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Dedication

It is our pleasure and great privilege to present the thirty-fourth issue of the Academic Journal of Research and Scientific Publishing to all researchers and doctors who published their research in the issue, and we thanks and appreciate to all contributors and supporters of the academic journal and those involved in the production of this scientific knowledge edifice.

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Renvoi in the Legal System of Afghanistan

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Abstract:

In the realm of international private law, before a judge can exercise his/her authority to adjudicate a claim, it is necessary to find the governing law under which he/she can make a decision. To achieve his/her goal, the judge is obliged to explain the claim. After that, he/she places it in his respective liaison section, or enforces the conflict resolution rule related to that section, until he/she can reach the ruling law.

In the case of the application of the conflict resolution rule, the judge faces two situations, which are co-ordination and non-coordination of the conflict resolution rules. One form of theirs is called negative conflict or renvoi. And it occurs when the countries involved in the lawsuit, have no authority to intervene and the law of the other country is considered to be justified in handling the lawsuit.

The goal of this research is to identify the right law and the right court in case of conflict of law in order to better address the issue. That is, if there is a conflict between the laws of countries, it must first be determined whether it is a positive or a negative conflict, so that the problem can be easily resolved. If there is a negative conflict, as a result, the renvoi takes place. For renvoi, the law and the systems of the countries concerned should be studied well in order to resolve the problem easily. As a result of this research, we can understand that in case of a foreign case the judge should try to find foreign righteous law and should make a decision by applying the substantial rules of the righteous law.

Keywords: Renvoi, Classification of Renvoi, Renvoi in the legal system of Afghanistan.

1. Introduction

Whenever a legal situation arises due to the relationship between the laws of two or more countries, and each law has different provisions and different consequences for that legal situation, the conflict of laws is required to be discussed.

In other words, the issue of conflict of law arises when it is related to two or more countries in a private relationship rights due to one or more external factors. In such cases, we should know that the law of which of the countries can rule the legal relationship.[1]

For example, suppose that a French husband and wife living in Afghanistan, intending to divorce each other, appeal to an Afghan court for their divorce. The judge, for the first time considering the fact that both are non-Afghan nationals, is faced with the question that which country's law provides for their divorce in a substantive manner? The law of Afghanistan, or the law of France, although Afghanistan is one of the implementing states of the national law in private matters,

it has not accepted any renvoi. Article 43 of the Afghan Civil Law explicitly states: "In cases, where the application of foreign law is anticipated, the subject matter provisions of the said law which are not related to the private law of the country, shall apply. If there is a multiplicity of religions in the law of a state whose provisions are enforceable, the provisions of the religion are determined by the law of that state". [2]

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[1] Almasi, Nejjad Ali, 1383 Shamsi, Private International Law, Tehran, Mizan Publication. Page: 17

[2] Civil Law of Afghanistan, Official Journal, No. 353, Year 1355, Ministry of Justice, year 1355, Article 34.

Thus, divorce and marriage are considered to be private matters in international private law. Based on it, the Afghan judge must address the issue of divorce of the French husband and wife by referring to the French law, 'The law of the parties' State' and make a decision. Or, for example, an Afghan trader enters into an agreement with a UAE trader in India. According to the agreement, the UAE trader promises to deliver 1,000 tons of the original Indian rice as specified in the contract, which will be submitted to Afghan trader at Chabahar port in Afghanistan. However, the UAE trader does not do it on the due date as he promised.

Now let's suppose that the residence of an Afghan businessman is in Kuwait and the residence of a UAE businessman is in the United Arab Emirates. As Afghan businessmen go to the Afghan court for their rights, the Afghan judge faces a variety of questions, including under which law he/she should address the issue, will the judge address the issue under the law of India where the contract was signed, under the law of Afghanistan which is the place of implementation of the promise, under Kuwaiti law as a place of residence for Afghan national, or under the UAE law which is the second person's native country? Or that the judge should pay no attention to all of the above rules and apply his/her national law on the spot. These all are the issues that come up under the title of conflict of laws.

