The Importance of Professional Development for teachers to develop their performance in classrooms at Sukayna FemaleSchool in Manama/Bahrain

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Abstract:
This study presents the importance of professional development for teachers in Sukayna Female School and it shows the extent ofteachers' improvement of their teaching and performance at classrooms with learners.
The major reason for studying this topic is to figure out teachers' attitudes towards professional development and to decide to what extent it may change their behaviors and beliefs about gaining new skills, methods, and strategies of effective teaching.
Teachers' attitudes,administration training support and their effectiveness on teachers' performance have been studied. Aquestionnaire has been used to collect data. All teachers in the school have participated in answering the questionnaire. Answers have been analyzed using SPSS programs. The results are shown in graphs, tables and pies. They indicate that teachers have positive attitudes towards continuing professional development. In addition, theyemphasize with great evidences of the necessity of the administration supports for training courses. They also show that there is a real significant relationship between professional development courses and learners outcomes.

I. Introduction:

The main aim of this study is to increase teachers' awareness towards continuing professional development, the role of the administration of school to support extensive coaching courses, and figuring out the strong relationship between professional development for teachers and their behavior at classrooms.

It is found that teachers in SukaynaFemaleSchooldid not have that commitment towards professional development courses that the Educational Zone provides. In addition, it is noticed that teachers' lack of new teaching strategies resulted in low grades in midterm and final exams. The Principal of the school concentrates only on the students' activities and ignoring teachers who are the pillars to successful learning. Teachers are in need for much support and time to attend different professional development programs. "Successful professional development experience have a noticeable impact on teachers' work, both in and out of the classroom, especially considering that a significant number of teachers throughout the world are under-prepared for their profession" (Naseem, Imran 2008)

Objectives of this study are:
➢ To find out the extent teachers believe in the importance of professional development and their attitudes towards that.
➢ To develop teachers awareness of professional development.
➢ To informthe principal of Sukayna Female School to the importance of supporting teachers with professional development at school and raise their awareness of it.
➢ To explore the strong relationship between professional development and teacher performance in classroom.
➢ To minimize the gap between teachers' professional development and learners' results.

Significance:
The study has been prepared to help the principal of Sukayna Female School concentrating on the most important factor of teaching and learning success and to show her that there are teachers who need special support and efficient time to practice teaching in a professional manner. In addition, the study is done to increase teachers' awareness of the importance of professional development courses for helping learners to

reach high standards with satisfied results. Administrations of school canbenefitfrom this study, which may change their attitude towards the importance of professional development of teachers.

Hypothesis:
➢ **Ho1:** Teachers have bad attitudes towards the importance of professional development.
➢ **Ho2:** The administration of school does not support the training courses and workshops for teachers to improve their professional development
➢ **Ho3:** There is no significant relationship between professional development courses and the good performance of teachers in the classrooms.

Scope and Limitations:
This study focuses only on one school and all teachers are females. Their number is 16. A questionnairewasdistributed to all of them in order to collect data. The impact of educational level of teachers on learners' participation in classrooms was left, and how learners dealt with professional and model teachers in the classroom was discarded. Furthermore, technology effects on professional development for teachers wasignored

Literature Review:
Professional development for teachers has a long history and in the past the importance of professional development was not as much important as nowadays. Glathorn has defined it as *"Teacher development is a professional growth a teacher achieves as a result of gaining increased experience and examining his or his teaching systematically"*.Further, he has described teachers' development in their carriers as *"the growth that occurs as the teacher moves through the professional career cycle"(Glathorn, 1995)*
Recently, it has been defined as *"a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession"*.Thiswas considered as new approach and perspective for teachers' training and improving their awareness of this field. (*Cochran-Smith and Lytle, 2001; Walling and Lewis, 2000*)
Gabriel has defined professional development as *"a career long process in which educators' fine tune their teaching to meet student needs"(Gabriel, 2004)*

The significant relationship between professional development for teachers and their performance in the classrooms:
As Thomas B. Corcoran hasemphasized in his article that teachers need to raise their expectations of their students' performance. Teachers must be supported with additional training courses and sufficient time to get extensive knowledge about their teaching subjects and new teaching strategies that will reflect on their work and learners performance.(*ThomasB.Corcoran,1995*)
There have been much recent studies in the field that show the significant relationship between professional development for teachers and their good performance.
Soulsby and Swain (2003) in their report *"A report on the award-bearing INSET scheme"has*come up with a scheme that provided teachers with opportunities to have their own studies and researches in the areas they wanted. They have claimed that this kind of scheme will have a good impact on teachers work and will lead for professional teaching. Soulsby and Swain made a connection between the difficulties that might face improving teachers' skills and the importance of *"subject-based professional development activities" (Soulsby and Swain 2003)*.
The evidence on decline in the take-up of award-bearing INSET suggests that the recent reduction in enrolments is not caused by any diminution in the popularity or relevance of award-bearing courses, but more probably by external factors such as teachers' workloads and the large volume of training provided for other central Initiatives. School improvement should be defined widely enough to include courses aimed at subject knowledge and pedagogy*(Soulsby and Swain, 2003).*

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Programs of professional development are arranged by administrations instead of teachers. "By muffling teacher voices and placing priority on administrative needs, these programs become a burden to professionals instead of a welcome solution to classroom problems" (Gabriel, 2004)
American federation of teachers has argued that professional development is "a continuous process of individual and collective examination and improvement of practice. It should empower individual educators and communities of educators to make complex decisions; to identify and solve problems; and to connect theory,

practice, and student outcomes". It also insist that professional development should support teacher with good theories and professional learning and teaching processes and strategies to enable learners get high level of education. In addition, it suggested that school's administration must provide teachers with "sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice "American Federation of Teachers".

Elizabeth Morgan in her article, "Teachers' professional development", looked at teachers as "builders of the future" who need continuous professional development coaching includes "individual development, continuing education, in-service education, curriculum writing, peer collaboration, study groups, and peer coaching or mentoring " (Elizabeth Morgan, 2006).

Teachers' attitudes and beliefs towards the professional development and its effects:

Teachers' beliefs has strong effect on the classroom management and teaching and there are many definitions of it. "Fang (1996) a better understanding of teachers' belief system or conceptual base will significantly contribute to enhancing educational effectiveness. Belief systems are described as dynamic in nature, undergoing change and restructuring as individuals evaluate their beliefs against their experiences."

"A review of research on teacher beliefs and knowledge. The authors conclude that belief systems are dynamic and permeable mental structures, susceptible to change in light of experience. The relationship between beliefs and practice is also not a simple one-way relationship from belief to practice, but a dynamic two-way relationship in which beliefs are influenced by practical experience.

Also Shuck (1997) "reported that teacher educators do not realize the power and the tenacity of pre-service teachers' beliefs and attitudes ... in a way does not sufficiently recognize, the influence of these beliefs on their learning.

Studies have shown that teachers have a positive attitudes and beliefs towards professional development that has great impact on their practices (Cobb, Wood and Yakle 1990, Nelson 1999).

Wood and Bennett provided the statement with evidences using the results of a study "in which a group of early childhood educators in England were helping to collect data concerning their own theories of play and their relationship to practice. As a result these educators changed their own theories or teaching practices or even both" (Wood and Bennett, 2000).

"Teacher Attitudes: Confident and Comfortable. Confidence in one's ability to use computers and being at ease using them are keys to teachers' technology use (Gorard, Selwyn, & Furlong, 2004; Specht, Wood, & Willoughby).

"As teachers gain confidence, they challenge themselves to develop and apply new skills. They become less concerned about potential problems and more convinced that they could handle problems that do arise. Teachers who are comfortable using computers put children at ease about computer use. They see problems and mistakes as learning opportunities, for themselves and for children. With confidence and security, teachers involve children in finding and creating new ways to learn using classroom computers."

There are many principles that affect teachers' motivation to join professional development courses that will cause a change in their own behaviors, beliefs and attitudes.

Stout (1996) has presented four characteristics that are the main factor of teachers' change: salary enhancement, certificate maintenance, career mobility and gaining new skills.

