

Crossing Deserts and Oceans: Professional Development Routes of English Teachers in Arab Gulf Countries

Konstantinos M. Pitychoutis¹, Ahmed Al Rawahi², & Filomachi Spathopoulou¹

¹ Liberal Arts Department, American University of the Middle East, Egaila, Kuwait

² Center for English as a Second Language and Academic Preparation, Modern College of Business and Science, Boushar Muscat, Oman

Correspondence: Konstantinos M. Pitychoutis, Liberal Arts Department, American University of the Middle East, PO Box 220, Dasman, 15453, Kuwait. E-mail: Konstantinos-p@aum.edu.kw

Received: October 27, 2024

Accepted: February 4, 2025

Online Published: May 29, 2025

doi:10.5430/wjel.v15n6p184

URL: <https://doi.org/10.5430/wjel.v15n6p184>

Abstract

This study explores expatriate English teachers' professional development (PD) experiences in the Arab Gulf Cooperation Council (GCC) countries. It focuses on how teaching experience and age influence their perceptions of PD programmes. As English proficiency becomes increasingly vital for academic and professional success in the region, PD has emerged as a critical mechanism for enhancing teaching quality and supporting teachers' career growth. However, many expatriate teachers face challenges related to limited access to PD opportunities, a lack of institutional support, and misalignment between PD programmes and their specific needs. This research investigates these issues through a survey, collecting data from 144 expatriate teachers working in the Gulf. Findings reveal that more experienced teachers view PD as beneficial for career growth but express concerns about its relevance to their day-to-day teaching contexts and limited impact on career advancement. The study underscores the need for tailored PD programmes that address the distinct needs of expatriate teachers and align with the region's unique educational challenges. It also highlights the importance of institutional support in fostering a culture of continuous learning among expatriate educators. Policymakers and academic leaders are recommended to improve PD programmes and enhance the professional growth of expatriate teachers in the Arab Gulf countries.

Keywords: Expatriate English teachers, professional development perceptions, Arab Gulf, tertiary education, institutional support

1. Introduction

1.1 Introduction of the Problem

The problem addressed in this study is significant because professional development (PD) plays a crucial role in enhancing the quality of English language teaching, particularly in the Arab Gulf countries (Bahrain, Qatar, Kuwait, Oman, Saudi Arabia, and UAE) where English proficiency is increasingly vital for academic and professional success. Expatriate English teachers, who form a substantial part of the teaching workforce, face unique challenges in accessing meaningful PD opportunities. These challenges include limited institutional support, misalignment between PD programmes and their specific needs, and systemic barriers such as unequal access compared to national teachers. Addressing these issues is essential for supporting teachers' professional growth and career advancement, improving student outcomes, and fostering a culture of continuous learning within educational institutions. The study's focus on expatriate teachers sheds light on a critical yet underexplored area, providing insights to inform more equitable and effective PD practices in the region.

This study builds on existing research related to PD in diverse educational contexts, particularly within the Arab Gulf countries. It relates to prior work such as that of Malik et al. (2022), who examined factors influencing PD in Pakistan, as well as Al-Mohanna (2017) and Ahmad (2023), who highlighted challenges faced by English teachers in Saudi Arabia. While these studies provided valuable insights into PD practices, they primarily focused on national teachers or generic PD frameworks (Elbanna, 2022). In contrast, this study differentiates itself by explicitly investigating the experiences and perceptions of expatriate English teachers in the Gulf region. It explores how demographic factors, such as age and teaching experience, influence PD engagement, thus filling a gap in the literature. This perspective allows the study to build on and extend previous research, offering context-specific recommendations directly applicable to the unique educational landscape of the Arab Gulf countries.

The study's primary hypothesis is that expatriate English teachers' perceptions of PD are significantly influenced by demographic factors such as age and teaching experience in the Arab Gulf Cooperation Council (GCC) countries (Bahrain, Qatar, Kuwait, Oman, Saudi Arabia, and UAE). Secondary hypotheses suggest that PD positively impacts employability, job performance, and personal growth, while institutional support and the perceived relevance of PD programmes are critical determinants of teacher engagement. The study's objectives are to explore how expatriate teachers perceive the impact of PD on their employability and career prospects, to identify the challenges they face in participating in PD, and to examine how demographic variables influence these challenges. The study is theoretically grounded in concepts related to teacher professional growth, adult learning, and institutional support frameworks. It aligns

with sociocultural theories of learning, which emphasise the role of context in shaping professional development experiences, and with motivation theories that highlight the importance of intrinsic and extrinsic factors in influencing teacher engagement with PD.

The hypotheses and research design are closely interrelated, with the study employing a quantitative approach to test the stated hypotheses robustly. Using a structured questionnaire, adapted from Murphy et al. (2006), enables quantitative data collection. Regression analysis and ANOVA examine the relationships between independent variables (such as age and teaching experience) and dependent variables related to PD outcomes, including employability, job performance, and institutional support. This design allows for a comprehensive exploration of the factors influencing teachers' perceptions of PD, ensuring that the research questions are addressed from multiple angles. The quantitative data provide statistical evidence of trends and correlations.

The study has several theoretical and practical implications. Theoretically, it contributes to the literature on teacher professional development by highlighting the complex interplay between demographic factors and PD engagement in expatriate contexts. It suggests that existing models of PD need to be adapted to account for the unique challenges expatriate teachers face in the GCC countries, such as cultural adaptation, institutional barriers, and career progression issues. The study also reinforces the importance of institutional support and the alignment of PD content with teachers' specific needs, adding to teacher motivation and professional growth research. Practically, the findings offer valuable recommendations for policymakers and educational leaders in the region. They highlight the need for tailored PD programmes that address the diverse needs of expatriate teachers at different stages of their careers, enhanced institutional support structures (such as study leave and recognition of PD efforts), and culturally relevant PD initiatives that bridge the gap between teachers' backgrounds and the local educational context. By addressing these areas, academic institutions can create more effective PD environments that support teacher satisfaction and student learning outcomes.

1.2 Importance of the Problem

The problem addressed in this study warrants new research due to the evolving educational landscape in the GCC countries, where English language proficiency is becoming increasingly critical for academic success, professional advancement, and participation in the global economy. Expatriate English teachers constitute a significant portion of the teaching workforce in this region. Yet, their PD experiences remain under-researched, particularly about how demographic factors such as age and teaching experience influence their perceptions of PD opportunities. Existing studies have focused mainly on national teachers or have explored PD in broader contexts without considering the specific challenges faced by expatriate educators in the GCC Countries. These challenges include limited access to PD programmes, lack of institutional support, and misalignment between PD content and the practical realities of teaching in culturally diverse classrooms.

