High School EFL Teachers' Continuous Professional Development: Target Needs, Reflection, And Challenges

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ABSTRACT

This research investigated the high school EFL teachers' continuous professional development target needs, reflection, and challenges. Further, the target needs of the EFL teachers were analyzed by adapting Hutchinson & Waters' model (1987). The data were collected using a test, questionnaire (consisting of five parts), and interview; these were administered to 20 high school EFL teachers. A test was administered to identify EFL teachers' present situation and difficulties, and questionnaire parts 1, 2, and 4 dealt with the EFL teachers' difficulties, needs, and purposes in the program. Moreover, these were used to identify EFL teachers' target needs centered on their lack, necessities, and want to function effectively in the target situation. Parts 3 and 5 concerned high school EFL teachers' reflections and challenges in the professional development program they are involved in. Additionally, interviews were conducted with the high school EFL teachers to gather data to examine in-depth results of the target needs, reflections, and challenges. The results suggested that high school EFL teachers have different views of their lacks, wants, and necessities. The findings also demonstrated that the high school EFL teachers reflected that the current professional development program practiced in their school was never conducted to help EFL teachers develop their profession. Finally, the result revealed that high school EFL teachers face various challenges in their current program. Therefore, professional development should be revised according to EFL teachers' target needs, reflections and challenges.

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1. INTRODUCTION

A teacher who has opportunities to develop and improve can provide such opportunities to his or her students. As stated in Hargreaves & Fullan (1992), Wood maintains that "opportunities to learn also require opportunities to teach". Several educational theories and practices to enhance the teaching and learning process caliber emerged in the 20th century. In order to keep ahead with the change, Continuous Professional Development (CPD) is growingly becoming a crucial factor for teachers' career advancement. According to Hargreaves & Fullan (1992), CPD is required for teachers in order to consistently advance their knowledge and abilities to improve their teaching techniques and students' learning possibilities. Besides coping with the transition, a teacher's primary responsibility is to create lifelong learners in their students, so in

addition to adjusting to change, he or she must show commitment to and enthusiasm for ongoing learning (Day, 1999).

In the current global understanding and intellectual and interpersonal communication English language plays a vital role since it is widely used as an international language. As a result of this, English language teaching (ELT) is a significant field, and English language teachers must keep updated with the changes and innovations in their field. Therefore, CPD is an important component of teachers' professional competency. In line with this, Luke & McArdle (2009) and Bailey et al. (2001) stated that professional development is a foundational element in teachers' development and staying abreast with the rapidly evolving field of ELT for being an effective foreign language teacher.

Since the 1980s, language education in Ethiopian has shifted from teacher-centered to learner-centered, and the importance of teachers has not declined. Still, to make students autonomous in their learning, teachers have a great role and responsibility to provide favorable conditions. As a result, students can reach the correct and enough knowledge, check, assimilate, adapt and reconstruct that knowledge according to their needs. Therefore, English language teachers are expected to be aware of changes in English language teaching, and they have to sustain themselves with these changes. However, the knowledge that teachers gain in their department or field may not be adequate for the intensifying prospects. Therefore, teachers should develop their competency in their working environment. In doing so, teachers ought to follow new innovations, share ideas and experiences with their colleagues, and reflect on their performance through CPD.

Experts in the field of education and other fields have been exploring strategies for effective professional development programs, and this can be achieved if the programs are based on trainees' needs. In relation to this, Lee (2005) stated that in the professional development program, "administrators put a lot of emphasis on the latest hot topics, rather than attempting to individualize and personalize professional growth plans". So, institutions must recognize the needs of teachers to make them more dynamic, change their personal approach, and stimulate them to develop. In other words, professional development programs can be achieved and effective when it is organized according to teachers' personal needs. Therefore, before planning professional development programs, it is necessary to collect data about teachers' needs.

The topic covered in the professional development programs is usually determined by the teachers, institution administrations, or trainers. And therefore, it is believed that the content usually reflects trainers' interests or is chosen among trendy issues in the profession. In order to develop effective professional development programs, trainers' perceptions/feedback, expectations, and needs have to be identified, and the programs must be developed accordingly.

Once professional development programs and activities covered in the programs are based on teachers' needs, it is easy to decide what contents to be included and to determine the approach/s that will be used. For example, Koc (1992) suggests that professional development program planners should first determine the needs of the teachers and then select the teachers to participate in in-service training. Similarly, Dudley-Evans and St John (1998) point out that in planning a teacher training program, initially, the needs of the trainees should be identified and analyzed. Further, the needs of the trainees should be

categorized in terms of skills, knowledge, and attitude. Finally, aims should be set in accordance with participants' knowledge, experience, previous training, workload, and financial constraints so that participants are selected and decisions about the program contents are made. Consequently, bearing in mind, all factors mentioned earlier, teachers' need assessment should be done, and the programs must be designed based on the need assessment result.

