A Study of Moroccan EFL Teachers' Attitudes towards In-service Continuing Professional Development

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Abstract:

Background: Freeman (as cited in Bouziane, 2019, p. 111) convincingly argued that "the notion that pre-service teacher education can fully equip a teacher for a career in the classroom is erroneous…. Otherwise teacher education could fully equip a first-teacher with the knowledge and skills to last a career, an assumption that is as patently absurd as it is, unfortunately, still widespread in practice" (2002, p. 11*)*. It is common knowledge that the pre-service training that teachers receive can never equip them with all the skills and qualifications needed. The teaching profession, students' needs and the demands of the future keep changing, which makes the job of teachers highly complex. To cope with these changes, educationalists and researchers in the field of language teaching and learning argue for the importance of engaging in continuing professional development*(*CPD*)*, so that they continually update their practices and beliefs. Some of them even consider CPD as an expectation not an option. Interestingly, this study intervenes to study the attitudes of Moroccan EFL teachers towards in-service CPD. It is hoped that this study will unveil some issues that hinder effective designing and implementation of teacher professional development programs, and ideally offer some implications that could contribute to the provision of quality CPD in the Moroccan context.

Materials and Methods: This study is framed within the pragmatic worldview. It uses a mixed-methods design that uses both quantitative and qualitative techniques to collect and analyze data. The choice of this research philosophy is theoretically grounded and justified. Quantitative and qualitative data gained from 55 EFL teachers from different regions of Morocco have been thoroughly used to investigate and explore EFL teachers' attitudes towards in-service training and CPD in Morocco. The participants were mainly questioned about their attitudes towards CPD and in-service training programs in Morocco.

Results: The study unveiled that Moroccan teachers held negative attitudes towards in-service trainings and CPD activities they receive. They believe that CPD programs lack quality and are academically inadequate and superficial.

Conclusion: The study showed that there is a need for participatory, needs analysis and bottom up approach to CPD. Supervisors and CPD providers should conduct a needs analysis so that they understand what the needs of the teachers in their supervisory areas are, and design appropriate CPD activities that can respond to these needs. They should also adopt a participatory approach to CPD by engaging all the teachers in designing and implementing CPD activities.

Keywords:CPD; TPD; Attitudes; Quality Education; In-service Training.

I. Introduction

Providing teachers with quality education has been widely discussed in the literature. Quality CPD improves schools, and promotes the amount of learning that takes places in the classroom. Therefore, quality CPD is a variable, among others, that directly impacts teachers' performance on the one hand and learners' learning on the other hand. Given that, it seems reasonable to attempt to study in-service CPD trainings among teachers of English in Morocco.

Moroccan teachers of English engage in different in-service trainings and CPD activities. This study, interestingly, intervenes to empirically investigate the teachers' attitudes towards and perceptions about CPD

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activities they receive during the academic year. It is hoped that the results and insights attained will contribute to the improvement of the in-service trainings in Morocco.

This article is framed within the pragmatic worldview, and it uses mixed-methods design both to collect and analyze data. The participants in the study are 55 male and female teachers of English working in different regions of Morocco. To collect data a questionnaire that yielded both quantitative and qualitative data was designed and administered to them. The quantitative data obtained was analysed using SPSS (version20), whereas the qualitative data was analysed using Dornyei's (2007) coding stages.

II. Literature Review

Acknowledging the importance of teachers' continuing professional development in improving our schools, and how teachers' learning directly impacts students' learning, a number of scholars have conducted research in different social contexts around the world on the importance of teachers' learning with the aim to unveil the links between teachers' continuing professional development and their performance on the one hand and students' achievement on the other hand (for example, Day, 1999; Abdo, 2000; Borko, 2004; Lawrence Ingvarson, 2005; Darling-Hammond, 2008; Darling-Hammond, Andree, Richardson &Orphanos, 2009;Wermke, 2011; Qadhi, 2017;Bouziane, 2018; Cirocki&Widodo, 2019; Raisa, 2020; SekarDiasti&Kuswandono, 2020; Qadhi&Floyd, 2021). However, in the current study, the researchers will particularly review some salient and scholarly previous research on teachers' continuing professional development.

When reviewing different previous studies on teachers' continuing professional development, it has become evident that they have offered interesting insights regarding teachers' development and how they grow professionally. However, teachers' professional development was not approached from a holistic stance.

Qadhi&Floyd (2021) explored females' perceptions and experiences of CPD in Qatar in order to develop new practical insights into our understanding of this area. In order to do so, they conducted a qualitative study they titled as "Female English Teachers Perceptions and Experience of Continuing Professional Development in Qatar". The study's sample consists of 16 female teachers from 8 different countries (Egypt, Lebanon, USA, Tunisia, Palestine, India, Jordan and Syria). This study is framed within the interpretive paradigm and it has employed a qualitative design to obtain data from unstructured, life history interviews.

