

التحقق من مدي انخراط الأساتذة الجامعيين في مجال اللغة الإنجليزية كلغة أجنبية في التطوير المهني المستمر بجامعة الزاوية

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ملخص الدراسة :

تهدف هذه الدراسة إلى استقصاء مشاركة أساتذة الجامعة في مجال اللغة الإنجليزية كلغة أجنبية في التطوير المهني المستمر بجامعة الزاوية، مع التركيز على أنواع أنشطة التطوير المهني المستمر التي يشاركون فيها، والتحديات التي تواجههم، وتقديم توصيات علمية وعملية لتحسين توفير برامج التطوير المهني المستمر. اعتمدت الدراسة على منهجية متعددة، حيث تم استخدام استبانة مغلقة الإجابات شملت (51) أستاذًا من أساتذة اللغة الإنجليزية كلغة أجنبية، بالإضافة إلى إجراء مقابلات شبه منظمة مع (10) أساتذة. وأظهرت النتائج إدراك الأساتذة لأهمية التطوير المهني المستمر وممارستهم لمجموعة متنوعة من الأنشطة المتعلقة به، مثل التقويم الذاتي، والتعلم عبر الإنترنت، والانضمام الي ورش العمل، وممارسة حلقة النقاش مع الزملاء، والبحث العلمي. ومع ذلك، فإن المشاركة في برامج التطوير المهني الرسمية ما تزال محدودة، وذلك بسبب ضعف الدعم المؤسسي، وكثرة الأعباء التدريسية، ومحدودية الوصول إلى البرامج ذات الصلة، إضافة إلى القيود المالية. وتوصي الدراسة بتعزيز دور الأدوات الرقمية والتعلم الذاتي والتعاوني في دعم التطوير المهني المستمر لأساتذة اللغة الإنجليزية، مع تشجيع إدارة الوقت ودمج أنشطة التطوير المهني في الممارسات اليومية. كما تؤكد على أهمية الدعم المؤسسي من خلال توفير التمويل والبنية التحتية التكنولوجية، وإشراك الأساتذة في تصميم برامج تطوير مهني قائمة على احتياجاتهم ودمجها ضمن جداولهم الوظيفية.

Investigating EFL University Teachers' Engagement in Continuous

Professional Development at University of Zawia

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Abstract

This study investigates the engagement of EFL university teachers in Continuous Professional Development at the University of Zawia, focusing on the types of CPD activities they participate in, the challenges they face, and practical recommendations

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for improving CPD provision. A mixed-methods approach was used: a closed-ended questionnaire completed by 51 EFL teachers and semi-structured interviews with 10 teachers. The findings show that teachers recognize the value of CPD and undertake a range of activities (self-evaluation, online learning, workshops, peer discussion, and research). However, participation in formal CPD is limited due to insufficient institutional support, heavy workloads, limited access to relevant programs, and financial constraints. The study recommends stronger institutional policies to integrate CPD into workload planning, increased funding and digital infrastructure, and the co-creation of needs-based CPD programs. Implications for policy and future research are discussed.

Keywords

Continuous Professional Development; EFL teachers; Libya; teacher training; professional learning; online CPD

1.0 Introduction

Continuous Professional Development (CPD) is central to sustaining and improving teaching quality. In the field of English language teaching, CPD supports teachers to update pedagogical knowledge, adopt new methodologies, and respond to changing learner needs. In Libya, educational contexts face resource constraints and structural challenges, which influence

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how teachers can access and benefit from CPD. This article examines the CPD engagement of EFL university teachers at the University of Zawia, identifying the activities they pursue, the barriers they encounter, and practical steps for improvement.

1.1 Statement of the Problem

Although CPD is recognized as vital for teacher effectiveness, many EFL teachers in Libya report limited access to relevant, high-quality CPD. Institutional support is inconsistent, and workload pressures, lack of funding, and the misalignment of available CPD with teachers' needs hinder meaningful engagement. This study addresses the gap

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by exploring teachers' CPD practices and the obstacles preventing sustained professional growth.

1.2 The Significance of the Study

This study is significant because it aims to provide a clearer understanding of how EFL university teachers pursue continuous professional development and the challenges they encounter in the process. This study is intended for teachers, educational authorities, and institutions, as its findings offer valuable insights into the activities EFL teachers participate in to support their professional growth and the obstacles they face. Additionally, it provides practical suggestions to help overcome these challenges, highlighting strategies to encourage, and enhance participation in CPD activities.

