

PERCEPTIONS OF LIBYAN SECONDARY SCHOOL TEACHERS AND MANAGERS ON PROFESSIONAL DEVELOPMENT IN EFL CONTEXT

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ABSTRACT:

It is important for the school management to see to it that teachers acquire the right teaching skills and experience to aim at improving the competence of their students in sustainable environments. Hence, the professional development needs for EFL teachers must be considered as paramount to the principles of teaching procedures to raise students' standard regarding the four language skills in English language teaching and learning. In this context, the purpose of the study aims at examining the perceptions of EFL teachers on professional development during school situations between school managers and teachers at Libyan Secondary Schools. The investigation involves an exploratory survey and intends to use interview questions adopted from (Sri Rachmajanti & al., 2020) for data collection. The participants in this study involve 15 teachers and 3 school managers from three different Secondary Schools ((Unit A ; Unit B; and Unit C) in Libya. Each Unit comprises five (5) teacher respondents and one (1) manager or head teacher. The analysis comprises a qualitative theory of Creswell (2012) for the data organization, data editing, data coding and commonality of the participants. The finding reveals that school managers are not up to date in establishing sustainable environments for effective conflict resolution and for teachers' professional development. The study suggests depicting the effective professional development programmes in EFL context. The suggestions are indispensable to be incorporated in educational management system. Thus, it is important to overcome conflicts and challenges by establishing effective conflict resolution grounds for sustainable environment in classroom settings.

Keywords: Sustainable environment, Teaching skills, Professional development, school managers and teachers, Libyan secondary schools, School management.

Introduction

Professional development for teachers aims to bring innovative strategies to enhance the competence of both the teachers and the learners. The important stake holders involving teaching and learning in a community comprise school managers or school heads, schoolteachers and students and parents. Given this, the study focuses on the issues regarding professional development for EFL teachers in Libya and the concerns raised concerning the school managers. As it is bound to happen, schoolteachers are expected to be effectively involved in implementing the rules and regulations of their schools as their workplace (Campana, 2014). In this concept, EFL Libyan school managers and teachers are also called upon to observe the code of conduct regarding the teaching profession and making a progress in the field of teaching and learning in their professional field. However, teachers face challenges during their managers as well as their employers who should encourage and support them to professionally develop themselves in the field of teaching and learning (Ambler, 2016). Thus, teacher professional development refers to different sorts of on-going educational programmes that seem significant for educationists and learners. It is an educational framework for teachers to update their present skills and teaching competence to help students enhance knowledge and technical- knowhow and new tools for survival in social context. In this concept, teaching and learning can be done in formal and informal settings. In the formal sector, teaching and learning take place by organizing classroom activities, courses or programmes, conferences, workshops, seminars, or sessions. The informal sector consists of a framework that gives opportunities for teacher professional development involving independent research, group teaching and learning initiatives, discussion and dialogues and individual basis. These formal and informal settings are crucial and considered as teachers' professional grounds for innovations and modernisation (Calvert, 2016). Teaching and learning experiences are complex elements involving knowledge, understanding, behaviour and commitment. In this sense, teacher's professional development is extremely significant to improve upon educational performances as well as enhancing teachers' capacity and ability in the field of teaching and learning (Beltran and Percy, 2014). Hence, another characteristic of professional development of EFL teacher has been the updating of one's knowledge and skills to initiate the practice of the updated curriculum and correlated teaching and learning materials in regard to contemporary issues. It is noticeable that excellent teachers look better at teaching their students effectively any time they have access to professional development resources. This means that the teachers must be well equipped to help their learners enhance the four language skills. This is to say that EFL students' progress and success in learning should be effective and attractive regarding Libyan EFL teacher professional development programmes. Additionally, as it is bound to happen in human sectors, fights and conflicts may not entirely cease to occur as they form parts of the fundamental issues in human routines and evolution. Similarly, conflicts exist in the teaching and learning environments comprising primary schools, secondary schools, colleges and universities (Bissonnette and Caprino, 2015). Hence, conflicts manifest in day-to-day activities between school managers and teachers due to

misunderstanding and numerous interpersonal relationships that arise in the school milieus or settings. Therefore, apart from these plights mentioned, the school managers' responsibility includes the initiatory steps for enhancing their teachers' professional development.

