

Training needs to develop the professional of Arabic language teachers

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Abstract

The objectives of this study were to assess the training needs for Arabic language instructors from the teachers' point of view, as well as to examine if there are statistically significant variations in the replies of Arabic language teachers to professional development training needs based on gender and experience. The research relied on the descriptive and analytical approach. The study sample included (107) male and female teachers, with a total of (25) items split across three dimensions. The study's findings revealed that there was a strong need for techniques for teaching Arabic language branches, while the need to analysis curricula and Arabic language books and delve deeper into the Arabic language was moderate degree. The results of the study also revealed that there were no statistically significant variations in the responses of the sample members related to the factors of gender and experience.

Keywords training needs, professional development, teaching methods, curriculum analysis, language deepening, preparatory level.

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1. Introduction

The countries of the world today are witnessing a set of rapid and successive changes represented in the explosion of knowledge, scientific and technological progress, and means of communication (Mlachila & Moeletsi, 2019). These rapid changes and transformations put societies in front of the responsibility to confront them, either they accept the challenges and work to overcome them, or they live on the side-lines (Robinson, 2019). Undoubtedly, the educational systems have the most significant role in confronting and overcoming them, as they are the key and the essence of the development process (Almarshad, 2017). This requires that it achieve its quality and allow its students to obtain experiences that meet their current and future needs to face the continuous changes in society (Otoo, Assumeng & Kuranchie, 2018).

The teaching profession requires continuous growth of in-service teachers to keep pace with the development in various fields through training courses, continuous self-learning, research, reading, and supervision (Khatam, 2021). Al-Amr and Daghri (2017) mentioned that for teachers with a high level of performance and an effective educational system, the process of continuing education and training for teachers should take the first place; training teachers during the service is one of the important processes that contribute to achieving quality education and works to improve the performance of teachers with their students. The training programs that were implemented during the service, only a small percentage of teachers benefited from them, and for one session only, knowing that the need to build these programs is according to the needs of the teachers themselves, so they must address topics that keep pace with global changes and modern trends in the field of education (Hidayat, Dimiyati & Supardi, 2018).

Wieczorek, Clark & Theoharis (2018) stated that in more than one Arab country, most training programs are shrouded in ambiguity and show significant imbalances, the most important of which are: that teachers' opinion is not often taken into consideration and their needs are not adopted, and training courses are almost devoid of modern methods such as role-playing and performances and are limited to on lectures, presentations, and sometimes discussion and dialogue, and some trainers are not skilled in training topics and cannot communicate information and do not use sufficient means of explanation, which results in the trainees not benefiting from them, and most trainees are not satisfied with the courses offered to them, as they consider them to be less than their expectations and below quality.

The process of identifying training needs is one of the important factors for training teachers to achieve the desired goals through the presence of a planned activity based on a scientific and practical study to identify training needs work, and collective relating to a large group of workers who need knowledge and skills (Zaslavsky & Leikin, 2014; Wageman, Anderson, Duffield & Nyachwaya, 2018). This indicates that the success of the training must begin with a clear understanding of the trainees in terms of their knowledge base, technical skills, and work style, that training programs are designed and prepared according to those needs, and that the program is characterized by flexibility and multiple choices, and that training programs focus on developing skills and trends more than on storing information and that these programs take into account the individual differences among the trainees (Wageman et al., 2018; Wieczorek et al., 2018).

The professional development of the teacher is also one of the basics of improving education because of its great importance in developing the teaching performance of the teacher and developing

all students' learning of the skills necessary for them, which leads to the achievement of the learning community (Burns & Lawrie, 2015). Also, the need for professional growth seems urgent because the teacher must keep pace with the new knowledge and skills that are constantly generated in the age of technology and information (Evers, Van der Heijden, & Kreijns, 2016). The process of growth requires a great deal of effort, sufficient time, and logistical support; therefore, in-service training is one of the biggest problems facing workers in educational institutions in Arab countries in general (Karlberg & Bezzina, 2020).