The findings of this study showed that all the participants agreed on the importance of CPD as it allows them to engage in lifelong learning and learn new things that would keep them pedagogically and professionally updated. However, the participants' attitudes towards CPD differ from one person to another. Some of the participants have negative attitudes towards the CPD activities they receive as they believed that what they learn does not respond to their immediate needs, or is inapplicable to their immediate context of work. To put it differently, the participants were more interested in the situative, context-based perspective of professional development, arguing that not all professional development is relevant and applicable to the context and needs of all teachers. They also believed that teachers know best how their students learn; therefore, their suggestions should be taken into account before designing any CPD activity. Additionally, the participants stressed the importance of peer education and reflection on practice as indispensable tools of professional development. Engaging in communities of practice provides them with ample opportunities to engage in professional development activities and discussions with peers and colleagues. They believed that reflection on practice and collaboration among peers through experience sharing allows them to improve their individual and collective skills. Context-based and context relevant professional development activities were also the ones preferred among the participants, as they respond to their immediate needs and contexts. Most importantly, the study revealed that the participants acknowledged the importance of reflection as part of CPD. For them, reflective practice allows them to come up with new and better ideas and strategies to be integrated in their teaching practices. The findings of the study also suggested that the participants attached huge importance to self-development and independent learning skills. Therefore, the desire to individually read different professional development resources and connect with other teachers from different countries was visible among the participants.

Finally, the findings of this study clearly showed that CPD activities should respond to the teachers' immediate needs and contexts. For this reason, a context-based and situation-related approach to CPD was suggested and favoured. Additionally, the results attained explicitly suggested that CPD providers should go beyond a "one-size-fits all" model of CPD, so that all teachers' needs are attended to.

The study in question is scholarly, but methodologically flawed. It has revealed interesting insights regarding EFL female teachers of English perceptions towards CPD in Qatar. It succeeds in obtaining ideas and findings that can be used to improve the quality of CPD, and to maximize learning opportunities for teachers in Qatar. However, surprisingly enough, it is difficult to understand why the authors studied only female teachers' perceptions towards CPD. This could be a violation of the data triangulation principle, which stresses the

importance of obtaining data from different participants. Clearly, including both female and male participants would certainly yield more reliable and more generalizable data.

This study is also questionable and inadequate because the title is misleading as it suggests that the study targets female Qatari teachers of English. However, the study's population consists of 16 female teachers of English from 8 different countries. Unexpectedly, it is hard to understand why the study did not include any female Qatari participant. This also raises the question of the applicability of the study's findings to the Qatari context, given the fact that no Qatari female teacher was recruitedin the study. Additionally, the population of the study consists of 16 female teachers from 8 different countries. They all have come from different social, cultural and educational backgrounds, which undoubtedly mean that they have different experiences of and hold different attitudes towards CPD. Therefore, it is reasonable to assume that the results and findings are questionable. Finally, the study employed the qualitative design using unstructured, life history interviews as the only source of data collection. This could also be a violation of methodological triangulation. Gaining a deeper understanding of females' perceptions of CPD in Qatar requires the implementation of more than one research instrument to elicit the study's data from the concerned participants. In addition to life history interviews, the researchers could have observed the target female teachers in real contexts and see directly the impact of these CPD activities on their daily teaching practices.

Research publications have the tendency to stress the importance of providing teachers with high quality ongoing professional development. Nevertheless, these publications do not address questions such as what constitutes high quality professional development or how professional development should be made available to teachers. Borko(2004) pointed out that educational reform movements put further demands on teachers and stress the importance of quality professional development opportunities that enhance their knowledge and develop new instructional practices. However, he believed that these reforms do not specify what quality professional development is. For example, the "No Child Left Behind" act (2001)requires that teachers should be provided with high quality professional development, but it does not specify the content character of this professional development. Borko also asserted that despite the huge amounts of money spent yearly on teachers' CPD activities, professional development activities available to teachers are fragmented, intellectually superficial and academically inadequate.

Interestingly, Borko (2004) proposed the situative perspective to learning. He believed that learning is the result of two main processes, namely individual active construction of knowledge in addition to external factors that directly affect that learning within a social context. Additionally, he conceded that learning may take place in many social aspects of practice including the teachers' classrooms, their communities, a conversation with a colleague and professional development courses. He also attached huge importance to the social and cultural communities in which the teachers operates. He asserted that professional development communities are important contributors to instructional improvement. Clearly, understanding how teachers learn, calls for a situative, multi-conceptual stance in which both the individual internal factors and the social context in which they are participants are fully investigated.