Misunderstanding and conflicts can create opposition and difficulties among school managers and teachers. For Uchendu et al. (2013) fights and clashes in intuitions are generated on diverse opinions and have their inimitable working policies. Hence, school managers and teachers' interactions and relationships bring controversial conflicts in their school activities. Mismatching of responsibilities arises when there is an absence of consent between the school manager and his teachers vis-à-vis the path of assessing activities and tasks implementation and achievement. This basis of conflicts is said to be recurrent in teaching and learning settings that involve the school itself as a working place, school managers as well as individual teachers. Thus, these conflicts, may transport into the school system, from top to bottom, a lot of differences in terms of hatred, arrogance, pride, laziness, carelessness, irresponsibility, and discrimination among the school stake holders.

In this sense, the writers Bano et al. (2013), infer that the profound entrenched of conflicts causes and consequences are due to incompetency in conflict management. It also includes unsatisfied human needs, insecurity of teachers, lack of motivation, practice of autonomy and insufficient supply of teaching and learning materials. The perception of the authors asserts that conflicts in institutions as well as schools, arise at different stages comprising several roles in terms of rules and regulations related to work and workloads, individual variances on ethics, conducts and needs, pressure on insufficient resources, lack of promotion and motivations (Kipruto & Kipkemboi, 2013). Hence, school managers and teachers' interactions and relationships might bring controversial conflicts during school activities. In this context, the various groups may describe one another as enemies and hence disrespect any authority and order duties imposed on them for observation (Ramani & Zhimin, 2010). Also, intergroup conflicts may occur specially when individual groups rise against one another in terms of departmental interest, position, commitment, decision making and loyalty. Thus, the level of solidarity, love, care, and friendship may entirely decrease to the vote of no confidence. This is to say that the outcomes of school conflicts may escalate in terms of intensity due to disagreement, mistrust, and hatred (Borg, 2015c). The authors claim that accomplishing management functions is a non-stop responsibility that must concern both the school manager and the schoolteachers for conflict resolution. Therefore, both the school manager and teachers must enhance the leadership competence to maintain peace and order for sustainable environments (Makaye & Ndofirepi, 2012). It is not enough to recruit numerous personnel, but to empower them for professional development and sustainability. Thus, mechanism must be put in place for motivating and maintaining the welfare of the administrators and the teaching staff. Along with that, the capacity building of teaching staff has become necessary since this system of upgrading has an influence in developing and promoting the professional status of individual teachers as well as the school heads to reduce conflicts (Kipruto & Kipkemboi, 2013).

Aim of the study

The study aims.

1. To examine the perception of Libyan EFL teachers on professional development during school conflicts
2. To investigate the attempts made by the Libyan School Managers or Heads for Enhancing Teachers' Professional Development?

Problem statement

The study sets to raise concern about the plights confronting Libyan EFL teachers' professional development since they are not endowed with their professional privileges by the school managers. They are confronted with unfavourable working atmosphere, insufficient basic amenities, biased distribution of resources, inadequate supply of teaching aids, reference books and above all unsatisfactory salary structures and increment. Thus, the school managers are not up to date in establishing sustainable environments for effective conflict resolution and for teachers' professional development.

Research Questions

The Research Questions are two in this study:

1. What is the perception of EFL Teachers on Professional Development?
2. What attempts have the Libyan School Managers or Heads made for Enhancing Teachers' Professional Development?

Methodology

Overall Design of the Study

Data collection Procedure

The ethics for permission and date fixing for data collection have been established to seek official permissions from the three teaching institutions namely (Unit A; Unit B and Unit C) in Libya.