The role of administration of the school to support professional development programs for teachers:

The first block of the school who has an effective impact on learners are teachers. Therefore it is the principal' task to care more about teachers as they can also be learners in their career. Teachers need support from principals to develop their experience and performance in their classrooms.

Teacher development depends widely on the support and encouragements of the leadership. Leaders are the ones who are responsible for leading professional development programs' success.

For instance, Showers stressed that teachers who have support from their principals can practice new strategies and improve their skills more than the teachers who do not have that support (Shower, 1982).

Having a positive environment supports the development of teachers' process. The successful principal creates a good atmosphere for his learners, the teachers, where they have the opportunity to think, plan and work with other teachers. In addition, giving the teacher a time to write a reflection of his and performance helps him in being professional, while it is not always the principal who gives the reflection.

As Golman referred, there are four steps to be a successful leader in the school that increases the teachers' professional development. First, being visionary helps the principal to identify where the school, teacher and learners are going, so that mistakes can be fixed easily. Also, being a coaching leader who show teachers their weakness and strengths, help them to a long-term goal and supports them to achieve their goals. Teachers don't need only an instructor who always guide them in their task, but they also need a leader who focuses on their emotional needs, cares about them not only the required work. Therefore, being an affiliate

principal is an important need for teachers. Finally, being a democratic leader who listens and shares ideas with staff assists in teachers' development, as they can feel free to show or explain their ideas and thoughts (Goleman, Boyatzis, McKe, 2002).

Satisfaction:
Tracy   (2000   ) definedmotivationas *"allthoseinnerstrivingconditions   ,describedaswishes   ,desires   ,and urgestostimulatetheinterestofapersoninanactivity   .Itisthereforeaninnerstatethatstimulatesandtriggersbehavior"* *(*Tracy, 2000).
Teachers are considered the future of any nation in the world therefore satisfying them and raising their motivation to teach and be qualified teachers.   Many studies have been done in this field to figure out the factors that affect their motivation (AndreBishay, 1996).

Job Satisfaction
       Tracy (2000) defined motivation as *"all those inner striving conditions, described as wishes, desires, and urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behavior"* *(*Tracy, 2000).
       Teachers are considered the future of any nation in the world therefore satisfying them and raising their motivation to teach and be qualified teachers.   Many studies have been done in this field to figure out the factors that affect their motivation (Andre Bishay, 1996).

Types of Motivation
       As it is written above, satisfaction differs from one job to another, it also differ in its importance to the person. There are various kinds of motivation that may affect teachers, some of them are intrinsic and others are extrinsic. The most important one is intrinsic as researchers proved in their researches. Intrinsic motivation occurs when it comes from teachers' beliefs rather than outside factors. There are different types of intrinsic motivation which may affects teachers daily work and situations and they were teachers' achievement and enjoyment, the passion of solving problems by themselves depending on their ability, knowledge and skills. *"Nevertheless, the more an individual uses his/her own efforts to do something the more motivated that person becomes."*

Extrinsic and intrinsic motivation:
       The article (Motivating teachers to improve instructions) by Frase and Sorenson 1992 showed that there are many extrinsic motives that focus on basic needs that consists of working conditions such as class size, discipline condition and availability of teaching materials.
       "In general, context factors clear the road of the debris that block effective teaching. In adequate supply, these factors prevent dissatisfaction. Even the most intrinsically motivated teacher will become discouraged if the salary does not pay the mortgage. However, these factors may not lead for long-term satisfaction for improving teachers' performance and achievements in the classrooms" (Andre Bishay, 1996).
       It was clear in a survey that was made by the National Centre for Education Statistics that factors like salary, benefits, and supplemental income did not have that effect on teachers' satisfaction. On the other side, the article also has supported the intrinsic factors that affects teachers' satisfaction and attitudes in the teaching process (NCES, 1997).
       Intrinsic factors depended greatly on the opportunities that provided teachers with professional development, challenging, recognition, varied work, responsibility, authority and achievement.   Many researchers indicated that if teachers were not supported with these factors, they would not be motivated as much as required to achieve the best results in their teaching. (NCES, 1997).
       Three basic areas were identified by Frase and Sorenson which have great influence on teachers' job satisfaction; feedback, autonomy and collegiality. (Frase and Sorenson, 1992)·
       It is argued that teachers' satisfaction with intrinsic and extrinsic motivation factors is a big challenge to keep the continuous improvement and development of their teaching and performance in the classrooms. These factors did not play a vital role in raising up teachers motivation. It needs to be developed to satisfy teachers' needs. *"Research and experience show that teachers are most likely to value intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment"*

Research Methodology: (Sample Design, Sample Selection and Sample Size)
A questionnaire that consists of thirty question was designed and distributed to all 16 teachers in Sukayna Female School. Eight questions were designed to find out whether teachers have a bad or good attitude towards professional development. Eight questions were designed to figure out whether the administration of the school supports or does not support training courses or workshops to improve teachers' performance. Eleven questions

were designed to check if there is a significant relationship between professional development courses and the good performance of teachers in the classrooms. The questionnairewas distributed and completed during the meeting of the school staff of all subjects with the principal to discuss learners' involvement in the classroom and how it could be improved.

➢ **Data collection**

LikertScale with five choices (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) was used. The teachers in the sample represent the teachers who teach different subjects at the school. Of the respondents 12.5% were English teachers; 25% were Arabic teachers; 12.5% were Science teachers; 12.5% were Mathematics teachers; 6.5% were Social Studies teachers; 6.5% were Religion teachers; 6.5% were Art teachers; 6.5% were Music teachers; 6.5% was Sport teachers; and 6.5% were IT teachers.

➢ **Data analysis:**

SPSS program for analyzing data was used and here are the results.

1. Age

Fifty percent (50%) of teachers were between the ages of (25-31); 12.5% of them were between the age of (32-39) and the remaining 12.5%were between the ages of (18-24).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	2	12.5	12.5	12.5
	25-31	8	50.0	50.0	62.5
	32-38	4	25.0	25.0	87.5
	39-45	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

Most of teachers are in the age group between (25-31)

2. Marital Status

Majority of them are married. 81.8% of teachers are married and the remaining are bachelor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	3	18.8	18.8	18.8
	Married	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

Majority of them are married

3. Education

All of them are having bachelor degree.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Bachelor	16	100.0	100.0	100.0

All of them are having bachelor degree

4. Nationality:

Around 70% of the respondents are form the Emirates and the remaining were not local.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Local	11	68.8	68.8	68.8
	Not local	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

Around 70% of the respondents are form the Emirates

5. Years of experience

Around 44% of the respondents are beginners in the profession and another 31 % are having an experience in between (6-10) years

That means 75% of the respondents are having less than 10 years of experience.

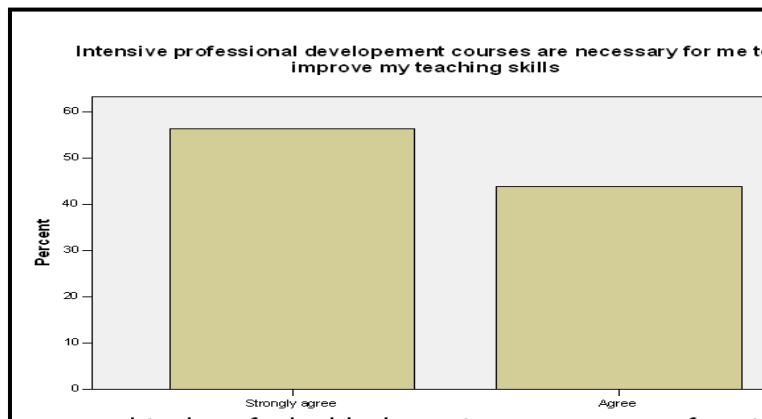|		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1-5	7	43.8	43.8	43.8	
	6-10	5	31.3	31.3	75.0	
	11-15	3	18.8	18.8	93.8	
	16-20	1	6.3	6.3	100.0	
	Total	16	100.0	100.0		