Moreover, previous research presents inconsistent findings regarding the effectiveness of PD programmes, especially in terms of their relevance, impact on career progression, and ability to foster long-term professional growth. Some studies suggest that PD positively influences teacher performance and student outcomes, while others highlight its limited effect on job satisfaction and motivation, particularly for more experienced educators. This inconsistency underscores the need for research that clarifies these divergent outcomes and contextualises them within the unique socio-cultural and institutional frameworks of the Arab Gulf countries.

This research aims to address these gaps by exploring the professional development experiences of expatriate English teachers in the GCC Countries, focusing on how factors such as age and teaching experience shape their perceptions of PD's value and effectiveness. This study aims to provide an understanding of the challenges and opportunities faced by expatriate teachers, contributing to the broader discourse on teacher PD in international contexts. By doing so, it offers evidence-based recommendations for policymakers and educational leaders to design more effective, contextually relevant PD programmes that support the professional growth of expatriate educators, ultimately enhancing educational outcomes across the region.

In the cumulative understanding of the field, this article adds depth to the literature on teacher PD by focusing on an often-overlooked demographic—expatriate English teachers in the Arab Gulf countries. It bridges gaps in existing research, highlights the complex interplay between personal and institutional factors in PD engagement, and underscores the importance of culturally responsive, tailored PD initiatives. This contribution is critical for informing future studies and guiding practical interventions to improve teacher satisfaction and student learning in the GCC Countries.

1.3 Research Questions

To guide this investigation, the study addresses the following research questions:

1. How do expatriate English teachers in the Arab Gulf countries perceive the impact of professional development on their employability and career prospects?
2. What are expatriate English teachers' perceptions regarding professional development's influence on their job performance and motivation?
3. What challenges do expatriate English teachers in the Arab Gulf countries face in participating in professional development, and how are these challenges influenced by factors such as age and regional teaching experience?
4. How do expatriate English teachers perceive the relevance of professional development opportunities to their specific needs and the level of institutional support they receive?

1.4 Review of the Literature

1.4.1 Introduction to Professional Development and Teacher Change

PD is crucial for equipping teachers with the necessary competencies to adapt and instigate change within educational settings. It is pivotal in integrating technology and enhancing learning outcomes despite challenges in its implementation (Tondeur et al., 2016). The connection between PD and educational reform has gained considerable attention over the past fifteen years, recognising how changes in school-level initiatives directly influence teaching practices aligned with reform-oriented goals (Fullan & Hargreaves, 2014; Kisa & Correnti, 2015).

1.4.2 Evolving Competencies in Teacher Professional Development

Cultivating innovative competencies essential for educators marks the journey of teacher PD. This ongoing process is crucial for career-long development and involves deep reflection within school-based communities and integrating students' perspectives into the educational process (Ostinelli & Crescentini, 2024; Martin, 2015). The success of professional development programmes significantly depends on the resonance of the content with the teachers, highlighting the importance of active engagement with the PD material (Büscher & Andresen, 2023).

1.4.3 Diverse Trajectories and Influencing Factors

Various factors shape English teachers' professional growth, including school culture, access to PD opportunities, pursuit of higher qualifications, engagement with professional associations, and adherence to government policies. These elements are deeply intertwined with the local classroom environment and the objective of improving academic achievement, illustrating the symbiotic relationship between an educator's professional growth and their teaching context (Goodwyn et al., 2022; Al-Harbi & Ahmad, 2022; Huong, 2023; Brunetti & Marston, 2018).

1.4.4 Differentiation by Experience Level

The teacher's experience level uniquely influences PD. Early-career teachers, for example, encounter specific challenges such as heavy teaching loads and extensive administrative duties. While daunting, these challenges are crucial for professional and personal growth and help internalise their teaching roles (Huong, 2023). Brunetti and Marston (2018) explore these development processes, illuminating how professional identities and capabilities evolve across various career stages.

1.4.5 Strategies and Challenges in Professional Development

Professional development in education relies on various strategies and faces numerous challenges that affect teachers' growth and effectiveness. One effective strategy is the use of research-based approaches. Engaging with methodologies like action research and empirical research plays a crucial role in enhancing professional practice, as these methods allow for reflective practice and promote pedagogical innovation. By systematically investigating their teaching practices, educators can identify areas for improvement and implement innovative teaching strategies (Gao, 2019; Goodwyn et al., 2022).

Another key strategy is establishing collaborative communities of practice. These communities encourage educators to engage in collaborative inquiry, dialogue, and reflection, creating a supportive environment where leadership skills can flourish. Through this collaborative framework, teachers can collectively share best practices, address common challenges, and enrich their professional growth (Al-Harbi & Ahmad, 2022).

Technology-enhanced development has also become essential to professional growth, especially recently. Integrating technology into PD initiatives helps educators improve their digital proficiency and adapt to innovative teaching methods (Pitychoutis & Al Rawahi, 2024). This was particularly vital during periods of disruption, such as the COVID-19 pandemic, where digital tools facilitated remote teaching and learning. The focus on technology ensures that teachers remain equipped to handle the dynamic demands of modern education (Spathopoulou & Pitychoutis, 2024; Halenci & Zainil, 2023; Pitychoutis, 2023; Baracaldo Guzmán, 2019; Gao, 2019).

Despite these strategies, teachers continue to face significant challenges in their PD. These include the emotional labour associated with teaching, issues related to classroom management, and the broader implications of neoliberal education policies. Addressing these challenges effectively requires robust support systems, sufficient resources, and ongoing PD opportunities responsive to teachers' needs (Gao, 2019; Owen, 2019; Lear, 2019; Ngoc, 2018).

1.4.6 Leveraging Technology and Research-Based Practices

The vital roles of technology and research-based practices in sustaining PD are emphasised (Pitychoutis & Spathopoulou, 2024). Effective strategies include using technology-enhanced learning and establishing language-learning communities. Additionally, adopting teacher action research within institutional settings is highlighted to continue PD and tackle pedagogical challenges (Macaro et al., 2020; Al-Harbi & Ahmad, 2022).

1.4.7 Addressing Specific Needs for Academic English Educators

There is a pronounced need for methodologies that cater specifically to the educational requirements of English learners. These include strategies, conceptual frameworks, and interventions to enhance literacy and content learning alongside initiatives to improve teachers' English proficiency through PD (Vera et al., 2022; Ngoc, 2018).

1.4.8 Common Challenges in Professional Development

In the Arab Gulf countries, teachers encounter substantial challenges that affect their PD. These include issues related to the design and implementation of PD programmes, influenced by significant differences in educational systems and cultural contexts (Spathopoulou & Pitychoutis, in press). These challenges impact classroom practices and teaching aspirations, highlighting concerns about the adequacy of current programmes, the heavy workload, and the responsibilities and roles of educational stakeholders. Additionally, there is a noted frustration towards the efficacy of college-based teacher education and the impact of cultural factors on teacher education practices (Klatt et al., 2020; Alkhateeb et al., 2022; El Afi, 2019).