The first section of the interview has been administered to 15 EFL teachers under the permission of the school managers and other administrative personnel. The second section of the interview has been conducted to the 3 School managers on separate occasions. Time allotted for the interview has been between 30 to 45mns for each person. The interview guide questions have been used as open-ended questions and follow up questions to ascertain hidden and reliable information from the respondents.

Instrument

The interview guide questions constitute the instrument for this study and comprise the level of education and years of teaching experience of both the EFL teacher participants and school managers. Hence, the interview guides used for conducting the investigation is adopted from the authors (Sri Rachmajanti & al., 2020) who researched into "Professional Development as viewed by EFL Teachers at Lower Secondary Schools". The study adopts this instrument for reasons of validity and reliability and for the fact of being related to the subject matter. Thus, the instrument has been tested and has obtained reliable results. Consequently, the interview guides for this study include open ended questions that allow the teacher participants to freely give their viewpoints on the perception of professional development. The instrument has been developed to three (3) parts. Part 1 seeks the level of education of both Libyan EFL teachers and managers. Part 2 forms the interview guides of EFL teachers' perception on professional development. While part 3 includes the interview guides on managers or head teachers about the attempts made for enhancing teachers' professional development. The interview guide questions comprise the level of education of both EFL teacher participants and school managers. The data after being taken, has been put into coding for qualitative analysis. However, the first part of the data analysis is done on the educational level of both the school managers and teachers, and it takes the form of descriptive statistical analysis using a frequency interpretation of the participants.

Participants

The participants for this paper include 15 EFL teachers teaching in Libyan public secondary schools. The public schools are Libyan Unit A, Libyan Unit B and Libyan Unit C public secondary schools. In addition, out of the 15 teachers already mentioned, 5 EFL teachers represent each secondary school. The study also involves 3 school managers or school heads. Also, each of the teacher respondents represents one of the said Libyan public secondary schools mentioned above in this study.

Data Analysis

The study intends to use qualitative method analysis. For example, the data collected is grouped and coded for descriptive analysis. The analysis is done in reference to the items regarding the interview guide questions. For Creswell (2012) the qualitative theory includes data organization, data editing, data coding and prototypes of the participants. The first section of the analysis addresses the description on the educational backgrounds of the EFL teacher participants and the school managers and about the years of their teaching experience. The second part of the descriptive analysis lays emphasis on the perception of EFL teachers regarding professional development. The affiliated schools of the EFL teachers are Unit A secondary school, Unit B secondary school, and Unit C secondary school. In this part of analysis, the EFL teacher respondents are grouped in three categories that comprise Category A; Category B and Category C; to indicating the affiliation to their schools. For example, the acronyms represent: TA1, TA2 TA3, TA4, TA5 are teacher participants of Unit A secondary school. The acronyms: TB1, TB2, TB3, TB4, TB5 represent EFL Libyan teachers from Unit B secondary school. While the acronyms TC1, TC2, TC3, TC4, TC5 represent EFL Libyan teachers of Unit C secondary school. Furthermore, the third analysis, seeks to analyse the attempts school managers make for the enhancement of professional development of EFL teachers. Also, the acronyms related to the 3 managers are the following: MA. MB and MC representing their schools respectively: MA for Unit A school; MB for Unit B school and MC for Unit C school.

Nevertheless, the interview guide questions are in two folds (Section A and Section B). Section A comprises 5 interview questions for the EFL teachers and section B also of 5 interview questions for school managers. The interview questions are sectioned into themes. For example, for EFL teachers, they are: (Theme 1, Theme 2, Theme 3, Theme 4, Theme 5). Also, for the school managers the interview guide questions are coded to the following themes: (Theme 6, Theme 7, Theme 8, Theme 9 Theme 10)