The process of identifying training needs is directed, which directs training in the right direction to meet the needs, desires, and interests of teachers, therefore, it is necessary to determine the needs of employees before starting any training process to reach the required results (Lindqvist & Nordänger 2016; Mansfield & Thompson 2017). Training increases the efficiency of teaching, which is a measure of the teacher's success in performing his task and works to increase the return on education in different situations within the educational process (Meissel, Parr & Timperley, 2016).

Since in-service training is of such great importance and consideration, the ministries of education in most Arab countries have been keen to organize special programs to train teachers in their various specializations, including Arabic language teachers (Almarshad, 2017). For the process of training Arabic language teachers to be successful and achieve its objectives, it must be based on scientific foundations, based on taking the teachers' opinions on the training areas they need (Otoo et al., 2018). More than one researcher mentioned the importance of teachers' participation in determining their training needs because this participation reflects the reality that teachers face, and because their participation allows them to assess their training needs, and identify topics that need to be developed and improved, which enables them to choose the appropriate educational programs for them (Badri et al., 2016; Karlberg & Bezzina, 2020; Yenen & Yontem, 2020).

Education and training have become two main elements of this era. The philosophical view of professional development stems from a basic assumption that change is a continuous and accelerated process based on principles and foundations and that education is a lifelong process to achieve the desired goals (Ngema & Lekhetho, 2019). It is noteworthy that most recent reports of international organizations focus on and emphasize knowledge, as we find that the World Bank report entitled "Building Knowledge Societies: New Challenges for Higher Education" focuses on its main idea that knowledge is the most important element in economic development, as it confirms the report states that society's ability to produce knowledge improves the quality of people's lives (Popova, Evans, Breeding & Arancibia, 2022).

Continuous professional growth for the teacher is of increasing importance to keep pace with the continuous and renewed changes in human society in light of technological development (Hidayat, Dimiyati & Supardi, 2018). Therefore, both training and continuous learning have gained increasing importance at present, for the advancement and development of the teacher professionally and scientifically, which will have an impact on the educational process (Al-Amr & Daghri, 2017). Determining the training needs in an accurate scientific way that represents the starting point and the basis on which sound training is based to reach efficiency and improve performance, as any training program that is not based on scientific measurement of training needs does not perform its role appropriately (Wieczorek et al., 2018).

In light of the current orientation of the Ministry of Education in the Kingdom of Saudi Arabia to find the education that helps improve the outcomes of the educational process, and meet the needs of the community, this is evident through its continuous development of a system of supervisory and school performance leadership indicators that aims to improve the educational system with all its components, develop and integrate them and improve teaching performance. In particular, it sought to benefit from global experiences in teaching and learning. Several conferences also recommended the need to focus on the professional development of teachers through updating their knowledge and developing their teaching competencies, including The Fifth Conference for Teacher Preparation (2015 and the Future Teacher Conference and Development (2015), the General Education Evaluation Conference (2015), and the Second Conference for Excellence in Teaching and learning science and mathematics (2016), the Conference on the Role of Saudi Universities in Activating 2016), the Conference on Integration between Public Education and Education (Vision 2030 for Higher (2016), and the Fifth Conference on Teaching and Learning Mathematics (2016).

Arabic language teachers in Saudi schools face many training needs, especially in the cognitive, skill, and emotional fields, which affect their educational effectiveness and accomplish the tasks required of them, and which reduce the achievement of the desired goals of the educational process in the school, and necessary to identify the needs training and trying to find appropriate solutions to overcome them. Accordingly, this research seeks to achieve its main objective and several other sub-objectives.

1.1. Conceptual Framework

Training needs are considered one of the most important pillars on which training programs are based because without them this program will not have an expected benefit, as it reveals what teachers need in terms of training to improve their professional performance (Witte & Jansen, 2016). The training needs have been identified from multiple perspectives; some of them consider them to be a set of variables that occur in the behavior of the trainees (Kraft & Gilmour, 2016). Haris (1980) defined training in the field of education as a planned program consisting of learning opportunities provided to members of the teaching staff in the educational institution to improve the performance of the individual in his specific work.

