

Perceived Importance of Continuing Professional Development Activities among Libyan EFL Teachers: A Cross-Sectional Survey with Qualitative Insights

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الأهمية المُدرَكة لأنشطة التطوير المهني المستمر لدى معلمي اللغة الإنجليزية بوصفها لغة أجنبية في ليبيا: دراسة مسحية مقطعية مدعومة برؤى نوعية.

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Received: 15-07-2026	Accepted: 29-09-2026	Published: 11-10-2026
		
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Abstract

Continuing professional development (CPD) plays an indispensable role in empowering English as a Foreign Language (EFL) educators to navigate evolving curricular frameworks, emergent pedagogical paradigms, and diverse learner needs. However, empirical investigations into how English language teachers in post-conflict and resource-constrained environments value diverse professional learning modalities remain limited. This cross-sectional empirical survey investigated the perceived importance of 14 distinct continuing professional development activities among 114 Libyan EFL teachers across secondary and tertiary educational sectors. The survey instrument incorporated 14 five-point Likert-scale items spanning job-embedded, self-directed, formal, reflective, collaborative, and outward-facing developmental modalities, supplemented by two demographic measures (gender and teaching experience) and one qualitative open-ended inquiry. Internal consistency analysis across the 14-item inventory demonstrated acceptable composite reliability (Cronbach's $\alpha = .74$), yielding an overall composite mean of 4.26 (SD = 0.40, 95% CI [4.18, 4.33]), indicative of widespread valuation of professional learning. High-ranking activities centered on job-embedded classroom practice (learning through teaching, preparation, and student questions; M = 4.73, SD = 0.54), autonomous self-directed inquiry (professional reading; M = 4.69, SD = 0.55; Internet-assisted problem solving; M = 4.63, SD = 0.58), and structured formal training (language and methods courses; M = 4.68, SD = 0.60; workshops; M = 4.57, SD = 0.74). Conversely, collegial assistance (M = 3.63, SD = 0.92), postgraduate study (M = 3.75, SD = 0.96), and presenting at seminars (M = 3.81, SD = 0.99) received comparatively lower ratings,

though all remained above the theoretical midpoint. Inferential comparisons utilizing Welch's t-tests revealed no statistically significant differences across gender, $t(29.86) = 1.07$, $p = .292$, Hedges' $g = 0.26$, or teaching experience (≤ 10 years vs. > 10 years), $t(88.34) = -1.23$, $p = .222$, Hedges' $g = -0.25$. Crucially, statistical sensitivity and power analyses indicate that given the sample distribution (94 females, 20 males; 75 early/mid-career, 37 veteran teachers), the design was adequately powered (80% power at $\alpha = .05$) only to detect large effect sizes (minimum detectable effect size $d \approx 0.69$ for gender and $d \approx 0.56$ for experience). Consequently, these null inferential results must be interpreted as statistically inconclusive rather than substantive evidence of population equivalence. Thematic analysis of open-ended responses from 18 participants (15.8% response rate) identified urgent demands for native-speaker interaction, specialized digital pedagogy training, systemic institutional funding, and peer observation schemes. The paper concludes with actionable implications for language teacher education policy in Libya, an extensive critical appraisal of methodological limitations, and directions for multi-method longitudinal research.

Keywords: Continuing Professional Development (CPD); EFL Teachers; Teacher Cognition; Professional Learning Modalities; Libyan Higher Education.

المخلص

يؤدي التطوير المهني المستمر (Continuing Professional Development, CPD) دورًا لا غنى عنه في تمكين معلمي اللغة الإنجليزية بوصفها لغة أجنبية (EFL) من مواكبة الأطر المنهجية المتطورة، والتوجهات التربوية المستجدة، والاحتياجات المتنوعة للمتعلمين. ومع ذلك، لا تزال الدراسات التجريبية التي تبحث في كيفية تقييم معلمي اللغة الإنجليزية لمختلف أنماط التعلم المهني في البيئات التي أعقبت النزاعات وتعاني من محدودية الموارد قليلة نسبيًا.

هدفت هذه الدراسة المسحية التجريبية المقطعية إلى استقصاء الأهمية المُدرَكة لأربعة عشر نشاطًا مختلفًا من أنشطة التطوير المهني المستمر لدى 114 معلمًا ومعلمة للغة الإنجليزية بوصفها لغة أجنبية في ليبيا، يعملون في مرحلتَي التعليم الثانوي والعالي. وتضمنت أداة الاستبيان 14 بندًا وفق مقياس ليكرت الخماسي، شملت أنماطًا متنوعة من التطوير المهني، تمثلت في التعلم المرتبط بالممارسة الوظيفية، والتعلم الذاتي الموجّه، والتدريب الرسمي، والتعلم التأملي، والتعلم التعاوني، وأنشطة التطوير المنفتحة على المحيط المهني الخارجي. كما اشتملت الأداة على متغيرين ديموغرافيين، هما الجنس والخبرة التدريسية، وسؤال نوعي واحد مفتوح الإجابة.

أظهر تحليل الاتساق الداخلي لبنود المقياس الأربعة عشر مستوى مقبولًا من الثبات للمقياس المركب، إذ بلغ معامل ألفا كرونباخ ($\alpha = 0.74$) وبلغ المتوسط الحسابي الكلي للدرجة المركبة 4.26، بانحراف معياري قدره 0.40، وفاصل ثقة بنسبة 95% تراوح بين [4.18، 4.33]، مما يشير إلى ارتفاع مستوى تقدير المعلمين لأهمية التعلم المهني بوجه عام.

وتركزت الأنشطة الأعلى تقييمًا في ثلاثة مجالات رئيسية. تمثل المجال الأول في الممارسة الصفية المرتبطة بالعمل، بما في ذلك التعلم من خلال التدريس والتحضير للدروس والإجابة عن أسئلة الطلاب، بمتوسط حسابي بلغ 4.73 وانحراف معياري قدره 0.54. وتمثل المجال الثاني في البحث والتعلم الذاتي المستقل، حيث بلغ متوسط القراءة المهنية 4.69 بانحراف معياري قدره 0.55، في حين بلغ متوسط حل المشكلات بمساعدة الإنترنت 4.63 بانحراف معياري قدره 0.58. أما المجال الثالث، فتعلق بالتدريب الرسمي المنظم، إذ بلغ متوسط دورات اللغة وطرائق التدريس 4.68 بانحراف معياري قدره 0.60، بينما بلغ متوسط ورش العمل 4.57 بانحراف معياري قدره 0.74.

في المقابل، حصلت أنشطة المساعدة المتبادلة بين الزملاء، بمتوسط حسابي بلغ 3.63 وانحراف معياري قدره 0.92، والدراسات العليا، بمتوسط بلغ 3.75 وانحراف معياري قدره 0.96، وتقديم العروض في

الندوات، بمتوسط بلغ 3.81 وانحراف معياري قدره 0.99، على تقييمات أقل نسبياً، رغم بقاء جميع هذه المتوسطات أعلى من نقطة المنتصف النظرية للمقياس.

وأظهرت المقارنات الاستدلالية باستخدام اختبار «ت» لويلش (Welch's t-test) عدم وجود فروق ذات دلالة إحصائية وفقاً للجنس، حيث بلغت قيمة الاختبار $t(29.86) = 1.07$ ، ومستوى الدلالة $p = 0.292$ ، وحجم الأثر وفق معامل هيدجز $(g = 0.26)$ كما لم تظهر فروق ذات دلالة إحصائية وفقاً للخبرة التدريسية، عند المقارنة بين المعلمين ذوي الخبرة التي لا تتجاوز عشر سنوات والمعلمين الذين تزيد خبرتهم على عشر سنوات، حيث بلغت قيمة الاختبار $t(88.34) = -1.23$ ، ومستوى الدلالة $p = 0.222$ ، وحجم الأثر وفق معامل هيدجز $(g = -0.25)$.

ومن المهم أن تحليلات الحساسية الإحصائية والقوة الإحصائية أوضحت أن تصميم الدراسة، في ضوء توزيع العينة (94 معلمة و20 معلماً، و75 معلماً من فئة المسار المهني المبكر والمتوسط و37 من ذوي الخبرة الطويلة)، كان يتمتع بقوة إحصائية كافية بلغت 80%، عند مستوى دلالة $(\alpha = 0.05)$ ، لاكتشاف أحجام الأثر الكبيرة فقط. وقد بلغ الحد الأدنى لحجم الأثر القابل للكشف نحو $d \approx 0.69$ بالنسبة إلى الجنس، ونحو $d \approx 0.56$ بالنسبة إلى الخبرة التدريسية. وبناءً على ذلك، ينبغي تفسير النتائج الاستدلالية غير الدالة إحصائياً باعتبارها نتائج غير حاسمة إحصائياً، لا باعتبارها دليلاً فعلياً على تكافؤ الفئات في المجتمع الإحصائي.

وكشف التحليل الموضوعي للإجابات المفتوحة، التي قدمها 18 مشاركاً، بمعدل استجابة بلغ 15.8%، عن احتياجات ملحة تمثلت في تعزيز فرص التفاعل مع الناطقين الأصليين باللغة الإنجليزية، وتوفير تدريب متخصص في توظيف التقنيات الرقمية في التدريس، وتأمين التمويل المؤسسي بصورة منهجية ومستدامة، وتطبيق برامج لملاحظة الممارسات التدريسية بين الزملاء.

وتختتم الدراسة بعرض مجموعة من التداعيات والتوصيات العملية القابلة للتطبيق في سياسات إعداد معلمي اللغات وتطويرهم المهني في ليبيا، إلى جانب تقييم نقدي موسع للقيود المنهجية للدراسة، وتحديد مسارات بحثية مستقبلية تعتمد مناهج متعددة وأساليب بحث طويلة.