Findings

Data on Level of Education of EFL teachers from the interview indicates that out of 15 EFL teacher participants, 9 are holders of bachelor's degree, 5 are master degree holders and one teacher has decided not to mention his level of education for his personal reason. The implication of the results indicates that the majority of the EFL teachers in Libyan public secondary schools are of bachelor degree and only few are masters' holders. The interview result concerning academic qualification of School managers, has shown that, out of 3 school managers, 2 are masters holders and the remaining one is a bachelor's degree holder. Information gathered during the interview regarding teachers' years of teaching experience also indicates that, out of 15 EFL teachers, three (3) have 1- 5 years of teaching experience, also seven (7) EFL teachers have stated of working between 6 -10 years and the remaining 5 teachers have revealed of teaching for 11- 15 years. This result shows that most of the school managers have higher academic qualification and more years of working experience than their subordinates EFL teachers. The interview result concerning school managers' working experience, shows that only one (1) school manager has 1-5 years of working experience, while one also states of having more teaching experience of 6-10 years and the remaining one reveals having 11-15years of teaching experience.

The discussion on (Theme 1, Theme2, Theme 3, Theme 4, and Theme 5) refers to research question 1 **“What is the perceptions of EFL Teachers on Professional Development?”** The Libyan EFL teacher respondents are grouped in three categories. Category A, B and C) to indicate the affiliation to their schools. For example: TA1, TA2 TA3, TA4, TA5 are affiliated to Unit A secondary school. Also, TB1, TB2, TB3, TB4, TB5 affiliated to Unit B secondary school. While TC1, TC2, TC3, TC4, TC5 affiliated to Unit C secondary school. The interview questions are sectioned into themes. They are (Theme1, Theme 2, Theme 3, Theme 4, Theme 5) and the participants involved are 15 EFL Libyan teachers.

Theme 1 seeks the perception of Libyan EFL teachers on **“Making students master the English skills”**. All the EFL teacher participants respond to this perception. For example, 6 EFL teachers: (TA2, TA5, TB1, TB4, TC3, TC5) share similar views by stressing that, their professional objective must be student-centered when dealing with teaching and learning. For example, EFL teacher (TB5) affirms that all kinds of assistantship and remedial classes should be given to students to enhance all the four language skills including hearing skill, speaking skill, reading skills and writing skills. Teacher (TC4) also states that language learning must include activities such as roleplay debate and essay writing competitions to help students develop communicative skills. **Theme 2** refers to EFL teachers' opinions of **“Being able to transfer knowledge and skills to students”**. Out of 15 EFL teacher respondents, 10 teachers (TA2, TA3, TB4, TB1, TA4, TA5, TB3, TC2, TC4 and TC1) contribute to this question. For example, EFL Libyan teacher (TB4), infers that one of the ethics of teachers 'professionalism is a transfer of knowledge to learners in order to acquire knowledge for their individual and professional development as well as communities and other social environments. Some Libyan EFL teachers (TA4, TA5, TB3, TC2 and TC4) make a similar submission on the necessity and the importance of knowledge transfer to learners. For example, to teacher (TA5), teachers' knowledge transfer serves to the learners as a source of reference for making critical analysis and for intellectual development. Also, teacher TB3 elaborates that, teachers should not under any circumstance undermine and deny their students of knowledge acquisition for sustainable development. **Theme 3** touches on Libyan EFL teachers' ability of **“Being creative and innovative in designing classroom activities”** as one of the teachers' perceptions for professional development. According to the data taken, only 5 teachers (TA2, TA3, TB2, TB3 and TC5) give their opinion on teachers' creativities in classroom context. For example, TB2 explains that the objective of teaching and learning must be thoroughly designed to suit the learners' level of understanding, thinking, and reasoning. Teacher (TB1) also adds that, it is important for teachers to adapt appropriate teaching methods for three essential reasons: 1) For making the teaching and learning simple and attractive. 2). For making logistics and theories simple and understandable. 3) For making students achieve their educational goals further development. **Theme4** raises issues concerning EFL teachers' mode of **“Teaching by using suitable strategies and methods”** This question draws the attention of 12 Libyan EFL teachers (TA2 TA3, TA4, TA5, TA1, TB1 TB2, TB3, TC2, TC3, TC4 and TC5). For example, (TA2) shares the same view on this theme and upholds that the fact of using suitable strategies and methods for teaching and learning is tantamount to excellent teaching and learning. Thus, teaching strategies must suitably be given a paramount priority in teaching plans because, it is a step in the right direction to meet both the psychological and cognitive needs of the learners. To the EFL teacher (TB1), these strategies help to determine the preparedness and readiness of the child to learn under a conducive environment effectively and happily. Some teachers (TA3, TB1, TA5 and TC3) also emphasize on the teaching methods and teacher (TC3) for example, describes the issue as a guide or stage to proceed in teaching till the end of the lesson. Thus, teaching methods are very indispensable in Lesson plans of the teachers. Moreover, these teachers stipulate that, suitable strategies and methods are innovative to attract interactive learning for example, TA4) construes that suitable strategies and methods are important to deal with peculiar problems confronting students learning competence. Thus, academic challenges need explicit solutions. **Theme 5** underlines issues about the act of **“Recognizing students' characters” by teachers**. The findings reveal that out of 15 EFL teacher