1.3 Research Questions

This study aims to find answers to the following questions:

1. What CPD activities do EFL university teachers engage in at the University of Zawia?
2. What challenges do EFL university teachers face while pursuing CPD?

1.4 Aims of the Study

The study aims to investigate the types of Continuous Professional Development activities that EFL university teachers at University of Zawia engage in. This study also aims to identify the specific challenges they encounter while pursuing CPD. Through this investigation, the study provides a clearer understanding of the nature of CPD, and the challenges faced by

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EFL university teachers, addressing an area where knowledge is currently limited.

2.0 Literature Review

Teachers are the greatest asset of educational institutions and are at the core of the educational process. They will be able to fulfill educational purposes if they are both well-prepared for the profession and able to maintain and improve their contributions through lifelong learning. Therefore, CPD is an essential component in raising the

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standards of both teaching and learning. Continuous professional development for teachers has drawn the attention of many research projects in recent years. There seems to be an agreement that CPD is important for providing high-quality education and meeting students' needs (Wilden & Porch, 2017). By recognizing the value of CPD for teachers, educational institutions can develop the culture of continuous improvement and professional growth. Through targeted and well-designed CPD activities, teachers can stay abreast of emerging trends, refine their instructional methods, and meet the evolving needs of their students. This commitment to ongoing development empowers teachers to deliver enhanced educational experience and contribute to the overall advancement of the field.

2.1 Continuous Professional Development (CPD)

Continuous Professional Development (CPD) is widely viewed as a lifelong and ongoing process through which teachers enhance their professional knowledge, skills, and classroom practices (Day, 1999). Rather than being limited to formal training, CPD includes a broad range of planned and unplanned learning experiences that support teachers' personal and professional growth (Day & Sachs, 2004). Padwad and Dixit (2011) describe CPD as a purposeful and continuous process that empowers teachers, strengthens their sense of professional agency, and contributes to improved teaching quality. In the context of EFL education, CPD is particularly significant, as it enables teachers to maintain language proficiency, adapt to evolving teaching methodologies, and respond effectively to diverse learners' needs (Richards, 2009). Overall, the literature presents CPD as a complex and

context-dependent process that requires sustained engagement rather than short-term or isolated activities.

2.2 Importance of Continuous Professional Development

The importance of CPD is strongly emphasized in the literature as a key factor in enhancing teaching effectiveness and supporting lifelong learning. Darling-Hammond et al. (2017) argue that well-designed CPD helps teachers refine instructional practices, deepen subject knowledge, and improve student learning outcomes. Friedman and

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Phillips (2004) highlight that CPD contributes to personal development, professional confidence, and adaptability in an increasingly demanding educational environment. For EFL teachers, CPD holds particular importance due to the dynamic nature of language teaching and the continuous development of new pedagogical approaches and resources (Richards, 2009). Through sustained engagement in CPD, teachers are better equipped to meet professional standards, respond to classroom challenges, and deliver high-quality instruction.

2.3 Challenges of Continuous Professional Development

Despite its importance, the literature identifies several challenges that hinder teachers' engagement in effective CPD. Time constraints and heavy workloads are among the most frequently reported barriers, limiting teachers' ability to participate in sustained professional learning (Hustler et al., 2003). In addition, many CPD initiatives are criticized for being fragmented, short-term, and poorly aligned with teachers' classroom needs, which reduces their impact on teaching practice (Garet et al., 2001; Darling-Hammond et al., 2009). Limited institutional support, lack of resources, and insufficient follow-up further restrict teachers' opportunities for meaningful professional development (Supovitz & Comstock, 2020). These challenges highlight the need for CPD approaches that are context-sensitive, collaborative, and responsive to teachers' professional realities.

3.0 Methodology

The study adopted a mixed methods approach to provide a comprehensive understanding of EFL teachers' CPD engagement. This approach combines

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quantitative and qualitative methods to capture both measurable data and teachers' personal experiences. The choice of this design is appropriate due to the exploratory nature of the study and the limited research on CPD in the Libyan context. Integrating both methods allowed for a deeper and more balanced analysis of CPD activities and challenges.

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3.1 The Context

The study was conducted at the University of Zawia, located west of Tripoli. The university offers diverse EFL programs at undergraduate and postgraduate levels, providing a suitable setting for exploring CPD practices. The presence of teachers with different academic qualifications and teaching backgrounds created a rich context for examining variations in CPD engagement.