Hamadnah (2007) defined training needs as the set of variables required to be brought about in teachers' knowledge, information, skills, and attitudes to modify or develop their behavior or create the desired behavior, which can achieve their access to productive efficiency in their performance, and eliminate shortcomings and deficits in the required performance. Al Qarni and Al Shalhoub (2019) defined training needs as a set of positive changes and developments that are required to be brought about in a teacher's knowledge, experience, conscience, skills, and behavior to make her more quality, efficient and effective while identifying the deficiencies that appear in her performance so that programs are designed to address this deficiency through training to reach the required performance levels.

The process of identifying training needs is an important and crucial process for the effectiveness of training programs because it represents the basis on which the training program is designed, reduces wastage of effort, time, and money, and contributes to identifying the starting point for teaching or what can be called the starting point (Al-Amr & Daghri, 2017; Hidayat et al., 2018). Because of its importance, many researchers have been interested in knowing the training needs of teachers such as Almarshad (2017), Otoo et al. (2018), and Ngema and Lekhetho (2019), as the results of studies showed many of these needs, including employing teaching methods, diversifying assessment methods and

teaching strategies, planning for teaching, using computers, the Internet, making use of technology, managing the classroom environment.

There are several ways to identify training needs, the most important of which are the following:

- **Organization analysis:** Organization analysis is intended to study and comprehend the current objectives of the institution, where the objectives of the institution form the basis of the institution and the reason for its existence and continuity as long as these objectives meet the needs of society (Otoo et al., 2018).
- **Work analysis:** work analysis means the scientific study related to its identification and knowledge of its nature and the importance of each process, including knowing the characteristics and conditions that must be met by those who perform it, and limiting the duties specific to each job, in other words, work analysis helps to know the capabilities, preparations and characteristics that must be available in the person to perform with this work (Almarshad, 2017).
- **Individual analysis:** Estimating training needs at the individual level means estimating the gap between the level of knowledge, skills, capabilities, and trends that currently exist, and the desired level of the person concerned with his job tasks (Ngema & Lekhetho, 2019).

The methods that depend on determining the training needs of individuals are the basis on which effective training is based (Bold et al., 2017). The researcher believes that determining the training needs of teachers is an integrative participatory process based on cooperation between many parties, the most important of which are teachers themselves, managers, and mentors, and research related to teacher training to achieve efficiency and good performance of individuals within the institution and to upgrade them, their information and skills. There are many methods used to identify training needs, the purpose of their diversity is to extract the most important training needs that the teacher needs, including:

- **Observation:** Observation is one of the methods of determining the training needs in which the supervisor tries to record the teacher's behavior when it occurs, and it requires a high degree of skill that the observer will do. Some teachers may view it as a kind of espionage (Albornoz et al., 2018).
- **Questionnaires:** They can be in the form of research based on a survey or opinion poll for a random sample or a class of individuals or the opinion of the community as a whole (Emeti, 2015).
- **Consultation:** includes obtaining information from experts or consultants in the field of in-service training, department heads, or mentors, by the direct link between them, which enables them to know strengths, weaknesses, and deficiencies that can be addressed (Tzotzou, 2016).
- **Personal interviews:** may be formal or informal, and in any form, whether individual or group and give freedom to express and disclose problems, their causes, and ways to solve them (Albornoz et al., 2018).
- **Tests:** Tests are one of the important and reliable methods for determining training needs. They are a useful way to collect data in determining the causes of the problem, such as lack of knowledge, skills, or trends, and then the results are converted into a quantitative image for comparisons (Tzotzou, 2016).

- **Records and Reports:** This method is an analytical, directive, evaluative, cooperative process between the supervisor of the training process and the trainee teacher. Studying reports and records allows supervisors and inspectors to identify the most important training processes provided to teachers (Emeti, 2015).