There are a significant number of previous studies conducted on EFL teachers' perceptions, EFL teachers' needs for professional development, and EFL teachers' obstacles faced in the professional development program. Further, local researchers, for example, Abrar & Hailu (2022), investigated the CPD needs of primary school EFL teachers. The findings showed that teachers must develop their English language proficiency skills, subject matter, and pedagogic and content knowledge. In Getachew et al. (2019), they investigated the primary school English language teachers' professional development needs during in-service training.

Moreover, the finding indicated that there was no need for assessment of primary school EFL teachers' training before the professional development program was designed. It also indicated that primary school EFL teachers did not perform the minimum requirements expected of them to be English language teachers. Moreover, the finding showed that primary school EFL teachers need to be trained in content-like subject areas, especially in speaking, writing, grammar, and vocabulary.

Belilew & Hailemariam (2017) investigated self-directed and external professional development program obstacles facing Ethiopian primary school EFL teachers in the Southern Zone of the Tigray Region. Further, the results revealed that lack of interest, dissatisfaction in their job, unattractive salary, lack of knowledge and skills to action research, and misunderstanding of the concept of professional development and how to do it were the major self-directed obstacles to professional development activities. Additionally, it is revealed that inadequate in-service training, supervisors' lack of knowledge, skills, and expertise in TEFL, workload, and lack of stakeholder support and recognition were the major external obstacles to the professional development program. Finally, Birhanu (2014) assessed EFL teachers' self-initiated PD perceptions and practices. Moreover, the research findings revealed that despite insufficient practices, the teachers had a clear consensus on the need to employ self-initiated professional development in their working environment. Further, there seemed to have more awareness of self-driven professionalism with a few practical experiences in their workplaces. However, their school management problems, limited learning facilities, and discouraging traditions of self-improvement created pressure on teachers' implementation of self-initiated professional development.

Researches mentioned above focused on the primary school EFL teachers' professional development needs, perceptions and practices, and self-directed and external obstacles. And these researchers did not use a clearly specified theoretical framework that guided the study and the data analysis methods.

However, this study is different from the above studies in terms of the research subject and the theoretical framework used. Besides, this research mainly focused on high school EFL teachers as the subject and analyzed their target needs, feedback and

challenges. In addition, this research used Hutchinson & Waters (1987) needs analysis approach because their ideas were specific and clear target goals. Moreover, their approaches are workable for adult learners with specific occupational courses or programs. Hence, the researcher found the approaches are more practical and feasible in this research and more convenient for analyzing the target situation. Therefore, the researcher found their works useful for examining high school EFL teachers' professional development needs.

In general, in designing a professional development program, designers need to understand and consider teachers as adult learners and identify their need to ease their learning as a principle. Likewise, the professional development program/s may not succeed and bring the desired changes unless teachers/learners participate in the designing process.

Despite the importance of investigating EFL teachers' target needs, reflection/ feedback, and challenges in professional development program design, the professional development program given at Ethiopian high schools was not preceded by such investigation. Therefore, it seems that providing professional development programs at Ethiopian high schools lacks a solid base to offer effective professional development programs. Therefore, this study investigated high school EFL teachers' target needs, reflections, and challenges in professional development programs. Thus, this study attempts to answer the following questions:

1. What are the high school EFL teachers' target needs in the professional development program?
2. What are the high school EFL teachers' reflections on the professional development program they are involved in?
3. What challenges do high school EFL teachers face in the professional development program?

2. RESEARCH METHODOLOGY
2. 1 Participants

The participants were twenty high school EFL teachers at the Sawlla and Meles Zenawi secondary schools at Goffa Zone, SNNPR. The samples were chosen using purposive and comprehensive sampling techniques to select research participants. These sample selection strategies were used since it is the most suitable for this research. Further, the selected participants were experienced in teaching the English language at the high school level. Therefore, it is assumed that they have enough experience to investigate their target needs, reflection, and challenges in the professional development program.

2. 2 Instruments

This study used three instruments to triangulate data: a test, a questionnaire (three in number), and an interview. The purpose of the test was to identify the present situation of high school EFL teachers in terms of professional development areas, as stated by Widodo (2018), and to decide on the difficulties they have in their teaching the English language. Furthermore, the test was administered to cross-check the exacted difficulties that high school EFL teachers reported. The test was developed based on the knowledge of EFL teachers' needs assessment before conducting professional development programs. These

professional development areas have much to do with what competence EFL teachers need to develop.