In the Moroccan context, CPD has been an object of research, as it has attracted considerable interest of scholars and researchers. It is believed that teachers' learning, among other variables, directly impacts students' learning, school performance and the educational system as a whole.

Recently, Ouardani (2020) explored some issues related to the CPD activities that EFL teachers receive in Morocco. To do so, he conducted a study using a mixed-methods design entitled as "Issues in Teachers' Professional Development (TPD) for EFL Teachers in Morocco". The study' data was collected from the analysis of related official documents, and the analysis of two questionnaires, one addressed to 244 teachers of English and the other to 14 supervisors.

The findings of this study clearly showed that despite growing interests in CPD and its importance in boosting the learners' learning, providing quality TPD poses serious challenges to program designers. He asserted that these in-service trainings are unlikely to have any impact on teachers' change, unless individuals' needs are attended to.

All the participants agreed on the importance of CPD. They believed that teachers should actively engage in lifelong learning and trainings. However, surprisingly enough, the participants' confirmed that there are contradictions between teachers professional programs and teachers'immediate needs and expectations. The reason for that contradiction is that these programs are hierarchically designed and outlined.Researchers in the field assert that unless teachers' professional and individual needs and expectations are attended to in the trainings and later sustained through varied on-site activities, there is little chance that these will have any significant impact on teachers' change and professional development (Day, 1999; Craft, 2000; Guskey, 2002; Diaz-Maggioli, 2004; Kennedy, 2005; Ouardani, 2020). Additionally, the study showed that the Ministry's regulatory texts related to the TPD provision are ambiguous. Despite highlighting the importance and value of CPD, the ministry's vision of how to design and implement TPD programs is still unclear and clumsy.

Another important issue related to CPD in Morocco is related to the paucity and scarcity of CPD activities. The participants complained about the limited opportunities they have to engage in CPD. They believed that CPD activities are fragmented and one-shot, and that there is little chance that they will contribute to teachers' change. Effective professional development, as Broad and Evans (2006) claim, needs to be sustained, ongoing, in-depth, and requires active engagement by the professionals. The study also, unexpectedly, showed that teachers' PDPs lack quality. This finding is in accordance with the body of literature that already exists on CPD. Previous research showed that the CPD activities teachers receive are inadequate, fragmented and academically superficial. Moroccan EFL teachers have negative attitudes towards the CPD activities they are involved in, as they believe that they lack quality, and they are, therefore, unlikely to have any impact on teachers' professional growth and development. The participants also asserted that supervisors often provide a one-size-fits-all model of CPD, which does not attend to all the participants' needs and expectations.

The findings of the study also revealed that there is little, if not daring to say, no structured needs analysis, feedback and follow-up. To have the desired outcomes, supervisors should follow a needs analysis process before designing and implementing any CPD training. Conducting needs analysis allows supervisors to know the teachers' immediate needs and where further work is needed. However, the participants of the study clearly showed that supervisors rarely involve them in designing and implementing these trainings. Supervisors follow a top-down approach in designing these trainings. Consequently, the teachers' immediate needs and expectations are rarely attended to. The participants also complained about the absence of feedback and follow-up activities. Normally, after any training, there must be an evaluative phase in which teachers give feedback about the content and impact of the training. This is done to improve future trainings and CPD activities.

The participants of this study pointed out that those CPD activities are carried yearly to fulfill an administrative agenda imposed by the academy. This is further supported by Bouziane(2019) who rightly pointed out that:

Supervisors run regular meetings in their supervisory areas for the benefit of teachers. The meetings last two to three hours and deal mainly with one issue of language teaching. The themes of these meetings are sometimes suggested by the Ministry of Education and Youth and may therefore be new to supervisors themselves. (p. 112)

Teachers are indeed the main stakeholders in the whole educational system, and any attempt to improve education in general needs to take into account teachers' professional development and their attitudes towards their job. In fact, teachers "are expected to be equipped with world, field knowledge and professional knowledge'' (Agcam&Babanoglu, 2016, p. 21). In this section, we first define the term attitude in general, followed by a brief review of research conducted on teacher attitudes.

