



Teachers' perceptions on the effectiveness of professional development programs in improving the curriculum implementation at Jordanian schools

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Abstract- This study aimed to explore Teachers' perceptions of the effectiveness of professional development programs in improving the curriculum implementation at Jordanian schools. Therefore, this study guided by two research questions as follows: What are teachers' perceptions of the effectiveness of professional development programs in improving the curriculum implementation at the Jordanian Schools? What are the current problems and obstacles that hinder the effectiveness of the MOE professional development programs in improving the curriculum implementation? The current study utilized the qualitative and interpretative approach. Regarding the instrument of data collection, the researchers of the current study used the semi-structured interview. The sample size of the current study was 12 participants which included six female teachers and six male teachers. In light of the collected qualitative data, the researcher explored that all participants have negative perceptions of the effectiveness of professional development programs in improving the curriculum implementation. The qualitative data of this study indicated two types of obstacles that hinder the effectiveness of professional development programs in improving the curriculum implementation; these types include obstacles during the training and obstacles during the implementation. The findings of the current study may contribute to improve the quality of the professional development programs of The Jordanian MOE. Furthermore, the decision makers can benefit from these findings in understanding and solving the current difficulties and problems related to professional development programs. This study also adds new literature about the effectiveness of professional development programs in improving the curriculum implementation at Jordanian schools.

Keywords: professional development program, curriculum implementation, Jordanian school.

I. INTRODUCTION

Several schools of thought highlighted the significance of the curriculum as an essential pillar for learning as it constructs the fundamental skills, knowledge, and values of students. Furthermore, scholars emphasized the integrated relationship between the curriculum and instruction. Therefore, utilizing the professional development as a systematic and well-organized process can improve teachers' capabilities on the curriculum delivering and can positively impact the outcomes of learners (Tomlinson and Allan 2000).

The continuous professional development for teachers became a new trend in the educational field due to the nature of the educational process. Dufour, Dufour, and Eaker (2008) explained that the commitment to continuous improvement is an essential characteristic for all educators as it can enhance students learning. Consequently, the ministries of education around the world adopt the professional development programs as a method which can support the efforts toward the educational reform.

The Jordanian Ministry of Education (MOE) delivers the required professional development programs for the Jordanian teachers under the supervision of the Directorate of Educational and Technical Affairs. The primary purpose of these programs is to develop teachers' skills and prepare them by providing the adequate training, to ensure the high level of performance which can support the students learning. Additionally, these programs include the needed training that can improve the implementation of the curriculum (MOE Jordan 2010). Therefore, this qualitative phenomenological study aims to explore Teachers' perceptions of the effectiveness of professional Development in improving the curriculum implementation at Jordanian schools. The scope of the current study was at 12 public secondary schools in The Directorate of Education for the

Area of Kasbah Mafraq. Besides, the organization of the current study consists of five chapters that cover all essential sections and elements of the qualitative study.

1.1 Statement of the problem

The Jordanian MOE seeks to accomplish a comprehensive educational reform as it is one of the primary goals of the country. For this reason, the MOE adopts several procedures and preparations which can reinforce the achievement of the desired educational reform. One of the efficient methods that utilized by the Jordanian MOE to enhance the students' outcomes was the Improvement of the curriculum implementation through delivering a specialized Professional development training for the Jordanian teachers. Tomlinson and Allan (2000) confirmed the positive impact of the training programs on teachers' abilities to deliver the curriculum to their students in a professional manner. On the other hand, a study conducted by Abdallah (2016) indicated the presence of many difficulties and obstacles related to the professional development programs within the Jordanian schools such as the lack of the required logistics, human resources, and the suitable location for the training. These courses are also held at the main building of the educational directorate in every region. Moreover, the schedule of these professional development courses is usually contradicting with teachers' duty among their schools, as well as such development programs could not respond to the individual needs of all teachers because of the large number of them.