1.4.9 Impact of Professional Development on Teaching Practices

The impact of professional development on teaching practices in the region has been positive in several respects. For instance, Saudi Arabian teachers who participated in a PD programme in Australia noted significant changes in their teaching aspirations and plans for their students and schools upon their return. This transformation underscores PD's potential to significantly enhance teaching practices (Klatt et al., 2020). In Abu Dhabi, teachers in private schools reported improvements in lesson planning, teaching methods, classroom management, and cooperation following PD, despite some reservations about the programme's effectiveness (El Afi, 2019).

1.4.10 Factors Influencing Teachers' Attitudes Towards Professional Development

Several critical factors shape the attitudes of teachers in the GCC towards PD. The efficiency of education, especially in response to the challenges posed by globalisation, necessitates structural changes to align educational systems with national aspirations and economic development. This requires well-trained and highly qualified teachers central to advancing educational systems. In Qatar, there have been efforts to critically analyse national initiatives inspired by global developments in the teaching profession. However, research on this subject in the Middle East and North Africa (MENA) region remains limited (Qadhi & AlKhubaisi, 2022).

1.4.11 Effective Professional Development Strategies

Identifying and implementing effective PD strategies for teachers in Arab countries is crucial. Studies suggest that providers in Abu Dhabi must ensure the effectiveness of PD opportunities for educators, pointing to a need for tailored PD strategies responsive to the region's unique challenges (Badri et al., 2016). In Saudi Arabia, PD has been shown to have a considerable beneficial impact on teachers' beliefs, practices, and students' learning outcomes, highlighting the effectiveness of these programmes in enhancing teaching practices (Alruqi & Alharbi, 2022).

1.5 Hypotheses and Correspondence to Research Design

This study adopts a quantitative research approach to address the identified gaps in understanding the PD experiences of expatriate English teachers in the Arab Gulf countries. The central focus is examining how demographic factors, particularly age and teaching experience, influence teachers' perceptions of PD regarding employability, job performance, motivation, and institutional support. This approach is grounded in theoretical frameworks related to adult learning, professional identity development, and organisational support, suggesting that teachers' engagement with PD is influenced by personal characteristics and the institutional contexts in which they work.

The study's primary hypothesis posits that their age and teaching experience significantly influence expatriate English teachers' perceptions of PD in the Arab Gulf countries. This hypothesis is derived from sociocultural theories of teacher development, which emphasise how individual and contextual factors shape professional growth. The secondary hypotheses further explore specific dimensions of this relationship, including:

1. Professional Development and Employability: PD is perceived as enhancing employability and career prospects, with more experienced teachers viewing it as critical for career advancement.
2. Impact on Job Performance and Motivation: Older teachers are more likely to perceive PD as improving job performance, though they may not find it equally effective in enhancing job satisfaction.
3. Institutional Support and Relevance: Perceptions of PD's relevance and institutional support vary based on demographic factors, with experienced teachers often reporting misalignment between PD content and their classroom realities.

The rationale for these hypotheses is grounded in previous empirical research, which presents inconsistent findings regarding PD's effectiveness, particularly for expatriate educators. While some studies suggest that PD enhances teaching competencies and student outcomes (Tondeur et al., 2016; Al-Harbi & Ahmad, 2022), others highlight its limited impact on career progression and job satisfaction, especially for teachers with extensive experience who may encounter systemic barriers in their professional environments.

Based on quantitative methods, the research design permits a rigorous examination of these hypotheses. Data were collected through a structured questionnaire, adapted from Murphy et al. (2006), which included both closed-ended questions and Likert-scale items to measure various aspects of PD engagement and perceptions. Regression analysis and one-way ANOVA allow for identifying statistically significant relationships between independent variables (age and teaching experience) and dependent variables related to PD outcomes (such as employability, motivation, and institutional support). This statistical approach provides robust evidence to support or challenge the proposed hypotheses.

The prioritisation of hypotheses is apparent within the study. The influence of demographic factors on PD perceptions represents the primary focus, as it directly addresses the study's core objective of understanding how personal characteristics shape PD engagement. The

secondary hypotheses, examining PD's specific impacts on employability, job satisfaction, and institutional support, provide more detailed insights into how PD affects teachers' professional experiences in the GCC Countries. This design ensures the research offers theoretical contributions and practical recommendations for improving PD practices in expatriate teaching contexts.

2. Methodology

2.1 Instrument

This study used a mixture of two existing scales. A slightly adapted version of the organisational commitment scale (Mowday et al, 1979, in Rothwell & Arnold, 2005) to measure the perceived value of PD, and a single structured questionnaire from Murphy et al. (2006) to measure expatriate English teachers' perceptions of PD. No experimental treatment or intervention was applied. The study followed a non-experimental, cross-sectional research design, collecting data at a single point in time. Murphy et al.'s questionnaire was chosen to cover PD motivators and inhibitors. The instrument was slightly modified to fit the context of English teachers in the Gulf region. The survey employed a 5-point Likert scale for quantitative responses. The face and content validity of this instrument was determined by critical friends, professors of statistics (Hoe et al, 2019). The instrument was pilot-tested with English instructors at two Arab universities before being administered (Appendix).

2.2 Participants and Sampling Method

The study involved a sample of English teachers with experience teaching in the Gulf countries, selected using the snowball sampling method. The study's sample consisted of 144 English teachers with experience teaching in the Gulf countries, selected through snowball sampling. As Table 1 shows, the gender distribution within the sample included 41.67% female (n=60) and 58.33% male (n=84) participants. The age distribution was as follows: 16.67% of participants were aged 25-34 years (n=24), 12.50% were aged 35-44 years (n=18), 54.17% were aged 45-54 years (n=78), and 16.67% were aged 55 years or older (n=24). Data were collected using a structured questionnaire administered via Google Forms from April 2024 to June 2024, with all participants providing informed consent before completing the survey. All participants provided informed consent through the online form before completing the questionnaire. The demographic information gathered included age, gender, countries within the Arab Gulf region where they have taught, the teaching context (e.g., public vs. private institutions), and frequency of engagement with PD activities.

Table 1. Gender and age distribution of population

Criteria	Characteristics	Number (N)	Percentage
Gender	Female	60	41.67%
	Male	84	58.33%
Age Group	25-34	24	16.67%
	35-44	18	12.50%
	45-54	78	54.17%
	55+	24	16.67%
N=	144		

Participants are expatriates coming from Europe (the UK, Germany, Poland, Greece, Serbia, France, and Spain), the USA, Canada, India, South Africa, Kenya, Iran, and the Philippines who have teaching experience in UAE, Saudi Arabia, Oman, Qatar, Kuwait, and Bahrain. 12% of the participants have teaching experience in more than one GCC country. The sample's teaching experience varied widely (Table 2), with a significant portion having extensive experience within the GCC. Participants aged 25-34 predominantly had 1-5 years of teaching experience (17 participants), and a majority taught in the Arab Gulf countries for 1-5 years (22 participants). In the 35-44 age group, 12 participants had 16-20 years of teaching experience, with a notable portion (13 participants) having 6-10 years of teaching experience in the region. The 45-54 age group showed considerable experience, with 53 participants having over 20 years of teaching experience and 31 participants teaching in the Arab Gulf countries for 11-15 years. Among those aged 55 and older, 21 participants had more than 20 years of teaching experience, while 13 had 16-20 years of experience in the Arab Gulf. 51.39% of the participants had over 20 years of teaching experience. However, only 7.64% had similar years of experience in the Arab Gulf, indicating a broad range of teaching tenures across the sample.

