurement and diagnostic tools and design and implement treatment and enrichment plans to deal with students with special needs, and how diagnose strengths and weaknesses in the used teaching and learning strategies. Finally, more attention should be paid to designing professional development programs for teachers' competencies to deal with the requirements of planning and using

Table 5 concluded that varying levels of influence of the factors causing the low contribution of professional development programs in achieving the requirements of the professional license. Three factors had a high level of influence, namely, (Low interest in designing training packages for professional development programs with a means of (2.88), Lack of technical support for activating the outputs of professional development programs with a means of (2.63), the focus of the professional development programs is on theoretical more than practical aspects with a mean of (2.45). Four factors had a medium effect on the low use of professional development programs in achieving the requirements for obtaining a professional license. These factors are (Low interaction between trainees during the implementation of these programs, Low financial and moral incentive to participate in professional development programs, Low appropriate training methods used in the light of technical developments, Low interest in supervision, follow-up, and measuring the training impact of professional development programs) with means of (2.24, 1.92, 1.90, 1.73) respectively. These results are consistent with recommendations of the studies by Saleh and Al-Tuwaijri (2015), Al Montashari (2019), and Ahmed (2018) regarding the need to develop the necessary solutions to address the challenge and obstacles that affect the effectiveness of professional development programs.

#### **Recommendations**

In light of the results, the current study recommended paying attention to diagnosing the actual training needs in light of the trainees' needs and the requirements for obtaining a professional license. Also, there is a need to prepare trainers with specialized training capabilities that qualify them to manage and implement professional development programs, using training methods and techniques that keep pace with scientific and technical developments. In addition, technical support should be provided to enable the trainees to implement the techniques and training programs they were trained on, as well as following up on the results of measuring the



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diverse and appropriate teaching and learning resources. Creating the appropriate environment also must be paid attention to encourage learners to provide students with skills of interaction, effective communication, acceptance of others, responsibility, self-criticism, and motivation. Trainees are provided with skills to deal with digital citizenship and techniques for providing feedback.

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