Further, particularities of context play an important role in shaping the areas of professional development that EFL teachers need to pursue. In particular, as stated by Widodo (2018), EFL teachers' knowledge comprises taxonomies of knowledge. These include content knowledge (CK), pedagogical knowledge (PK), and pedagogical content knowledge (PCK). In addition, knowledge of educational contexts (KEC), language policy and curriculum knowledge (LPCK), research knowledge (RK), knowledge of reflection (KR), technological knowledge and literacy (TKL), technological pedagogical content knowledge (TPCK), and knowledge of the disciplinary language (KDL) are included in the taxonomies. These areas of knowledge were spelled out in the test in high school EFL teachers' needs assessment before conducting professional development programs. Furthermore, the test consisted of 60 multiple-choice questions and was categorized according to the abovementioned scopes of EFL teachers' professional development. Furthermore, each of these scopes was represented by a different number of multiple-choice questions (range: 4 to 10).

Five different parts of a self-reporting questionnaire were intended to answer the research questions. The first part questionnaire focused on EFL teachers' difficulties in teaching the English language. The second part of the questionnaire focuses on EFL teachers' needs based on EFL teachers' professional development areas, and the third part was to examine EFL teachers' reflection/feedback on the current professional development program which is implemented. Moreover, these three parts of the questionnaire included fifty (50) items each and were divided into ten (10) sections based on EFL teachers' professional development areas identified by Widodo (2018). Furthermore, the third part of the questionnaire emphasized EFL teachers' purposes for enrolling in the professional development program and consisted of ten (10) items organized in the form of a Likert scale. Lastly, the final part of the questionnaire aimed to identify the challenges that EFL teachers face in the professional development program and contained fifteen (15) items. Further, these parts of the questionnaire are structured using a four-point Likert scale.

In addition, since the questionnaire was organized with close-ended questions, a semi-structured interview was incorporated to ensure there should not be missed information and to get information that may not be obtained through other tools. This was used to give subjects a chance for free expression of their opinion that they may not want to share with others and to collect rich data, which is valuable to understand subtle meanings in the phenomena under focus. Accordingly, this study employed a semi-structured interview which consisted of three leading questions under the research questions to allow the interviewees to express their feelings and get information that may not be obtained through other tools. All interviews were audio-recorded, transcribed, and analyzed in light of the research questions. Furthermore, the data derived from the test and questionnaires were analyzed using descriptive statistical methods, including the mean and standard deviation for all scopes of the test and questionnaires. In the end, the verbal data obtained from interviews were analyzed qualitatively then the findings were analyzed and interpreted accordingly.

2.3 Reliability

Dornyei (2003) contends that reliability is the measurement of the degree to which the scores on the data collection tool are free of errors. In this case, the method used to measure reliability is internal consistency. It can be measured by the Cronbach Alpha coefficient, which ranges between zero and one. Reliability instruments need to score at least 0.60 (Dornyei, 2003). To calculate the instrument's reliability, SPSS version 21 was used to obtain the Cronbach Alpha. Table 1 below shows the instrument's reliability. Considering that the acceptable reliability should be at least 0.60, it can be concluded that the six instruments shown in Table 1 below are reliable.

Table 1. Instrument's reliability

No		Instrument	No. of Items	Cronbach's Alpha	Related RQs.	Measurement
1	Questionnaires	Questionnaire on EFL Teachers' Difficulties on EFL Teachers' PD Scopes	50	0.908	1	5- Point Likert
		Questionnaire on EFL Teachers' Needs on EFL Teachers' PD Scopes	50	0.968	1	5- Point Likert
		Questionnaire on EFL Teachers' Reflection on the Current PD Program they are Involved in	50	0.958	2	5- Point Likert
		Questionnaire on EFL Teachers' Purposes to Participate in PD Program	10	0.850	1	4- Point Likert
		Questionnaire on Challenges that EFL Teachers' are Facing in PD Program	15	0.947	3	5- Point Likert
2	Test	Test on EFL Teachers' PD Scopes	60	0.750	1	Multiple Choice

3. FINDINGS

3.1 Findings of EFL teachers' target needs

The first research question was, "what are the high school EFL teachers' target needs in professional development programs?" It sought to identify the high school EFL teachers' professional development target needs and determine what the high school EFL teachers need to do in the target situation. Hutchinson & Waters (1987) regarded target needs as an umbrella term that hides several important distinctions in practice. A more useful technique is to look at the target situation in terms of necessities, lacks, and wants that were used in this paper to analyze the high school EFL teachers' professional development target needs. Then, the result is presented as follows.

Table 2. EFL teachers' lacks (difficulty), necessity (need), and reflection on scopes of EFL teacher's PD