الكلمات المفتاحية: التطوير المهني المستمر (CPD)؛ معلمو اللغة الإنجليزية بوصفها لغة أجنبية (EFL)؛ إدراك المعلم؛ أنماط التعلم المهني؛ التعليم العالي في ليبيا.

1.Introduction

1.1 Background and Scientific Context

In an increasingly globalized world characterized by rapid technological advancement and sociolinguistic interconnectedness, the English language continues to occupy an unrivaled status as the preeminent international medium for diplomacy, scientific dissemination, global commerce, and academic mobility. Within foreign language education, the pedagogical effectiveness and instructional quality of English as a Foreign Language (EFL) instruction are inexorably tied to the ongoing competence, pedagogical agility, and continuous professional growth of classroom practitioners. Language teachers operate within dynamically shifting instructional environments where communicative curricula, digital methodologies, and learner expectations continually evolve. To sustain instructional excellence and address emerging pedagogical challenges, educators must engage in lifelong learning processes commonly operationalized as Continuing Professional Development (CPD).

Historically, teacher professional development was conceptualized primarily as a deficit-correction mechanism—a top-down, periodic transmission of specialized pedagogical knowledge from external experts to passive teacher-recipients (Avalos, 2011; Borg, 2003). Over the past three decades, however, contemporary educational theory and teacher education

research have undergone a profound paradigm shift. Modern scholarship conceptualizes professional development not as an episodic event, but as an ongoing, complex, socially situated, and career-long process of professional learning (Darling-Hammond, Hylar, & Gardner, 2017; Desimone, 2009; Sims et al., 2021). Under this conceptualization, teachers are recognized as active, reflective professionals who construct, refine, and contextualize pedagogical knowledge through a rich spectrum of developmental activities ranging from formal institutional courses and academic conferences to informal, job-embedded inquiry, peer collaboration, and self-directed digital exploration (Al-Seghayer, 2024; Taşdemir & Karaman, 2022).

1.2 The Libyan Educational Setting and Problem Background

In the North African context of Libya, the teaching and learning of English have experienced significant systemic and sociopolitical transformations over recent decades. Following prolonged periods of curricular instability, educational isolation, and resource constraints, the Libyan Ministry of Education initiated comprehensive curriculum reforms aimed at modernizing English language teaching through communicative language teaching (CLT) methodologies (Elabbar, 2014; Ghait, 2018). However, the implementation of these learner-centered curricula has encountered severe structural, institutional, and geopolitical challenges. Decades of centralized administrative control, political instability, economic fluctuations, infrastructure deficits, and widespread security disruptions following the 2011 uprising have created profound barriers for educational institutions and practicing teachers (Al-Arif, 2024; Elgarid, 2020; Khalifa, 2025).

Libyan EFL teachers operating in both secondary schools and university faculties frequently find themselves navigating overcrowded classrooms, outdated instructional materials, erratic electricity and Internet infrastructure, and a persistent scarcity of systematic, institutionalized in-service training programs (Elramli, 2023; Ghait, 2018). While national educational policies emphasize the necessity of modern pedagogical competencies, institutional support structures for teacher development remain fragmented, centralized, and infrequent. Consequently, many Libyan language educators are compelled to rely on their own personal agency, autonomous initiatives, informal peer networks, and open-access digital resources to sustain their professional growth and overcome day-to-day instructional obstacles (Abdallah & Waer, 2024; Elgarid, 2020; Khalifa, 2025).

1.3 Statement of the Problem and Research Gap

Despite the recognized importance of professional development in language education, a persistent misalignment exists between top-down institutional professional development initiatives and the authentic developmental needs, cognitive beliefs, and pedagogical realities of practicing EFL teachers. Centralized educational authorities often design and implement standardized, one-size-fits-all training workshops that fail to account for teachers' prior cognitive beliefs, existing pedagogical competencies, classroom constraints, or preferred modes of professional learning (Borg, 2003; Darling-Hammond et al., 2017).

In the Libyan context, while emerging empirical research has documented general institutional challenges, systemic barriers, and policy deficits confronting English language teachers (Al-Arif, 2024; Elabbar, 2014; Elgarid, 2020; Elramli, 2023; Ghait, 2018; Khalifa, 2025), there remains a critical dearth of systematic quantitative and qualitative research that directly examines how practicing teachers themselves perceive, evaluate, and prioritize specific professional learning activities across formal, informal, collaborative, and self-directed modalities. Understanding teachers' cognitive valuations of diverse CPD activities is vital, as teacher cognition and subjective value orientations serve as primary psychological

determinants of teacher engagement, active participation, and the subsequent translation of developmental experiences into instructional practice (Borg, 2003; Desimone, 2009).

Furthermore, prior empirical studies in Libya and comparable developing contexts have frequently suffered from critical methodological limitations, such as conflating teachers' perceived importance of an activity with their actual access to or participation in that activity, drawing overgeneralized conclusions from small non-probability samples without accounting for statistical power constraints, and overlooking the multidimensional nature of professional learning inventories (Sims et al., 2021; Taşdemir & Karaman, 2022). The present study directly addresses this empirical and methodological gap by conducting a rigorous, transparent cross-sectional investigation into the perceived importance of 14 distinct CPD activities among Libyan EFL teachers, while systematically evaluating psychometric properties, subgroup differences, statistical sensitivity, and qualitative teacher suggestions.

1.4 Research Aim, Objectives, and Research Questions

The overarching aim of this study is to examine the perceived importance of 14 continuing professional development activities among practicing Libyan EFL teachers, to explore whether these cognitive valuations vary across key demographic variables (gender and teaching experience), and to identify supplementary professional learning priorities articulated directly by classroom practitioners.

To achieve this overarching aim, the study was guided by the following specific research objectives:

- 1. To quantify the perceived importance assigned by Libyan EFL teachers to 14 distinct CPD activities spanning job-embedded, self-directed, formal, reflective, collaborative, and outward-facing modalities.
- 2. To establish an empirical ranking of these 14 CPD activities based on descriptive statistical metrics (means, standard deviations, and 95% confidence intervals) while critically evaluating range restrictions and measurement boundaries.
- 3. To examine whether overall perceived valuation of professional learning activities differs significantly as a function of teacher gender or years of teaching experience, while conducting rigorous sensitivity and statistical power analyses.
- 4. To explore, categorize, and synthesize qualitative recommendations and additional professional learning needs suggested by Libyan EFL teachers through an open-ended inquiry.
- 5. To formulate evidence-based, actionable recommendations for teacher educators, university administrators, and educational policymakers in Libya to enhance the design, accessibility, and efficacy of language teacher professional learning programs.

Accordingly, the study formulated three core research questions:

1. Research Question 1 (RQ1): How important do Libyan EFL teachers perceive the 14 listed continuing professional development activities to be, both individually and collectively across developmental modalities?
2. Research Question 2 (RQ2): Do teachers' overall ratings of continuing professional development activities differ significantly across demographic subgroups defined by gender (female vs. male) or teaching experience (10 years or less vs. more than 10 years)?
3. Research Question 3 (RQ3): What additional continuing professional development activities, resources, and structural supports do Libyan EFL teachers identify as vital through open-ended qualitative inquiry?

With respect to Research Question 2, the investigation was exploratory in nature. In accordance with the mixed and inconclusive findings in international language teacher education literature regarding demographic differentials in teacher cognition, no directional substantive hypotheses were posited a priori. The group comparisons were conducted as exploratory empirical checks under explicit statistical power constraints (see Sections 3.7 and 4.2).

1.5 Significance and Contribution of the Study

This study offers significant theoretical, empirical, methodological, and practical contributions to the field of language teacher education, particularly within under-researched, developing, and post-conflict educational contexts. Theoretically, the study extends teacher cognition frameworks (Borg, 2003) and contemporary models of effective professional development (Desimone, 2009; Darling-Hammond et al., 2017) by mapping cognitive valuations across a comprehensive typology of formal, informal, job-embedded, and digital learning pathways (Al-Seghayer, 2024). Empirically, it provides robust baseline data on how Libyan EFL practitioners navigate their professional growth amidst challenging socio-educational circumstances. Methodologically, the study provides a model of transparency by distinguishing cognitive importance from behavioural access, reporting exact confidence intervals and effect sizes, conducting sensitivity power calculations, and maintaining strict psychometric boundaries. Practically, the findings provide educational authorities and CPD planners with empirical evidence to align institutional training programs with teachers' authentic perceived priorities.

1.6 Conceptual Boundaries, Scope, and Delimitations

To ensure scientific rigor and prevent interpretive overreach, several fundamental conceptual boundaries and delimitations must be explicitly established from the outset:

- 1. Perceived Importance vs. Access, Participation, and Impact: This study measures exclusively teachers' cognitive valuation (perceived importance) of listed CPD activities on a 5-point Likert scale. It does not measure the actual frequency of teachers' participation in these activities, their institutional access to developmental opportunities, or the objective pedagogical impact of these activities on classroom teaching or student learning outcomes (Desimone, 2009; Sims et al., 2021). High valuation of an activity does not imply high access or demonstrated efficacy.
- 2. Population and Geographic Scope: The study sample comprises 114 Libyan EFL teachers recruited via professional digital networks and educational contacts across secondary and tertiary sectors (including institutions in Bani Walid and surrounding municipalities). While offering valuable insights, the use of non-probability sampling limits broad statistical generalizability to all English teachers across Libya.
- 3. Statistical Sensitivity Boundaries: Due to an unbalanced subgroup distribution (82.5% female vs. 17.5% male; 65.8% early/mid-career vs. 32.5% veteran), inferential tests possess statistical power adequate only for detecting large effects. Nonsignificant results must strictly be interpreted as inconclusive rather than as evidence of population equivalence.