In recent years, researchers have shown an increased interest in the study of attitudes (Garrett, et al., 2003; McKenzie, 2007, 2010; Garrett, 2010; Sykes, 2011). The term 'attitude' is, in fact, a complex psychological construct that has been defined in various ways by different scholars (Garrett, et al. 2003); however, there seems to be a consensus to investigate individuals' attitudes using Behaviourist and Mentalist theories. The assumption behind the two theories is that attitudes are learned rather than inherited (Garrett, 2003; McKenzie, 2007; Sykes, 2011). Attitude is, in fact, "an important concept to understand human behaviour" (Duatepe&Akkuş-Çıkla, 2004, p. 61). This being said, an attitude, for the purposes of the present study, will be defined as 'a disposition to respond favorably or unfavorably to an object, person, institution, or event' (Ajzen, 1988, p. 4 as cited in Baker, 1992, p. 11).

As far as the profession of teaching is concerned, Duatepe&Akkuş-Çıkla (2004) argued that "people's attitudes towards their professions have an effect on their performance" and this is "also valid for the profession of teaching" (p. 61). In a similar vein, Agcam&Babanoglu (2016) pointed out that:

There is a consensus among various scholars mainly on the correlation between attitude and teaching profession (Duatepe&Akkuş-Çıkla, 2004; Issan et al., 2011; Al Harthy, Jamaluddin, &Abedalaziz, 2013; Akbaba, 2013; Bhargava&Pathy, 2014). Al Harthy et al. (2013, p. 888) contend that teachers' attitudes towards their profession affect their teaching practice. (p. 22)

This correlation is best represented in the figure below. As Figure 1 illustrates, the cycle of the relationship between attitudes and teaching practices as summarised by Smith (1993 as cited in Duatepe&Akkuş-Çıkla, 2004, p. 61) suggests that teachers' attitudes don't only have an effect on their teaching practice, but teachers' attitudes also have an effect on their students (Duatepe&Akkuş-Çıkla, 2004).
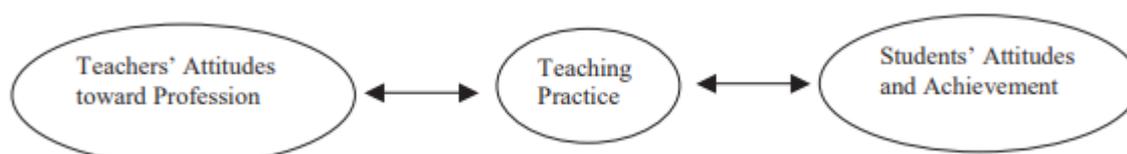
Figure 1. The cycle of the relationship between attitudes and teaching practices

Duatepe&Akkuş-Çıkla (2004) conducted a study using "an attitudinal scale towards the teaching profession with a three-item survey to obtain data about subjects' gender, date of birth, and year of experience" (62). The aim was to explore the participants' attitudes (in-service and pre-service primary teachers) towards teaching profession to identify the relationships between the variables of attitudes, gender, status and age. The study used an attitude scale towards teaching profession (ASTTP) developed by Askar and Erden (1986). The scale consisted of 10 Likert type items, ranging from strongly disargee, disagree, uncertain, agree and strongly agree (scale scores ranged between 10 and 50). The scale's Cronbach's Alpha reliability coefficient was .75. As for the study's sample, 99 in-service teachers working in one Turkish city (39 males and 60 females) and 178 pre-service teachers (38 males and 140 females) from a state university were recruited as participants of the study.

Agcam&Babanoglu (2016) examined whether the attitudes of "EFL teachers [working at Turkish state primary schools, secondary schools and higher education] toward teaching profession significantly differ across level of educational institutions where they are working" (p. 21). The study used a questionnaire that consisted of Likert-type items, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). "10 out of 30 items were intended to elicit the teachers' opinions about requirements and responsibilities of the teaching profession, and the remaining 20 to obtain those about their general attitude toward teaching profession" (p. 26). The study's results indicated the majority of participants held positive attitudes towards their job.

III. Materials and Methods

The present study was carried out on the teachers of English as a foreign language, in twelve regions in Morocco, from May 2022 to August 2022. A total of 60 teachers aged between 20 and 45 participated in this study. Opting for the perceptions and attitudes of teachers towards CPD national wide is theoretically founded, as the data obtained will be more reliable and valid. Additionally, teachers have different experiences with CPD, and incorporating these experiences that teachers have in different regions and with different CPD providers will definitely unveil interesting insights regarding CPD provision.