No	Scopes of PD	The difficulty of EFL Teachers on PD Scopes						EFL Teachers Needs on PD Scopes			EFL Teacher's Reflection on the Current PD Program		
		Questionnaire Result			Test Result								
		Mean	Std. Dev	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank
1	CK	19.55	2.305	5	3.5	0.535	5	22.50	2.19	2	22.35	2.478	4
2	PCK	19.55	2.665	6	3.0	0.926	7	22.35	2.47	5	22.55	2.089	1
3	RK	20.60	1.729	3	3.63	0.518	4	22.30	1.98	6	21.75	1.517	9
4	KR	20.60	1.729	4	2.75	1.035	9	22.00	2.18	9	22.37	2.56	3
5	PK	18.40	3.118	8	3.0	0.926	8	22.55	2.09	1	21.35	1.747	8
6	KEC	17.70	1.838	9	3.13	0.991	6	22.40	1.93	4	22.05	2.433	5
7	LPCK	19.85	2.455	5	3.75	0.463	1	21.75	1.51	10	22.05	1.986	7
8	TKL	22.35	1.565	2	3.75	0.463	2	22.50	2.56	3	22.30	1.976	6
9	TPCK	22.70	1.559	1	3.75	0.463	3	22.20	2.35	7	22.50	2.188	2
10	KDL	16.80	3.813	10	2.63	0.916	10	22.05	2.53	8	19.55	2.305	10

3.2 Lacks of high school EFL teachers' in EFL teachers' professional development scopes/areas

3.2.1 The difficulty of EFL teachers' on EFL teachers' professional development scopes/ areas

The difficulty area of EFL teachers in the professional development questionnaire was used to identify EFL teachers' difficulty in their teaching practices. According to the data obtained from the questionnaire, it seemed that the two scopes of EFL teachers' professional development, i.e., TPCK and TKL, with the mean scores of 22.70 and 22.35, respectively, fall into the main difficulty that EFL teachers have in professional development areas (see Table 2 above). The third and fourth rank was occupied by the RK and KR, with the same mean score of 20.60. The fifth rank was occupied by the LPCK, with a mean score of 19.85. The sixth and seventh rank was CK and PCK, with the same mean score of 19.55. The eighth rank was for pedagogical knowledge PK, with a mean score of 18.40. Furthermore, the ninth and tenth rank was the KEC and KDL difficulty of the EFL teachers, with a mean score of 17.70 and 16.80, respectively, and falls into the least difficulty that EFL teachers have in EFL teachers' professional development areas.

3.2.2 The test result of EFL teachers on EFL teachers' professional development scopes/areas

Table 2 above shows that the test result of the participants seemed that the test results of the three scopes of EFL Teachers' professional development, i.e., LPCK, TKL, and TPCK, with the same mean scores of 3.75 respectively, ranked from the first to third that EFL teachers scored in the test. The RK occupied the fourth rank with a mean score of 3.63, and the fifth-ranked test result was CK with a mean score of 3.50. The KEC occupied the sixth rank with a mean score of 3.13. The seventh and eighth rankings were the PCK and PK, with the same mean score of 3.00. The ninth rank was for the KR, with a mean

score of 2.75. Moreover, the tenth rank was the KDL, with a mean score of 2.63, which fell among the lowest test results of EFL teachers.

3. 3 Wants of high school EFL teachers' on EFL teachers' professional development scopes/areas

Nation & Macalister (2010) elaborate related to students' wants or subjective needs in terms of what the learners wish to learn. Further, Hutchinson & Waters (1987) third class of needs wants, i.e., what the learners want and feel they need. These needs are personal and, therefore, are sometimes referred to as subjective needs, which cannot be said to be general. They are quite unforeseeable and, therefore, indefinable. It is often pointed out that these may differ, even conflict, with necessities perceived by a sponsor or employer and lacks identified by the teacher.

Further, to identify the wants of high school EFL teachers in the professional development program, the data were collected through a self-reported questionnaire (on four points Likert scale) which consisted of ten items. They were also asked to indicate their purposes for participating in the program and the wants they feel and need to achieve. The results are presented as follows.

Table 3 below revealed that the EFL teachers' purposes for participating in the professional development program, most high school EFL teachers aimed "to develop my understanding of how teaching and learning are situated in different contexts" and "to develop my understanding and assessing technological tools" were the priority purpose of participating in the professional development program with the same mean score of 3.95. The third-ranked EFL teachers' purpose for participating in the professional development program is "to develop my understanding of how a particular subject matter is taught and learned", with a mean score of 3.90. Item 10, i.e., "to develop my understanding of how language is used to teach/learn a subject matter" ranked the fourth purpose of EFL teachers to participate in the professional development program with a mean score of 3.70. The fifth and sixth purposes of EFL teachers to participate in the professional development program occupied by item 5, "to develop my understanding of educational policy and curriculum and the relationship between the two" and item 9 "to develop my understanding of technological tools to teach or learn a subject matter" with the same mean score of 3. 65. The three items are items 1, 6, and 7 ("to develop my understanding of subject matter knowledge", "to develop my understanding of how to research a subject", and "to develop my understanding of how to reflect on, in, and for educational practices") were ranked at the seventh, eighth and ninth purpose of EFL teachers to participate in the professional development program with the same mean score of 3.60. Furthermore, the least purpose of EFL teachers to participate in the professional development program was occupied by item 2, "To develop my understanding of how teaching and learning take place in teaching my subject", with the same mean score of 3.55.