1.2 Rational for the study

As many studies confirmed the healthy relationship between the curriculum effectiveness and the quality of instruction, professional development programs became a vital component of the educational process to provide the appropriate preparation for teachers to assist them in implementing the curriculum effectively (Lunenburg & Irby, 2005). The nature of the curriculum requires teachers to adhere to the continuous development of their skills and experiences as the learning is an endless processes (Dufour, Dufour & Eaker, 2008).

Additionally, it is undeniable that the educational field tries to respond to the current dynamic changes by creating balance between the demands of learners and the curriculum. Therefore, the importance of professional development programs comes from their ability to provide teachers with all professional and training requirements to upgrade their performance (Elmore, 2002). Consequently, the rationale behind conducting the current study is the necessity of The Jordanian MOE Directorate of Educational and Technical Affairs for identifying the fundamental considerations to plan and design effective professional development programs, which can support the implementation of the curriculum at the high level according to the context of the different region. Also, the Directorate of Educational and Technical Affairs seeks to identify and solve the difficulties and problems related to the professional development programs. Thus, knowing the Jordanian Teachers' perceptions on the effectiveness of professional development programs in improving the curriculum implementation can assist the Directorate of Educational and Technical Affairs in solving all issues that related to the professional development programs and conduct the needed amendments to increase the effectiveness of such programs.

As for the need for solutions and further studies, it is evident that teachers' professional development programs that focus on curriculum implementation in Jordan require more researches to illustrate the characteristics of the effective professional training.

1.3 Aim and Purpose

The primary aim of the current qualitative study was to explore Teachers' perceptions of the effectiveness of professional development programs in improving the curriculum implementation at Jordanian schools. Accordingly, the current study attempted to identify the influence of teachers' professional development programs in improving the curriculum implementation. Furthermore, this study aims to identify the current problems and obstacles that hinder the effectiveness of the MOE professional development programs. The findings of the current study may contribute to improve the quality of the professional development programs of The Jordanian MOE. Furthermore, the decision makers can benefit from these findings in

understanding and solving the current difficulties and problems related to professional development programs. This study also adds new literature about the effectiveness of professional development programs in improving the curriculum implementation at Jordanian schools.

1.4 Research Questions

Following are the research questions:

- What are teachers' perceptions of the effectiveness of professional development programs in improving the curriculum implementation at the Jordanian Schools?
- What are the current problems and obstacles that hinder the effectiveness of the MOE professional development programs in improving the curriculum implementation?

II. LITERATURE REVIEW

2.1 Theoretical frameworks

The theoretical framework of this study is based on two theories, the social constructivism theory of Vygotsky (1978) and adult learning theory of Knowles (1984) as these theories are well-matched with the idea of the professional development.

Vygotsky (1978) mentioned that the social constructivism theory considers the social communication and collaboration as a catalyst for in-depth learning and development. Additionally, individuals cannot isolate themselves from their surrounding context where the experience of others can impact their identities (Gubrium and Koro-Ljungberg 2005). Consequently, the social constructivism can guide the current study because of social interaction, communication, collaboration and collective learning; all elements indispensable for the professional development. Moreover, Knowles (1984) introduced principles of adult learning which emphasized that adults are self-directed, using their life experience in learning, seek to solve their current problems through learning, tend to the immediate application for knowledge and they have internal motivation. Thus, it is crucial for professional development supervisors who design the training programs to consider these principles.

2.2 Conceptual analyses

According to the educational perspective, professional development is a well-planned process aimed to improve the outcomes of learners through delivering the adequate training for educators to enhance their skills and knowledge (Guskey, 2000).

The impact of teachers' professional development on the curriculum implementation

Since students' learning is the primary objective for the educational process and the core of the educational reform, the ministries of education continuously attempt to arrange and supply all required elements that lead to a better learning for the students. For that reason, improving the skills of teachers is a critical factor for the success and effectiveness of all learning activities. Thus, the professional development became one of the main pillars of the education sector as it improves the capabilities, knowledge, and skills of teachers (Elmore, 2002).

Regarding the importance of professional development for teachers, Rebore (2010) mentioned that the professional development program could enhance teachers' skills to implement the curriculum, to respond to the new social demands, and to become familiar with the new technology and equipment that can support students learning. Therefore, many scholars perceive the professional development of teachers as an endless process, and teachers should consider themselves as lifelong learners (Dufour, Dufour, and Eaker, 2008).