respondents, only 9 EFL teachers (TA3, TA4, TA5, TB2, TB3, TB4, TC1, TC2 and TC3) conjecture on this perception. For example, teacher (TC2) maintains that the skill of positive observation must form part of the teachers' professional skills, since it is the duty of the teacher to determine the attitude or the behaviour of the students. By this perception, teacher (TB3) proclaims that character-check of students by teachers in teaching and learning environments serves as appropriate measure and strategy to maintain discipline in the teaching fields. For that matter, teacher TB4 ventures that, teachers must do well to check, control and condemn the negative characters that are contrary to the codes and conducts governing the teaching institutions. Another teacher (TA3) objectively transmits that it is the duty of the teacher to observe the characters of students regarding their attendance, student-student relation, student-teacher relation, and academic performance. Thus, the norms and values of professionalism must not be taken for granted. Thus, teachers must give reliable and evidence-based report about students' true characters and Schleicher, A (2016) lays emphasis on teaching excellence through professional learning.

Findings on (Theme 6, Theme7, Theme 8, Theme 9, Theme 10) refers to research question 2.

“What attempts have the School Managers or Heads made for Enhancing Teachers’ Professional Development?”

The interview questions concerning the school managers are sectioned into themes. They are (Theme 6, Theme7, Theme 8, Theme9 and Theme10). The participants involved are 3school managers and are represented by the following acronyms: MA. MB and MC representing their schools respectively: MA for Unit A school; MB for Unit B school and MC for Unit C school.

Theme 6 concerns the investigation on issues regarding **“Reading current updates of ELT theories” as an attempt for enhancing EFL teachers’ professional development.** The data reveals all the 3 managers (MA. MB and MC) give responses to the issue, For example, manager MA conceives that, it is laudable to open into reading current updates concerning EFL teachers in order to acquaint oneself with contemporary and reliable information on EFL teachers for observation and implementation along the school curriculum activities. **Theme 7** refers to school manager’s attempt of “Joining workshop, seminars, and conferences” The data shows that all the 3 managers respond to the question. For example, manager MA, confirms of taking part in these academic gatherings (workshop, seminars, and conference) but not on regular basis for updating. Also, manager MB assumes of attending some of these academic gatherings and cannot be frequent due to problems of proximities and sponsorship. The third manager MC confirms of not giving enough attention to these social and academic gatherings for himself and his EFL teachers due to the busy schedules and time factor of his school and inadequate funds for transportation and registration. **Theme 8** raises issue on school managers **“Joining Teachers Forum”**. The findings indicate all the 3 managers present their opinions. For example, manager MA declares of not joining forum organized by teachers. He elaborates of undermining teachers’ forum because he believes that all meetings concerning his school staff. Should only be presided over by the school manager. **Theme 9** addresses issue on **“Sharing experiences and discussing classroom issues with other teachers”** Result shows that all the 3 managers reveal their opinions on the subject matter. Manager MA admits of not sharing enough experience with his staff members. To him discussion on classroom issues has not been considered among the top priorities of the school curriculum. **Theme 10** refers to school managers **“Watching English movies/ listening to English radio and mother sources such as internet to improve English proficiency”** The data indicates that all the 3 managers respond to the question at stake as an attempt for EFL teachers’ professional development. For example, manager MA maintains, there has not been a special time allotted on school timetable to continuously watch English movies for proficiency purpose.