Table 2. Years of experience distribution

Criteria	Characteristic	Years of experience	N Teaching	N Teaching in Arab Gulf
Age	25-34	1-5	17	22
		6-10	7	2
		11-15		
		16-20		
		20+		
	35-44	1-5		
		6-10	1	13
		11-15	5	5
		16-20	12	
		20+		

	45-54	1-5		11
		6-10	3	13
		11-15	11	31
		16-20	11	17
		20+	53	6
	55+	1-5		6
		6-10		
		11-15		
		16-20	3	13
		20+	21	5
Years of Experience		1-5	11.81%	22.92%
		6-10	7.64%	23.61%
		11-15	11.11%	25.00%
		16-20	18.06%	20.83%
		20+	51.39%	7.64%
N=	144			

31.3% of the participants hold a doctoral degree, 58.2% hold a master's degree, and 10.5% hold a bachelor's degree with TEFL certification. 95% of the participants have taught in tertiary education, while only 5% have taught in schools.

41.7% of the participants reported occasional engagement in PD activities (Table 3), 37.5% reported very frequent engagement, and only 8.3% reported rarely engaging in PD activities.

Table 3. Frequency of participation in professional development activities

Never	0%
Rarely (less than once a year)	8.3%
Occasionally (1-2 times a year)	41.7%
Frequently (3-5 times a year)	12.5%
Very frequently (more than 5 times a year)	37.5%

Most participants reported learning about professional activities from colleagues and the Internet. Only 25% of the participants reported being informed about PD opportunities via teacher associations. More than half of the participants (58.3%) reported that their institutions informed them about PD activities. Although there was a never option, no participants opted for it.

2.3 Data Collection

Data were collected via a structured questionnaire distributed through Google Forms from April 2024 to June 2024. Before completing the questionnaire, all participants were required to provide informed consent through an online consent form embedded within the survey. This ensured that participants were fully aware of the study's purpose, their rights, and the use of the collected data.

2.4 Data Analysis

Data were analysed using regression and one-way ANOVA to examine the relationships between independent and dependent variables. The independent variables were the participants' age and teaching experience in Arab Gulf countries. The dependent variables included various aspects of PD outlined in the questionnaire, such as employability and career prospects, job performance and motivation, institutional support, professional growth, and the challenges the participants face in PD. Statistical analyses were performed to identify significant predictors and the strength of these relationships.

2.5 Ethical Considerations

The study adhered to ethical research standards. All participants provided informed consent, and their anonymity was maintained throughout the study. The data collected were stored securely and used solely for this research. Ethical approval was obtained from the researchers' Institutional Review Board.

3. Results

The following section presents the findings of a regression analysis conducted to examine how various factors, such as teaching experience and institutional support, influence expatriate English teachers' engagement in PD and its perceived benefits. The analysis is segmented into three primary categories: the impact of PD on employability and career prospects, its influence on job performance and motivation, and the challenges faced in PD, including institutional, time and effort, and personal and motivational challenges. The data, drawn from the demographic variables of age and teaching experience within the Arab Gulf region, provide valuable insights into how these factors shape teachers' perceptions and experiences of PD.

3.1 Professional Development Impact

3.1.1 Employability and Career Prospects

The ANOVA (Table 4) indicates that the regression model significantly predicts the dependent variable, with an F -value of 25.8652 and a p -value $< .001$. This suggests that teaching experience in the Arab Gulf countries significantly affects the perception of PD.

- The coefficient is 0.9091, which is statistically significant ($p < .001$). This indicates a positive and significant relationship between teaching experience in the Arab Gulf region and the perception of engaging in PD as a worthwhile investment for personal professional growth (statement 18).

The results suggest that teaching experience in the Arab Gulf countries significantly influences teachers' perceptions of PD as a valuable investment for their professional growth. Teachers with more experience in the Arab Gulf region are more likely to view PD as beneficial for their professional advancement.

Table 4. Teaching experience in the Arab Gulf and perceptions of PD for employability and career prospects

ANOVA				
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	1	36.36364	36.36364	25.86521
Residual	142	199.6364	1.40589	
Total	143	236		
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	-1.27273	0.780866	-1.62989	0.105341
Statement 18	0.909091	0.178751	5.085785	1.14E-06

3.1.2 Job Performance and Motivation

The ANOVA (Table 5) indicates that the regression model significantly predicts the dependent variables, with an F -value of 9.8346 and a p -value of 0.0001. This suggests that age significantly affects the perceptions of job performance improvement and job satisfaction from PD.

- **Professional Development Improves Job Performance (Statement 19).** The coefficient is 0.7646, which is statistically significant ($p < .001$). This indicates a positive and significant relationship between age and the perception that PD improves job performance.
- **Engaging in Professional Development Increases Job Satisfaction (Statement 21).** The coefficient is -0.3943, which is statistically significant ($p = 0.0017$). This indicates a negative and significant relationship between age and the perception that engaging in PD increases job satisfaction.

The results suggest that age significantly influences teachers' perceptions of PD's impact on job performance and satisfaction. While older teachers are more likely to perceive PD as improving job performance, they are less likely to perceive it as increasing job satisfaction.

Table 5. Age groups Vs perceptions that PD improves job performance and job satisfaction

ANOVA				
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	2	15.3943299	7.697165	9.834567
Residual	141	110.3556701	0.782664	
Total	143	125.75		
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	0.973367698	0.677096228	1.437562	0.152774
Statement 19	0.764604811	0.178399989	4.285902	3.35E-05
21	-0.394329897	0.122999271	-3.20595	0.001666

3.1.3 Relevance and Institutional Support (Table 6)

The regression model for age groups and the perception that the evolving nature of work makes continuous PD essential (Statement 16) was highly significant ($F = 31.44$, $p < .001$). The coefficients suggest that the perception of this statement is significantly positively influenced by age group ($\beta = .812$, $p < .001$). Age also plays a role in the participants' perceptions of the institution's rewards (Statement 22) for the effort they put into PD ($\beta = .259$, $p < .001$). However, the perception of finding PD opportunities to be relevant to the participants' needs (Statement 24), among the age groups ($\beta = -1.231$, $p < .001$) is significantly negatively influenced.