Professional development that is tailored to the requirements of teachers is the most effective way for them to teach (Meissel et al., 2016). The requirement for continual, high-quality professional growth is shared by the adult learning theoretical framework; this necessitates instructors' continuing education (Badri et al., 2016). Many diverse activities are necessary for professional growth. Students with special needs and classroom management are the subject of several programs. Curriculum development and unit planning are two more tasks (Pehmer, Groschner, & Seidel, 2015).

Evers et al. (2016) listed teaching approach support, information on where to go for essential resources, classroom management, and parental participation as examples of activities. Burns and Lawrie (2015) also listed duties required of new instructors, such as lesson planning, managing student conduct, and adhering to district standards. He also brought up personal and instructional problems. Geldenhuys and Oosthuizen (2015) highlighted assessment tools, student motivation, curriculum creation, lesson preparation, and standards documentation as priorities in a poll of new instructors. Teachers and other members of the school community must be recognized and respected for their leadership talents (Witte & Jansen, 2016).

Teachers must be given the tools they need to advance their knowledge of subject matter material, technology, and other critical aspects that contribute to strong teaching standards (Korkko, Kyro-Ammala, & Turunen, 2016; Witte & Jansen, 2016). The NSDC (2007) established a list of nine standards that should be followed by all professional development. Content knowledge and good teaching, research foundations, collaboration, various learning requirements, student learning settings, family participation, assessment, data-driven design, and teacher growth are some of them.

1.2. Related Research

The results of research related to training programs can be used to extract the most important training needs of teachers that contribute to building effective training programs.

In light of contemporary teaching trends, Almarshad (2017) recognized the training needs of social-studies instructors at the intermediate stage in Al-Jouf. It concentrates on the six axes of systemic planning, various teaching methodologies, information and communication technologies, unique enrichment activities in the classroom, classroom management abilities, and various evaluation methods. Its participants include 60 male and female teachers who were carefully chosen for the use of the questionnaire's final form. The findings revealed that social studies instructors at the intermediate level in Al-Jouf had a critical shortage of training needs in all dimensions.

Otoo et al. (2018) looked at the training and professional development techniques used by Ghana Education Service staff. The study aimed to determine the training and development requirements of workers at the selected schools, as well as the training and development policies in place at the schools, the types of training employees get, and the effects of training and development on employee performance. This research used both quantitative and qualitative methods. The teaching and non-teaching employees at the chosen schools were the study's target group. Employees were picked for the research using simple random selection, which resulted in 318 employees being chosen. To acquire

primary data from service staff, questionnaire and interview guides were employed. According to the findings, the organization may assess individual employee performance by identifying training requirements from the perspective of the employees. Pre-service training is used by the Ghana Education Service to teach its staff. Pre-service training is a procedure that prepares people to work in a certain type of professional setting, such as a college of education. Employees use distance learning, sandwich education programs, and paid or unpaid study leave to improve their performance.

Al Qarni and Al Shalhoub (2019) identified the training requirements for mathematics educators' professional growth based on teacher performance indicators gathered from the supervisory system and school performance as well as its indications (open and professional learning communities, educational, specialized). The questionnaire was utilized to assess the training requirements for mathematics teachers' professional development in light of teacher performance indicators. The study's participants were supervisors and teachers from educational supervision offices in Riyadh, Saudi Arabia. There are (9) offices with (53) educational supervisors in addition to all secondary math instructors in Riyadh public schools (n=529). (33) Questionnaires were returned from secondary mathematics supervisors and (282) questionnaires from math teachers. The results revealed that there are training needs for professional development of mathematics instructors in light of teacher performance indicators with a high degree and a mean of (4.19), The first, with a very high degree were training demands for educational professional growth (4.30), Then, with a high degree was training needs for open professional development (4.18), also, there are training requirements for specialized professional growth, with a high degree of difficulty with (4.16), Finally, there were high-level and major training needs for professional development as learning communities (4.12).