3.2 The Participants

The participants were Libyan EFL university teachers from the faculties of Arts and Education at Zawia, Abu-Essa, and Ajilat. A total of 51 teachers participated in the questionnaire, representing different genders, academic degrees, and teaching experience levels. In addition, 10 teachers took part in semi-structured interviews to provide more in-depth insights. Convenience sampling was used due to its practicality and suitability for the exploratory nature of the study.

3.3 Data Collection Tools

Two main data collection tools were used: closed-ended questionnaires and semi-structured interviews. These tools were selected to obtain both quantitative data on CPD activities and qualitative data on teachers' experiences and challenges. Using both instruments allowed for a more comprehensive exploration of CPD engagement.

3.3.1 Closed-Ended Questionnaires

The closed-ended questionnaire was used to collect quantitative data from 51 EFL teachers. It was designed using Google Forms and consisted of three sections: background information, CPD activities, and challenges. This tool enabled efficient data collection and facilitated systematic analysis while ensuring participant anonymity.

3.3.1.1 Piloting the Questionnaire

The questionnaire was piloted before distribution to ensure clarity, validity, and reliability. Three professors reviewed the questionnaire and provided feedback, leading to revisions and the removal of unclear or unnecessary items. This process enhanced the accuracy and credibility of the data collection instrument.

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3.3.1.2 Administering the Questionnaire

After finalizing the questionnaire, it was distributed to EFL teachers through department heads and the researcher's direct visits. Participation was voluntary and anonymous, and all responses were securely stored to maintain confidentiality.

3.3.1.3 Advantages and Disadvantages of a Questionnaire

Questionnaires allowed for efficient and standardized data collection from a large number of participants. However, they offered limited depth and reduced opportunities for clarification. To address these limitations, semi-structured interviews were conducted to gain richer and more detailed data.

3.4.2 Semi-Structured Interviews

Semi-structured interviews were used to collect qualitative data and gain deeper insights into teachers' CPD activities and challenges. The interviews consisted of eight open-ended questions, allowing participants to express their experiences freely and in detail.

3.4.2.1 Piloting Semi-Structured Interviews

The interview questions were piloted with three professors to ensure clarity and relevance. Based on their feedback, the number of questions was reduced and some were revised to avoid ambiguity. This process strengthened the validity and reliability of the interview guide.

3.4.2.2 Administering the Interviews

Ten EFL teachers were interviewed face-to-face between late May and early June 2024. Interviews were conducted in a comfortable workplace environment and were recorded with participants' consent. Confidentiality was maintained throughout the process.

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3.5 Ethical Considerations

Ethical principles guided all stages of the research. Permission was obtained from relevant academic authorities, and participants were informed about the purpose of the study. Anonymity and confidentiality were ensured, and all data were used solely for research purposes without causing harm to participants.

4.0 Findings

The findings include quantitative and qualitative data obtained from questionnaires and semi-structured interviews. The quantitative data obtained through the use of questionnaires is presented in simple form using tables after it is analyzed using descriptive analysis. The qualitative data obtained through the use of semi-structured interviews were analyzed using thematic analysis.

4.2 Findings of the Questionnaire

The questionnaire findings are organized into three main areas: teachers' views of Continuous Professional Development (CPD), the activities they engage in to support their professional growth, and the challenges they face while pursuing CPD. Together, these findings provide an overview of EFL university teachers' perceptions, practices, and difficulties related to CPD.

4.2.1 Teachers' Views of Continuous Professional Development

The findings reveal that EFL university teachers hold very positive views toward Continuous Professional Development. Most teachers believe that CPD is essential for enhancing teaching skills, supporting professional growth, and improving student outcomes. Teachers also recognize the role of CPD in helping them stay updated with modern teaching methodologies and educational trends.

However, despite these positive perceptions, motivation and actual participation in CPD activities are comparatively lower. This suggests that although teachers value CPD, certain factors may limit their active engagement.