Study Design: This study is a part of the human sciences research as it aimed to investigate a widely debated issue in the literature, precisely the teachers of English attitudes and perceptions towards the CPD activities they receive, and the effect these activities have on their professional growth, teaching practices and eventually learners' learning. Unlike pure sciences, it takes a lot of efforts to guarantee a satisfying degree of validity and reliability in naturalistic research. However, to achieve a satisfying degree of validity, reliability, objectivity and to ensure that the results attained can be generalizable across and are representative of the whole population, this study used both quantitative and qualitative techniques both to collect and analyze data. The choice of mixed-methods design to collect and analyze data is theoretically grounded. Instead of focusing on methods, researchers emphasize the research problem and use all approaches available to understand the problem (see Rossman& Wilson, 1985). In the same vein Creswell (2014) argued that "mixed methods research resides in the middle of this continuum because it incorporates elements of both qualitative and quantitative approaches" (P.32). The researchers therefore used a well-designedquestionnaire which yielded both quantitative and qualitative data about Moroccan teachers of English attitudes, perceptions and satisfaction with CPD. The questionnaire provided data to account for and gain deep understanding of the teachers' satisfaction with CPD activities they receive, and how they can be improved to meet their immediate needs and expectations.

Study Location: This study was carried out in twelve different regions in Morocco. It is hoped that targeting male and female participants from twelve regions national wide, with different CPD experiences and with different socio-cultural and economic backgrounds would grant the study a satisfactory degree of validity and reliability. It is hoped that the results would be generalizable across and representative of the whole population. Ideally, the study will come up with insights on how to design and provide quality CPD that responds to the teachers' immediate needs and expectations.

Study Duration: This study was conducted between May 2022 and August 2022. The researchers intentionally chose this time of the academic year to carry out this study because they wanted to make sure that teachers almost finished the academic year, and have had different CPD activities during the year. The choice of this time is also justified by the idea that teachers are on holidays, and have time to reflect on their previous CPD experiences. Eventually, their attitudes, perceptions and responses would be valid and reliable.

Sample size: The participants in this study are 55 male and female teachers of English from twelve different regions in Morocco. Their age ranged from 20 to 45 years old. The participants teach in different regions in Morocco. The researchers targeted different teachers from different regions and with different backgrounds so that the results attained will be valid, and therefore, the implications will be based on solid grounds

Sample size calculation: The participants in this study are 55 teachers of English from 12 regions in Morocco. The target population is selected from different regions so that different teachers' experiences with CPD are included.

Inclusion criteria:
1. Moroccan male and female teachers of English
2. Moroccan male and female teachers from the public sector.
3. Moroccan male and female teachers of English with previous experience with CPD activities.

Exclusion criteria:
1. Teachers of other subjects other than English.
2. Teachers with no previous experience with CPD.
3. Teachers who were unwilling to participate in the study.
4. Teachers of English in the private sector.

Procedure and Methodology

After deciding on the topic and the target population to investigate, the researchers designed a questionnaire to collect data from Moroccan teachers of English. To measure the participants' attitudes towards CPD activities and in-service trainings, the researchers developed a five-point likert scale, ranging from 1. Strongly disagree to 5. Strongly agree. The questionnaire is divided into three main sections, the first section elicits the participants' demographic information, and the second section obtains quantitative data related to CPD. The last section of the questionnaire yields qualitative data about how the CPD and professional programs can be improved. To abide by research ethics, the researchers explained in the first page of the questionnaire that the participants' honest responses will result in valid findings and therefore help come with insights and implications that can improve the quality of CPD they receive. The questionnaire included socio- academic characteristics such as age, gender, number of years spent teaching. In addition to other open questions that aim to obtain teachers' suggestions and opinions.

The choice of the questionnaire to collect date is theoretically informed. According to Creswell (2012) "surveys help identify important beliefs and attitudes of individuals" (P.06). Apparently, the questionnaire will help the researchers identify teachers' perceptions and beliefs towards the quality of CPD they receive in different regions in Morocco.

Statistical analysis

Quantitative data was analyzed using SPSS (version 20). A reliability analysis was carried out on 29 items using the scale if item deleted function, which resulted in comprising 8 items. Eventually, the researchers deleted 8 items which resulted in acceptable reliability.Cronbach's alpha showed the questionnaire to reach acceptable reliability, $\alpha = 0.763$. Most items appeared to be worthy of retention, resulting in a decrease in the alpha if deleted.

The qualitative data obtained from the teachers was analyzed using content analysis procedures. Teachers' responses were read carefully and coding categories were developed using NVivoto facilitate analysis.