Khatam (2021) investigated training needs in the field of professional growth for chemistry instructors at the secondary level in the Sana'a Governorate from the viewpoint of teachers and mentors. Using the descriptive survey approach, a questionnaire with 46 items was delivered to a sample of 46 teachers and mentors. The survey included the following six topics: (effective teaching, laboratory use, employing educational technology, teaching and learning strategies, methods, teaching planning, and evaluation). The data found that using technology was the most important necessity, while preparing was the least important. There was also a statistically minor difference between teacher and mentor responses in favor of instructors.

1.3. Purpose of the Study

The current study sought to achieve the following objectives:

1. To determine the level of training needs for the professional development of Arabic language teachers from the perspective of the teachers.
2. To determine the statistically significant differences in the degree of the training needs for the professional development of Arabic language teachers due to the variables (gender, years of experience)?

2. Method and Materials

The research relied on the descriptive and analytical approach, which aims to objectively describe a specific quantitative phenomenon and compare it with another phenomenon to judge it and a numerical inventory of the selected unit of analysis, which is consistent with the current study that seeks

to describe the training needs necessary for the professional development of Arabic language teachers for the preparatory stage in the Abha city.

2.1. Research Model

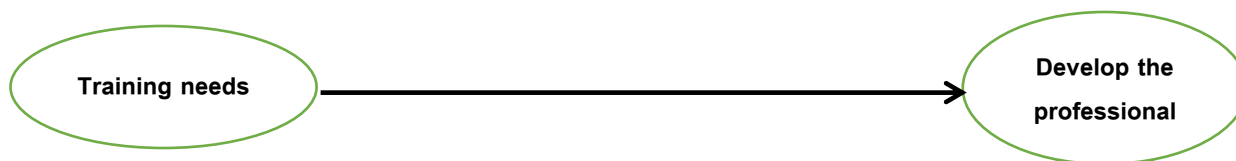


Figure 1. Research Model

2.2. Participants

The study population consisted of all (153) teachers of the Arabic language for the preparatory stage working in the schools of the Abha city in the Kingdom of Saudi Arabia, according to the statistics obtained by the researcher from the data collection and analysis unit of the Information Systems and Technical Support Division in the Planning Department of the Ministry of Education in the region Aseer for the academic year (2021-2022).

The research targeted the entire research population of teachers, as the instrument was distributed to members of the entire research population, and a period for data collection was specified. After the data collection period, the number of teachers whose responses reached (112) Arabic language teachers in the preparatory stage, with a rate of (73.2%) of the total research population of Arabic language teachers. Due to the non-completion of the respondents' replies to (5) questionnaires, the total number of questionnaires eligible for analysis was reduced to (107) surveys, with a rate of (69.9%) of the total research population of Arabic language teachers.

2.3. Data Collection Tools

The current research instrument was represented in a questionnaire related to identifying the training needs for professional development of Arabic language teachers, based on the literature in the light of the theoretical framework and procedural concepts of the research, with the help of some sources and previous studies that dealt with the training needs for professional growth such as Hamadnah (2007), Al Qarni and Al Shalhoub (2019) and Khatam (2021).

The study instrument consisted of two parts: the first contained personal information that included demographic variables, namely: gender, academic qualification, and the teacher's teaching experience. The second part consisted of the fields of the questionnaire related to the training needs of Arabic language teachers, namely: the field of methods of teaching Arabic language branches, the field of curriculum analysis and Arabic language books, and the field of deepening in the Arabic language. The response on the questionnaire items according to the five-point Likert scale was as follows: very large, large, medium, low, or very low, and represented a number with the following signs (5.4.3.2.1), respectively.

2.4. Data Collection Process

After completing the design of the study instrument in its initial form, which consisted of (32) items, it was presented to a group of experts who working in Saudi universities to know their observations and suggestions, and they recommended adding some paragraphs, deleting, and modifying others. After making the modifications, the study tool remained in its final form, consisting of (25) items distributed over three main dimensions.