Besides, Tomlinson and Allan (2000) confirmed the strong relationship between the curriculum and instruction, which spotlight on the necessity of professional development programs to increase teacher's abilities to deliver the curriculum to their students in a sufficient manner.

Features of the effective professional development programs

As the effective implementation of the curriculum depends on the performance of teachers, the educational organization should adhere to principles and conditions of the active professional development programs.

Joyce and show (2002) identified four essential conditions to ensure effectiveness of teachers' professional development programs as following: the presence of group of teachers who learn, practice and share the acquired knowledge, the availability of the training content that cover the needs of teachers to implement the curriculum effectively, the ability of teachers to practice what they have learnt during their training, and the ability of the professional development programs to create a positive change within the schools.

According to Lunenburg& Irby (2005), the Effective professional development program is characterized by the following principles: (a) Considers teacher as the most critical element for students' learning in addition to other educators within the school. (b) Aims to achieve the improvement at the level of the individual, the team, and the organization. (c) Supports and develop the intellectual and leadership capacity for all educators at the school. (d) Benefits from the existing research that related to the educational field. (e) Empowers teachers to gain further expertise and knowledge related to curriculum and other elements of the educational process. (f) Encourages the continuous development and research. (g) Based on the collaborative planning to include all members who will perform the development. (h) Depend on the availability of time and other required resources and equipment. (j) The plan of the effective professional development program is a long-term one. (k) Students' outcomes and teacher efficiency are the ultimate measurements of the effective professional development.

Obstacles that hinder the effectiveness of the professional development programs

Nevertheless of the significant role of professional development programs in increasing the quality of the educational process, many studies agreed on the presence of obstacles and negative issues that hinder the effectiveness of these programs. Generally, the obstacles include two types, personal related obstacles and resources related obstacles.

As examples of the personal related obstacles, Van Ven & Slegers (2006) clarified how the personal unwillingness and lack of commitment for development harm the professional growth of teachers which explains the significance of the teacher personal interest in the acquisition of new skills and knowledge through the professional development programs. Moreover, Gumus&Kemal (2013) confirmed that the desire of teachers to join the professional development programs related to their expectations about the benefits of these programs. Furthermore, the existence of isolation among teachers during and after the professional development programs prevent them from sharing their beneficial experiences and knowledge (Frost, 2008). In addition, teachers who have long years of experience became less interested in joining the professional development program in comparison with those of low years of experience (Gumus&Kemal, 2013).

Regarding the resources related obstacles Abdallah (2016) mentioned that the lack of the required logistics and human resources, the unsuitableness location and time of the training, and the large number of teachers can hinder the effectiveness of the professional development programs.

2.3 Review of Related Literature

Olson (2013) conducted a quantitative study to investigate the perceptions of teachers about the impact of the professional development on implementing the Charlotte Danielson framework in South Dakota. The participants of the study were K-12 teachers who work in secondary schools in South Dakota. The result of the study, in general, showed positive perceptions about the quality of the received professional development and the teachers explained how such program supported them while implementing the Charlotte Danielson

Framework for Teaching Model. The results also revealed that teachers who have more than 21 years of experiences need to improve the professional development programs to be more effective.

The qualitative case study of Sheppard (2013) aimed to examine the perceptions of curriculum specialists and teachers in Arkansas about how the training programs and the issued resources support them in implementing phase 1 of the Common Core State Standards (CCSS). The researcher utilized semi-structured interviews and surveys as tools for data collection. The results of this study indicated the allocated time for training and implementation was not enough.

Another Qualitative case study carried out in Georgia by Sanders (2014) tried to explore the Perceptions of the elementary school teachers about the role of the professional development program in enhancing their instructional skills. The researcher used the semi-structured interviews as an instrument to collect qualitative data from 10 teachers. The participants indicated that the high cost of the instructor and the absence of reimbursement for the expenses are the main problems for the professional development programs. As a solution to the current problems, the participants referred to the importance of conducting internal professional development programs which can be delivered by expert teachers from the same school.