6. Income
62.5 % of the respondents are getting a monthly income between (11.000-21.000DHs) . 32.5 of them are getting less than 10,000 Dhs which means that the local teachers' income is much more that not local teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Less than 10000	6	37.5	37.5	37.5	
	11000-21000	10	62.5	62.5	100.0	
	Total	16	100.0	100.0		

> **Data analysis of the questionnaire :**

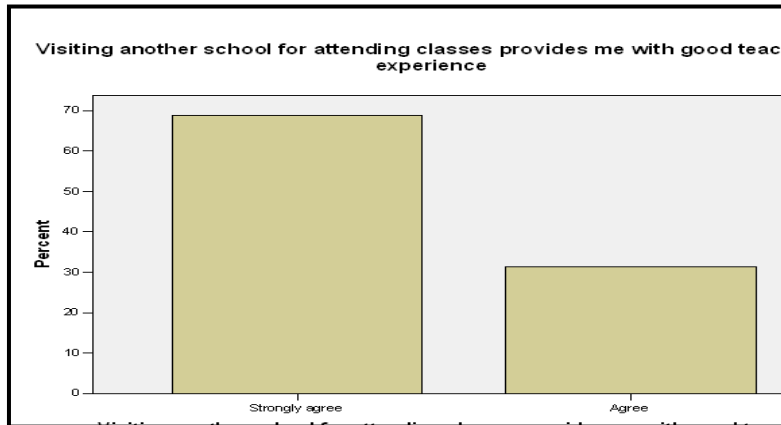**a. Intensive professional development courses are necessary for me to improve my teaching skills**

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	9	56.3	56.3	56.3	
	Agree	7	43.8	43.8	100.0	
	Total	16	100.0	100.0		

About 57% of the respondents are strongly agree that professional development courses are necessary for them to improve their teaching skills and the rest were disagree.

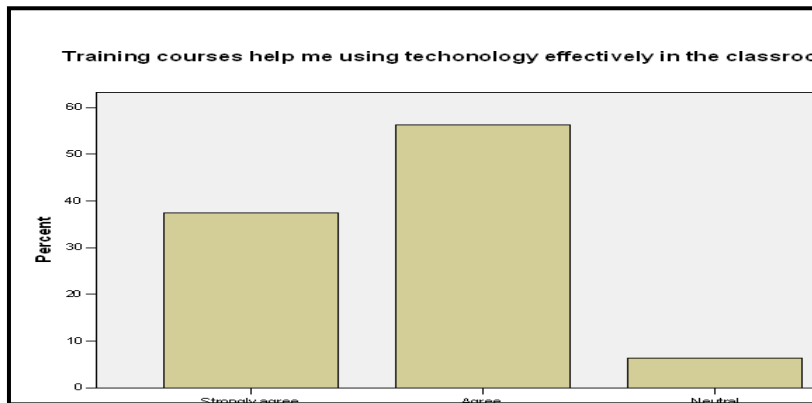**b. Visiting another school for attending classes provides me with good teaching experience**

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	11	68.8	68.8	68.8	
	Agree	5	31.3	31.3	100.0	
	Total	16	100.0	100.0		

Visiting another school for attending classes provides me with good teaching experience

About 68.8% strongly agree with visiting another school for attending classes provides them with good teaching experience and only 31.35% of them agree with this improvement.

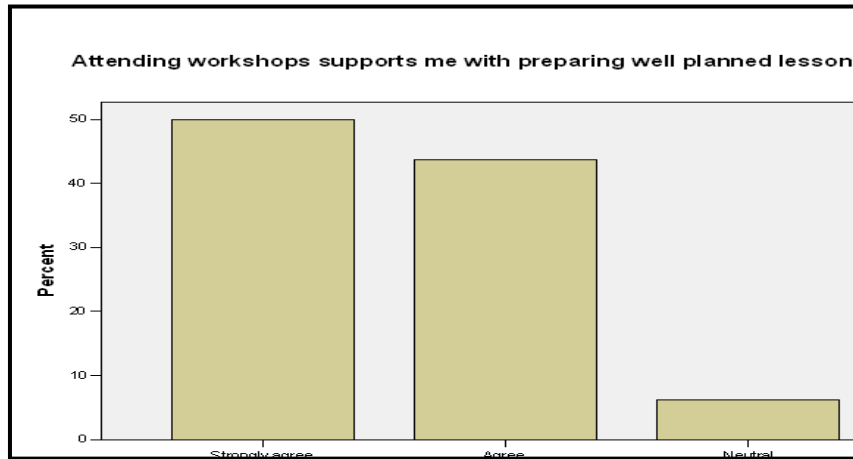**c. Training courses help me using technology effectively in the classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	6	37.5	37.5	37.5	
	Agree	9	56.3	56.3	93.8	
	Neutral	1	6.3	6.3	100.0	
	Total	16	100.0	100.0		

Training courses help me using techonology effectively in the classroom

The majority of teachers agree with that training course help them using technology effectively in the classroom. 37.5% of teacher strong agree and 6.3% of teachers are neutral with this kind of improvement.

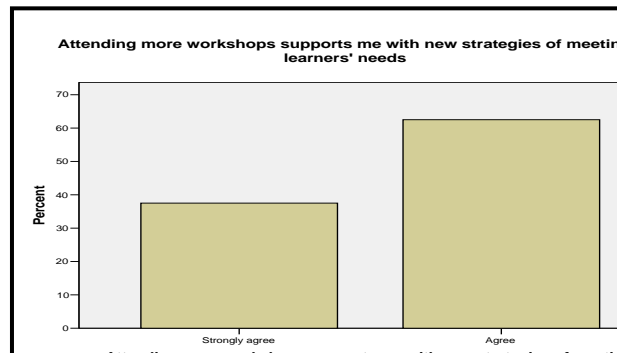**D. Attending workshops supports me with preparing well planned lessons**

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	8	50.0	50.0	50.0	
	Agree	7	43.8	43.8	93.8	
	Neutral	1	6.3	6.3	100.0	
	Total	16	100.0	100.0		

Half of the respondents strongly agree with attending workshops supports them with preparing well planned lessons. 43.8% agree with it and the rest of the teachers are neutral.

E. Attending more workshops supports me with new strategies of meeting learners' needs
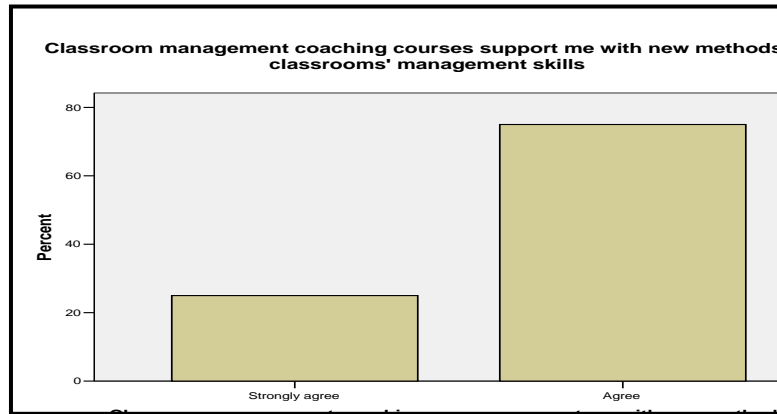
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	6	37.5	37.5	37.5
	Agree	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

About 63% of the respondents agree with attending more workshops supports them with new strategies of meeting learners' needs and 37.5% strongly agree with this point.