To know the reliability of the instrument; Cronbach's alpha coefficient was calculated, and the reliability coefficient was (0.871), as shown in Table (1). According to Bryman and Bell (2011) and Saunders et al. (2016), a value of (60%) or above indicates an acceptable level of response reliability. This indicates its validity for application to the study population as a whole and its sample.

Table 1. Test of Cronbach Alpha

Dimensions	Value of Cronbach Alpha
The methods of teaching Arabic language branches	0.857
The curriculum analysis and Arabic language books	0.825
The deepening in the Arabic language	0.934
Total	0.871

The internal consistency coefficient values for the areas of Arabic language instructors' training needs were satisfactory, as shown in Table 1, and varied between (0.825-0.934). The Cronbach Alpha coefficient value for all instrument parameters was more than 0.60, indicating that the research instrument was internally consistent.

2.5. Data Analysis

Following the unpacking of the sample members' responses, the data was encoded and placed into a computer, and the data statistically and analyzed the Statistical Package for Social Sciences (SPSS). Statistical treatments include the following:

- Frequencies means value, percentages, and standard deviations.
- An independent t-test for examining the results related to the gender variable.
- One Way ANOVA, in addition to using the Scheff test for dimensional comparisons: This test is used to find a statistically significant difference in the study sample's estimates of training needs to develop professional competencies for Arabic language teachers at the secondary level due to years of experience. The independent samples test is used when comparing two means, while ANOVA One Way is used when comparing three or more means (Cuevas, Febrero & Fraiman, 2004).

The researcher relied on the following criteria to judge the degree of importance of training needs:

Table 2. Criteria to Judge the Degree of Importance of Training Needs

Mean	Decision
1,00-2.33	Low needs (L)
2.34-3.67	Moderate needs (M)
3.68-5.00	High needs (H)

3. Results

3.1 Respondents Profile

The frequencies and percentages were determined based on the variables of gender and years of experience to identify the study sample's characteristics. According to Table 3, the majority of respondents (77.6%) were female, whereas the male respondents (22.4%) were male. Table 2 further revealed that the majority of the study sample (70.1%) has 5-10 years of practical experience, while 22.4 percent of the study sample has fewer than 5 years of practical experience, and (7.5 %) of the study sample has more than 5 years of practical experience.

Table 3. Profile of Respondents (N=107)

Variables	Category	N	%
Gender	Male	24	22.4
	Female	83	77.6
Years of experience	Less than 5 years	24	22.4
	5-10 years	75	70.1
	More than 5 years	8	7.5

To answer the first question: What are the training needs for the professional development of Arabic language teachers from the perspective of the teachers? The researcher extracted the means score and standard deviations for each dimension of the study, and for the items of each dimension as shown in Table (4).

Table 4. Means and standard deviation

N	Item	Mean	St. dev	Result
The methods of teaching Arabic language branches				
1	Training in teaching language using modern methods such as cooperative learning and mastery learning	3.96	1.10	H
2	Knowing strategies for teaching reading, such as studying the processes of summarizing, taking notes, using sources of knowledge	3.93	1.22	H
3	Determining the steps of teaching reading and applying them in classroom situations and evaluating this application.	2.95	1.48	M
4	Determining the steps of teaching grammar rules and applying them in classroom situations and evaluating this application.	3.77	1.30	H
5	Determining the steps of teaching spelling and calligraphy and applying them in classroom situations and evaluating this application.	4.11	1.18	H
6	Determining the steps of teaching literary texts and applying them in classroom situations and evaluating this application.	4.22	1.10	H
7	Determining the steps of teaching types of expression and applying them in classroom situations and evaluating this application.	4.17	0.94	H
8	Determining the steps of teaching Arabic by the unit method and applying them in classroom situations and evaluating this application	4.06	1.13	H
9	Determining the steps of teaching songs and the archives and applying them in classroom situations and evaluating this application	3.88	1.20	H
Total		3.90	0.81	H