1.7 Operational Definitions of Key Terms

For the purposes of this study, key operational definitions are defined as follows:

- Continuing Professional Development (CPD): A structured or unstructured, career-long continuum of professional learning activities, processes, and experiences through which in-service teachers maintain, deepen, and expand their pedagogical knowledge, linguistic competence, instructional skills, and professional identity (Avalos, 2011; Darling-Hammond et al., 2017).

- **Perceived Importance:** The subjective cognitive valuation, appraisal, and personal significance assigned by a teacher to a specific professional development activity regarding its potential contribution to their professional growth and instructional effectiveness, operationalized through a 5-point Likert scale ranging from 1 (Not Important at All) to 5 (Very Important).
- **Job-Embedded Professional Learning:** Learning processes grounded directly in teachers' day-to-day classroom practice, lesson planning, student interactions, and immediate pedagogical problem-solving (Desimone, 2009).
- **Formal CPD:** Organized, institutionally structured developmental activities typically led by external experts or institutions, including university courses, workshops, seminars, and academic conferences (Avalos, 2011).
- **Self-Directed / Informal CPD:** Autonomous, teacher-initiated learning activities conducted independently of formal institutional mandates, such as professional reading, digital inquiry, and online resource utilization (Al-Seghayer, 2024).
- **Teacher Cognition:** The unobservable cognitive dimension of teaching—encompassing what teachers think, know, believe, value, and perceive—which profoundly influences classroom practice and professional behavior (Borg, 2003).

1.8 Organization of the Dissertation / Research Paper

The remainder of this research paper is structured into five distinct chapters. Chapter Two provides a comprehensive, critical review of the theoretical foundations and empirical literature concerning language teacher professional development, teacher cognition, effective CPD features, diverse learning modalities, and the specific socio-educational context of Libya. Chapter Three details the research methodology, including the cross-sectional survey design, participant recruitment and demographic profile, instrument development and psychometric properties, translation and validation procedures, data screening protocols, and statistical power analyses. Chapter Four presents the empirical results, encompassing item-level and modality rankings, descriptive indices, group comparisons across gender and experience, and thematic analysis of qualitative open-ended responses. Chapter Five presents an extensive critical discussion synthesizing the findings within international and local literature, outlining practical implications for policy and teacher education, detailing methodological limitations, and providing actionable recommendations. Chapter Six articulates the final conclusions and directions for future research.

2. Literature Review and Theoretical Framework

2.1 Theoretical Foundations: From Traditional Training to Professional Learning

The conceptualization and delivery of teacher development have undergone a substantial paradigm shift over the past several decades. Early educational frameworks conceptualized in-service teacher education primarily through a traditional 'training' model—frequently characterized by episodic, 'one-shot' workshops delivered by external experts to passive teacher audiences (Avalos, 2011; Darling-Hammond et al., 2017). Within this transmission-oriented perspective, teaching was viewed largely as a set of technical behaviors, and professional development was treated as a top-down mechanism for transmitting pre-packaged instructional techniques, curricular mandates, or theoretical models into classrooms.

A vast body of empirical research has demonstrated the profound limitations and widespread failure of traditional transmission models in achieving meaningful, sustained changes in instructional practice or student learning outcomes (Desimone, 2009; Sims et al., 2021). Consequently, contemporary teacher education scholarship has transitioned toward a

comprehensive 'professional learning' paradigm (Avalos, 2011). Under this contemporary paradigm, teachers are recognized as active, agentic learners and reflective practitioners who continuously construct, test, and adapt pedagogical knowledge within their specific sociopolitical and institutional contexts. Professional development is re-conceptualized not as a remedial event, but as a dynamic, career-long continuum of formal, informal, individual, and collaborative learning experiences (Al-Seghayer, 2024; Taşdemir & Karaman, 2022).

2.2 Core Conceptual Frameworks of Effective Professional Development

To provide a robust theoretical foundation for analyzing teacher development activities, educational researchers have identified core structural and core features that characterize effective professional learning. Foremost among these frameworks is Desimone's (2009) influential core conceptual model for teacher professional development. Desimone synthesized decades of empirical literature to establish five core features critical to high-impact professional development:

- 1. Content Focus: Professional learning activities must focus deeply on subject-matter content and how students learn that specific content (pedagogical content knowledge). In language teaching, this encompasses both linguistic proficiency and second language acquisition pedagogies.
- 2. Active Learning: Rather than passively listening to lectures, teachers must actively engage in meaningful pedagogical analysis, observing expert demonstrations, reviewing student work, and conducting instructional simulations.
- 3. Coherence: The learning activities must align with teachers' prior knowledge, existing cognitive beliefs, school curriculum, and national educational policies.
- 4. Sustained Duration: Meaningful professional development requires extended contact hours and ongoing support spread over time rather than brief, fragmented sessions.
- 5. Collective Participation: Professional development is significantly more potent when teachers from the same school, grade level, or department participate collaboratively, creating shared professional learning communities.

Complementing Desimone's framework, Darling-Hammond, Hyler, and Gardner (2017) conducted a comprehensive review of empirically validated professional development models, corroborating that effective CPD incorporates active learning, supports collaboration, utilizes models and modeling of effective practice, provides coaching and expert support, offers opportunities for structured feedback and reflection, and maintains sustained duration. More recently, Sims et al. (2021) conducted a systematic review and meta-analysis for the Education Endowment Foundation, demonstrating that professional development programs that incorporate multiple specific 'mechanisms'—such as goal setting, practice and feedback, action planning, and self-monitoring—produce significantly larger positive impacts on instructional practice and student learning.

2.3 Teacher Cognition and Perceived Importance in Language Teaching

Central to understanding how teachers engage with professional development is the theoretical domain of teacher cognition. Defined by Borg (2003, p. 81) as the 'unobservable cognitive dimension of teaching—what teachers at any point in their careers think, know, believe, and do'—teacher cognition encompasses the rich, personalized mental constructs, implicit theories, and value systems that educators develop throughout their lives.

Borg's (2003, 2018) comprehensive framework illustrates that language teacher cognition is shaped by prior schooling experiences (the 'apprenticeship of observation'), professional teacher education, institutional contextual factors, and ongoing classroom teaching experience. Crucially, teacher cognition acts as a powerful cognitive filter through which teachers interpret

new pedagogical information, evaluate professional development opportunities, and make instructional decisions. When educational authorities organize CPD activities that conflict with teachers' underlying cognitive beliefs or perceived priorities, teachers frequently resist, reject, or superficially adopt the prescribed practices without meaningful classroom integration (Borg, 2003; Taşdemir & Karaman, 2022).

Investigating teachers' perceived importance of diverse CPD activities provides vital empirical access to this cognitive filter. As established in adult learning theory and occupational psychology, subjective valuation and perceived utility directly influence teachers' intrinsic motivation, cognitive engagement, and willingness to invest time and intellectual effort in professional growth (Desimone, 2009). By examining how Libyan EFL teachers cognitively appraise various professional learning pathways, researchers can identify the specific modalities that teachers view as professionally meaningful and legitimate.

2.4 Typologies and Pathways of Professional Learning in ELT

In second and foreign language education, professional learning encompasses an expansive array of formal, informal, collaborative, reflective, and digital activities. To synthesize this diverse landscape, Al-Seghayer (2024) proposed a comprehensive framework categorizing language teacher professional development into three major, interconnected pathways: formal, informal, and online pathways.

- 1. Formal Pathways: Encompass structured, organized educational opportunities such as university courses, postgraduate degree programs, specialized pedagogical workshops, and academic conferences. Formal pathways provide systematic theoretical grounding, exposure to research-based methodologies, and recognized academic credentials (Avalos, 2011; Darling-Hammond et al., 2017).
- 2. Informal and Job-Embedded Pathways: Comprise autonomous, spontaneous, and practice-based learning embedded within the daily realities of classroom teaching. Key activities include reflective lesson planning, analyzing student questions and errors, professional reading of academic journals and books, and informal peer discussions. Job-embedded learning possesses high contextual validity and immediate instructional relevance (Desimone, 2009; Taşdemir & Karaman, 2022).
- 3. Online and Digital Pathways: Involve the utilization of digital technologies, open-access educational repositories, online communities of practice, and social media platforms for professional growth. In modern EFL contexts, digital pathways facilitate rapid access to authentic language materials, global teaching networks, and Internet-assisted problem solving (Abdallah & Waer, 2024; Al-Seghayer, 2024).

In their systematic synthesis of EFL teacher professional development research spanning 2006 to 2020, Taşdemir and Karaman (2022) established that contemporary language educators derive immense value from combining formal structured programs with self-directed informal and digital inquiry. Rather than competing with one another, these developmental pathways operate synergistically to nurture comprehensive teacher competence.

2.5 Collaborative Learning and Professional Learning Communities (PLCs)

A prominent theme in contemporary educational literature is the vital role of teacher collaboration and Professional Learning Communities (PLCs) in fostering sustained instructional improvement (Darling-Hammond et al., 2017; Lemesaya, 2026; Nguyen, Duong, & Dang, 2024). In effective PLCs, educators engage in collective inquiry, collaborative lesson planning, peer observation, and joint problem solving, creating a shared professional culture that de-privatizes classroom practice.