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		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	Continuous Professional Development (CPD) is essential for enhancing teaching skills and knowledge.	26	51%	24	47.1%	1	2%	0	0%	0	0%
2	I perceive that CPD has a positive impact on the growth and development of my teaching profession.	20	39.2%	29	56.9%	2	3.9%	0	0%	0	0%
3	In my opinion, CPD contributes to improving students' outcomes.	18	35.3%	30	58.8%	3	5.9%	0	0%	0	0%
4	CPD plays a very active role in staying updated with the latest teaching methodologies and trends.	27	54%	18	36%	4	8%	1	2%	0	0%
5	I am highly motivated about Continuous professional Development.	11	21.6%	33	64.7%	7	13.7%	0	0%	0	0%
6	I actively participate in CPD activities.	3	5.9%	28	54.9%	16	31.4%	4	7.8%	0	0%

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4.2.2 Activities of Continuous Professional Development

The results show that EFL teachers engage in a wide range of CPD activities, with a clear preference for activities that are accessible and directly related to classroom practice. Commonly practiced activities include self-evaluation, visiting educational websites, receiving feedback from students, reading online resources, and consulting methodology books. Teachers also engage in watching professional videos, podcasts, and focusing on specific subject areas to deepen their content knowledge. In contrast, activities such as attending workshops, seminars, conferences, collaborative research, online courses, and classroom observation are less frequently practiced. Activities that require travel, such as visiting English-speaking countries or participating in cultural exchange programs, are the least common. Overall, teachers tend to prioritize flexible and low-cost CPD activities that fit easily into their professional routines.

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		Very frequently N %		Frequently N %		Occasionally N %		Rarely N %		Never N %	
1	I attend language training courses.	1	2%	9	18%	23	46%	11	22%	6	12%
2	I attend workshops related to teaching or EFL in general.	1	2%	13	25.5%	20	39.2%	12	23.5%	5	9.8%
3	I attend academic conferences.	1	2%	7	13.7%	15	29.4%	17	33.3%	11	21.6%
4	I attend seminars.	1	2%	12	23.5%	15	29.4%	14	27.5%	9	17.6%
5	I attend in other	4	7.8%	7	13.7%	9	17.6%	15	29.4%	16	31.4%

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	teachers classes for classroom observation.										
6	I engage in individual research.	5	9.8%	2 0	39.2 %	18	35.3 %	5	9.8%	3	5.9%
7	I engage in collaborativ e research.	2	3.9%	8	15.7 %	14	27.5 %	1 8	35.3 %	9	17.6 %
8	I focus on a specific subject to develop deep content knowledge.	1 1	21.6 %	1 7	33.3 %	17	33.3 %	4	7.8%	2	3.9%
9	I self- evaluate my own classroom.	1 8	35.3 %	2 0	39.2 %	11	21.6 %	2	3.9%	0	0%
1 0	I take feedback from the students.	1 0	19.6 %	2 2	43.1 %	12	23.5 %	5	9.8%	2	3.9%
1 1	I engage in Social media platforms (e.g: Twitter & educational forms).	9	17.6 %	1 2	23.5 %	13	25.5 %	1 0	19.6 %	7	13.7 %
1 2	I read (e.g: methodolog y books & scientific articles).	1 2	23.5 %	1 9	37.3 %	13	25.5 %	6	11.8 %	1	2%
1 3	I take online	1	2%	6	12%	12	24%	1 4	28%	1 7	34%

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	courses and MOOCS. (MOOCS is a web-based distance program)										
14	I watch professional videos and podcasts.	12	24%	16	32%	18	36%	3	6%	1	2%
15	I connect with other teachers for online discussions.	2	4%	11	22%	9	18%	18	36%	10	20%
16	I visit educational websites.	15	30%	19	38%	10	20%	6	12%	0	0%
17	I read online articles and other online resources.	13	26%	18	36%	9	18%	8	16%	2	4%
18	I travel to English speaking countries.	0	0%	4	8%	15	30%	13	26%	18	36%
19	I participate in cultural exchange programs.	1	2%	3	6%	10	20%	15	30%	21	42%

4.2.3 Challenges Faced by Teachers in Achieving Continuous Professional Development

The findings indicate that EFL teachers face several challenges that hinder their engagement in CPD. The most prominent challenges include lack of institutional support, limited financial resources, and difficulty balancing CPD with teaching responsibilities.

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Heavy workload and limited access to relevant CPD opportunities also pose significant obstacles.

Additionally, some teachers report challenges related to low motivation and difficulty finding CPD activities that match their specific needs and interests. These challenges highlight structural and institutional barriers that limit teachers' ability to engage consistently in professional development.