The curriculum analysis and Arabic language books				
10	Practical training in analysing a textbook in the Arabic language	4.01	1.27	H
11	Determining the criteria for analysing a unit of study in the Arabic language	3.86	1.28	H
12	Determining the distinctive features of the concept of the Arabic language curriculum and determining its foundations and components	3.07	1.63	M
13	Determining the criteria for analysing a textbook in the Arabic language	3.19	1.50	M
14	Training on unit analysis in the Arabic language to build tests	3.31	1.48	M
15	Practical training in prose text analysis.	3.42	1.64	M
16	Practical training in poetic text analysis	4.04	1.34	H
17	A practical application to the practice of educational activities in the Arabic language.	4.39	0.96	H
18	The importance of Arabic language activities.	2.09	1.31	L
19	Practical training on unit analysis in Arabic	3.71	1.55	H
Total		3.50	0.88	M
The deepening in the Arabic language				
20	Discussing important spelling issues within the upper basic stage courses	3.01	1.62	M
21	Knowledge of basic concepts in grammar and morphology related to the upper basic stage course	3.06	1.53	M
22	Acquiring the skill of writing in cursive and copywriting	2.97	1.51	M
23	Acquisition of oral expression skill	3.13	1.46	M
24	Acquisition of written expression skill	2.96	1.53	M
25	Analysis of ancient and modern literary texts.	3.31	1.40	M
Total		3.07	1.31	M
Over all		3.49	0.70	M

Table 4 showed that the mean value of training needs to develop the professional of Arabic language teachers at the secondary level was (3.49) with a standard deviation of (0.70). This indicates that the Arabic language teachers are needs training to develop their professional with a moderate degree.

Item 6, which states, “Determining the steps of teaching literary texts and applying them in classroom situations and evaluating this application” has the greatest mean score of the components of methods of teaching Arabic language branches (4.22). While item 3, which states, “Determining the steps of teaching reading and applying them in classroom situations and evaluating this application” has the mean's lowest score of the components (2.95).

Also, Table 4 showed that training needs related to the methods of teaching Arabic language branches were (3.90) with a standard deviation of (0.81). This indicates that the training need related to the methods of teaching Arabic language branches was high.

As regards the curriculum analysis and Arabic language books, item 17 which states, “A practical application to the practice of educational activities in the Arabic language” has the greatest mean score of the components of the curriculum analysis and Arabic language books with (4.39). While item 18,

which states, “The importance of Arabic language activities” has the mean’s lowest score of the components (2.09).

In addition, Table 4 shows that the mean value of the curriculum analysis and Arabic language books was (3.50) with a standard deviation of (0.88). This indicates that the training needs related to the curriculum analysis and an Arabic language book are moderately significant.

The results in the above table also showed that the mean value of the deepening in the Arabic language was (3.07) with a standard deviation of (1.31). This indicates that the training needs related to the deepening in the Arabic language are moderate. Item 25, which state, “Analysis of ancient and modern literary texts” has the greatest mean score of the components of training needs related to the deepening in the Arabic language (3.31). While item 24 which states, “Acquisition of written expression skill” has the lowest value of the means among the items (2.96).

To answer the second question: Are there statistically significant differences in the degree of the training needs for the professional development of Arabic language teachers due to the variables (gender, years of experience)? The significance of statistical variations in the degree of training needed for the professional development of Arabic language instructors owing to the factors (gender, years of experience) was determined using the independent sample t-test and ANOVA One Way, as shown in Tables (5) and Tables (6).

Table 5. Gender independent sample t-test

Variables	N	Mean	St.dev	df	t	Sig
Male	24	3.23	0.78	105	2.08	0.244
Female	83	3.56	0.66			

The mean of male replies for training need to strengthen the professional of Arabic language instructors at the secondary level was (3.23) while the mean of female responses was (3.22). (3.56). Furthermore, the Sig of two groups of gender is (0.244), indicating that gender has no significant influence on Arabic language instructors' perceptions of professional development training needs.