Nunokawa (2012) used the mixed method approach to study the efficacy of professional training programs as perceived by teachers and how teachers transfer the learned skills to the classroom. The sample of this study was 50 elementary schools educators. The results showed a gap between the needs of teachers and the delivered training. The participants mentioned that they required to receive support after the programs.

Shoemaker (2013) utilized the qualitative phenomenological approach to inquire about the perceptions of teachers regarding the efficiency and applicability of the skills that they learned during the professional development programs and how they benefit from these skills inside their schools. This study included 15 teachers by using purposeful sampling. The results clarified that administrators must have a plan to ensure that teachers implement the learned skills within their schools.

2.4 The theoretical consolidation

The reviewed studies and the theoretical findings emphasized the significance of the professional development programs in enhancing the process of the curriculum implementation. Besides, the researcher of the current study could benefit from these studies as they highlighted the required considerations, resources, and expected obstacles related to the professional development programs.

III. METHODOLOGY

The current study is a qualitative and interpretative which attempted to explore Teachers' perceptions of the effectiveness of professional development programs in improving the curriculum implementation at Jordanian schools. The qualitative research facilitates the process of interpretation and clarification which based on the individuals' interaction within their context (Merriam, 2002). The qualitative method enabled the researcher of the current study to access to the actual context of all participants and to explore their perceptions on the effectiveness of professional development programs in improving the curriculum implementation at the Jordanian schools (Creswell, 2007).

The research questions are:

- What are teachers' perceptions of the effectiveness of professional development programs in improving the curriculum implementation at the Jordanian Schools?
- What are the current problems and obstacles that hinder the effectiveness of the MOE professional development programs in improving the curriculum implementation?

3.1 Research Approach

The current study used the qualitative phenomenological approach. The phenomenological approach allows the researcher to inquire about the experiences of specified participants regarding the events or concepts (Gay, Mills & Airasian, 2009). Consequently, utilizing the phenomenological approach assisted the researcher of the current study to explore Teachers' perceptions on the effectiveness of professional development programs in improving the curriculum implementation at the Jordanian schools, and to identify the current problems and obstacles that hinder the effectiveness of the MOE professional development programs.

3.2 Data collection

The site of this study was in the Area of Kasbah Mafraq in the east of Jordan. The Directorate of Education for the Area of Kasbah Mafraq supervises all public and private schools in that area. The reasons for selecting this site for the current study were the following: this researcher could easily access to this site as he has a good relationship with the majority of educators within it, also the commitment of researcher for the Area of Kasbah Mafraq and his motivation to improve the level of education in that area in order to enhance the opportunities of local community.

The population of this study included 12 public secondary schools, six for girls and six for boys, within The Directorate of Education for the Area of Kasbah Mafraq. The number of female teachers was 109, while the number of male teachers was 10. The Jordanian educational system includes distinct types of schools for each gender due to social and cultural reasons.

The Directorate of Education for the Area of Kasbah Mafraq divided the school into two areas, area "A" for the schools that located in the center of Kasbah Mafraq, and area "B" for the schools that located outside the center. The sample size of the current study was 12 participants which included six female teachers and six male teachers. In order to ensure the sufficient representation, The researcher selected all participants of this study purposefully by using the following strategy: the researcher selected participants from both areas "A" and "B", the researcher selected one teacher from each school to cover both genders, the researcher selected teachers with different years of experience between (1-5 years, 5-10 years, and 10-15 years), and the researcher selected teachers from different specialties and subjects. The following table describes the demographic data of all participants:

Table1: Demographic Data of Participants

Teacher's Code	Gender	Area	Subject	Years in Experience
MPA 1	Male	A	English	3
MPA 2	Male	A	Math	8
MPA 3	Male	A	Arabic	12
MPB 1	Male	B	Physics	4
MPB 2	Male	B	Chemistry	6
MPB 3	Male	B	Geology	15
FPA 1	Female	A	English	4
FPA 2	Female	A	Math	7
FPA 3	Female	A	Arabic	13
FPB 1	Female	B	Physics	5
FPB 2	Female	B	Chemistry	10
MPB 3	Female	B	Geology	14