The results suggest that age significantly influences teachers' perceptions of PD. Older teachers are more likely to view continuous PD as essential due to the evolving nature of their work and feel that their institutions reward their efforts. However, they are less likely to perceive PD opportunities as relevant to their needs.

Table 6. Age groups and perceptions of professional development on relevance and institutional support

ANOVA				
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	3	50.6176	16.87253	31.43989
Residual	140	75.1324	0.53666	
Total	143	125.75		
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	3.246747	0.386093	8.409232	4.26E-14
Statement				
16	0.811603	0.108735	7.464017	8.12E-12
22	0.25935	0.062778	4.131201	6.18E-05
24	-1.23126	0.136618	-9.01243	1.35E-15

3.2 Personal Growth and Challenges

3.2.1 Knowledge and Skills Development

The regression model in Table 7 indicates a statistically significant positive relationship between years of teaching experience in the GCC and Statement 25: teachers' perceptions of the importance of updating their knowledge and skills ($p = 0.0332$). The coefficient for the perception of updating knowledge and skills is 0.3721, suggesting that as the years of teaching experience in the Arab Gulf region increase, the perception of the importance of updating knowledge and skills also increases.

Table 7. Teaching experience in the Gulf and perceptions that PD can update knowledge and skills

ANOVA				
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	1	7.44186	7.44186	4.623525
Residual	142	228.5581	1.609564	
Total	143	236		
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	1.069767	0.750149	1.426073	0.156042
Statement:				
25	0.372093	0.173047	2.150238	0.03323

3.2.2 Career and Professional Growth

A regression analysis examined the relationship between years of teaching experience in the GCC and the perceptions of career and professional growth (Table 8). The ANOVA results show a significant F -value of 23.6263 ($p < 0.0001$), indicating that the regression model fits the data well.

The coefficients for the statements were as follows:

- Unproductive professional development activities (Statement 23): The p -value of 0.0199 is statistically significant, suggesting that with increased years of teaching experience in the Arab Gulf region, the perception of PD activities being unproductive tends to increase.
- Increased expectation of promotion (Statement 27): A p -value of $< .001$ indicates a statistically significant negative relationship, implying that more years of teaching experience in the Arab Gulf region are associated with a decreased expectation of promotion through PD.
- Increased likelihood of influencing changes in your workplace (Statement 29): The statistically significant p -value of 0.0003 suggests that teachers with more years of experience in the Arab Gulf countries perceive a higher likelihood of influencing workplace changes through PD.

These findings highlight the challenges that teachers with varying years of teaching experience in the GCC face when perceiving the effectiveness and impact of PD activities. The results indicate that more experienced teachers tend to view PD as less productive and less likely to result in promotions, suggesting an increased likelihood of influencing workplace changes through PD.

Table 8. Experience in the Arab Gulf and professional development impact career and professional growth

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	3	79.32245	26.44082	23.62632
Residual	140	156.6775	1.119125	
Total	143	236		

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	4.827266	0.516021	9.35479	1.86E-16
Statement:				
23	-0.19609	0.083231	-2.35595	0.019862
27	-0.91963	0.111218	-8.26879	9.42E-14
29	0.411965	0.111147	3.706469	0.000302

3.2.3 Networking and Collaboration

A regression analysis examined the relationship between teaching experience in the Arab Gulf countries and the statements related to networking and collaboration (Table 9). The ANOVA results show a significant *F*-value of 20.1853 ($p < 0.0001$), indicating that the regression model fits the data well. The coefficients for the statements were as follows:

- Greater collaboration and knowledge sharing (Statement 32): The coefficient was 1.0449 and a *p*-value of < 0.0001 . This result is statistically significant, suggesting that teaching experience in the Arab Gulf positively correlates with the perception of increased collaboration and knowledge sharing.
- Possibilities for networking leading to career progression (Statement 33): The coefficient was -0.6780 and a *p*-value of < 0.0001 . This indicates a statistically significant negative relationship, implying that teachers with more teaching experience in the Arab Gulf are less likely to perceive networking opportunities as leading to career progression.

These findings highlight teachers' challenges with varying teaching experience in the Arab Gulf region regarding their perceptions of networking and collaboration opportunities in PD. The results suggest that teachers with more teaching experience in the GCC tend to view PD activities favourably regarding collaboration and knowledge sharing. At the same time, they may be less optimistic about the career progression opportunities afforded by networking.

Table 9. Teaching experience in the Arab Gulf and perceptions of PD for networking and collaboration

ANOVA				
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	2	52.53041	26.2652	20.18533
Residual	141	183.4696	1.301203	
Total	143	236		

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	0.79661	0.728794	1.093053	0.276235
Statement:				
32	1.044865	0.176146	5.93182	2.21E-08
33	-0.67797	0.148507	-4.56522	1.08E-05

3.3 Challenges in Professional Development

3.3.1 Institutional Challenges

This section presents the results of the regression analysis examining the relationship between teaching experience in the Gulf countries and specific challenges in PD. The ANOVA (Table 10) indicates that the regression model significantly predicts the dependent variables, with an *F*-value of 22.3329 and a *p*-value < 0.0001 . This suggests that teaching experience in the Gulf countries significantly affects the perceptions related to the given statements.

- Insufficient study/conference leave provided by employer (Statement 39): The coefficient is 0.6747, which is statistically significant ($p < 0.0001$). This indicates a positive and significant relationship between teaching experience in the Gulf countries and the perception of insufficient study/conference leave provided by the employer.
- Lack of recognition from employer (Statement 41): The coefficient is -0.2796, which is statistically significant ($p = 0.0033$). This indicates a negative and significant relationship between teaching experience in the Gulf countries and the perception of lack of recognition from the employer.
- Lack of availability of PD activities in the area (Statement 47): The coefficient for Statement 47 is -0.5068, which is statistically significant ($p < 0.0001$). This indicates a negative and significant relationship between teaching experience in the Gulf countries and the perception of a lack of availability of PD activities.

The results suggest that teaching experience in the Arab Gulf countries significantly influences teachers' perceptions of specific challenges in PD. Teachers with more experience are more likely to perceive insufficient study/conference leave provided by the employer but less likely to perceive a lack of recognition and availability of PD activities.

Table 10. Teaching experience in the Gulf countries and perceptions of institutional challenges in PD

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	3	76.38546	25.46182	22.33289
Residual	140	159.6145	1.140104	
Total	143	236		
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	2.836792	0.403991	7.021926	8.69E-11
Statement:				
39	0.67466	0.105709	6.382232	2.39E-09
41	-0.27959	0.093537	-2.9891	0.003306
47	-0.50677	0.079872	-6.34482	2.88E-09

3.3.2 Time and Effort

This section presents the results of the regression analysis examining the relationship between age and the challenge of balancing the demands of home, work, and study. The ANOVA (Table 11) indicates that the regression model significantly predicts the dependent variable, with an F -value of 6.5263 and a p -value of 0.0117. This suggests that age significantly affects the perception of balancing the demands of home, work, and study.