Discussion

Subsequently, teachers are supposed to be motivated to effectively carry out their duties appropriately and could be smoothly managed by providing them with better working conditions. These working conditions must include reasonable structure of maximum wages, in-service training, creating of opportunities for innovations and professional development (Barmao, 2012). It is important to notice that unmanaged teaching situations, may lead to conflicting factors including, non-attendance, unreasonable and intangible absenteeism, and unachievable teaching objective. The manager MC giving his point of view explains of not joining teacher’s forums regularly forum, but occasionally listens to their opinions. In this perspective, the author elaborates in his study to importantly use teachers’ forum and classroom inquiries to improve upon teaching and learning activities. Concerning conceptual framework of conflict resolution, strategies and mechanism must be put in place for situational negotiation, cooperative bargaining, fair arbitration, and collective intercession, all to solve disputes and differences. In this perception, (Mapolisa& Tshabala,2013) confirm that conflict management resolution, must be amicably addressed through a collective decision-making platform. Thus, there must be a consensus among school stake holders in school decision-making and conflict resolution. Consequently, disagreement and oversight on important issues must be taken into consideration. Hence, daily routines in school management and school

lifecycle must be given attention by school managers in order to help schoolteachers acquire the necessary skills or competencies to manage challenges fruitfully and constructively in classroom situations. In this context, the activities and agendas must be paramount to promote professional development and to enhance students learning competence. Thus, the school managers and teachers have become essential stakeholders to achieve the goals and the objective of the school. These activities include improvement in teaching and learning performance, efficiency for enhancing teachers' professional development, motivational incentives, commitment to duties and rewards, knowledge on, technical-know-how and professional conferences (Darling-Hammond, Hyler, and Gardner, 2017). Thus, these professional development activities are said to be significant to constructively urge both the school managers and teachers to understand and observe the rules and ethics governing the school, the administration and the community the school belongs to. The results indicate that the perceptions of schoolteachers on professional development are persuasive issues to address since school managers admit of not allotting enough time for reading stipulated current updates regarding teachers' development and welfare. For manager MB, though he reads for updating but has not come out with a perfect decision of comparing and updating EFL teachers teaching theories. Manager MC confines that, updating of EFL teaching theories will go a long way of solving some misunderstanding and incompetency regarding teachers' outmoded teaching theories. The response of the manager MB also shows that he does not attend teacher's forum unless it is organised by him the manager. He adds that he disregards forum initiated by his teachers and has no viable information to take from there. There is the need to share experience with colleague staff members to maintain professional ethics and avoid antagonism among staff members and school administrators. The school manager MB also mentions that school discussion happens only once at the beginning of the semester but for Altinyelken, H K (2010), teachers must be included in designing the school curriculum activities. In another development, manager MB states due to lack of audio-visual equipment, the school has not been able to sustain moving for watching activities and listening to radio programmes. For the linguist, upgrading programs for teacher professional development are crucial for promoting interactive learning in teaching environments (Outsell, 2016).