F. Classroom management coaching courses support me with new methods in classrooms' management skills
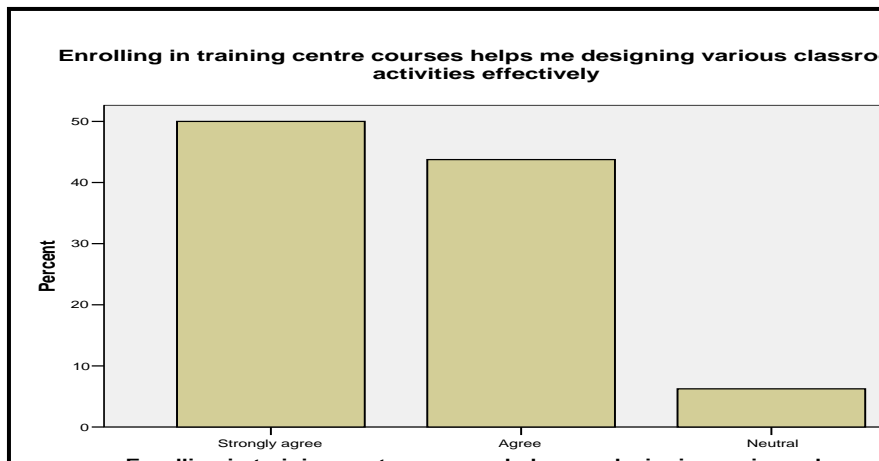
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	4	25.0	25.0	25.0
	Agree	12	75.0	75.0	100.0
	Total	16	100.0	100.0	

The majority of teachers agree that classroom management coaching courses support them with new methods in classrooms' management skills and the remaining are strongly agree.

G. Enrolling in training center courses helps me designing various classroom activities effectively
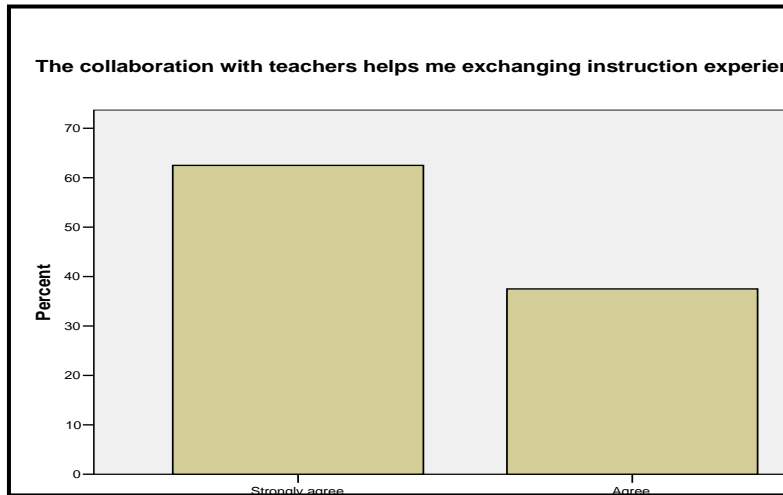
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	8	50.0	50.0	50.0
	Agree	7	43.8	43.8	93.8
	Neutral	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

About 50% of the respondents are strongly are that enrolling in training center courses helps them designing various classroom activities effectively. 43.8% of teachers were agree only and 6.3% of teachers were neutral.

H. The collaboration with teachers helps me exchanging instruction experiences
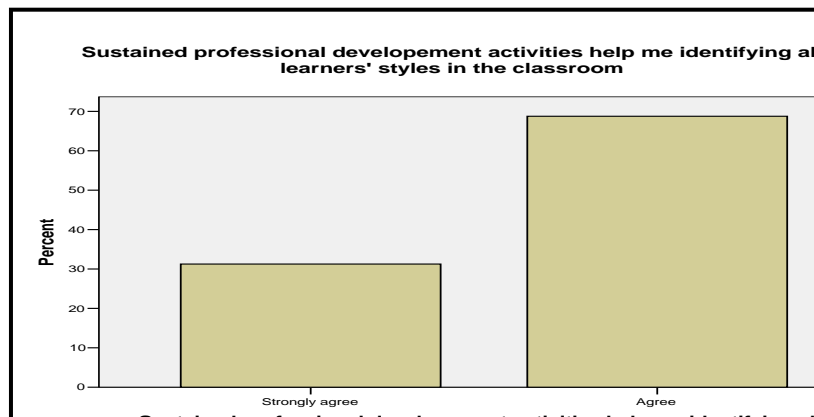
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	10	62.5	62.5	62.5
	Agree	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

The collaboration with teachers helps me exchanging instruction experien

About 62.5% of the respondents are strongly agree that the collaboration with teachers' helps them exchanging instruction experiences and 37.5% of them are agree with this point.

I. Sustained professional development activities help me identifying all learners' styles in the classroom
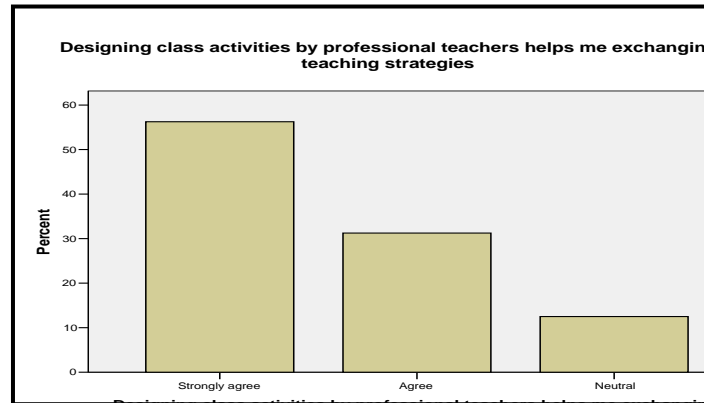
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	31.3	31.3	31.3
	Agree	11	68.8	68.8	100.0
	Total	16	100.0	100.0	

Sustained professional developement activities help me identifying all learners' styles in the classroom

About 70% of the respondents were agree that sustained professional development activities help them identifying all learners' styles in the classroom and the rest were strongly agree with this point.

J. Designing class activities by professional teachers helps me exchanging teaching strategies
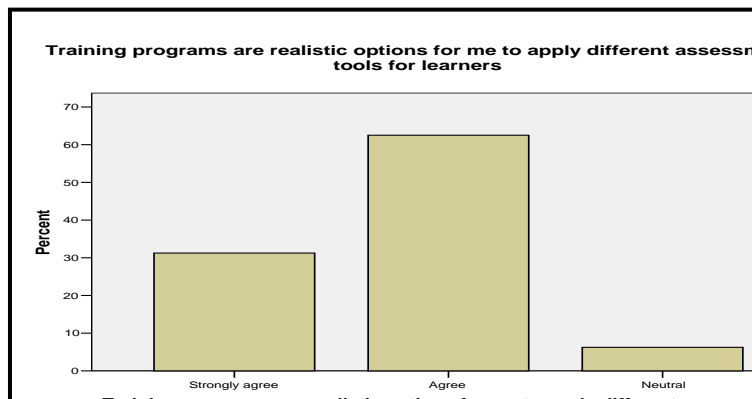
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	56.3	56.3	56.3
	Agree	5	31.3	31.3	87.5
	Neutral	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

About 56.3% of the respondents strongly agree that designing class activities by professional teachers helps them exchanging teaching strategies. 31.3% were agree and 12.5% were neutral.

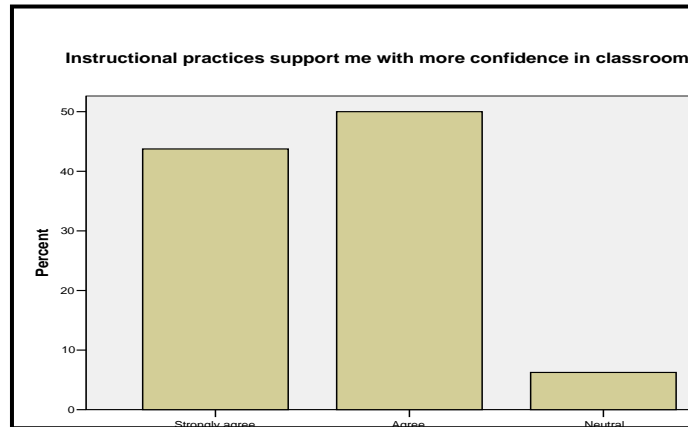**K. Training programs are realistic options for me to apply different assessment tools for learners**

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	5	31.3	31.3	31.3
	Agree	10	62.5	62.5	93.8
	Neutral	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

About 62.5% of the respondents agree that training programs are realisticoptions for me to apply different assessment tools for learner. 31.3% of them were strongly agree and the remaining are neutral.