Table 6. ANOVA test of experience years

Variable	Groups	Sum of Squares	DF	Mean Square	F	Sig
experience years	Between groups	0.938	2	0.469	0.960	0.386
	Within groups	50.778	105	0.488		
	Total	51.716	107			

According to Table (6), there are no variations between groups in terms of years of experience. Where the Sig is (0.386), indicating that year of experience had no statistically significant influence (0.05) on teachers' perceptions of professional development requirements for Arabic language instructors at the secondary level.

4. Discussion

The researcher attributes the results to teachers’ awareness of the methods of teaching Arabic language branches because it helps the teacher build tests based on the specification table, as well as provides the teacher with the skill of evaluating students’ work within clear and specific criteria, and increases students’ motivation to learn, and the majority of teachers are from Bachelor of Arts majors,

which made them need to delve into the field of the Arabic language, especially how to discuss spelling issues; Because the university curricula do not care about that, which makes the teacher when he is appointed needs to avoid this deficiency, as well as the teachers' feeling that they need the skills of writing in cursive and copying, and oral expression skills, and this is not available within the plans of the university curricula, which makes teachers feel that they need to same those skills. This outcome is in line with studies by Almarshad (2017) and Otoo et al. (2018).

Also, The researcher attributes the reason for teachers' need for training in the field of teaching methods to the fact that the majority of teachers who study in schools affiliated with the city of Abha hold a Bachelor of Arts qualification, and therefore lack strategies and methods related to teaching the branches of the Arabic language, and they felt the necessity of those methods when they started actual teaching. This outcome is in line with studies by Al Qarni and Al Shalhoub (2019) and Khatam (2021).

In addition, the researcher believes that the teachers realized the importance of the book; Because it constitutes the minimum reference material that the teacher has to refer to, so it must be analyzed according to specific criteria, and in light of this it is possible to know the strengths and weaknesses in the book, and it is possible to prepare daily and quarterly plans so that it takes into account the logical and psychological arrangement of the educational material, and thus takes into account the in the presentation, individual differences between learners, especially in assessment questions, exercises, and activities. This outcome is in line with studies by Al Qarni and Al Shalhoub (2019) and Khatam (2021).

Furthermore, the researcher believes that this is due to the teachers' feeling about what they lack in spelling skills, writing skills in the Naskhi script, cursive handwriting, and oral expression skills, and these skills help them when teaching students. This outcome is in line with studies by Al Qarni and Al Shalhoub (2019) and Khatam (2021).

5. Conclusion

This study aimed to identify the training needs for the professional development of Arabic language teachers from the perspective of the teachers at secondary schools in Abha. The result showed that the training needs to develop the professional of Arabic language teachers at the secondary level was moderate. The results showed the methods of teaching Arabic language branches came in the first rank among the training needs for the professional development of Arabic language teachers, followed by the curriculum analysis and Arabic language books, while the deepening in the Arabic language come in the last training needs for the professional development of Arabic language teachers. Based on the above turns out that schools should necessity of holding in-service training courses for teachers regularly according to training needs and in various disciplines and focus on practical aspects. Also, building professional development programs in light of the teachers' training needs, and that these programs continue as long as the need for them exists, and that the targeted teachers participate in planning them.

6. Recommendations

In light of the research results, the researcher recommends the following:

1. The necessity of enrolling Arabic language teachers in training courses to familiarize themselves with the methods of nurturing the creative abilities of their students.

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2. Reducing the quota of the Arabic language teacher and motivating him to carry out scientific research and participate in scientific conferences and symposia.
3. Training Arabic language teachers on modern teaching models based on the constructivist theory that would help the teacher move towards a knowledge society. In addition to training him on critical thinking skills, methods of developing students' critical thinking, communication skills, dialogue, acceptance of others, and discussion of ideas with colleagues.

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