IV. Results

The main objective of this study is to examine and investigate Moroccan teachers of English satisfaction with the CPD activities they receive. To do so, a questionnaire was administered to different teachers, males and females, from different regions in Morocco, as the following table shows:

Table 1: Demographic Information of the study's respondents

Parameter	Frequency	Percentage
Total	55	100,0
Gender		
Male	33	60,0
Female	22	40,0
Age		
Less than 25	5	9,1

26-35	45	81,8
36-45	5	9,1
Region		
Marrakesh-Safi	32	58,2
Casablanca-Settat	1	1,8
BéniMellal-Khénifra	2	3,6
Rabat-Salé-Kénitra	2	3,6
Fès-Meknès	2	3,6
Tanger-Tetouan-Al Hoceima	6	10,9
Oriental	1	1,8
Drâa-Tafilalet	2	3,6
Guelmim-Oued Noun	1	1,8
Laâyoune-Sakia El Hamra	1	1,8
Dakhla-Oued Ed-Dahab	1	1,8
Souss-Massa	4	7,3
Teaching Experience		
Less than 5 years	21	38,2
Between 5 and 10 years	25	45,5
More than 10 years	9	16,4
Attending Enrichment Courses		
Always	5	9,1
Often	18	32,7
Sometimes	23	41,8
Rarely	8	14,5
Never	1	1,8

The table clearly shows the demographic information of the participants. The number of the participants is 55, 33 male teachers (60%) and 22 (40%) female teachers.The participants aged between 20 and 45 years old. They all work in different regions in Morocco. However, the majority of them is from Marrakesh-Safi region. 32 participants were from Marrakesh-Safi region, which constitutes over 58% of the target population. Additionally, the participants have different teaching experiences. However, teachers with between 5 and 10 years of teaching experience constitute the majority (over 45%). The last question is concerned with the frequency of attending enrichment courses. The results clearly show that the majority indicated that they sometimes attend these courses. The second category indicates that they often attend enrichment courses. Predictably, only a minority indicates that they rarely or never attend these enrichment courses (14% /1% respectively). Importantly, these results indicate that Moroccan teachers of English are aware of the importance of CPD and are, therefore, willing to engage in any activity that enhances their professional development.

Table 2: Teachers' responses to different items in the questionnaire

Items		Frequency	percentage
I am not satisfied with the in-service CPD activities I receive.	Strongly disagree	6	10,9%
	Disagree	13	23,6%
	Undecided	14	25,5%
	Agree	19	34,5%
	Strongly Agree	3	5,5%
I feel that teachers' professional programs lack quality.	Strongly disagree	2	3,6%
	Disagree	6	10,9%

	Undecided	13	23,6%
	Agree	22	40,0%
	Strongly Agree	12	21,8%
I feel that the CPD activities I receive help me improve my teaching practices.	Strongly disagree	2	3,6%
	Disagree	6	10,9%
	Undecided	10	18,2%
	Agree	28	50,9%
	Strongly Agree	9	16,4%
I feel that I receive the necessary support and assistance from my supervisor.	Strongly disagree	6	10,9%
	Disagree	12	21,8%
	Undecided	12	21,8%
	Agree	22	40,0%
	Strongly Agree	3	5,5%
I feel that in-service training does not contribute to my professional growth.	Strongly disagree	3	5,5%
	Disagree	22	40,0%
	Undecided	17	30,9%
	Agree	8	14,5%
	Strongly Agree	5	9,1%
I feel that CPD content does not target different skills and areas of language teaching and learning.	Strongly disagree	1	1,8%
	Disagree	12	21,8%
	Undecided	14	25,5%
	Agree	23	41,8%
	Strongly Agree	5	9,1%
I feel that the in-service training I receive does not respond to my immediate needs and context.	Strongly disagree	1	1,8%
	Disagree	10	18,2%
	Undecided	7	12,7%
	Agree	29	52,7%
	Strongly Agree	8	14,5%
I think that reflective practice should be integrated into teachers' professional development programs.	Strongly disagree	0	0,0%
	Disagree	1	1,8%
	Undecided	5	9,1%
	Agree	31	56,4%
	Strongly Agree	18	32,7%
I feel that the in-service activities I receive do not meet my own expectations.	Strongly disagree	1	1,8%
	Disagree	10	18,2%
	Undecided	14	25,5%
	Agree	25	45,5%
	Strongly Agree	5	9,1%
I think the in-service activities I receive are sufficient.	Strongly disagree	5	9,1%
	Disagree	35	63,6%
	Undecided	6	10,9%
	Agree	8	14,5%