L. Instructional practices support me with more confidence in classrooms

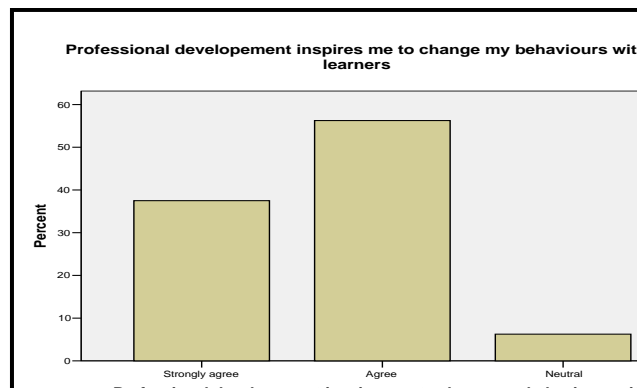|		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	7	43.8	43.8	43.8
	Agree	8	50.0	50.0	93.8
	Neutral	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

About half of the respondents agree that instructional practices support them with more confidence in classrooms.

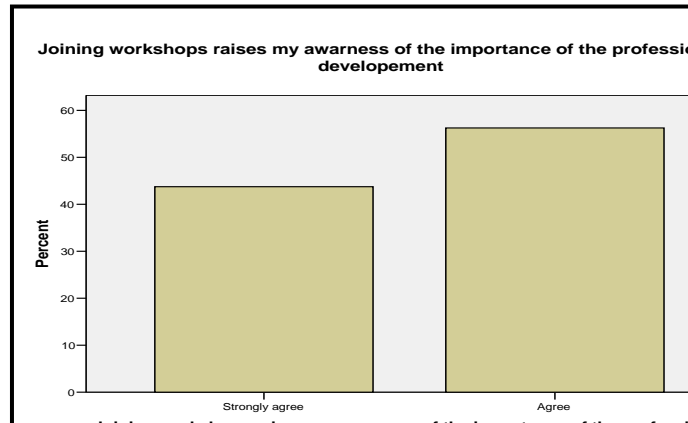**M. Professional development inspires me to change my behaviors with learners**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	37.5	37.5	37.5
	Agree	9	56.3	56.3	93.8
	Neutral	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

About 56.3% of the respondents are agree that professional development inspires them to change their behaviors with learners. While 37.5% of the respondents were strongly agree and the remaining were neutral.

N. Joining workshops raises my awareness of the importance of the professional development
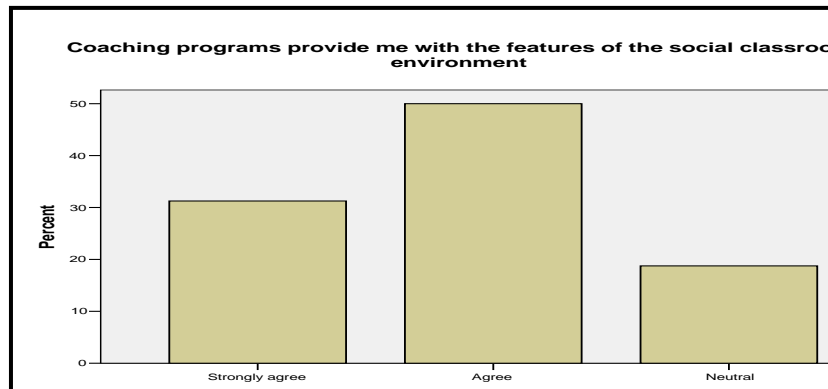
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	43.8	43.8	43.8
	Agree	9	56.3	56.3	100.0
	Total	16	100.0	100.0	

About 65.3% of the respondents are agree that joining workshops raises their awareness of the importance of the professional development and the rest are strongly agree.

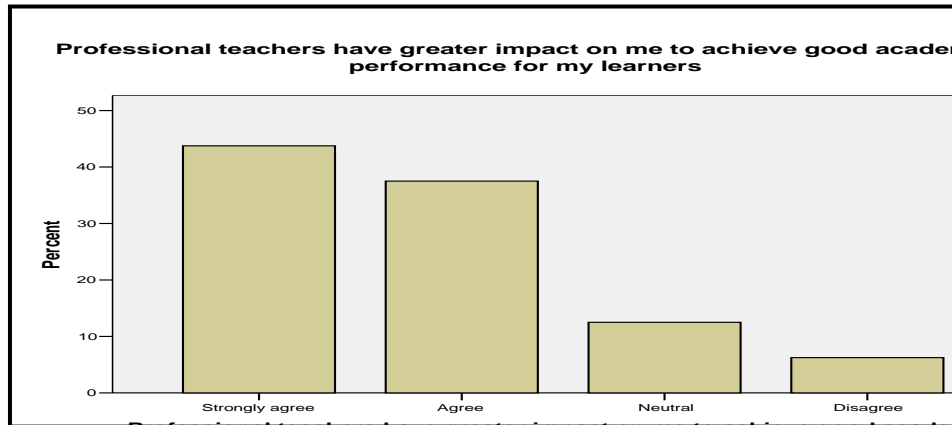**O. Coaching programs provide me with the features of the social classroom environment**

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	5	31.3	31.3	31.3
	Agree	8	50.0	50.0	81.3
	Neutral	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

About a half of the respondents, agree that coaching programs provide them with the features of the social classroom environment. 31.3% of them are strongly agree and 18.8% are neutral.

P. Professional teachers have greater impact on me to achieve good academic performance for my learners

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	7	43.8	43.8	43.8
	Agree	6	37.5	37.5	81.3
	Neutral	2	12.5	12.5	93.8
	Disagree	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

About 43.8% of the respondents are strongly agree that professional teachers have greater impact on them to achieve good academic performance for their learners. 37.5% of respondents are agree, 12.5% are neutral, and 6.3% are disagree.
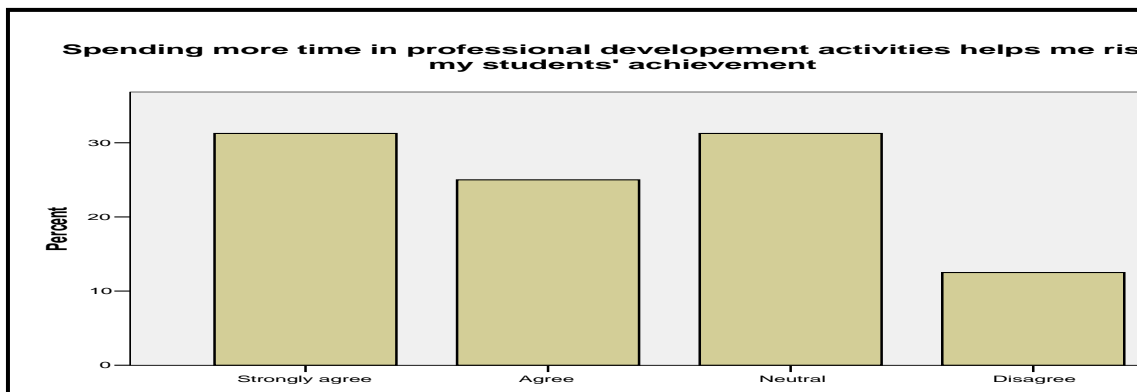
Q. Spending more time in professional development activities helps me rising my students' achievement
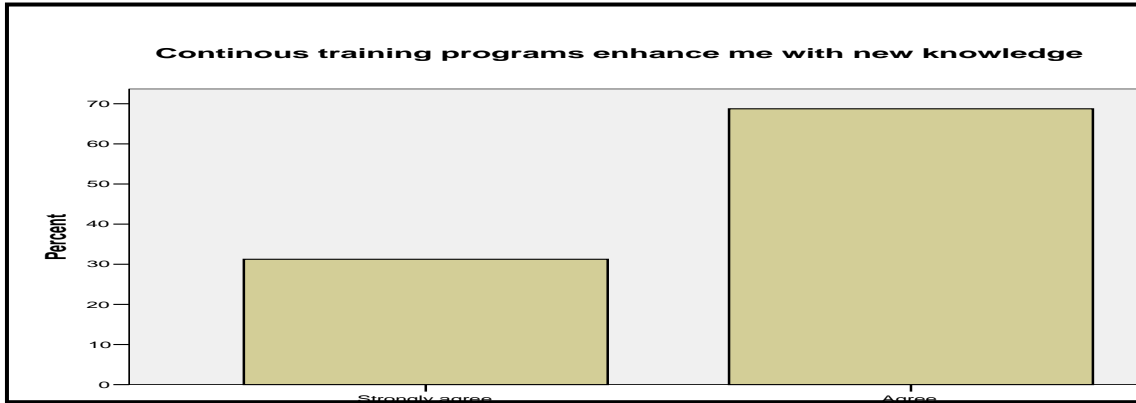
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	31.3	31.3	31.3
	Agree	4	25.0	25.0	56.3
	Neutral	5	31.3	31.3	87.5
	Disagree	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

About 31.3% of the respondents are strongly agree that spending more time in professional development activities helps them rising their students' achievement; 31.3% are neutral; 25.0% agree and the remaining disagree.