Regarding the instrument of data collection, the researcher of the current study used the semi-structured interview. The semi-structured interviews enable the researchers to prepare open-ended questions in advance which increase their ability to manage the interview (Chan, Chien, and Fung, 2013). The researcher

of the current study reviewed all available literature, concepts, and models related to the subject of professional development and he prepared 19 open-ended questions based on the ten principles identified by Lunenburg & Irby (2005) to ensure the effectiveness of professional development programs in improving the curriculum implementation at the Jordanian schools (see Appendix 1).

To ensure the relevance, clarity, and appropriateness of the interview questions, the researcher requested the consultation of his supervisor, and he interviewed two teachers working at secondary schools in The Directorate of Education for the Area of Kasbah Mafraq to pilot the instrument of the study. As the trustworthiness is an essential component for the qualitative method, the researcher of the current study ensured that truth value, consistency, neutrality, and applicability are all existed in the instrument of the study (Krefting, 1991).

The researcher requested from the interviewees to select the location and the time of the interview to achieve the criteria of the comfort. During the actual interviews, the researcher applied the standards of the successful interview as recommended by the specialized resources and he used the probing questions when required. The researcher also stated that all answers and comments are confidential and would be used for the research purposes only as a procedure to increase the openness and honesty level of the participants. The period of each interview was 25 to 35 minutes, and the researcher recorded all interviews to facilitate the data analysis process.

3.3 Data analysis

During the data analysis stage, the researcher implemented appropriate steps to come up with accurate results. The researcher started the data analysis process by listening to the recorded interviews carefully and had a written transcript of them. Then, the researcher repeated the reading of the interviews' transcript to achieve a deep comprehension of all information and to identify the primary themes. At this point, the researcher examined and described the collected data thoroughly. The final step of data analysis included classification, coding, grouping, and interpretation of the collected data (Gay, Mills & Airasian 2009).

3.4 Delimitation and limitations

This study was limited to the secondary schools in The Directorate of Education for the Area of Kasbah Mafraq during 2018 -2019. Besides, it is not possible to generalize the findings of the current study to the other schools out of that included in the sample size. As the semi-structured interview was the instrument of data collection for this study, it is probable that the quality of collected data influenced by the interviewees' honesty, job situations or their unwillingness to provide precise information about the reality of professional development programs. The collected data also could be affected by the interview skills of the researcher, the place and time of the interview, or the level of the validity of the instrument. Moreover, the results of the current study may be affected by the interpretation and analysis skill of the researcher.

3.5 Ethical considerations

The researcher considered the adequate ethical considerations before conducting the actual interviews with participants. First, the researcher designed the informed consent to explain the nature and processes of the interview for the participants. Secondly, all participants have been informed that they can refuse the participation without any consequences. Thirdly, the researcher informed all participants that all answers and comments are confidential and would be used for the research purposes only (Lodico et al. 2010; Taflinger 2011; Gay, Mills & Airasian 2009).

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IV. FINDINGS

4.1 Result of Question One

Q1: What are teachers' perceptions of the effectiveness of professional development programs in improving the curriculum implementation at the Jordanian Schools?

The researcher identified the following theme to answer question one:

Theme one: negative Teachers' perceptions of the effectiveness of professional development programs in improving the curriculum implementation.

The answers of participants revealed that the delivered professional development programs by the Jordanian MOE are not effective to support the curriculum implementation adequately.

The participants confirmed that the professional development programs of the Jordanian MOE aim to enhance the students learning through improving the skills and performance of teachers and other educators within the schools. In contrast, the participant came up with many negative comments related to the procedures, the content, and the value of these programs.