Table 3. EFL teachers' purpose in participating in the professional development program

No	EFL Teachers' Purposes in Professional Development Program	Mean	Std. Devi.	Rank
1	To develop my understanding of subject matter knowledge	3.60	0.503	7

2	To develop my understanding of how teaching and learning take place in teaching my subject	3.55	0.510	10
3	To develop my understanding of how a particular subject matter is taught and learned	3.90	0.308	3
4	To develop my understanding of how teaching and learning are situated in different contexts	3.95	0.224	1
5	To develop my understanding of educational policy and curriculum and the relationship between the two	3.65	0.489	5
6	To develop my understanding of how to undertake research on a subject	3.60	0.503	8
7	To develop my understanding of how to reflect on, in, and for educational practices	3.60	0.503	9
8	To develop my understanding and assess technological tools	3.95	0.224	2
9	To develop my understanding of technological tools to teach or learn a subject matter	3.65	0.489	6
10	To develop my understanding of how language is used to teach/learn a subject matter	3.70	0.470	4

In addition to the questionnaire analysis above, interview and focus group discussion analysis shows that high school EFL teachers want to develop their knowledge in various areas. From the data obtained from these instruments, the interviewees and focus group discussion participants want to develop their content knowledge, pedagogical knowledge, the use of technology in a language classroom, research skills, and language teaching methodology. In relation to this, during the interview session Miss. T denoted that:

> *I want to develop my content knowledge, pedagogy knowledge, pedagogic content knowledge or language teaching methodology, technological issues, and use of technology in teaching the English language, etcetera.*

Moreover, in the professional development program, EFL teachers need to develop their language skills, to develop classroom language, enabling them to teach the subject clearly and effectively. To this end, Miss. N said:

> *I want to be included and get knowledge in the professional development program issues, which enable me to develop my language skills ... and to develop a specific language which enables me to deliver or teach the subject clearly and effectively.*

In general, high school EFL teachers want different issues to achieve and to be included in the professional development program during the interview and focus group discussion. Therefore, program designers and stakeholders should consider the high school EFL teachers' wants to develop their profession and improve students' achievement.

3.4 The necessity of high school EFL teachers' EFL teachers' professional development scopes/areas

Necessities are the most important tenure to identify the target needs. These are the types of needs determined by the demands of the target situation and what the learners or trainees have to know to function effectively in the target situation. In the present study, researchers tried to denote the necessities of high school EFL teachers through a self-reported questionnaire, and the result was triangulated with the data obtained from the interview and focus group discussions.

3.4.1 The needs of EFL teachers on EFL teachers' professional development scopes/areas

The need area of EFL teachers in the professional development questionnaire was used to identify the preference of EFL teachers' needs to train in their professional development program. When the responses that the participants gave to the questionnaire above were analyzed, it seemed that the three scopes of professional development, i.e., PK (M= 22.55), CK (M= 22.50), and TKL (M= 22.50), fall into the highly preferred that EFL teachers need to train in their professional development program (see Table 2 above). On the other hand, the fourth and fifth rank was occupied by the KEC (M= 22.40) and PCK (M= 22.35). The RK occupied the sixth rank with a mean score of 22.30. The seventh and eighth rank was the TPCK (M= 22.20) and KDL (M= 22.05). The ninth rank was for the knowledge of reflection, with a mean score of 22.00. Moreover, the tenth rank was the LPCK need of the EFL teachers with a mean score of 21.75 and falls into the least preferred that EFL teachers need to train in the professional development program.

3.5 Findings of EFL teachers' reflections on the current professional development program

The second research question sought to identify the high school EFL teachers' reflections on the current professional development program. In order to get the necessary information for this research question, the high school EFL teachers were asked to respond to a self-reporting questionnaire to examine their reflection on the current professional development program. The questionnaire consisted of 50 items on a five-point Likert scale, and the number is opposite to the questionnaire used to identify EFL teachers' target needs. Further, the data obtained from the questionnaire was triangulated with interview and focus group discussion results, and the data analysis is presented below.

3.5.1 EFL teachers' reflections on the current professional development program based on the scope

The reflection/feedback of EFL teachers' on the current professional development program questionnaire was used to identify the EFL teachers' assessment or view of the program. When the responses that the participants gave to the questionnaire mentioned above were analyzed, it seemed that the PCK scope of professional development fell into the first that EFL teachers reflected with a mean score of 22.55 (see Table 2 above). The TPCK occupied the second rank with a mean score of 22.50. The third rank was occupied by the KR, with a mean score of 22.37. The fourth and fifth rank was the CK and KEC, with the same mean score of 22.35. The sixth and seventh ranks were TKL and LPCK, with mean scores of 22.30 and 22.05, respectively. Moreover, the eighth and ninth rank

was occupied by the PK and RK, with mean scores of 21.95 and 21.75 independently. Finally, the tenth rank and the least mean score (M=19.55) was the KDL.