	Strongly Agree	1	1,8%
I believe that CPD providers should integrate follow-up activities as part and parcel of the training.	Strongly disagree	0	0,0%
	Disagree	1	1,8%
	Undecided	7	12,7%
	Agree	33	60,0%
	Strongly Agree	14	25,5%
I think I am not involved and engaged in designing CPD activities.	Strongly disagree	1	1,8%
	Disagree	9	16,4%
	Undecided	12	21,8%
	Agree	22	40,0%
	Strongly Agree	11	20,0%
I feel that I am not usually consulted by my supervisor before designing any CPD activity.	Strongly disagree	0	0,0%
	Disagree	5	9,1%
	Undecided	13	23,6%
	Agree	26	47,3%
	Strongly Agree	11	20,0%
I feel that the in-service activities I receive are inadequate and academically superficial.	Strongly disagree	1	1,8%
	Disagree	6	10,9%
	Undecided	19	34,5%
	Agree	20	36,4%
	Strongly Agree	9	16,4%
I believe that most CPD activities organized are only done for administrative purposes.	Strongly disagree	1	1,8%
	Disagree	5	9,1%
	Undecided	15	27,3%
	Agree	22	40,0%
	Strongly Agree	12	21,8%
I feel that there is an absence of clear vision and strategy regarding the provision of CPD from the part of CPD providers and policymakers.	Strongly disagree	2	3,6%
	Disagree	0	0,0%
	Undecided	16	29,1%
	Agree	25	45,5%
	Strongly Agree	12	21,8%
I think that supervisors need to go beyond the one-size-fits-all and top-down model of CPD.	Strongly disagree	1	1,8%
	Disagree	3	5,5%
	Undecided	7	12,7%
	Agree	32	58,2%
	Strongly Agree	12	21,8%
I feel that inclusion will lead to positive changes in the quality of CPD activities.	Strongly disagree	0	0,0%
	Disagree	0	0,0%
	Undecided	11	20,0%
	Agree	34	61,8%
	Strongly Agree	10	18,2%

I feel that teachers' professional development opportunities are scarce.	Strongly disagree	0	0,0%
	Disagree	4	7,3%
	Undecided	14	25,5%
	Agree	26	47,3%
	Strongly Agree	11	20,0%
I believe that there is lack of a structured needs analysis strategy.	Strongly disagree	0	0,0%
	Disagree	0	0,0%
	Undecided	15	27,3%
	Agree	28	50,9%
	Strongly Agree	12	21,8%
I feel that supervisors do not provide enough feedback that could help teachers improve pedagogically	Strongly disagree	4	7,3%
	Disagree	6	10,9%
	Undecided	15	27,3%
	Agree	22	40,0%
	Strongly Agree	8	14,5%

The first item of the questionnaire aims at examining the teachers' satisfaction with the in-service CPD in different supervisory areas. The participants seem to hold ambivalent attitudes towards in-service CPD. Surprisingly, the majority (34,5%) asserted that they are not satisfied with the in-service CPD. This indicates that the in-service trainings that teachers receive need to be revisited so that they can attend to the teachers'expectations and immediate needs.

The second item tackles the issue of the quality of the professional programs that teachers attend in Morocco. Predictably, the majority of the participants (40%) agreed that teachers' professional development programs in Morocco lack quality. 21% of the target sample also held the same assumption, as they believe that these programs are devoid of quality. This finding is in line with the findings of previous literature on CPD. The provision of Quality CPD is widely discussed in the literature, and results have shown that we are still far from providing teachers with quality CPD.

Though the teachers expressed their dissatisfaction with the CPD they receive, and that the professional development programs they participate in lack quality, the majority of them confirmed that the in-service activities they receive impact their teaching practices in a way or another. They also opposed the idea that these activities do not contribute to their professional development.

Supervisors often have to perform multiple tasks such as supervising, inspection, grading teachers and organizing CPD trainings and event, which make their job very demanding. Nevertheless, over 50% of the participants confirmed that they received the necessary support and assistance from their supervisors.

This study unveils many interesting insights and ideas. The participants convincingly argued that the trainings and in-service CPD activities do not respond to their immediate needs and expectations. They also pointed out that the trainings they receive are inadequate and academically superficial. They believed that supervisors should vary the trainings, go beyond the one-size-fits-all model of CPD, and most importantly conduct a needs analysis before designing any event so that they can fully understand the areas that need further improvement. This study also reveals that CPD opportunities are scarce and insufficient in Morocco.

The participants argued that they are not usually engaged in designing CPD activities and trainings. Supervisors often opt for a top-down approach towards CPD, as they design these activities without conducting any needs analysis. They also believed that that these activities are done only for administrative purposes. For them, their ideas and needs should be taken into account before organizing these events.

Absence of a clear vision and structured needs analysis from the part of CPD-providers is one of the insights that this study unveiled. The participants believed that supervisors do not have a clear vision regarding CPD. They also believed that there is absence of structured needs analysis from the part of supervisors. It is further argued that we cannot attain and receive quality CPD unless we have a clear vision with clear objectives and goals.