- Balancing the demands of home, work, and study (Statement 36): The coefficient is -0.1939, which is statistically significant ($p = 0.0117$). This indicates a negative and significant relationship between age and the perception of balancing the demands of home, work, and study.

The results suggest that age significantly influences teachers' perceptions of balancing the demands of home, work, and study. Older teachers are less likely to perceive difficulty balancing these demands than their younger counterparts.

Table 11. Age and challenges of balancing the demands of life

ANOVA				
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	1	5.525510204	5.52551	6.526311
Residual	142	120.2244898	0.846651	
Total	143	125.75		
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	3.43537415	0.294742183	11.65552	1.9E-22
Statement: 36	-0.193877551	0.075891587	-2.55466	0.011682

3.3.3 Personal and Motivational Challenges

This section presents the results of the regression analysis examining the relationship between teaching experience in the Gulf countries and specific personal and motivational challenges in PD. The ANOVA (Table 12) indicates that the regression model significantly predicts the dependent variables, with an F -value of 12.2658 and a p -value < 0.0001 . This suggests that teaching experience in the Gulf countries significantly affects the perceptions related to the given statements.

- Becoming a student again is more challenging than expected (Statement 42): The coefficient is 0.6777, which is statistically significant ($p < 0.0001$). This indicates a positive and significant relationship between teaching experience in the Gulf countries and the perception of the challenges associated with becoming a student again.
- Lack of possibility to transfer learning to the workplace (Statement 43): The coefficient is -0.3721, which is statistically significant ($p = 0.0019719$). This indicates a negative and significant relationship between teaching experience in the Gulf countries and the perception of the lack of possibility to transfer learning to the workplace.
- Insufficient personal motivation (Statement 45): The coefficient is -0.4631, which is statistically significant ($p < 0.0001$). This indicates a negative and significant relationship between teaching experience in the Gulf countries and the perception of insufficient personal motivation.
- Educational courses, conferences, seminars, webinars, etc., do not lead to career progression (Statement 46): The coefficient is 0.0339, which is not statistically significant ($p = 0.7704$). This indicates that no significant relationship exists between teaching experience in the Gulf countries and the perception that educational courses, conferences, seminars, and webinars do not lead to career progression.

The results suggest that teaching in the Gulf countries significantly influences teachers' perceptions of specific personal and motivational challenges in PD. Teachers with more experience are more likely to perceive challenges in becoming students again. However, they are less likely to perceive the lack of possibility of transferring learning to the workplace and insufficient personal motivation as significant issues. However, no significant relationship exists between teaching experience and the perception that educational activities do not lead to career progression.

Table 12. Teaching experience in the Arab Gulf Countries and personal and motivational challenges of PD

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Regression	4	61.56938	15.39234	12.26583
Residual	139	174.4306	1.254897	
Total	143	236		

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	3.198838	0.451441	7.085844	6.33E-11
Statement:				
42	0.677655	0.120572	5.62034	1.01E-07
43	-0.37215	0.117979	-3.15434	0.001972
45	-0.46309	0.095764	-4.83574	3.47E-06
46	0.033902	0.115932	0.292428	0.770396

The regression analysis reveals insights into the multifaceted impact of PD on English teachers in the Arab Gulf. Age and regional teaching experience are significant predictors of teachers' perceptions across various dimensions of PD. Older teachers and those with more regional teaching experience tend to view PD activities differently, highlighting positive and negative aspects. While experienced teachers recognise the value of PD for personal growth and knowledge enhancement, they also express concerns about institutional support and the practical applicability of PD initiatives.

4. Discussion

This study investigates how demographic factors, specifically age and teaching experience in the Arab Gulf Countries, influence expatriate English teachers' perceptions of PD. The findings support the primary hypothesis, which posited that these demographic factors significantly affect teachers' views on PD. Specifically, teaching experience was found to have a strong positive correlation with perceptions of PD as beneficial for professional growth and employability. The secondary hypotheses, which explored dimensions such as PD's impact on job performance, motivation, institutional support, and relevance, also received varying support.

4.1 Support for Hypotheses

The results demonstrated robust support for the hypothesis that greater teaching experience in the Arab Gulf is associated with more positive perceptions of PD as a valuable investment for career advancement. Teachers with extensive experience viewed PD as essential for personal growth, consistent with sociocultural theories of professional identity development. Conversely, the secondary hypothesis concerning PD's impact on job satisfaction showed mixed results. While older teachers perceived PD as beneficial for improving job performance, they were less likely to associate it with increased job satisfaction, suggesting that PD might meet professional competency needs without necessarily addressing intrinsic motivational factors.

4.2 Interpretation of Results

These findings align with prior research, such as Tondeur et al. (2016) and Al-Harbi & Ahmad (2022), emphasising PD's role in enhancing teaching competencies. However, our results diverge from studies like Brunetti and Marston (2018), which found PD to have a uniformly positive effect on job satisfaction across all experience levels. This divergence may be attributed to contextual factors unique to the Arab Gulf, such as institutional constraints and cultural dynamics affecting expatriate teachers' professional experiences.

The study also revealed that while experienced teachers value PD for updating knowledge and influencing institutional practices, they are sceptical about its impact on career progression. This scepticism reflects structural barriers within educational systems in the GCC Countries, where promotions may not be directly linked to PD engagement. Additionally, the perception of PD's relevance was lower among older teachers, highlighting a misalignment between PD content and the practical realities of their teaching environments.

4.3 Consideration of Limitations and Biases

Several limitations may have influenced the study's outcomes. The reliance on self-reported data introduces the potential for response bias, as participants may have provided socially desirable answers or may not have fully reflected on their PD experiences. The study's cross-sectional design limits the ability to establish causal relationships between demographic factors and PD perceptions. Moreover, the sample consisted solely of expatriate teachers, which may affect the generalisability of the findings to national educators or other international contexts.

Potential biases could also stem from the snowball sampling method, which might have led to a homogenous sample with similar PD experiences, particularly if participants shared professional networks. Additionally, the study did not account for variations in PD programme quality across institutions, which could have influenced perceptions independently of demographic factors.

4.4 Generalisability and External Validity

While the findings offer valuable insights into expatriate teachers' PD experiences in the Arab Gulf countries, their generalisability beyond the region is limited. The unique socio-cultural and institutional contexts of the GCC Countries play a significant role in shaping

PD perceptions. However, the results may apply to other expatriate-dominated educational settings where teachers face similar challenges related to institutional support, career progression, and cultural adaptation. Future research could explore comparative studies across different regions to enhance the external validity of these findings.

4.5 Conclusion and Significance of Findings

The study underscores the complex interplay between demographic factors and PD perceptions among expatriate English teachers in the Arab Gulf region. The findings highlight the need for tailored PD programmes that address the specific needs of teachers at different career stages, focusing on enhancing both professional competencies and job satisfaction. Institutional support, recognition of PD efforts, and alignment of PD content with practical teaching realities emerge as critical factors for effective PD.