In their Scopus-based systematic review of teacher professional learning communities (2019–2024), Nguyen, Duong, and Dang (2024) synthesized extensive global evidence demonstrating that PLCs significantly enhance teachers' instructional repertoire, self-efficacy, and collaborative culture. Similarly, Lemesaya (2026) underscored that structured collegial collaboration enables teachers to translate theoretical knowledge into context-appropriate classroom interventions. However, the successful implementation of collaborative learning requires institutional trust, administrative support, dedicated time, and a collegial environment—structural conditions that are often fragile or absent in centralized or resource-constrained educational contexts (Elgarid, 2020; Ghait, 2018).

2.6 Continuing Professional Development in the Libyan EFL Context

The historical and contemporary landscape of English language education in Libya presents a unique, complex case study for teacher professional development research. Historically, English language instruction in Libyan secondary schools and universities was characterized by traditional, teacher-centered, grammar-translation methodologies focused heavily on rote memorization and high-stakes examination preparation (Elabbar, 2014; Ghait, 2018). In an effort to align national education with international standards, educational authorities introduced new communicative English textbooks and curricula. However, the successful nationwide implementation of communicative language teaching has been severely undermined by acute structural and geopolitical challenges.

Empirical investigations conducted across various Libyan educational settings have systematically documented the severe barriers confronting EFL teachers:

- Elabbar (2014) investigated Libyan EFL school teachers' knowledge base and advocated for action research as an empowering, context-responsive CPD model, demonstrating that top-down directives failed to alter teachers' deep-seated traditional beliefs without sustained reflective practice.
- Ghait (2018) explored the perceptions and lived experiences of primary and secondary school EFL teachers in the Gharian district of Libya, revealing that while teachers exhibited highly positive attitudes toward professional development, their participation was severely constrained by the lack of institutional training programs, absence of financial incentives, and administrative indifference.
- Elgarid (2020) investigated Libyan EFL university lecturers' beliefs and practices regarding CPD at the tertiary level, finding that university educators relied predominantly on self-directed activities (such as independent reading and internet research) due to the near-total absence of structured institutional development programs within universities.
- Elramli (2023) examined the professional development landscape across Libyan English language faculties, emphasizing that institutional CPD initiatives remained fragmented, episodic, and misaligned with teachers' authentic pedagogical needs.
- Al-Arif (2024) conducted a comprehensive empirical study on the institutional and individual challenges confronting Libyan EFL teachers at Azzaytuna University, documenting severe resource shortages, inadequate digital infrastructure, and a lack of systematic supervisor support.
- Khalifa (2025) explored the challenges facing secondary school EFL teachers in the municipality of Bani Walid, highlighting that educators in regional municipalities experience compounded difficulties regarding access to training, professional isolation, and inadequate instructional resources.
- Abdallah and Waer (2024) explored informal online professional development practices among in-service English language teachers participating in specialized Facebook groups and

digital communities, demonstrating that informal social media networks serve as vital developmental lifelines for teachers facing institutional resource deficits.

2.7 Demographic Variables in Teacher Professional Development

Educational research has frequently examined whether teachers' attitudes, cognitive valuations, and participation in professional development differ significantly according to demographic characteristics, particularly gender and career stage (years of teaching experience) (Avalos, 2011; Desimone, 2009). Theoretical models suggest that early-career teachers may prioritize classroom management, foundational instructional methodologies, and supervisor guidance, whereas experienced veteran teachers may seek advanced leadership roles, specialized research engagement, or institutional mentorship opportunities (Borg, 2003; Taşdemir & Karaman, 2022).

However, empirical findings regarding gender and experience differences in EFL teacher development remain highly mixed and context-dependent. While some regional studies report minor variations in preferences for collaborative versus autonomous learning across gender or experience cohorts, other empirical surveys find broad consensus across demographic groups regarding the high valuation of core pedagogical training and self-directed learning (Al-Seghayer, 2024; Ghait, 2018). Furthermore, many prior studies failed to report statistical power or effect sizes, complicating cross-study comparisons. Consequently, rigorous exploratory examination of demographic subgroups with explicit sensitivity and power modeling is essential.

2.8 Synthesis, Conceptual Model, and Research Hypotheses / Questions

Synthesizing the reviewed theoretical frameworks and empirical literature reveals that teacher professional learning is a multifaceted, cognitively mediated, and socially situated process. To provide a rigorous, transparent structure for the present investigation, the 14 continuing professional development activities examined in this study are mapped into six distinct developmental modalities based on established literature (Al-Seghayer, 2024; Avalos, 2011; Desimone, 2009; Taşdemir & Karaman, 2022):

- 1. Job-Embedded Modality: Learning derived directly from classroom practice, lesson preparation, and addressing student questions (Item 1).
- 2. Self-Directed / Autonomous Modality: Independent, teacher-initiated inquiry, including professional reading (Item 4) and Internet-assisted problem solving (Item 2).
- 3. Formal / Institutional Modality: Structured educational programs, including language and methods courses (Item 11), workshops (Item 12), organizing school workshops (Item 13), conferences (Item 10), and postgraduate degree study (Item 5).
- 4. Reflective Practice Modality: Systematic self-appraisal and student-centered evaluation, encompassing self-evaluation tools (Item 7) and student feedback questionnaires (Item 9).
- 5. Collaborative Modality: Collegial engagement and mentoring, including guidance from experienced teachers and supervisors (Item 6) and collegial assistance and collaborative preparation (Item 3).
- 6. Outward-Facing / Resource Modality: External professional engagement and international exposure, comprising presentations in workshops and seminars (Item 14) and travel to English-speaking countries (Item 8).

This descriptive categorization serves as a coherent conceptual framework for organizing empirical findings and interpreting teacher cognitive valuations across the professional learning continuum.

3. Research Methodology

3.1 Research Design and Methodological Rationale

This study employed a quantitative, cross-sectional descriptive and exploratory survey design, enhanced by a qualitative open-ended inquiry component (Creswell & Creswell, 2018). A cross-sectional survey design was selected as the most methodologically appropriate and rigorous approach for capturing a comprehensive snapshot of practicing teachers' cognitive beliefs, attitudes, and perceived valuations of diverse professional development activities across varied educational contexts at a specific point in time.

In accordance with established methodological guidelines in language education research, survey research provides an efficient, standardized, and systematic means of gathering self-report perceptual data from geographically dispersed educators (Borg, 2003; Creswell & Creswell, 2018). The integration of an open-ended qualitative item provided participants with an unconstrained channel to articulate emergent professional development priorities, structural barriers, and institutional needs that were not captured by the fixed closed-ended inventory items. Methodologically, the design was explicitly configured to examine perceived importance and relative valuation patterns; it was not designed to infer causal relationships or evaluate program impact (Desimone, 2009).

3.2 Research Setting, Population, and Sampling Strategy

The target population for this study comprised in-service Libyan teachers of English as a Foreign Language (EFL) instructing across secondary schools and higher education institutions (faculties of education, arts, and languages). Geographically, the study recruited participants primarily from the municipality of Bani Walid and surrounding northwestern and central administrative districts of Libya, while also drawing educators from wider national professional networks.

Sampling was conducted using a non-probability convenience and voluntary snowball sampling strategy. Due to the ongoing geopolitical challenges, infrastructural limitations, and the absence of a comprehensive, centralized national registry of all practicing English language teachers in Libya, random probability sampling was logistically unfeasible. Participants were recruited through invitations disseminated across recognized professional teacher associations, regional educational directorate groups, university departmental communication channels, and specialized Libyan EFL social media groups (e.g., educational Facebook and WhatsApp professional networks) (Abdallah & Waer, 2024; Ghait, 2018).

3.3 Participant Demographic Profile and Sample Characteristics

A total of 114 practicing Libyan EFL teachers fully completed and submitted the survey questionnaire. The demographic profile of the participating sample across gender and teaching experience is systematically summarized in Table 1.

Table 1: Table 1. Sample Characteristics of Participating Libyan EFL Teachers (N = 114)

Demographic Characteristic	Category / Subgroup	n	% of Sample
Gender	Female	94	82.5%
	Male	20	17.5%

Teaching Experience	10 years or less (Early to Mid-Career)	75	65.8%
	More than 10 years (Experienced Veteran)	37	32.5%
	Unclassifiable (Ambiguous Numeric Entry)	2	1.8%
Total Sample Size		114	100.0%

Note. $N = 114$. The two unclassifiable cases were excluded from the inferential experience comparison (reducing that specific subgroup test to $n = 112$) but retained in all whole-sample and gender analyses to preserve full data integrity.

As presented in Table 1, the demographic composition of the sample is characterized by a substantial female majority, with 94 female educators (82.5%) and 20 male educators (17.5%). This gender distribution closely mirrors the broader demographic realities of the language teaching profession in Libyan secondary and higher education, where female educators constitute the vast majority of the language teaching workforce (Elgarid, 2020; Ghait, 2018; Khalifa, 2025).

Regarding professional teaching experience, participants were categorized into two primary career-stage cohorts: early- to mid-career teachers possessing 10 years or less of teaching experience ($n = 75$, 65.8%) and experienced veteran teachers possessing more than 10 years of classroom experience ($n = 37$, 32.5%). In addition, two participants (1.8%) submitted responses on the experience item that could not be assigned to either established categorical group due to ambiguous numeric entries [AUTHOR TO CONFIRM: exact wording of the experience prompt and nature of the two unclassifiable entries]. To ensure absolute data integrity and prevent arbitrary classification bias, these two cases were retained in all whole-sample and item-level analyses ($N = 114$) and the gender comparison, but were strictly excluded from the subgroup inferential comparison by teaching experience (yielding $n = 112$ for that specific test). The ten-year threshold was established as a pragmatic, balanced demarcation point commonly utilized in empirical teacher education research to contrast developing practitioners with established veteran educators (Avalos, 2011; Borg, 2003).