The last item of the questionnaire aims at eliciting the teachers' suggestions and insights on how to improve the quality of in-service CPD in Morocco.The coding process of teachers' responses and feedback provided us with very interesting insights that can help us get a comprehensive understanding onhow to design

and implement quality CPD trainings. The teachers' responses, as table 3 illustrates, seem to have three themes in common, which are inclusion, conducting a needs analysis and opting for a participatory approach to CPD.

Table 3: Moroccan teachers of English suggestions on how to improve the quality of in-service CPD activities

Themes	Frequency
1. Inclusion	7
2. Conducting a needs analysis	6
3. Participatory approach	2

The five extracts below show the teachers'suggestionsregarding how in-service CPD can be improved in Morocco:

Involving teachers in the process of designing and implementing CPD programs and giving them the autonomy to decide for themselves what they'd like to focus on will get their buy-in and contribute to higher job satisfaction.(Teacher28)

Engaging the teacher practitioners in designing the activities related to CPD. (Teacher2)

Opting for a participatory approach, and having a clear vision from the part of stake holders as to what teachers exactly need to better their classroom-teaching practices (maybe conducting a needs-analysis).(Teacher10)

I suggest that teachers should share their own experiences with others by talking about the ways they have improved themselves and their teaching. They could talk about things to avoid and things that should be done.(Teacher20)

I think that supervisors should provide a variety of professional development programs, targeting all the skills and aspects to help different teachers meet their needs and improve their teaching practices.(Teacher50)

The participants confirmed the need for conducting a needs analysis before any CPD training. They believed that a needs analysis could provide CPD providers with ideas regarding areas that need further work and focus. They also believed that teachers should be part and parcel in designing any CPD training because they believed that their immediate needs and expectations should be attended to in these trainings. It is, therefore, hoped that supervisors and CPD providers would conduct a needs analysis to understand the teachers' needs and respond to them in any CPD training they design. It is also, hoped, that supervisors adopt and adapt a bottom-up, participatory approach to CPD, which is an approach that takes into account the teachers' needs and builds on them to design appropriate CPD activities that could respond to them.

V. Discussion

This study has unveiled very interesting insights regarding CPD designing and provision in different regions in Morocco. The results attained clearly showed that the teachers held negative attitudes towards in-service trainings and CPD activities they receive. They believed that CPD providers often design and implement CPD activities without including them in this process. Consequently, these CPD activities do not respond to their immediate needs and expectations. Additionally, the findings, surprisingly, showed that teachers believed that these activities are academically inadequate and superficial.

Another interesting insight this study unveiled is the fact that CPD programs lack quality in Morocco. The participants asserted that the trainings and CPD programs are academically superficial and lack quality. This could be attributed to the fact that CPD trainings in Morocco are done only for administrative purposes. This finding is in line with the findings in the literature(Day, 1999; Borko, 2004; Qadhi& Floyd, 2021). Studies(Borko, 2004) have shown that providing teachers with quality CPD that could help them better their teaching practices and promote learning is one of the areas that is still unattended to.

The findings also have shown that these trainings, unfortunately, do not respond to the teachers' immediate needs and expectations. The participants argued that these trainings and CPD activities can never achieve the desired outcome, unless the teachers are involved in the process of designing and implementing them. They also believed that adopting a participatory approach to CPD, in which all the teachers involved have a say in these trainings is the key to designing and implementing quality CPD.

Supervisors are called to go beyond the one-size-fits-all model of CPD. Moroccan teachers of English have different teaching experiences, work in different teaching environments and teach different students. Therefore, they attend these trainings and CPD activities with different needs, expectations and goals. Predictably, one model of CPD cannot successfully respond to all their needs. It is therefore reasonable that supervisors vary the modes of CPD, and most importantly use a participatory approach in designing and implementing CPD trainings.

VI. Conclusion

Designing and implementing quality CPD is a topic to which stakeholders, researchers and CPD providers should attach huge importance. This study has provided us with thoughtful insights pertinent to in-service trainings and CPD in Morocco. It has also provided a wealth of evidence that the teachers of English have negative attitudes towards CPD trainings they receivein the Moroccan context. The results have shown that teachers of English believe that the CPD programs lack quality and are even sometimes academically superficial and inadequate. Teachers have different needs and expectations. Therefore, these trainings should respond and attend to all their needs and aspirations. Supervisors and CPD providers in Morocco are therefore invited to adopt a needs analysis, and a participatory approach in designing CPD activities. Providing quality education for all the students and promoting learning outcomes in EFL classes in the Moroccan context can only be attained when the teachers' personal and professional needs are attended to.

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