In addition to the above questionnaire analysis, the interview data depicts that EFL teachers' reflections on the current professional development program offered in their school were similar and related to each other. For example, Miss. T's statement below illustrates that the current professional development program contents are not subject-specific, and it is not designed specifically for EFL teachers, which shows that the program is not successful:

> *The current professional development program that we are taking is unable to help us become effective EFL teachers, and it emphasizes the general concepts of teaching. Farther, the program is not specific to EFL teachers, so the result is not as expected.*

Although it is believed that the designing process of a program or a course should be based on needs analysis, almost all interviewees stated that the current professional development program does not align with their needs as EFL teachers. Therefore, they are not interested in attending the program, although it is an obligation. For example, Miss. N said:

> *Surprisingly, the current professional development program is not aligned with my need as an EFL teacher. ..... I just participated in the program to complete the top administrators' duty and not fail in the evaluation done by the directors and supervisors.*

Further, during the focus group discussion, Mr. Y reflected that:

> *Nevertheless, we have been taken and trained on different issues in the professional development program teachers are participating because just it is an obligation, and we are not acquiring important knowledge to enhance our profession.*

The other reflection given by the interviewee on the current professional development program offered in their school was that there is no trained facilitator or trainers with enough skill and knowledge on the issues included in the program. Moreover, the school directors and higher officials select and cascade the contents. In line with this, for example, some interviewees and focus group discussion participants indicated that:

> *... there are problems in selecting trainers, which is done just haphazardly and selected by the majority hands raised by the teachers. Also, it is not done without considering the competence of the teacher and knowing or understanding their knowledge to proceed and to be a trainer in the program.*

To summarize, among the most important reflections given by interviewees were that the current professional development program practiced in their school was not conducted in a way to help EFL teachers to develop their profession, the current program is not aligned with their needs, and it is not subject-specific rather emphasize on the general issues, contents or topics in the current professional development program are selected and

cascaded from school directors and sector higher officials. Further, the interviewees reflected that the teacher selects the trainer without considering the experience and knowledge, and there is a lack of stakeholder supervision and support. Finally, interviewees reflected that they are participating in the current professional development program because it is an obligation.

3.6 Findings on Challenges faced by EFL teachers in the professional development program

From table 3 below, the most hindering factors that affect EFL teachers' participation in the professional development program were item 11, "Professional development program is not well planned and managed", and item 13 ", Low level of understanding of stakeholders toward professional development program" that occupied the first and second rank with the mean score of 4.25 and 4.05 respectively. The third, fourth, and fifth hindering factors that affect EFL teachers' participation in the professional development program were ranked and occupied by item 3, "Lack of budget", item 10 ", Fewer committeemen/morale of teachers to their profession", and item 12 "Lack of support from the stakeholders" with the same mean score of 3.80. The sixth, seventh and eighth ranks towards the hindering factors that affect EFL teachers' participation in the professional development program was occupied by item 15, "Lack of knowledge of teachers toward professional development program" (M=3.75), item 2 ", Lack of resources" (M=3.70) and item 4 "Lack of trained professional development program facilitators" (M=3.60). Item 1, "The less commitment of leaders to support professional development program", ranked as the ninth hindering factor that affects EFL teachers' participation in the professional development program with a mean score of 3.50, and item 14 ", Lack of incentives" (M=3.40) ranked tenth. The eleventh and twelfth hindering factors were occupied by item 5, "Workload", and item 9 ", Suitability of provision/ poor delivery of professional development program", with the same mean score of 3.35. Further, item 6, "Shortage of time for teachers", and item 8 ", The content of professional development program does not address my needs and wants", were ranked thirteenth and fourteenth hindering factors with the same mean score of 3.30. The last ranked and the least hindering factor was item 7, "Lack of support from colleagues", with a mean score of 3.25.

Table 4. Challenges EFL teachers face in a professional development program

No	Hindering Factors	Mean	Std. Dev	Rank
1	The less commitment of leaders to supporting professional development program	3.50	1.051	9
2	Lack of resources	3.70	1.218	7
3	Lack of budget	3.80	1.105	3
4	Lack of trained professional development program facilitators	3.60	1.142	8
5	Workload	3.35	1.309	11
6	Shortage of time for teachers	3.30	1.129	13
7	Lack of support from colleagues	3.25	1.118	15
8	The content of the professional	3.30	1.129	14

	development program does not address my needs and wants			
9	Suitability of provision/ Poor delivery of professional development program	3.35	1.137	12
10	Less committeemen/morale of teachers to their profession	3.80	1.281	4
11	The Professional Development program is not well-planned and managed	4.25	1.070	1
12	Lack of support from the stakeholders	3.80	1.005	5
13	Low level of understanding of stakeholders toward professional development program	4.05	0.999	2
14	Lack of incentives	3.40	1.231	10
15	Lack of knowledge of teachers toward professional development program	3.75	1.209	6