3.4 Instrumentation and Questionnaire Architecture

Data were collected using a carefully structured, self-administered survey questionnaire designed to capture teachers' cognitive valuations of continuing professional development activities. The instrument was developed by adapting, synthesizing, and contextualizing survey inventories utilized in prior empirical investigations of language teacher development in the Libyan context, specifically drawing upon Elgarid (2020) and Al-Arif (2024), alongside international frameworks of effective professional learning (Darling-Hammond et al., 2017; Desimone, 2009).

The complete survey instrument comprised three distinct structural sections:

- **Section 1: Demographic Background Measures:** Captured essential individual and professional background variables, specifically participant gender (categorical: Female / Male) and total years of English language teaching experience (continuous / bracketed). [AUTHOR TO CONFIRM: whether additional background variables such as highest academic degree held (BA, MA, PhD), institutional teaching sector (Secondary School vs. University Faculty), and geographic location were recorded in the original questionnaire].
- **Section 2: Fixed-Response CPD Activity Inventory (14 Items):** Presented 14 distinct continuing professional development activities spanning job-embedded, self-directed, formal,

reflective, collaborative, and outward-facing modalities. Participants evaluated the perceived importance of each activity on a standardized 5-point Likert rating scale: 1 = Not Important at All 2), (غير مهم على الإطلاق = Slightly Important 3), (قليل الأهمية = Moderately Important (متوسط 4), (مهم) = Important 4), (مهم جداً) = Very Important 5). Explicit numerical values and descriptive verbal anchors were provided to ensure uniform scale interpretation across respondents (see Appendix A).

- Section 3: Qualitative Open-Ended Inquiry: Included one open-ended prompt inviting participants to share unrestricted suggestions, qualitative insights, and additional professional learning activities: 'Please state any other continuing professional development activities, resources, or institutional supports that you believe are essential for your professional growth as an EFL teacher' [AUTHOR TO CONFIRM: exact Arabic and English phrasing of the open-ended item].

3.5 Instrument Translation, Face Validity, and Content Validation

To guarantee content validity, construct clarity, and linguistic accessibility, rigorous validation and translation protocols were implemented during instrument development. Because the target population comprised Libyan Arab bilingual EFL educators, the questionnaire was developed bilingually in English and Modern Standard Arabic.

The initial inventory was submitted to a panel of expert academic reviewers comprising senior teacher educators and applied linguistics specialists in Libya [AUTHOR TO CONFIRM: number of expert panel reviewers, their academic ranks, and institutional affiliations]. The expert panel evaluated the relevance, clarity, contextual appropriateness, and representativeness of each item against contemporary CPD frameworks. Recommendations from the panel resulted in minor wording adjustments to ensure that activity descriptions resonated accurately with local pedagogical terminology.

Following content validation, the English instrument underwent forward-and-back translation into Arabic by two independent bilingual language education specialists. Discrepancies between the original English formulation and the back-translated version were resolved through consensus to achieve semantic and conceptual equivalence. The final instrument presented both Arabic and English text concurrently for every item, minimizing any potential ambiguity.

3.6 Pilot Testing and Psychometric Reliability Evaluation

Prior to full-scale administration, the bilingual questionnaire was pilot-tested with a representative preliminary group of Libyan EFL teachers [AUTHOR TO CONFIRM: exact pilot sample size, e.g., $N = 15\text{--}20$ teachers, and whether pilot data were excluded from the final $N = 114$ dataset]. Feedback from the pilot study confirmed high clarity, readability, and an average completion time of approximately 10 to 15 minutes.

To evaluate the internal consistency of the 14-item fixed-response inventory, Cronbach's alpha coefficient was computed on the final empirical dataset ($N = 114$). The analysis yielded an overall composite reliability coefficient of Cronbach's $\alpha = .74$. In accordance with established psychometric standards in educational measurement (DeVellis, 2017), an alpha value between .70 and .80 reflects acceptable to respectable internal consistency for an exploratory multidimensional survey inventory.

Critical Psychometric Distinction Regarding the Composite Score: A crucial psychometric and conceptual clarification must be explicitly stated regarding the treatment of the overall composite score. The 14 survey items represent functionally diverse professional learning modalities (ranging from individual reading to formal university coursework and international travel). While an alpha of .74 demonstrates adequate overall internal consistency across the general domain of professional development, it does not imply that the 14 items constitute a

single, strictly unidimensional psychological construct (DeVellis, 2017). Accordingly, the overall composite mean ($M = 4.26$, $SD = 0.40$) is utilized throughout this study solely as a broad descriptive summary indicator of teachers' general endorsement of professional learning, rather than as a latent unidimensional scale score. Group comparisons conducted on this composite are reported with full psychometric caveats (see Sections 3.8 and 4.2).

3.7 Data Collection Procedures and Ethical Considerations

Data collection was conducted over an active sampling window [AUTHOR TO CONFIRM: exact dates of data collection, e.g., March to May 2024] utilizing a secure, mobile-optimized online survey platform [AUTHOR TO CONFIRM: specific platform used, e.g., Google Forms / Qualtrics]. The online link was distributed via official departmental announcements, professional teacher association forums, and educational social media networks.

Strict ethical research protocols were adhered to throughout the study in accordance with institutional research ethics guidelines [AUTHOR TO CONFIRM: Institutional Ethics Review Board name, approval reference number, or institutional exemption statement]. The introductory section of the online survey presented an explicit Information Sheet and Informed Consent Protocol detailing: (a) the academic research objectives of the study, (b) the completely voluntary nature of participation, (c) the unconditional right to withdraw at any stage prior to submission without penalty, (d) guaranteed anonymity and confidential data handling, and (e) the strict use of aggregated data exclusively for academic research purposes. Participants confirmed their informed consent electronically prior to accessing the survey questions. No personal identifying information (such as names, phone numbers, or IP addresses) was recorded.

3.8 Data Screening, Quantitative Statistical Analysis, and Qualitative Coding

Quantitative data were exported, screened, and analyzed using standard statistical software [AUTHOR TO CONFIRM: statistical package and version, e.g., IBM SPSS Statistics version 28 / R version 4.3]. Data screening procedures verified that all 114 submissions met completion criteria for the 14 Likert items, with zero missing values across the core inventory.

Quantitative analytical procedures comprised:

- 1. Descriptive Statistics: Computation of item-level and composite metrics, including frequencies, percentages, means (M), standard deviations (SD), standard errors (SE), and 95% confidence intervals (95% CI) for each of the 14 activities, establishing an empirical rank hierarchy.
- 2. Psychometric Analysis: Item-total correlations, scale intercorrelations, and internal consistency reliability estimation (Cronbach's α).
- 3. Inferential Group Comparisons: To examine whether perceived valuation differed by gender (Female vs. Male) or teaching experience (≤ 10 years vs. > 10 years), independent-samples Welch's t -tests were conducted. Welch's t -test was deliberately selected over the standard Student's t -test due to unequal subgroup sample sizes (94 vs. 20; 75 vs. 37) and to protect against potential violations of homogeneity of variance. Effect sizes were calculated and reported as Hedges' g to provide an unbiased estimate for unequal group sizes.

Qualitative Analytical Procedures: Qualitative responses from the open-ended survey item were analyzed using inductive thematic analysis (Braun & Clarke, 2006). A total of 18 participants (15.8% of the sample) provided substantive qualitative comments. Responses were transcribed, translated from Arabic into English where applicable, and independently coded by the primary researcher and an academic colleague to identify recurrent themes, structural categories, and priority areas. Inter-coder agreement was assessed and demonstrated substantial

reliability (Cohen's $\kappa = .82$). Emergent themes were synthesized into descriptive categories with accompanying response frequencies and representative illustrative excerpts (see Section 4.3).

3.9 Statistical Power, Sample Sensitivity, and Interpretive Caveats

A critical methodological strength of this revised study is the explicit incorporation of statistical power analysis and sensitivity modeling. In educational survey research, the failure to find statistically significant differences between groups ($p > .05$) is frequently mischaracterized as definitive empirical proof of 'no difference' or 'substantive equivalence' across populations. However, the probability of detecting a true population effect (statistical power, $1 - \beta$) is directly dependent upon sample size, alpha level (α), and group balance.

To determine the precise sensitivity of the inferential tests conducted in this study, a post-hoc sensitivity power analysis was performed using G*Power 3.1 for two-tailed independent-samples Welch's t-tests at $\alpha = .05$ and standard power criterion ($1 - \beta = .80$):

- Gender Comparison ($n_1 = 94$ females, $n_2 = 20$ males): Given the severe group imbalance (ratio $\approx 4.7:1$), the statistical design was adequately powered to detect only large effect sizes of Cohen's $d \geq 0.69$ (or Hedges' $g \geq 0.69$). The study possessed inadequate statistical power (power $< .35$) to detect small ($d = 0.20$) or moderate ($d = 0.50$) population differences.
- Teaching Experience Comparison ($n_1 = 75$ early/mid-career, $n_2 = 37$ veteran): With an experience group ratio of approximately 2.0:1, the design achieved 80% power only for medium-to-large effect sizes of Cohen's $d \geq 0.56$. Statistical power for detecting small effects ($d = 0.20$) was severely constrained (power $\approx .18$).

Methodological Implication: Consequently, the nonsignificant inferential findings reported in Section 4.2 must strictly be interpreted as statistically inconclusive due to power constraints, rather than as robust evidence of true perceptual equivalence across gender or career stages. The study provides baseline exploratory data, but remains agnostic regarding the existence of subtle or moderate demographic differentials in the broader population.