The participants indicate that the current professional development programs do not promote the culture of collaboration between teachers to improve the curriculum implementation. MPB3 mentioned that The MOE professional development programs do not foster sharing knowledge and experiences between the teachers since it all controlled and prepared by the Directorate of Educational and Technical Affairs and follow a traditional method. MPA2 said " I could not communicate with any teacher after the training when I face any problem related to the curriculum implementation. In addition, MPB2 explained that the instructors who deliver these programs use the PowerPoint slides without any demonstration or group work which made these programs less attractive.

The participants also clarified the gap between research and application in the educational field in Jordan and how the MOE does not benefit from the available research to improve curriculum implementation by designing valuable professional development programs. FPB3 said " there are several researches conducted about the strategies of enhancing the curriculum implementation but the MOE do not seek the help these researches while designing the professional development programs. MPA1 consider that as a big dilemma in Jordan because the researchers spend a lot of time and money without any use.

Besides, Teachers' perceptions regarding the development of any further expertise related to the curriculum implementation through the participation in the professional development programs included both negative and positive comments. MPA3 explained that he learned many active learning strategies after attending a specific program about teaching methodology. While MPB1 said, " I think such programs did not develop my skills because of the absence of the practical training." FPA3 mentioned that the unwillingness of some teachers to learn can hinder their development.

The participants also referred to the absence of conducting the needs assessments for teachers to identify their requirements before the training and the absence of the post-assessment for teachers to confirm their learning after attending the professional development programs. Moreover, the participants indicated to the lack of mentoring or follow up to evaluate the impact of the professional development programs on curriculum implementation. For instance, FPA1 stated that the post-assessment and the follow-up visits are essential factors to ensure the effectiveness of the delivered training. Furthermore, the participants perceived that the current professional development programs do not encourage the continuous development inside the schools since it lacks the mentoring and follow up the process. FPB2 mentioned that the MOE professional development programs do not include a coherent long-term plan.

4.2 Result of Question two

Q2: What are the current problems and obstacles that hinder the effectiveness of the MOE professional development programs in improving the curriculum implementation?

The researcher identified the following theme to answer question two:

Theme two: The presence of obstacles that hinder the effectiveness of professional development programs in improving the curriculum implementation.

After an accurate review of the answers of the participants, the researcher could conclude two types of obstacles that hinder the effectiveness of professional development programs in improving the curriculum

implementation. These types include (a) obstacles during the training (b) obstacles during the implementation.

Regarding the obstacles during the training, the participants explained that the duration of the training period is not enough for discussion and experiences sharing about curriculum implementation because of a large number of the attendance .in addition, the training timing is not suitable for the majority of teachers because it is scheduled directly after the school duty. MPB1 said, "I tried to ask the instructor more than one time during the training, but he avoids to answer because of time limits."FPB3 mentioned that it is difficult for her to attend the professional developments programs after the duty because of her family responsibilities and the traffic congestions.

Besides, the participants stated that the location of the training is not comfortable for all teachers. FPA2 said," this location is very far, and the majority of teachers do not have cars." The participants also indicated to the lack of the required resources and equipment for training. For example, MPA3 mentioned that he does not know how to use the teaching aids because it is not available during the training. Furthermore, the participants did not receive any incentives for their attendance. MPA1 said, "We should pay for the transportation and food during the training days and this cause a financial burden for us, you know the teacher salary is very low in Jordan."

As for the obstacles during the implementation, the participants illustrated that it is difficult for them to implement the strategies learned during the training because of unavailability of the resources such as videos, stationery and theatres. FPB1 mentioned that she works in a school with a rented building and school environment do not support the curriculum implementation. MPB2 also said," the budget of the schools is not enough to purchase what we need to implement the curriculum effectively." Moreover, the participants explained how the large class ratio and the large size of the curriculum deter the successful implementation of the curriculum at their schools.FPA3, said, "I have 40 students in each classroom without any assistant ".

V. DISCUSSION AND RECOMMENDATION

5.1 Discussion of Research Question One

In light of the collected qualitative data, the researcher explored that all participants have negative perceptions of the effectiveness of professional development programs in improving the curriculum implementation.

The qualitative data illustrated that all participants agreed on the significance of the professional development programs in enhancing the delivery of the curriculum to achieve a high level of student learning. On the other hand, the participants introduced several negative aspects related to the current professional development programs of the Jordanian MOE.