R. Continuous training programs enhance me with new knowledge
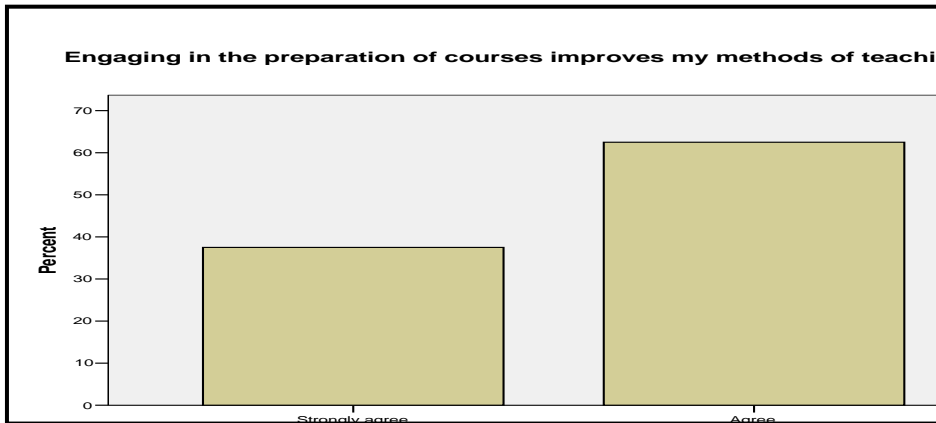
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	31.3	31.3	31.3
	Agree	11	68.8	68.8	100.0
	Total	16	100.0	100.0	

Contnous training programs enhance me with new knowledge

About 70% of the respondents are agree that continuous training programsenhance them with new knowledge while 30% of them are strongly agree.

S. Engaging in the preparation of courses improves my methods of teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	37.5	37.5	37.5
	Agree	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

Engaging in the preparation of courses improves my methods of teachir

About 62.5% of the respondents are agree that engaging in the preparation of courses improves their methods of teaching; and 37.5% are strongly agree

T. The implementation of peer coaching enriches me with extensive teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	37.5	37.5	37.5
	Agree	8	50.0	50.0	87.5
	Neutral	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

The implementation of peer coaching enriches me with extensive teaching experience

About 50.0% of the respondents agree that the implementation of peer coaching enriches them with extensive teaching experience; 37.5% are strongly agree and 12.5% are neutral.

U. The implementation of the recent professional development in the field effectively is important for me
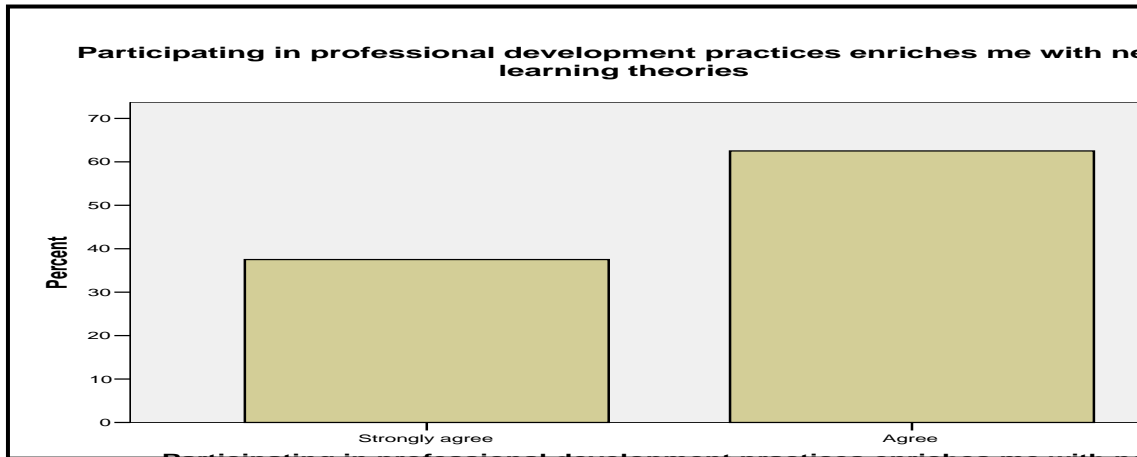
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	50.0	50.0	50.0
	Agree	7	43.8	43.8	93.8
	Neutral	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

The implemention of the recent professional development in the field effectively is important for me

About half of the respondents strongly agree that the implementation of the recent professional development in the field effectively is important for them; 43.8% of them agree and 6.3% are neutral.

V. Participating in professional development practices enriches me with new learning theories
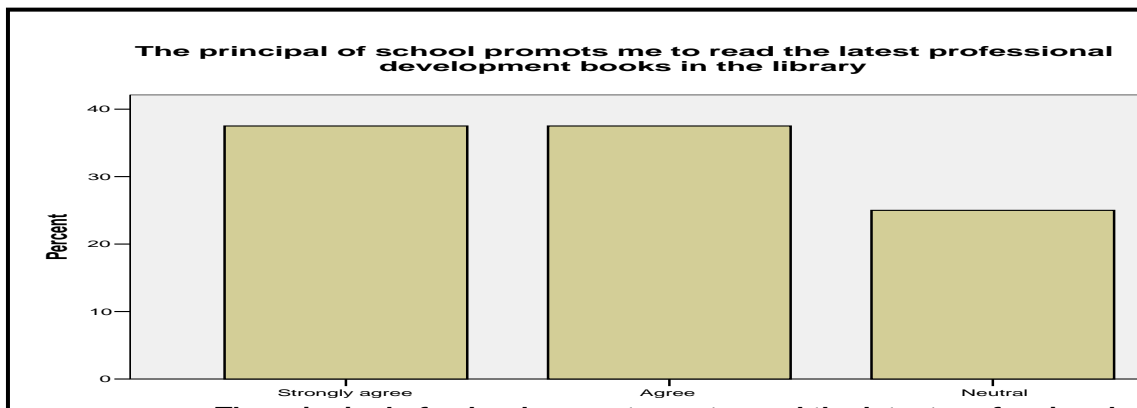
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	37.5	37.5	37.5
	Agree	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

Participating in professional development practices enriches me with new learning theories

About 62.5% of the teachers are agree that participating in professional development practices enriches them with new learning theories; and 37.5% of them are strongly agree.

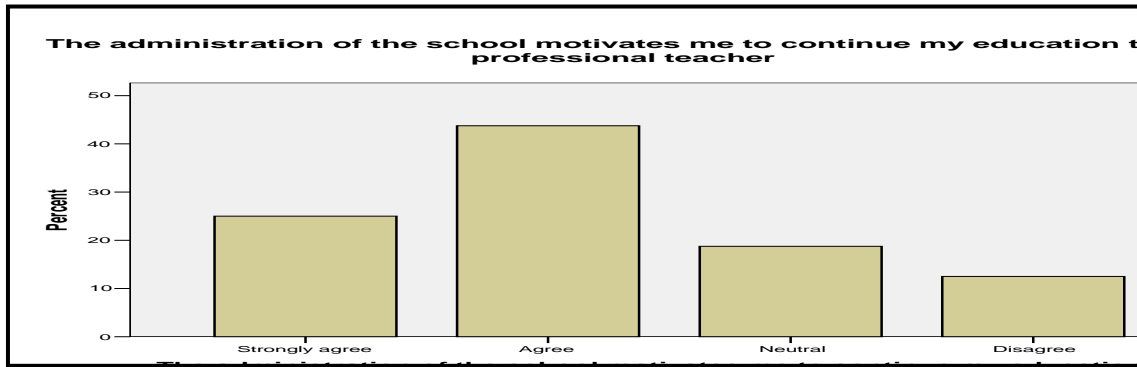**W. The principal of school promotes me to read the latest professional development books in the library**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	37.5	37.5	37.5
	Agree	6	37.5	37.5	75.0
	Neutral	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

The principal of school promots me to read the latest professional development books in the library

About 37.5% of the respondents strongly agree that the principal of school promotes them to read the latest professional development books in the library; and 37.5% of the respondents agree with this point and the rest were neutral.