4. Results and Empirical Findings

4.1 Overall Descriptive Statistics and 14-Activity Hierarchy

The overall composite mean across all 14 continuing professional development activities was $M = 4.26$ ($SD = 0.40$, $SE = 0.0375$, 95% CI [4.18, 4.33]), positioning the collective valuation of the participating Libyan EFL teachers solidly between the 'Important' (4.00) and 'Very Important' (5.00) scale anchors. As established in Section 3.6, this composite metric serves as a global summary indicator reflecting high general receptivity to professional learning opportunities among the surveyed sample.

Table 2 presents the complete empirical ranking, item numbers (as administered in the questionnaire), descriptive activity statements, developmental modality categories, means (M), standard deviations (SD), and computed 95% confidence intervals (95% CI) for all 14 continuing professional development activities, ordered from highest to lowest perceived importance.

Table 2: Perceived Importance of 14 Continuing Professional Development Activities Among Libyan EFL Teachers ($N = 114$), Ranked by Mean

Rank	Item #	Activity Statement / Description	Developmental Modality	M	SD	95% CI
1	1	Learning through teaching, preparation, and student questions	Job-Embedded	4.73	0.54	[4.63, 4.83]

2	4	Professional reading in ELT and applied linguistics	Self-Directed	4.69	0.55	[4.59, 4.79]
3	11	Language proficiency and teaching methodology courses	Formal / Structured	4.68	0.60	[4.57, 4.79]
4	2	Internet-assisted problem solving and digital inquiry	Self-Directed	4.63	0.58	[4.52, 4.74]
5	12	Participating in specialized training workshops	Formal / Structured	4.57	0.74	[4.43, 4.71]
6	13	Organizing and leading school-based training workshops	Formal / Leadership	4.33	0.90	[4.16, 4.50]
7	7	Self-evaluation tools and reflective inventories	Reflective Practice	4.25	0.80	[4.10, 4.40]
8	10	Attending professional and academic conferences	Formal / Structured	4.25	0.91	[4.08, 4.42]
9	8	Travel and training in English-speaking countries	Outward-Facing / Resource	4.18	0.98	[4.00, 4.36]
10	6	Guidance and mentoring from experienced teachers/supervisors	Collaborative / Mentoring	4.12	0.95	[3.95, 4.29]
11	9	Student feedback questionnaires and learner evaluations	Reflective Practice	3.95	1.02	[3.76, 4.14]
12	14	Delivering presentations in workshops and seminars	Outward-Facing / Leadership	3.81	0.99	[3.63, 3.99]
13	5	Postgraduate academic study (Diploma, MA, PhD)	Formal / Academic	3.75	0.96	[3.57, 3.93]
14	3	Collegial assistance and collaborative preparation	Collaborative / Peer	3.63	0.92	[3.46, 3.80]
Overall Composite Inventory Metric				4.26	0.40	[4.18, 4.33]

Note. $N = 114$. Response scale: 1 = Not Important at All, 2 = Slightly Important, 3 = Moderately Important, 4 = Important, 5 = Very Important. Items 7 and 10 share an identical mean of $M = 4.25$ and are listed sequentially for convenience. Modality categories are derived theoretically and descriptively. 95% Confidence Intervals (95% CI) were computed using standard error $SE = SD / \sqrt{N}$.

Critical Methodological Cautions Regarding the Empirical Hierarchy: Prior to analyzing specific activity rankings, three essential statistical and psychometric caveats must be emphasized:

- 1. Narrow Point Spread in the Top Tier: The top five ranked CPD activities (Ranks 1 through 5) are separated by a minimal difference of only 0.16 scale points (ranging from $M = 4.73$ down to $M = 4.57$). Because inferential significance tests between adjacent mean ranks were not conducted, the numerical ordering within this top cluster should be interpreted as descriptive rather than representing statistically distinct hierarchical tiers.
- 2. Overlapping Confidence Intervals: As shown in Table 2, the 95% confidence intervals for adjacent and closely ranked items overlap substantially throughout the

inventory (e.g., between Item 7 [4.10, 4.40] and Item 10 [4.08, 4.42], which share an identical mean of $M = 4.25$). Consequently, minor rank differences in the middle and lower quartiles must not be over-interpreted as sharp qualitative divides.

- 3. Restricted Score Range and Potential Ceiling Effect: All 14 activity means fall strictly between $M = 3.63$ and $M = 4.73$ on a 5-point scale, with all standard deviations remaining at or below 1.02. This narrow dispersion reflects a prominent restriction of range and a potential ceiling effect—a common phenomenon in teacher development survey research where socially desirable and professionally positive statements uniformly elicit high endorsement. The informative value of the dataset therefore lies in the relative prioritization across modalities rather than absolute score levels.

4.2 Detailed Item-Level and Developmental Modality Analysis

Examining the 14 activities across their conceptual developmental modalities reveals several distinct patterns in teacher cognitive valuations:

- Top-Tier Activities ($M = 4.57$ to 4.73): The highest-rated activity in the entire inventory was Item 1 ('Learning through teaching, preparation, and student questions'; $M = 4.73$, $SD = 0.54$, 95% CI [4.63, 4.83]), representing the Job-Embedded modality. This was closely followed by two Self-Directed autonomous learning activities: Item 4 ('Professional reading'; $M = 4.69$, $SD = 0.55$, 95% CI [4.59, 4.79]) and Item 2 ('Internet-assisted problem solving'; $M = 4.63$, $SD = 0.58$, 95% CI [4.52, 4.74]). Concurrently, two structured Formal training activities achieved top-tier status: Item 11 ('Language and methods courses'; $M = 4.68$, $SD = 0.60$, 95% CI [4.57, 4.79]) and Item 12 ('Workshops'; $M = 4.57$, $SD = 0.74$, 95% CI [4.43, 4.71]). This demonstrates that Libyan teachers place immense value on both direct classroom experience, self-directed autonomous inquiry, and structured skill-building courses.
- Mid-Tier Activities ($M = 4.12$ to 4.33): The intermediate cluster encompasses formal school-level leadership, reflective practice, external networking, and supervisory mentoring. Item 13 ('Organizing school workshops'; $M = 4.33$, $SD = 0.90$, 95% CI [4.16, 4.50]) ranked sixth, followed by Item 7 ('Self-evaluation tools'; $M = 4.25$, $SD = 0.80$, 95% CI [4.10, 4.40]) and Item 10 ('Conferences'; $M = 4.25$, $SD = 0.91$, 95% CI [4.08, 4.42]), which tied for seventh position. Item 8 ('Travel to English-speaking countries'; $M = 4.18$, $SD = 0.98$, 95% CI [4.00, 4.36])—representing an outward-facing linguistic resource opportunity—and Item 6 ('Guidance from experienced teachers and supervisors'; $M = 4.12$, $SD = 0.95$, 95% CI [3.95, 4.29]) completed the mid-tier grouping.
- Lower-Tier Activities ($M = 3.63$ to 3.95): Although all items remained above the theoretical midpoint of the scale ($3.00 = \text{Moderately Important}$), four activities received comparatively lower valuation. Item 9 ('Student feedback questionnaire'; $M = 3.95$, $SD = 1.02$, 95% CI [3.76, 4.14]) was the only reflective item falling below 4.00. Item 14 ('Presentations in workshops and seminars'; $M = 3.81$, $SD = 0.99$, 95% CI [3.63, 3.99]) and Item 5 ('Postgraduate study'; $M = 3.75$, $SD = 0.96$, 95% CI [3.57, 3.93]) occupied Ranks 12 and 13. Finally, Item 3 ('Collegial assistance and collaborative preparation'; $M = 3.63$, $SD = 0.92$, 95% CI [3.46, 3.80]) occupied the lowest rank in the entire inventory.

4.3 Inferential Group Comparisons by Gender and Teaching Experience

To address Research Question 2, independent-samples Welch's t-tests were conducted to evaluate whether overall perceived valuation of professional development differed significantly as a function of teacher gender or years of teaching experience. The results of these inferential comparisons, complete test statistics, degrees of freedom, p-values, and effect sizes (Hedges' g) are presented below:

- Comparison by Teacher Gender: An independent-samples Welch's t-test comparing female teachers ($n = 94$) and male teachers ($n = 20$) on the overall composite score revealed no statistically significant difference: Welch's $t(29.86) = 1.07$, $p = .292$ (two-tailed), with a small effect size of Hedges' $g = 0.26$ [AUTHOR TO CONFIRM: exact female group mean/SD vs. male group mean/SD, coding order, and 95% CI for Hedges' g , e.g., $[-0.22, 0.74]$].
- Comparison by Teaching Experience: An independent-samples Welch's t-test comparing early/mid-career teachers (≤ 10 years experience, $n = 75$) and experienced veteran teachers (> 10 years experience, $n = 37$; excluding the 2 unclassifiable cases) on the overall composite score also yielded no statistically significant difference: Welch's $t(88.34) = -1.23$, $p = .222$ (two-tailed), with a small negative effect size of Hedges' $g = -0.25$ [AUTHOR TO CONFIRM: exact early-career group mean/SD vs. veteran group mean/SD, coding order, and 95% CI for Hedges' g , e.g., $[-0.65, 0.15]$].

Substantive Interpretation and Power Caveat: As established through the sensitivity power modeling in Section 3.9, the absence of statistically significant differences across gender and experience cohorts should not be misconstrued as definitive empirical proof that female and male Libyan EFL teachers, or novice and veteran educators, hold identical cognitive valuations. Given that the sample size and group imbalances restricted statistical power to detecting only large effect sizes ($d \geq 0.69$ and $d \geq 0.56$, respectively), these null inferential results must be scientifically characterized as inconclusive regarding small-to-moderate population effects.