		Very Frequently N %		Frequently N %		Occasionally N %		Rarely N %		Never N %	
1	One of the challenges that I face is lack of time to engage in CPD.	13	26%	28	56%	8	16%	1	2%	0	0%
2	One of the challenges that I face is limited financial resources to invest in CPD.	22	44.9%	17	34.7%	6	12.2%	2	4.1%	2	4.1%
3	One of the challenges that I face is limited access to relevant CPD opportunities or programs.	16	32%	16	32%	15	30%	2	4%	1	2%
4	One of the challenges that I face is lack of institutional support for CPD initiatives.	30	60%	14	28%	5	10%	0	0%	1	2%
5	One of the challenges that I face is difficulty in balancing CPD with other	16	32%	22	44%	11	22%	1	2%	0	2%

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	professional responsibilities.										
6	One of the challenges that I face is heavy workload and teaching commitment.	19	38%	19	38%	11	22%	1	2%	0	0%
7	One of the challenges that I face is lack of motivation or interest in CPD activities.	8	16%	18	36%	13	26%	6	12%	5	10%
8	One of the challenges that I face is difficulty in finding CPD opportunities that meet my specific needs or interests.	14	28%	19	38%	11	22%	6	12%	0	0%

4.2 Findings of the Interviews

The interview findings are organized into three main themes: teachers' engagement in Continuous Professional Development (CPD) activities, the challenges they face, and their suggestions for improvement. These themes were identified through the analysis of interviews conducted with EFL university teachers and provide deeper insights into their professional development experiences.

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4.2.1 Teachers' Engagement in Continuous Professional Development Activities

The findings indicate that EFL teachers engage in a variety of Continuous Professional Development (CPD) activities to support their professional growth. Common activities include attending workshops, participating in training programs, engaging in discussions with colleagues, using online

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learning platforms, and taking feedback from students. Teachers value workshops and training programs for providing practical teaching strategies, exposure to new methodologies, and opportunities to learn from experienced trainers.

Informal activities, such as discussions with other teachers and student feedback, are also widely practiced due to their accessibility and direct relevance to classroom practice. Additionally, online learning platforms are highly favored because they offer flexibility, allow self-paced learning, and provide access to a wide range of educational resources. Overall, teachers tend to prefer CPD activities that are practical, flexible, and easy to integrate into their daily teaching routines.

4.2.2 Challenges Faced by Teachers in Achieving Continuous Professional Development

Despite positive attitudes toward CPD, teachers face several challenges that limit their engagement. The most commonly reported challenges include limited access to relevant CPD programs, insufficient institutional support, and lack of time due to heavy teaching workloads. Teachers also highlighted financial constraints and difficulties in finding CPD activities that align with their professional needs.

Some participants noted that available CPD programs are not always well-organized or tailored to EFL teaching contexts, which reduces their effectiveness. These challenges indicate that structural and institutional barriers play a significant role in restricting teachers' ability to participate consistently in professional development activities.

4.2.3 Suggestions for Improving Continuous Professional Development

Teachers suggested several ways to improve CPD opportunities. A key recommendation was increasing institutional support through financial assistance, workload reduction, and

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encouragement for participation in CPD activities. Teachers also emphasized the importance of designing CPD programs that are relevant to their actual teaching needs and focus on practical classroom applications. Expanding online CPD opportunities was another major suggestion, as online

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learning can help overcome time, location, and resource constraints. Teachers believe that involving them in the planning and design of CPD programs would enhance relevance and effectiveness, ultimately supporting sustained professional growth.

5.1 Discussion of the Findings

The findings of this study indicate that EFL teachers at the University of Zawia highly value continuous professional development (CPD) as a means to enhance teaching skills, expand knowledge, and improve student outcomes. Teachers demonstrated active engagement in a range of CPD activities, with a clear preference for flexible and accessible approaches. Self-evaluation emerged as a primary activity, allowing teachers to reflect critically on their teaching practices, identify strengths and weaknesses, and make immediate adjustments in the classroom. This aligns with Brookfield (1995) and Zeichner and Liston (1996), who emphasize reflective practice as central to professional growth and transformative learning experiences.

Digital tools and online platforms were also widely used, reflecting the increasing role of technology in facilitating CPD. Teachers valued these platforms for their accessibility, convenience, and the ability to engage with professional resources without geographical or time constraints. This finding is consistent with Willson (2020), who highlights the importance of digital resources in keeping teachers updated with emerging trends, and with Johnson et al. (2010), who note that online learning enhances the flexibility and reach of professional development opportunities. Social media platforms provided informal yet valuable channels for peer collaboration and knowledge sharing, supporting Trust and Carpenter's (2017) assertion that online interactions can foster professional validation and a sense of community among teachers.