These insights have significant implications for policymakers and educational leaders in the GCC Countries. By designing context-specific, career-aligned PD opportunities, institutions can foster a culture of continuous professional growth that benefits both teachers and students. The study also contributes to the broader discourse on expatriate teacher development, offering a foundation for future research to explore longitudinal effects of PD and the impact of institutional reforms on teacher perceptions and professional outcomes.

5. Conclusion/Recommendations

5.1 Conclusion

The findings of this study shed light on the complexities of PD for expatriate English teachers in the Arab Gulf countries. While PD is generally perceived as beneficial, especially for experienced teachers, its effectiveness is hindered by challenges such as inadequate institutional support and misaligned content. To enhance the impact of PD, educational institutions and programme developers need to create more context-specific, career-aligned, and culturally relevant opportunities for expatriate teachers. By doing so, teacher satisfaction and student outcomes can be significantly improved, advancing the region's broader educational goals.

5.2 Recommendations

Based on the findings, several focused recommendations can be made to improve PD for expatriate English teachers in the GCC countries:

- **Tailored PD Programmes:** Educational institutions and PD providers should collaborate to design PD programmes that cater to the specific needs of expatriate teachers at different stages of their careers. Early-career expatriate teachers would benefit from classroom management and cultural adaptation programmes, while more experienced teachers should have access to leadership and subject-specific development opportunities.
- **Enhanced Institutional Support:** Gulf-based educational institutions need to provide more structured support for expatriate teachers' PD. This includes offering sufficient study leave, allocating resources, and creating clear career progression pathways tied to PD participation, such as promotion opportunities and recognisable certifications.
- **Culturally Relevant PD:** PD programmes should be designed with the unique cultural and educational context of the Arab Gulf countries in mind. Developers should work closely with expatriate teachers to ensure that PD addresses their needs for cultural adaptation and equips them to bridge the gap between their cultural backgrounds and the local context in which they teach.
- **Ongoing Evaluation and Research:** PD programmes should be regularly assessed to ensure they meet the needs of expatriate teachers and contribute to their professional growth. Evaluation should include PD's short-term and long-term impacts on teaching practices and student outcomes.

Acknowledgments

Not Applicable

Authors' contributions

KMP, AR, and FS were responsible for the study design and revisions. KMP and AR were responsible for data collection. KMP and AR drafted the manuscript and AR and FS revised it. All authors read and approved the final manuscript. All authors contributed equally to the study.

Funding

Not Applicable

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Ahmad, H. (2023). Globalizing English language teaching in the Arabian Gulf: professional development's mediating influence. *Register Journal*, 16(2), 301-322. <https://doi.org/10.18326/register.v16i2.301-322>
- Al-Harbi, M. S., & Ahmad, H. (2022). English teachers' professional development: Perspectives from Canada, Saudi Arabia, and Pakistan. *Theory and Practice in Language Studies*, 12(3), 596-604. <https://doi.org/10.17507/tpls.1203.21>
- Alkhateeb, H., Romanowski, M. H., Sellami, A., Abu-Tineh, A. M., & Chaaban, Y. (2022). Challenges facing teacher education in Qatar: Q methodology research. *Heliyon*, 8(7). <https://doi.org/10.1016/j.heliyon.2022.e09845>
- Al-Mohanna, A. (2017). English language teachers in-service training: a diagnosis study in the Saudi Arabian context. *International Journal of Publication and Social Studies*, 2(1), 40-63. <https://doi.org/10.18488/journal.135.2017.21.40.63>
- Alruqi, S. M., & Alharbi, M. S. (2022). Teachers' perceptions towards professional development training courses: Exploring the effects on teachers' performance in the Saudi context. *Theory and Practice in Language Studies*, 12(9), 1723-1735. <https://doi.org/10.17507/tpls.1209.04>
- Badri, M., Alnuaimi, A., Mohaidat, J., Yang, G., & Al Rashedi, A. (2016). Perception of teachers' professional development needs, impacts, and barriers: The Abu Dhabi case. *Sage Open*, 6(3). <https://doi.org/10.1177/2158244016662901>
- Baracaldo Guzmán, D. (2019). Technology integration for the professional development of English teachers. *Tecné Episteme Y Didaxis TED*, 46, 157-168. <https://doi.org/10.17227/ted.num46-10545>
- Brunetti, G. J., & Marston, S. H. (2018). A trajectory of teacher development in early and mid-career. *Teachers and Teaching: Theory and Practice*, 24(8), 874-892. <https://doi.org/10.1080/13540602.2018.1490260>
- Büscher, C., & Andresen, M. S. (2023). Specifying and identifying signs of 'resonance' in teachers' professionalization processes as a condition for teacher change. *International Electronic Journal of Mathematics Education*, 18(3). <https://doi.org/10.29333/iejme/13307>
- El Afi, A. D. (2019). The impact of professional development training on teachers' performance in Abu Dhabi cycle two and three schools. *Teacher Development*, 23(3), 366-386. <https://doi.org/10.1080/13664530.2019.1589562>
- Elbanna, S. (2022). Policy and practical implications for workforce nationalization in the Gulf Cooperation Council (GCC) countries. *Personnel Review*, 51(4), 1248-1261. <https://doi.org/10.1108/PR-11-2020-0835>
- Fullan, M., & Hargreaves, A. (2014). Teacher development and educational change. In: M. Fullan, & A. Hargreaves (Eds), *Teacher development and educational change* (pp. 1-9). Routledge. <https://doi.org/10.4324/9781315870700>
- Gao, X. (2019). Research and teacher education in English language teaching: Section introduction. In: X. Gao (Ed), *Second Handbook of English Language Teaching*. Springer International Handbooks of Education. Springer, Cham. <https://doi.org/10.1007/978-3-030-02899-2>
- Goodwyn, A., Manuel, J., Roberts, R., Scherff, L., Sawyer, W., Durrant, C., & Zancanella, D. (2022). *International perspectives on English teacher development: From initial teacher education to highly accomplished professional*. Taylor and Francis. <https://doi.org/10.4324/9781003168140>
- Halenci, N., & Zainil, Y. (2023). Self-initiated professional development of EFL in enhancing ELT at junior high schools during pandemic Covid-19. *AIP Conference Proceedings*, 2805(1). <https://doi.org/10.1063/5.0150067>
- Hoe, R., Lin, W., Bautista, M. A. C., Vrijhoef, H. J. M., & Lim, T. W. (2019). Validation of a questionnaire measuring patient knowledge of