X. The administration of the school motivates me to continue my education to be professional teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	25.0	25.0	25.0
	Agree	7	43.8	43.8	68.8
	Neutral	3	18.8	18.8	87.5
	Disagree	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

The administration of the school motivates me to continue my education to professional teacher

About 43.8% of the respondent are agree that the administration of the school motivates them to continue their education to be professional teacher; and 25.0% of them are strongly agree, 18.8% are neutral and the remaining are disagree.

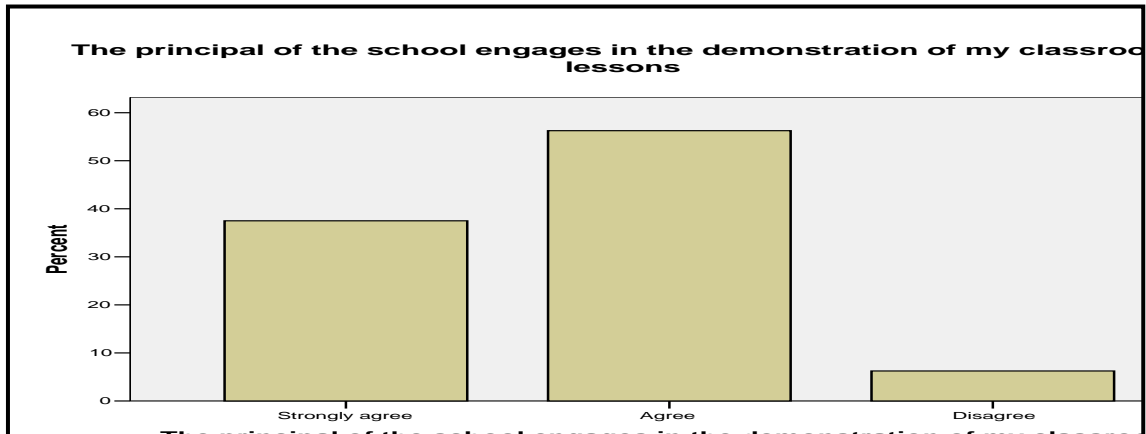**Y. The administration of the school asks me every academic year for preparing research proposals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	25.0	25.0	25.0
	Agree	5	31.3	31.3	56.3
	Neutral	3	18.8	18.8	75.0
	Disagree	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

The administration of the school asks me every academic year for preparing research proposals

About 31.3% of the respondents are agree that the administration of the school asks them every academic year for preparing research proposals; and 25.0% of them are strongly agree; 18.8% are neutral; and 25.0% are disagree.

Z. The principal of the school engages in the demonstration of my classroom lessons

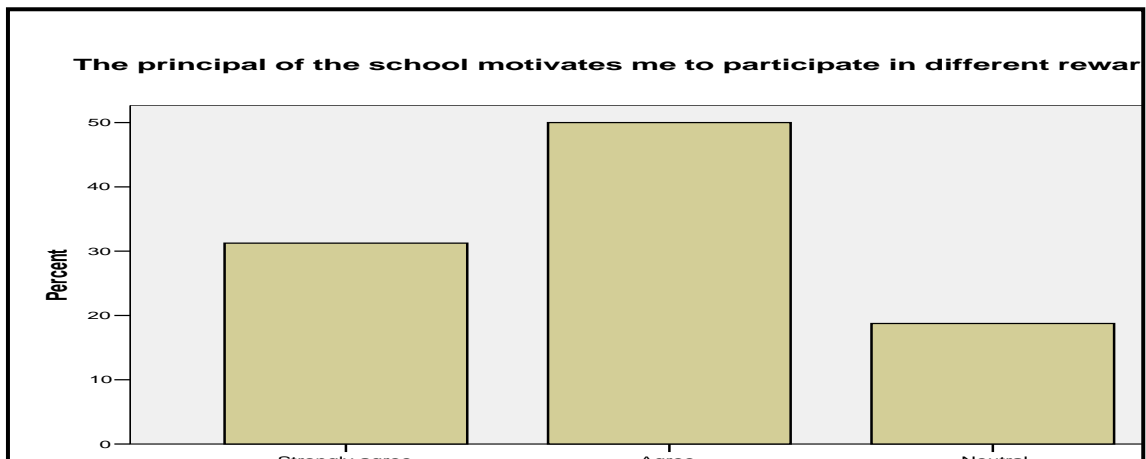|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	37.5	37.5	37.5
	Agree	9	56.3	56.3	93.8
	Disagree	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

The principal of the school engages in the demonstration of my classroom lessons

About 56.3% of the respondents are agree that the principal of the school engages in the demonstration of their classroom lessons. In addition, about 37.5% of them are strongly agree and the rest disagree.

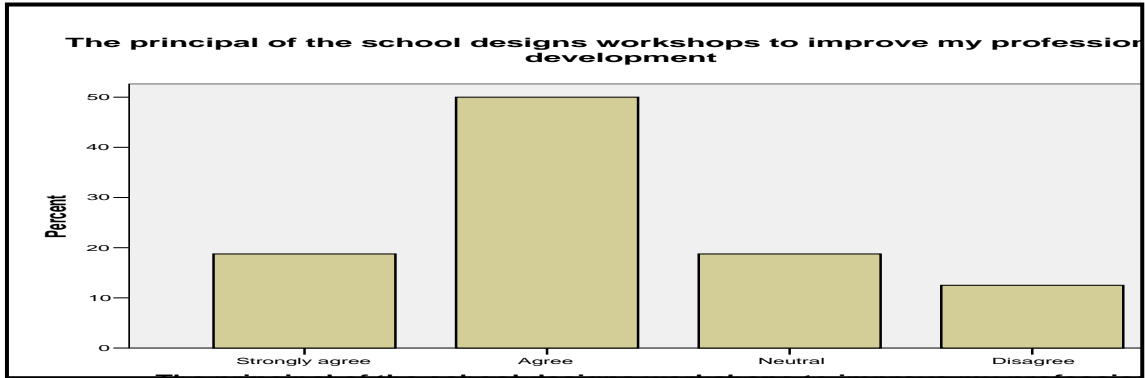## Aa. The principal of the school motivates me to participate in different rewards

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	5	31.3	31.3	31.3	
	Agree	8	50.0	50.0	81.3	
	Neutral	3	18.8	18.8	100.0	
	Total	16	100.0	100.0		

The principal of the school motivates me to participate in different rewards

About 50.0% of the respondents agree that the principal of the school motivates them to participate in different rewards. About 31.3% are strongly agree and 18.8% are neutral.

Bb. The principal of the school designs workshops to improve my professional development

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	3	18.8	18.8	18.8	
	Agree	8	50.0	50.0	68.8	
	Neutral	3	18.8	18.8	87.5	
	Disagree	2	12.5	12.5	100.0	
	Total	16	100.0	100.0		

The principal of the school designs workshops to improve my professional development

About 50.0% of the respondents are agree the principal of the school designs workshops to improve their professional development. 18.8% of them are strongly agree. 18.8% of them are neutral and 12.5% of them are disagree.