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Other activities, such as receiving feedback from students, participating in workshops and seminars, conducting individual research, and classroom observation, were also reported. Student feedback was particularly valued for providing insight into learners' needs and informing instructional adjustments, supporting Hattie and Timperley (2007) and Hammersley-

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Fletcher and Orsmond (2004) on the role of feedback in improving teaching effectiveness. Workshops and seminars were recognized as beneficial for professional growth and networking but were less frequently attended due to logistical and time constraints, reflecting Popovic's (2018) observation on the challenges of formal CPD. Similarly, classroom observation was seldom practiced but acknowledged as a valuable reflective tool, consistent with Berk et al. (2004) and Richards and Farrell (2005). Resource-intensive activities, such as international travel and cultural exchanges, were rarely undertaken, largely due to financial and practical limitations, echoing Garcia-Peñalvo et al. (2019).

Despite engagement in these activities, teachers face significant challenges that hinder their CPD. Insufficient institutional support, including limited funding, lack of strategic investment, and minimal encouragement, was frequently reported, which aligns with Darling-Hammond et al. (2009) and Hustler (2003) on the importance of organizational backing for effective professional development. Time constraints and heavy workloads further limited teachers' capacity to engage meaningfully in CPD, consistent with Kelchtermans (2004) and Borg (2018), who identify workload and competing responsibilities as major barriers. Additionally, the misalignment between available CPD programs and teachers' specific professional needs reduced the perceived relevance and impact of such activities, supporting Opfer and Pedder's (2011) claim that one-size-fits-all approaches are often ineffective. Overall, the study illustrates that while teachers recognize the importance of CPD and actively seek opportunities to develop professionally, structural, contextual, and logistical barriers constrain the effectiveness of these efforts. Flexible, accessible, and teacher-centered CPD approaches particularly self-reflection, online resources, and student

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feedback emerge as the most practical and impactful methods. These findings suggest that both individual initiative and institutional support are critical to fostering sustainable and meaningful professional growth.

6.1 Recommendations of the Study

This study focused on the engagement of EFL teachers in continuous professional development, exploring both their participation in CPD activities and the challenges they encounter in the process. Based on the results, several key recommendations have been formulated to address these challenges and support both teachers and educational institutions in creating a culture of ongoing learning and development. The recommendations are divided into two sections: recommendations for teachers, aimed at enhancing their professional growth and overcoming barriers to CPD participation, and recommendations for institutions, aimed at creating supportive environments that facilitate effective CPD programs.

6.1.1 Recommendations for Teachers to Enhance Continuous Professional Development

1. Teachers should maximize the use of digital tools and online platforms for professional growth. These resources help overcome logistical barriers while keeping teachers updated with new teaching strategies and enabling them to connect with professionals globally.
2. Teachers should continue to actively engage in self-evaluation, as it is a flexible and impactful CPD activity. By incorporating regular reflection on teaching practices, teachers can identify areas for improvement.
3. Teachers should build professional network communities through social media. These communities allow for informal yet valuable exchanges of resources and ideas, making CPD more collaborative and less isolated.
4. Teachers should participate in collaborative learning through peer discussions in formal settings.
5. Teachers should manage their workload by integrating CPD activities into their daily routines to prioritize continuous professional development.
6. Teachers can break CPD activities into smaller, manageable tasks (micro-learning), such as completing short online modules, attending brief webinars, or engaging with professional blogs and podcasts. This approach makes CPD less time-consuming while still offering valuable insights.

6.1.2 Recommendations for Institutions for Supporting Continuous Professional Development

1. Institutions should provide financial support for CPD activities and invest in the necessary technological infrastructure to make digital learning tools accessible to all teachers.
2. Institutions should involve teachers in the planning and implementation of CPD programs, ensuring these are tailored to address specific needs and challenges.
3. Institutions should offer regular opportunities for collaborative learning through workshops and peer observation sessions to encourage the sharing of best practices.
4. Institutions should integrate CPD activities into teachers' schedules to address common barriers such as time constraints and heavy workloads.
5. Given the increasing reliance on digital tools, institutions should invest in online CPD platforms, offering access to high-quality digital resources and learning communities. They should also provide training on how to effectively use these platforms for professional growth.

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