4.4 Qualitative Thematic Analysis of Open-Ended Responses

To address Research Question 3, an inductive thematic analysis was conducted on the qualitative open-ended survey item. Of the 114 participating teachers, 18 educators (15.8% response rate) provided substantive qualitative comments and recommendations regarding additional professional development needs and institutional conditions.

The thematic analysis identified four primary themes, supported by high inter-coder agreement (Cohen's $\kappa = .82$). The thematic distribution, response frequencies, and representative qualitative excerpts are summarized below:

1. Theme 1: Direct Linguistic and Cultural Interaction with Native English Speakers (Frequency = 7 / 18, 38.9%): Participants emphasized the critical necessity of interacting with native English-speaking educators and language specialists to enhance their spoken fluency, idiomatic competence, and authentic pronunciation. Representative quote: 'We desperately need opportunities to communicate and practice with native speakers, either through online language exchange or visiting trainers, because we suffer from linguistic isolation' (Participant 12).
2. Theme 2: Specialized Training in Digital Technologies and Online Language Pedagogy (Frequency = 6 / 18, 33.3%): Teachers articulated an urgent demand for practical, hands-on training workshops focused on integrating modern educational technologies, language learning applications, and interactive digital platforms into EFL classrooms. Representative quote: 'Most workshops are purely theoretical. We need practical training on how to use digital tools, interactive software, and online resources effectively with our students' (Participant 05).
3. Theme 3: Institutional and Financial Support for Professional Development (Frequency = 4 / 18, 22.2%): Respondents highlighted the severe lack of institutional backing, absence of paid study leave, lack of financial sponsorship for conference attendance, and inadequate classroom teaching materials provided by educational authorities. Representative quote: 'Teachers are eager to develop, but schools and universities offer no financial support or time allowance for us to attend national conferences or advanced courses' (Participant 17).

4. Theme 4: Structured Peer Observation and Collaborative School Networks (Frequency = 3 / 18, 16.7%): A subset of educators recommended establishing formal peer observation mechanisms and inter-school teacher study groups where colleagues could observe exemplary lessons, share lesson plans, and provide constructive feedback. Representative quote: 'We need structured peer observation where teachers can visit each other's classes without fear of negative evaluation, just to learn and exchange ideas' (Participant 09).

These qualitative findings provide vital contextual nuance, demonstrating that while quantitative survey ratings reflect high general valuation of existing CPD modalities, teachers actively seek pragmatic, interactive, and institutionally supported developmental opportunities.

5. Discussion

5.1 Synthesis of Findings and Overall Cognitive Valuation

The empirical findings of this study demonstrate a widespread, robust cognitive valuation of continuing professional development among practicing Libyan EFL teachers, as evidenced by an overall composite mean of $M = 4.26$ ($SD = 0.40$) and item means ranging from 3.63 to 4.73 on a 5-point scale. This strong endorsement aligns with previous research across the Middle East and North Africa (MENA) region and specifically within Libya, which consistently indicates that English language educators exhibit positive attitudes toward ongoing professional growth and recognize its essential role in maintaining instructional competence (Al-Seghayer, 2024; Elgarid, 2020; Elramli, 2023; Ghait, 2018; Khalifa, 2025).

However, as established in the methodological critique, these uniformly high ratings must be interpreted in light of the restricted score range and potential ceiling effects inherent in self-report survey methodologies (DeVellis, 2017). When teachers are asked whether professional activities are important, social desirability and professional identity predispose them toward positive endorsement. Consequently, the substantive scientific value of this study resides not merely in the absolute level of valuation, but in the relative prioritization of activities across distinct developmental modalities and the structural realities governing their implementation.

5.2 The Preeminence of Job-Embedded and Classroom-Situated Learning

The highest-ranked activity across the entire 14-item inventory was Item 1 ('Learning through teaching, preparation, and student questions'; $M = 4.73$, $SD = 0.54$, 95% CI [4.63, 4.83]). This finding strongly corroborates contemporary teacher learning theories that emphasize the primacy of workplace-situated, job-embedded professional development (Avalos, 2011; Darling-Hammond et al., 2017; Desimone, 2009). For practicing teachers, the daily act of lesson planning, encountering unexpected student questions, and navigating authentic pedagogical dilemmas generates immediate, contextually grounded learning moments that cannot be replicated in abstract lecture halls.

In the resource-constrained Libyan educational context, where formal in-service training opportunities are frequently episodic or inaccessible (Al-Arif, 2024; Ghait, 2018), the classroom serves as the primary, continuous pedagogical laboratory. When teachers encounter student difficulties with communicative grammar or pronunciation, they are compelled to engage in spontaneous problem-solving, refine their pedagogical content knowledge, and modify their instructional strategies. However, an important measurement limitation must be acknowledged: Item 1 was phrased as a multi-faceted compound statement combining 'teaching', 'preparation', and 'student questions'. While this compound formulation captured authentic classroom practice holistically, it prevents researchers from disaggregating the unique variance attributable specifically to lesson planning versus direct classroom interaction.

5.3 Autonomous Inquiry: Professional Reading and Internet-Assisted Learning

Occupying the second and fourth ranks respectively were two self-directed autonomous learning activities: Item 4 ('Professional reading'; $M = 4.69$, $SD = 0.55$) and Item 2 ('Internet-assisted problem solving'; $M = 4.63$, $SD = 0.58$). Together with job-embedded practice, these autonomous modalities formed the dominant cognitive cluster in teachers' developmental hierarchy.

This pronounced valuation of autonomous self-directed inquiry reflects both the evolving digital landscape of ELT and the practical coping strategies adopted by Libyan educators operating in decentralized or under-resourced environments. As documented by Elgarid (2020) and Khalifa (2025), when formal institutional development is scarce, teachers exercise personal agency by turning to academic books, online pedagogical repositories, open-access teaching materials, and educational social media networks (such as specialized EFL Facebook groups and WhatsApp channels) to resolve immediate instructional dilemmas (Abdallah & Waer, 2024).

Interpretive Caveat: While it is tempting to extrapolate that Libyan teachers prefer autonomous learning because of its inherent flexibility and self-pacing, scientific rigor requires emphasizing that the quantitative survey measured perceived importance, not teachers' underlying psychological motivations or the actual time dedicated to online inquiry. The high valuation of reading and digital problem-solving should be viewed as a strong cognitive endorsement of autonomous pathways, underscoring the necessity of equipping language educators with advanced digital literacy, critical evaluation skills, and open-access academic resources (Al-Seghayer, 2024).

5.4 The Enduring Role of Structured Formal Training: Courses and Workshops

Crucially, the high valuation assigned to informal and autonomous learning did not displace teachers' demand for structured, formal institutional training. Item 11 ('Language and methods courses'; $M = 4.68$, $SD = 0.60$) and Item 12 ('Workshops'; $M = 4.57$, $SD = 0.74$) achieved top-tier status (Ranks 3 and 5), demonstrating that Libyan EFL teachers continue to place immense value on organized expert-led pedagogical instruction.

This finding underscores the dual, complementary nature of language teacher development: while autonomous inquiry addresses immediate classroom queries, formal courses and workshops provide systematic theoretical frameworks, communicative pedagogical modeling, and structured opportunities for linguistic proficiency enhancement (Al-Seghayer, 2024; Avalos, 2011; Borg, 2003). In foreign language teaching, where many non-native English-speaking teachers express concerns regarding their oral fluency or pedagogical mastery of communicative curricula (Elabbar, 2014; Ghait, 2018), high-quality formal workshops provide essential scaffolding.

However, to translate perceived value into demonstrable instructional improvement, formal workshops must transcend traditional 'one-shot' lecture formats. As established in the meta-analyses of Desimone (2009), Darling-Hammond et al. (2017), and Sims et al. (2021), effective formal professional development must be sustained over time, content-focused, actively engaging, coherent with curricular goals, and integrated with ongoing classroom coaching and feedback.

5.5 The Collaborative Paradox: Collegial Assistance and Professional Isolation

Perhaps the most striking and theoretically significant finding of this study is the comparatively low valuation assigned to collaborative professional development modalities. While 'Guidance from experienced teachers and supervisors' achieved a moderate ranking (Rank 10, $M = 4.12$,

SD = 0.95), Item 3 ('Collegial assistance and collaborative preparation'; $M = 3.63$, $SD = 0.92$, 95% CI [3.46, 3.80]) ranked lowest among all 14 evaluated activities.

This finding presents a profound contrast with mainstream international educational literature, which heavily promotes teacher collaboration, co-planning, and Professional Learning Communities (PLCs) as gold standards of effective professional development (Darling-Hammond et al., 2017; Lemesaya, 2026; Nguyen et al., 2024). In well-resourced Western educational systems, structured PLCs provide safe, institutionalized environments for collective inquiry. In contrast, within the Libyan educational context, several sociopolitical, cultural, and institutional factors explain this 'collaborative paradox':

- 1. Culture of Professional Privacy and Isolation: Traditional educational norms in Libyan schools and universities have historically fostered an individualistic, privatized model of teaching, where educators manage their classrooms in isolation behind closed doors (Elgarid, 2020; Ghait, 2018).
- 2. Evaluative Anxiety and Lack of Institutional Trust: Due to bureaucratic inspection traditions where supervisory visits were historically punitive rather than developmental (Elabbar, 2014; Khalifa, 2025), teachers may perceive peer observation or collaborative review as evaluative exposure rather than supportive learning.
- 3. Structural and Time Constraints: Heavy teaching loads, split school shifts, and the lack of designated contractual hours for collaborative planning severely impede collegial engagement (Al-Arif, 2024; Elramli, 2023).
- 4. Compound Item Phrasing: Item 3 combined 'collegial assistance' with 'collaborative preparation', potentially conflating informal peer consultation with formal co-planning.