Conclusion

Regarding the findings and discussion of this paper, it is important to state that EFL teacher participants are sub-consciously alert of teacher's professionalism as an important key for enhancing student's language skills and communicative competence. The interview questions on attempts for enhancing and sustaining professional development of teachers indicate that school managers have some grounds of awareness for the enhancement of EFL teachers' professional development and students' language skills. As it is bound to happen, misunderstanding and situational conflicts cannot cease to exist in teaching institutions. However, the innovation for sustainability of professionalism in teaching and learning environments has become necessary since it forms one of the integral measures to establish peace among the school managers and EFL teachers (Galaczi, 2015). Hence, measures for enhancing professional development of EFL teachers must be established in consultation with teachers' opinions, forums, and experiences. The schools are planted in the environment where the stake holders of the communities include, school managers, teachers, students as well as parents. In this sense, it is important to acknowledge the diversity on attempts suggested by this paper. Also, the enhancement of teachers' professional development is commendable by this paper and urges EFL teaching and learning institutions to establish constructive platforms for cooperative and individual development. It is also essential to establish innovative relationship among school managers and schoolteachers. The fact remains that, harmony, tolerance, and creativity must form parts of school administrative policies to expedite progress for sustainable development in teaching and learning environments. It is also important for the school management to endow their teachers with programmes on workshops, seminars, and conferences for developing teachers' professionalism.

Pedagogical Implication

The pedagogical implication of this study lays emphasis on the school managers enhancing EFL teachers' professional development. This initiative is to bridge the gap between the school managers and teachers to gather professional feedback from one another. Besides, EFL teachers must be given the opportunity to frequently attend professional conferences at local and international levels to discover innovative professional methods of teaching and learning. It is relevant to give exposure to EFL teachers to keep abreast with technology and modern scientific experiments to make teaching and learning very interactive and attractive in sustainable environments. In this sense, the school managers and teachers are regarded as professional personnel and stake holders to efficiently implement the school curriculum and extra curriculum activities. Also, it is important and advisable for school managers to accept the responsibility of finding solution to teachers' plights such as unfavourable working atmosphere, insufficient basic amenities, biased distribution of resources, inadequate supply of teaching aids, reference books and above all unsatisfactory salary structures and increment.

For further research, the paper recommends research on major factors causing conflicts among school managers and teachers. The next important one is on strategies for conflict resolution among school managers and EFL teachers.

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Appendix

Interview Guided Questions

Part 1

Educational Level of EFL Teachers

Levels of Education	No of respondents	(%)
Bachelor degree	9	
Master Degree	5	
Not mentioned	1	

Educational Level of School Managers

Levels of Education	No of respondents	(%)
Bachelor degree	1	
Master Degree	2	
Not mentioned	0	

Teaching Experience of EFL Teachers

Length of Teaching Experience	No of respondents
1-5 years	3
6-10 years	7
11-15 years	5
Not mentioned	0

Teaching Experience of School Managers

Length of Teaching Experience	No of respondents
1-5 years	1
6-10 years	1
11-15 years	1
Not mentioned	0

Part 2

Interview Guide Questions

1. What is the perception of Libyan EFL Teachers on Professional Development?

1. What is your perception of teachers' professional development by making students master the English language skills?
2. To what extent do teachers' professional development help to transfer knowledge and technical skill to students?
3. To what extent do teachers develop their profession by being creative and innovative in designing classroom activities?
4. To what extent do you develop your profession when using suitable strategies and methods for teaching?
5. What is your perception of recognizing students' characters in regards to teachers' professional development

Research question2 :What attempts have you made for enhancing EFL Teachers Professional development?

Interview Guide Questions for School Managers

6. To what extent do you help your teachers to improve upon their courses such as updating of EFL theories for the enhancement of teachers' professional development?
7. To what extent do you organize in-service training such as workshop, seminars or conferences for your teachers?
8. What is your perception of joining Teachers Forum for the enhancement of teachers' professional development?
9. What is your perception of sharing experience and discussing classroom issues with other teachers in regards to teachers' professional development?
10. What opportunities do you or your school offer for teachers to improve members' proficiency knowledge such as watching English movies and internet programs of presentation?