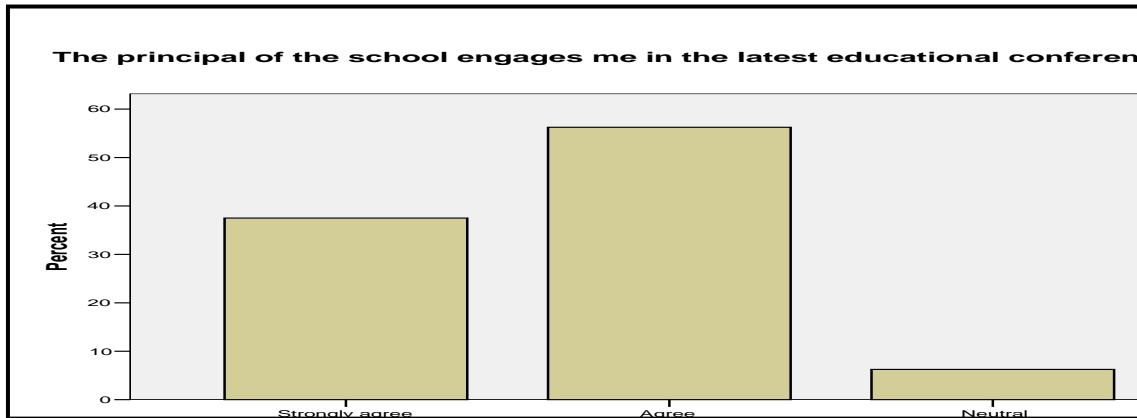**Cc. The principal of the school advices me to use the new strategies of teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	5	31.3	31.3	31.3
	Agree	11	68.8	68.8	100.0
	Total	16	100.0	100.0

The principal of the school advices me to use the new strategies of teaching

About 70% of the respondents agree that the principal of the school advices them to use the new strategies of teaching while 30% of them agree with point.

Dd. The principal of the school engages me in the latest educational conferences

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly agree	6	37.5	37.5	37.5
	Agree	9	56.3	56.3	93.8
	Neutral	1	6.3	6.3	100.0
	Total	16	100.0	100.0

The principal of the school engages me in the latest educational conferen

About 56.3% of the respondents agree that the principal of the school engages them in the latest educational conferences. 37.5% of them are strongly agree and 6.3% are neutral.

Cross tabulation

1. Ho: Joining workshops do not raisemy awareness of the importance of the professional development and continuous training programs and do not enhances me with new knowledge

Joining workshops raises my awarness of the importance of the professional developement * Continous training programs enhance me with new knowledge Crosstabulation

			Continous training programs enhance me with new knowledge		Total
			Strongly agree	Agree	
Joining workshops raises my awarness of the importance of the professional developement	Strongly agree	Count	4	3	7
		% of Total	25.0%	18.8%	43.8%
	Agree	Count	1	8	9
		% of Total	6.3%	50.0%	56.3%
Total		Count	5	11	16
		% of Total	31.3%	68.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.883[b]	1	.049		
Continuity Correction[a]	2.036	1	.154		
Likelihood Ratio	4.035	1	.045		
Fisher's Exact Test				.106	.077
Linear-by-Linear Association	3.641	1	.056		
N of Valid Cases	16				

α= 0.05

P-Value = 0.049

Here P-Value < α

Then rejecting H0

There is enough evidence to support the claim.

2. Ho: The administration of the school did not motivate me to continue my education to be professional teacher and the principal of the school did not design workshops to improve my professional development

The administration of the school motivates me to continue my education to be professional teacher * The principal of the school designs workshops to improve my professional development Crosstabulation

			The principal of the school designs workshops to improve my professional development				Total
			Strongly agree	Agree	Neutral	Disagree	
The administration of the school motivates me to continue my education to be professional teacher	Strongly agree	Count	2	2	0	0	4
		% of Total	12.5%	12.5%	.0%	.0%	25.0%
	Agree	Count	1	4	1	1	7
		% of Total	6.3%	25.0%	6.3%	6.3%	43.8%
	Neutral	Count	0	1	1	1	3
		% of Total	.0%	6.3%	6.3%	6.3%	18.8%
	Disagree	Count	0	1	1	0	2
		% of Total	.0%	6.3%	6.3%	.0%	12.5%
Total		Count	3	8	3	2	16
		% of Total	18.8%	50.0%	18.8%	12.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.349ᵃ	9	.601
Likelihood Ratio	8.434	9	.491
Linear-by-Linear Association	3.122	1	.077
N of Valid Cases	16		

α= 0.05

P-Value = 0.601

Here P-Value > α

Then not rejecting H0

There is no enough evidence to support the claim.

3. Ho: Sustained professional development activities did not help me identifying all learners'styles in the classroom and professional teachers have no greater impact on me to achieve good academic performance for my learners .

Sustained professional developement activities help me identifying all learners' styles in the classroom * Professional teachers have greater impact on me to achieve good academic performance for my learners Crosstabulation

			Professional teachers have greater impact on me to achieve good academic performance for my learners				Total
			Strongly agree	Agree	Neutral	Disagree	
Sustained professional developement activities help me identifying all learners' styles in the classroom	Strongly agree	Count	4	0	1	0	5
		% of Total	25.0%	.0%	6.3%	.0%	31.3%
	Agree	Count	3	6	1	1	11
		% of Total	18.8%	37.5%	6.3%	6.3%	68.8%
Total		Count	7	6	2	1	16
		% of Total	43.8%	37.5%	12.5%	6.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.694ᵃ	3	.128
Likelihood Ratio	7.541	3	.057
Linear-by-Linear Association	1.492	1	.222
N of Valid Cases	16		

α= 0.05

P-Value = 0.128

Here P-Value > α

Then not rejecting H0

There is no enough evidence to support the claim.

Conclusion:

All the respondents of the questionnaires were female teachers. They showed high level of agreement that there is a strong relationship between professional development programs and their good performance in the classrooms and thisaffects learners' involvement and understanding of the main outcomes. Professional development methods were highly appreciated by Sukayna Female School teachers especially with intensive professional developing courses, exchanging visiting from one school to another, attending more workshops, management courses, and collaboration with teachers. It has been shown that it provides them with good skills and techniques that may lead to better performance in the classroom and raise learners' levels and standards. However, few of them had confused with its importance. About 6.3% were not sure about the importance of training courses that was necessary to help them using technology effectively in the classrooms. Also 6.3% of teachers did not believe in the effectiveness of attending workshops to support them with methods of preparing well-planned lesson. Furthermore, 6.3% of teachers did not have good impact towards registering in training courses that may help them design various classroom activities greatly. 12.5% of them did not support designing class activities by professional teachers. 6.3% of them was not sure about the great role of training programs to apply different assessment tools for learners.

It has been argued, by analyzing the questionnaire that large numbers of them have a good attitude towards the importance of professional development. Nevertheless, there are few teachers who lack the knowledge and experience about the importance of the professional development that will lead for good performance and good results for learners. Some of them responded negatively and disagree with this point. About 6.3% of teachers disagree that professional teachers have greater impact to achieve good academic performance for their learners. In addition, 12.5% of them disagree with the idea of spending more time in professional development activities that help in raising students' achievements.

From the data analysis, it has been shown that the administration of the school partially supported the training courses and workshops for teachers to improve their professional development. However, most of them are satisfied with administration support. They were not satisfied with the administration encouragement to help them read the latest professional development books in the library.

Recommendations:

Recommendation 1: Teachers need to attend more training courses that supports them with different skills inusingtechnology in the classroom and the same time it will provide them with different assessment.

Recommendation 2: Furthermore, to raise teachers' attitudes towards the importance of the professional development,the administration of schools should be responsible of motivating teachers intrinsically and extrinsically to provide them with good attitudes about the importance of the professional development. In addition, teachers need to attend classes with qualified teachers to realize the results of using professional development.

Recommendation 3: Itwill be appreciated if the principal of the school specify more time to engage in the demonstration of in classroom lessons. Finally, if the administration of school increase the number of relevant workshops and programs in the school for teachers, it will be considered as a great step to improve this field and satisfy teachers' needs.

Future Research:

The study covered one female school only in one country (Bahrain). It is not fair to generalize the findings on all schools and in all countries. Future research in professional development is needed in male schools and in different places to make sure that this study is valid.

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