Addressing this collaborative deficit requires intentional structural reforms by educational leaders to cultivate institutional trust, de-privatize classroom practice, and establish non-evaluative, psychologically safe peer observation and study groups (Nguyen et al., 2024).

5.6 Outward-Facing Modalities, Postgraduate Study, and Conference Engagement

Activities requiring external institutional mobility or academic research dissemination occupied intermediate to lower ranks in the inventory: Item 10 ('Conferences'; $M = 4.25$, $SD = 0.91$, Rank 8), Item 8 ('Travel to English-speaking countries'; $M = 4.18$, $SD = 0.98$, Rank 9), Item 14 ('Presentations in workshops and seminars'; $M = 3.81$, $SD = 0.99$, Rank 12), and Item 5 ('Postgraduate study'; $M = 3.75$, $SD = 0.96$, Rank 13).

The relatively lower valuation of conference presentations and postgraduate study highlights a realistic appraisal by practicing school and university educators regarding immediate classroom utility versus long-term academic qualification. While postgraduate study is essential for academic promotion in higher education, practicing school teachers often perceive academic research as distant from day-to-day instructional challenges (Borg, 2003; Elabbar, 2014). Furthermore, severe economic constraints, international visa restrictions, and geopolitical isolation have rendered overseas travel and international conference attendance highly inaccessible for most Libyan educators, dampening their perceived developmental immediacy (Al-Arif, 2024; Ghait, 2018).

5.7 Demographic Equivalence vs. Statistical Power Constraints

The inferential analyses revealed no statistically significant differences in overall perceived valuation across teacher gender ($p = .292$, Hedges' $g = 0.26$) or teaching experience cohorts ($p = .222$, Hedges' $g = -0.25$). In previous regional literature, such findings were frequently reported as conclusive evidence that male and female teachers, or novice and experienced educators, share identical professional development needs (Elgarid, 2020).

A critical contribution of this revised manuscript is the rigorous deconstruction of this statistical interpretation. As established through sensitivity power analysis (Section 3.9), the severe gender imbalance (94 females vs. 20 males) and moderate sample size ($N = 114$) restricted the study's statistical power, enabling it to reliably detect only large effect sizes ($d \geq 0.69$). Consequently, these nonsignificant results cannot be treated as evidence of true population equivalence; rather, they reflect a statistical design that was underpowered to detect subtle or moderate demographic variations (DeVellis, 2017). Researchers and educational planners must recognize that while broad receptivity to CPD is shared, specialized developmental needs across career stages (e.g., induction for novices vs. leadership for veterans) may exist and require nuanced qualitative and targeted empirical exploration.

5.8 Qualitative Insights and Teacher-Articulated Needs

The qualitative thematic analysis of open-ended responses from 18 educators provided vital depth that enriched the quantitative survey findings. Participants' urgent calls for direct interaction with native English speakers (Theme 1, 38.9%) and specialized digital pedagogy training (Theme 2, 33.3%) highlight critical gaps in current pre-service and in-service provision. Teachers recognize that linguistic fluency and digital pedagogical competence are paramount in 21st-century language education, yet local opportunities to develop these skills remain scarce (Abdallah & Waer, 2024; Al-Arif, 2024). Furthermore, teachers' emphasis on institutional and financial support (Theme 3, 22.2%) reinforces the systemic reality that teacher motivation alone cannot overcome structural underfunding, lack of instructional resources, and administrative neglect (Ghait, 2018; Khalifa, 2025).

5.9 Actionable Practical and Policy Implications

Based on the integrated empirical findings, the study articulates five concrete, actionable implications for educational policymakers, university administrators, and teacher education institutions in Libya:

- 1. Balance Formal Training with Job-Embedded Support: Institutional CPD initiatives must move away from episodic, lecture-style seminars and instead integrate formal workshops with ongoing, classroom-situated inquiry, lesson study, and structured reflective tasks (Darling-Hammond et al., 2017; Desimone, 2009).
- 2. Curate and Support Autonomous Digital Learning: Given teachers' high valuation of digital problem-solving and reading, educational authorities should establish open-access national digital repositories, provide institutional subscriptions to ELT academic journals, and offer accredited micro-credentials for self-directed online learning (Al-Seghayer, 2024).
- 3. Build Non-Evaluative Collaborative Frameworks: To overcome the collaborative deficit, school principals and department heads must allocate dedicated contractual time for collaborative planning and cultivate a culture of trust through non-evaluative peer observation schemes and departmental Professional Learning Communities (Nguyen et al., 2024).
- 4. Implement Practical Digital Pedagogy and Native-Speaker Exchange: Teacher training centers should design hands-on technology integration workshops and establish virtual exchange programs linking Libyan EFL teachers with international language educators and native-speaking mentors (Abdallah & Waer, 2024).
- 5. Institutionalize Financial and Logistical Support: Ministries and universities must provide dedicated professional development budgets, funded conference leave, and equitable access to instructional technology across both urban and regional municipalities like Bani Walid (Al-Arif, 2024; Khalifa, 2025).

5.10 Comprehensive Methodological Limitations and Reflexivity

To uphold scientific integrity and provide clear parameters for future scholarship, several methodological limitations must be explicitly detailed:

- 1. Self-Report Bias and Social Desirability: The data rely entirely on self-administered questionnaires, which are inherently vulnerable to social desirability bias, acquiescence bias, and subjective self-assessment discrepancies (DeVellis, 2017).
- 2. Conceptual Separation of Valuation from Access and Impact: The instrument measured cognitive perceived importance exclusively. It did not capture teachers' actual participation rates, institutional access barriers, or the objective instructional impact of CPD activities on student language learning (Desimone, 2009; Sims et al., 2021).
- 3. Multi-Faceted and Compound Survey Items: Several survey items (notably Items 1, 3, and 11) contained compound phrasing (e.g., combining language improvement with teaching methodology, or collegial assistance with co-planning), introducing potential measurement ambiguity regarding which specific component drove teacher responses.
- 4. Non-Probability Sampling and Geographic Representation: The reliance on voluntary online recruitment across northwestern and central Libyan networks limits broad statistical generalizability to all language educators across Libya's diverse geographic regions.
- 5. Statistical Power and Measurement Invariance Constraints: Due to sample size and subgroup imbalances, inferential tests were underpowered for small-to-moderate effects. Furthermore, measurement invariance across gender and experience cohorts could not be formally established via structural equation modeling due to sample size constraints.
- 6. Low Qualitative Response Rate: Only 18 out of 114 participants (15.8%) completed the open-ended survey question, rendering the qualitative findings illustrative and exploratory rather than fully representative.

6. Conclusions, Recommendations, and Future Research

6.1 Synthesis of Conclusions

This study conducted a rigorous, comprehensive cross-sectional investigation into the perceived importance of 14 continuing professional development activities among 114 practicing Libyan EFL teachers. The empirical evidence demonstrates that Libyan language educators exhibit high overall valuation of professional learning across diverse modalities. Teachers prioritize job-embedded classroom practice, self-directed autonomous inquiry (professional reading and Internet-assisted problem solving), and structured formal courses and workshops, while assigning comparatively lower priority to collegial co-planning, postgraduate study, and conference presentations.

The study resolved critical methodological contradictions by establishing that overall composite scores represent general professional receptivity rather than a unidimensional latent construct, and by demonstrating that nonsignificant demographic comparisons across gender and experience reflect statistical power constraints rather than definitive proof of population equivalence. Qualitative insights further illuminated urgent practitioner demands for native-speaker linguistic interaction, digital pedagogy training, and systemic institutional support.

6.2 Recommendations for Educational Stakeholders

Based on the comprehensive findings, specific recommendations are directed toward key educational stakeholders in Libya:

- For the Ministry of Education and Higher Education Authorities: Establish a dedicated National Center for Language Teacher Professional Development tasked with designing continuous, accredited, and evidence-based in-service training programs that integrate communicative methodologies and digital technologies. Provide dedicated institutional funding and paid professional development leave for educators in regional municipalities.
- For School Principals and University Department Heads: Foster collegial cultures by embedding non-evaluative peer observation and collaborative lesson planning into regular departmental schedules. De-privatize classroom practice through departmental Professional Learning Communities (PLCs) supported by administrative trust.
- For Teacher Educators and CPD Providers: Design active, hands-on, and sustained training workshops that directly address teachers' authentic classroom challenges. Incorporate blended and online learning modules that leverage teachers' demonstrated enthusiasm for self-directed digital inquiry.

6.3 Directions for Future Empirical Research

To build upon the foundations established by this study, future research should pursue the following empirical directions:

1. Large-Scale Representative Sampling: Conduct multi-stage stratified random sampling across all Libyan geographic regions, encompassing balanced cohorts of primary, secondary, and tertiary EFL educators to enable robust structural equation modeling and measurement invariance testing.
2. Multi-Method and Mixed-Methods Designs: Integrate quantitative surveys with in-depth semi-structured interviews, focus group discussions, and longitudinal classroom observations to capture the complex, lived experiences of teachers and explore the psychological reasons underlying their activity valuations.
3. Comprehensive Multi-Dimensional Inventories: Refine survey instruments by disaggregating compound items, utilizing distinct validated subscales for specific CPD modalities, and simultaneously measuring perceived importance, institutional access, actual participation frequency, and perceived barriers.
4. Longitudinal Impact and Intervention Studies: Conduct longitudinal mixed-methods and quasi-experimental studies investigating how specific professional development interventions (such as sustained peer coaching or digital language exchanges) directly impact teachers' instructional practices and student English language proficiency over time.

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Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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