The qualitative data revealed that the current professional development programs do not promote the collaboration among teachers and deter the process of sharing the best knowledge and practices regarding the curriculum implementation because it follows a traditional method and lacks practical training. As a result of the bureaucracy and centralization, the findings also showed that teachers are not able to present their valuable experiences or to explain their actual problems to be considered in training, because the Directorate of Educational and Technical Affairs do not give teachers the opportunity to participate in the planning stage of the professional development programs.

Besides, the findings indicated to the absence of investing the available researches when designing the professional development programs as a procedure to improve the training effectiveness and the curriculum implementation. The findings also revealed the absence of conducting the needs assessments for the teachers to identify their requirements before training. Furthermore, the qualitative data confirmed the absence of the post-assessment and the lack of mentoring or follow up for teachers to confirm and evaluate the impact of the professional development programs on curriculum implementation.

Thus, the findings of question one highlighted the importance of considering the principles of adult learning of Knowles (1984), the social constructivism theory of Vygotsky (1978) and the principles of the Effective professional development that mentioned by Lunenburg& Irby (2005) when designing the professional development program to be more effective in the curriculum implementing. These findings are also compatible with the findings of Olson (2013), Shoemaker (2013).

5.2 Discussion of Research Question two

The qualitative data of this study indicated two types of obstacles that hinder the effectiveness of professional development programs in improving the curriculum implementation; these types include obstacles during the training and obstacles during the implementation.

The obstacles during training include (a) inappropriateness of timing because it is scheduled directly after the school duty. (b) The duration of training period is inadequate for discussion and experiences sharing about curriculum implementation because of a large number of the attendance. (c) The location of the training is not comfortable for all teachers because it is far away and lacks the required resources. (d) The absence of incentives for the teachers which cause a financial burden for them.

The obstacles during the implementation include: (a) the difficulty of implementing the learned strategies because of the unavailability of the required resources. (b) The large class ratio at the schools. (c) The large size of the curriculum.

The researcher explored that the identified difficulties are similar to the ones that mentioned by Sheppard (2013), Sanders (2014), and Nunokawa (2012).

5.4 Recommendations

In this section, the researcher introduced a group of recommendation that based on the result of the current study; this includes recommendations for implementation and recommendation for further research.

As a solution to reduce the cost of the professional development programs, the researcher came up with the following recommendations for implementation:

- a. The Directorate of Educational and Technical Affairs should activate the internal professional development programs in every school. Consequently, the timing and the location of the professional development programs can become more appropriate for teachers duty. Furthermore, the duration of the training period will accommodate the number of the attendance and enable them to practice and share experiences about curriculum implementation during and after the training. Also, the internal professional development programs can promote the culture of collaboration among teachers and give them the opportunity to participate in the planning stage to help them present their valuable experiences or to explain their actual problems to be considered in training.
- b. The Directorate of Educational and Technical Affairs should request from all school principals to conduct a needs assessment for every teacher to identify the suitable training for him.
- c. The Directorate of Educational and Technical Affairs should advise schools to benefit from the available researches when designing the professional development programs as a procedure to improve the training effectiveness and the curriculum implementation.
- d. The Directorate of Educational and Technical Affairs should start the post-assessment for every teacher which can be conducted through mentoring or follow up visits to ensure the positive impact of the professional development programs on curriculum implementation.
- e. The Jordanian MOE should provide incentives for distinguished teachers and connect that to their performance and the annual appraisal.
- f. The Jordanian MOE should supply the needed budget to tackle all obstacles during the implementation of the curriculum such as the difficulty of implementing the learned strategies because of unavailability of the required resources, the large class ratio at the schools.
- g. The Directorate of Educational and Technical Affairs should benefit from the presence of the electronic networking project to enables the Jordanian teachers to receive online training.

As for recommendations for further research, further mixed methods researches can be conducted by other researchers out the effectiveness of professional development programs in improving the curriculum implementation at the Jordanian schools.

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