Moreover, most of the hindering factors identified in the questionnaire above were reinforced by results from the interview and focus group discussion. From the data obtained from these instruments, the interviewees and focus group discussion participants indicated the challenges they are facing in the current professional development program were lack of interest and motivation, redundancy of contents included in the program, lack of supervision, feedback, and support from program facilitators and trainers, and teachers' workload. In connection to this, for example, Miss. N denoted that:

> *The main challenge we are encountering in the current professional development program is that the contents included are not subject-specific and are not designed based on the need assessment.*

Moreover, the current program is not in line with EFL teachers' needs since the current professional development program is not subject-specific and lacks trained facilitators and trainers. To this end, Mr. D said:

> *The current professional development program is delivered by the trainers who do not have enough knowledge and competence on the contents included in the program, even though the topics are given or selected by the school.*

In general, among the most significant hindering factors designated by the interviewee, there were different challenges they faced in the current professional development program. Therefore, stakeholders should consider the identified factors to achieve the intended outcome of the professional development program.

4. DISCUSSION
4.1 EFL teachers' target needs

4.1.1 Lacks of high school EFL teachers' on EFL teachers' professional development scopes/areas

According to the questionnaire result, high school EFL teachers lacked the TPCK and TKL in the professional development scopes. The test result also depicted that these aforementioned scopes were difficult. On the other hand, EFL teachers lacked KEC and KDL, respectively, but the test result confirmed that EFL teachers lacked KDL. Moreover, opposite to questionnaire results, KR scope was placed as the minor difficulty of the EFL teachers. The RK and KR are the other lack of high school EFL teachers, and this result was confirmed through the test result and the difficulty on RK placed at the same rank as it is indicated in the questionnaire. However, KR was a minor difficulty for high school EFL teachers. Finally, the questionnaire result depicted that KDL received the least difficulty among the high school EFL teachers, and also, the test result confirmed this result.

From the above results, one can understand that high school EFL teachers have difficulty with the identified scopes of EFL teachers' professional development even though the degree or the extent was varied. Therefore, professional development program designers should consider high school EFL teachers' lack or difficulty when designing the program.

4.1.2 Wants of high school EFL teachers' on EFL teachers' professional development scopes/areas

EFL teachers' wants or subjective needs are what the EFL teachers wish to acquire in the professional development program. It is often pointed out that these may differ, even conflict, with necessities as perceived by a sponsor or employer and lacks are identified by the EFL teacher.

From the result, the high school EFL teachers, for all reasons or items in the questionnaire, want to be trained and feel they need to achieve in the professional development program with an approximate mean score. Further, most high school EFL teachers want to be trained and placed at the first and second feeling they need to develop their understanding of how teaching and learning are situated in different contexts and to develop their understanding and assessing technological tools in the professional development program respectively. Developing their understanding of how a particular subject matter is taught and learned and how language is used to teach/learn a subject matter ranked as the third and fourth purpose to participate. EFL teachers feel they need to achieve through the professional development program. Further, the fifth and sixth purposes of participating and EFL teachers feel they need to achieve through the professional development program was to develop an understanding of educational policy and curriculum and the relationship between the two and to develop their understanding of technological tools to teach or learn a subject matter. In addition, the questionnaire result shows that the three EFL teachers' reasons for participating and feel they need to attain in the professional development program were to develop their understanding of subject matter knowledge, to develop their understanding of how to undertake research on a subject and to develop their understanding on how to reflect on, in, and for educational practices. The final and the least EFL teachers' purpose for participating and feeling they need to attain in the program was to develop their understanding of how teaching and learning take place in teaching their subject.

In general, the discussion above showed that high school EFL teachers have similar wants and feel they need to develop in the professional development program.

Consequently, the professional development program should be designed according to the identified high school EFL teachers' wants. Similarly, in the research conducted by Titan & Dinçman (2022) on the professional development of Turkish preschool teachers and the participants recommended that all professional development activities should fit with the needs of teachers, that both their personal and professional development should be supported, that holistic content should be created, that instructors specialized should be recruited, that learning methods fostering active participation and alternative assessment methods should be preferred, and that the expertise gained through professional development should be recognized, and rewarded.

4.1.3 The necessity of high school EFL teachers' on EFL teachers' professional development

Hence, the questionnaire result shows the high school EFL teacher's preferred PK, CK, TKL, and highly demanded scopes of the EFL teachers' professional development. Subsequent to the aforementioned demanded scopes were KEC and PCK, respectively. In the end, the result depicted that KR and LPCK were the least required scopes, and they wanted to know to function effectively in the target situation.