- atrial fibrillation in an Asian cohort. *Heart Asia*, 11(1), e011143. <https://doi.org/10.1136/heartasia-2018-011143>
- Huong, L. P. H. (2023). A Sociocultural Analysis of Novice EFL Teachers' Professional Development Activities. *Language Related Research*, 14(3), 97-121. <https://doi.org/10.29252/LRR.14.3.4>
- Kisa, Z., & Correnti, R. (2015). Examining implementation fidelity in America's choice schools: A longitudinal analysis of changes in professional development associated with changes in teacher practice. *Educational Evaluation and Policy Analysis*, 37(4), 437-457. <https://doi.org/10.3102/0162373714557519>
- Klatt, G., Berry, A., Suryani, A., Volkoff, V., & Khadawardi, H. (2020). Investigation of Saudi teachers' perceptions of teaching and learning after a 12-month professional development programme in Australia. *Australian Journal of Teacher Education*, 45(7), 15-44. <https://doi.org/10.14221/ajte.2020v45n7.2>
- Lear, M. F. (2019). Voices of English teachers on professional development. *Asian ESP Journal*, 15(1), 198-224. Retrieved from <https://www.asian-esp-journal.com/volume-15-issue-1-2-june-2019/>
- Macaro, E., Akincioglu, M., & Han, S. (2020). English medium instruction in higher education: Teacher perspectives on professional development and certification. *International Journal of Applied Linguistics*, 30(1), 144-157. <http://doi.org/10.1111/ijal.12272>
- Malik, A., Soomro, N., & Pathan, Z. (2022). EFL school teachers perceptions about in-service trainings: a cross- sectional study. *Global Educational Studies Review*, VII(I), 204-217. [https://doi.org/10.31703/gesr.2022\(vii-i\).21](https://doi.org/10.31703/gesr.2022(vii-i).21)
- Martin, E. (2015). Pathways that converge in teacher professional development. Are they present in Spain? *Psychology, Society, and Education*, 7(3), 442-458. <https://doi.org/10.25115/psye.v7i3.526>
- Murphy, C., Cross, C., & McGuire, D. (2006). The motivation of nurses to participate in continuing professional education in Ireland. *Journal of European Industrial Training*, 30(5), 365-384. <https://doi.org/10.1108/03090590610677926>
- Ngoc, K. M. (2018). The need to establish and sustain language learning communities for EFL teachers in Vietnam. In K. Hashimoto & K. M. Ngoc (Eds), *Professional development of English language teachers in Asia*, (pp.149-164). <https://doi.org/10.4324/9781315413259-10>
- Ostinelli, G., & Crescentini, A. (2024). Policy, culture and practice in teacher professional development in five European countries. A comparative analysis. *Professional Development in Education*, 50(1), 74-90. <https://doi.org/10.1080/19415257.2021.1883719>
- Owen, C. (2019). Early career English teachers' everyday work: Speaking back to standards-based reforms. *English in Australia*, 54(2), 24-31. Retrieved from <https://www.aate.org.au/journals/english-in-australia>
- Pitychoutis, K. M. (2023). Do online courses change teachers' beliefs? A study of Omani teacher-trainees' beliefs in second language acquisition. *MEXTESOL Journal*, 47(2). <https://doi.org/10.61871/mj.v47n2-16>
- Pitychoutis, K. M., & Al Rawahi, A. (2024). Smart teaching: The synergy of multiple intelligences and artificial intelligence in English as a foreign language instruction. *Forum for Linguistic Studies*, 6(6), 249-260. <https://doi.org/10.30564/fls.v6i6.7297>
- Pitychoutis, K. M., & Spathopoulou, F. (2024). From tradition to technology: Societal and educational impacts on job preferences in Oman. *Forum for Linguistic Studies*, 6(3), 274-293. <https://doi.org/10.30564/fls.v6i3.6524>
- Qadhi, S. & Alkubaisi, H. (2022). Teachers' education in Qatar: Devolution and decentralization. In: *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East*, (pp. 13-28). https://doi.org/10.1007/978-981-19-2400-2_2
- Rothwell, A., & Arnold, J. (2005). How hr professionals rate continuing professional development. *Human Resource Management Journal*, 15(3), 18-32. <https://doi.org/10.1111/j.1748-8583.2005.tb00151.x>
- Spathopoulou, F., & Pitychoutis, K. M. (2024). Teachers' attitudes on gamification: The Greek EFL context. *International Journal of Education and Practice*, 12(2), 163-176. <https://doi.org/10.18488/61.v12i2.3630>
- Spathopoulou, F., & Pitychoutis, K. M. (2025). Intercultural competence in English language teaching: Navigating cultural taboos in the Arab Gulf. *Forum for Linguistic Studies*, 7(2), 559-573. <https://doi.org/10.30564/fls.v7i2.7909>
- Tondeur, J., Forkosh-Baruch, A., Prestridge, S., Albion, P., & Edirisinghe, S. (2016). Responding to challenges in teacher professional development for ICT integration in education. *Educational Technology and Society*, 19(3), 110-120. Retrieved from https://www.j-ets.net/collection/published-issues/19_3
- Vera, E. M., Heineke, A., Israel, M., Hill, M., Goldberger, N., Hook, K., & Anderson, B. (2022). Learning about English learners: teachers' and leaders' perceptions of effective professional development. *International Multilingual Research Journal*, 16(2), 93-112. <https://doi.org/10.1080/19313152.2021.1971474>

Appendix

Perceived Value of PD

1. Professional development enhances my employability and career prospects.
2. My employer or institution benefits from my participation in professional development.

3. The evolving nature of my work makes continuous professional development essential.
4. Engaging in professional development is a worthwhile investment for my personal growth.
5. Engaging in professional development is a worthwhile investment for my professional growth.
6. Professional development improves my job performance.
7. Engaging in professional development activities increases my motivation.
8. Engaging in professional development activities increases my job satisfaction.
9. My institution rewards the effort I put into professional development.
10. I sometimes feel that professional development activities are unproductive.
11. I find professional development opportunities to be relevant to my needs.

PD Motivators

12. Updating of knowledge and skills.
13. Greater levels of career satisfaction.
14. Increased expectation of promotion.
15. A greater level of awareness of personal and professional values.
16. Greater clarity and understanding of your own role within your institution.
17. Quicker identification of concerns and issues within the profession.
18. Increased level of self-confidence.
19. Greater levels of collaboration and knowledge sharing.
20. Possibilities for networking leading to career progression.
21. Higher levels of professional respect from colleagues.
22. Increased likelihood of influencing changes in your workplace.

PD Inhibitors

23. Balancing the demands of home, work, and study.
24. Time required to attend a course/seminar/webinar/conference, etc.
25. Time required to study and complete assignments.
26. Insufficient study/conference leave provided by the employer.
27. Insufficient financial support from the employer.
28. Lack of recognition from the employer.
29. Becoming a student again is more challenging than expected.
30. Lack of possibility to transfer learning to the workplace.
31. Family responsibilities.
32. Insufficient personal motivation.
33. Educational courses/conferences/seminars/webinars, etc., not leading to career progression.
34. Lack of availability of professional development opportunities in the area.