Further, from the interview result, high school EFL teachers demanded CK, PK, PCK, or language teaching methodology, technological issues, and the use of technology in teaching the English language and knowledge to develop a language that enables them to deliver the subject clearly and effectively. Further, from the interview result, high school EFL teachers demanded CK, PK, PCK, or language teaching methodology, technological issues, and the use of technology in teaching the English language and knowledge to develop a language that enables them to deliver the subject clearly and effectively. In relation to this, research conducted by Guangbao et al. (2021) found that Australian teachers expressed greater needs for information and communication technology (ICT) use and new technology training for teaching, while Shanghai teachers required more assistance to satisfy students' individual learning and pedagogical competencies.

In general, the above result discussion showed that high school EFL teachers have relatively similar demands in the scopes/areas of the EFL teachers' professional development. Consequently, the professional development program should be designed according to the identified high school EFL teachers who want to know to function effectively in their teaching profession or the target situation.

4.2 EFL teachers' reflection on the current professional development program

According to the result, most high school EFL teachers reflected that the PCK and TPCK in the current professional development program were the highly ignored and followed by KR, CK, and KEC, respectively. According to the EFL teachers' reflection, other moderately ignored scopes were TKL and LPCK. However, the final and the least ignored scope in the current program was KDL which enables them to understand how language is used to teach or learn a subject matter.

In addition, most of the interviewees' reflections on the current professional development program offered in the school were similar and related. Further, the majority of the interviewee said the current program was never conducted in a way to help EFL teachers to develop their profession. Besides, the current program was not aligned with their needs and was not subject-specific. Rather the current program is emphasized general

issues. In short, interviewees stated that they are participating in the current program because it is an obligation and by fearing not failing the evaluation prepared by the school directors and supervisors.

Generally, the above discussion exhibited that high school EFL teachers reflected similarly on their current professional development program. Subsequently, the professional development program should take teachers' opinions into account if it is intended to achieve its aim, and it should be revised as per the high school EFL teachers' reflections/feedback. It is strengthened by Mona & Faizah (2021), and it is recommended to evaluate teachers' attitudes after training programs to help improve these programs to meet their views and needs.

4.3 Challenges faced by EFL teachers in the professional development program

The result obtained from the questionnaire depicted that majority of high school EFL teachers recognized program planning and management and the low level of stakeholders' understanding of the program as the main challenges. Furthermore, the lack of teachers' knowledge of the program, lack of resources, lack of trained program facilitators, and low commitment and interest of leaders to support the program were modest challenges. Finally, the last and the least challenge identified by the high school EFL teachers was the lack of support from colleagues.

Additionally, most of the hindering factors identified from the questionnaire above were reinforced by the result gained from interviews result. Lack of interest and motivation, lack of supervision and support from the stakeholders, lack of trainers' feedback, and the program being obligatory to attend with other subject teachers were the challenges identified by high school EFL teachers. The other recognized challenges were that the current program was not organized in line with their need as EFL teachers and was not subject-specific.

In line with this, Yitayew (2013) found that lack of training manuals, irrelevance and unclarity of the available training manuals, lack of trained facilitators, insufficiency of support provided for teachers' growth, insufficient allocation of budget, and school systems were not in the way that can satisfy the training needs of teachers. Phothongsunan (2018), in his research, depicted that teachers lack the motivation to progress professionally due to excessive teaching workload. Further, Guangbao et al. (2021) indicated that the working schedule and lack of incentives to take part were the two significant barriers that Australian and Shanghai teachers conflicted with their participation in professional development. Mehmet & Vildan (2017) indicated that teachers' professional development barriers were the inadequacy of in-service training, problems in school functioning, individual problems, and other problems. Also, professional development barriers such as negative attitudes towards in-service training courses, inconvenient course time, the monotony of course content, inefficacy of course trainers, out-of-content knowledge, unsatisfactory performance evaluation, heavy workload, financial problems, lack of professional development opportunities were emphasized more by the participants.

In short, the above result revealed that high school EFL teachers face various challenges in the current professional development program they are taking. Therefore, the professional development program should be revised considering the identified factors to achieve its aim.

5. CONCLUSION

From the research findings, the following conclusions are made. First, the high school EFL teachers have difficulty with the ten identified EFL teachers' scopes of professional development even though the extent is varied. The content of the professional development program should cover the gap between what EFL teachers have already known and what they have not known. Third, related to what the high school EFL teachers want and feel they need, they have related demands and need to develop in the professional development program. The last component and the most important tenure to identify the target needs are necessities. In the present study, high school EFL teachers have similar demands on the scopes of EFL teachers' professional development program in order to function effectively in the target situation. Second, the high school EFL teachers were not comfortable with the current professional development program they are taking.

Moreover, this happened because the program was not subject-specific, not aligned with their target needs, and school directors and higher officials selected content. Finally, there are various hindering factors that high school EFL teachers face in the current professional development program they are taking. Therefore, the professional development program should be revised, and stakeholders should undertake program evaluation. The program should consider the high school EFL teachers' target needs in the professional development program. Further, the professional development program must be cognizant of the high school EFL teachers' reflection/feedback and the challenges that the high school EFL teachers face if it is intended to achieve its aim.

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