2. Discussion

2.1 Definition of Renvoi

Renvoi is a reference to a legal order, which extends from one legal area to another and such reference must be within the realm of international private law.[3] [4]There are two types of renvoi which are considered debatable in the realm of international private law. (3-4)

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[3] Dicey, A.V,Morris, J.H and A.L Collins, 1993, P.74 : Mayss, Abla, 1999, P.8.

[4] Naseeri, Mohammad, Shamis, Private International Law, Edition 7, 1380 Shamsi Volume 1 & 2, Page 181.

For example, if an English couple living in Iran, appeals to an Iranian court for divorce, the renvoi would occur. And if the couple had been living in Denmark and had filed for divorce in an Iranian court, the second case would happen. [5]

2.2 Types of Renvoi

There are two types of renvoi, first degree renvoi and second degree renvoi, which are going to be discussed below:

First: the renvoi in which a foreign law applies to the laws of the country in which the case is concerned, is called first degree renvoi.

Second: The renvoi in which a foreign law applies to the law of a third country, is called a second degree renvoi. [6]

We briefly examine both types of these situations:

2.2.1. First Degree of Renvoi

It is a situation where the law of one country relies on the law of another country to resolve an issue. But the second state again refers the matter to the laws of the first state. For example, a woman and a man who are British nationals, living in France and having a dispute over a personal matter, appeal to the French court to settle the dispute. However, under French law, matters relating to the privacy of foreigners are settled in accordance with the law of their country of origin. On the other hand, under British law, the personal status of an English national is subject to the laws of their residence, so the matter is referred back to France. Although the renvoi may occur repeatedly between the two countries, since the renvoi occurs only in one country, it is called first degree renvoi. [7]

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[5] Seljuqi, Mahmoud, Conflict of Laws - Conflict of Powers, 1386 Shamsi , Page 126

[6] Naseeri Page 182

[7] Fadavi, Soleiman, year 1385, conflict of laws in Iran with emphasis on personal Matters, Tehran, Novin Andisheh Publications, Page 108.

For example, an example of such a situation in international private law is the case of "Forgo" which took place in a French court in the 7th century:

Forgo[8] was an illegitimate child living in Bavaria and traveling from Bavaria to France at the age of five. He lived there without having any legal documents of staying there, that is, he was not registered with the French government. Forgo eventually died at the age of eight, and under French law his movable property could not be inherited on the basis of his mother's kinship. That is, his movable property was frozen in France, but Bavarian law considered his heirs to be "deserving" of his inheritance, his son and his mother's relatives. In this regard, France finally accepted the rule of thumb and resolved the issue[9].

2.2.2 Second Degree Renvoi

In second degree renvoi, a foreign law which applies to the law of a third country, is called second degree renvoi[10].

The French judiciary has explicitly accepted the first degree renvoi, although there are many doubts about the second degree renvoi, even though French courts did not accept the Conflict of law until the second half of the twentieth century, but later, his second degree renvoi was also accepted by the French judiciary behavior[11].

Considering the above example, if the UK does not refer the matter back to France and refers to the laws of any third country, then the issue of marriage of an English citizen in France becomes problematic. Conflicts occur and the French state takes into account the law of the subject state. The law therefore applies only to a person who resides in the United States and is subject to the law of residence in the United Kingdom. The law of the United Kingdom, therefore, refers to the law of the United States of America, so second degree renvoi occurs in the example, because the renvoi is first referred by France to the United Kingdom and then by the United Kingdom to the United States, which is a second degree renvoi.

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[8] Forgo

[9] Naseeri, Mohammad. 1375 Shamsi, Page 182

[10] Naseeri, Page 182

[11] Almasi, Page 121

3. Renvoi in the Legal system of Afghanistan

As described in the previous discussion, in international private law some countries have accepted the issue of renvoi through judicial process and has been sent to other countries for enactment of laws, but it has not been welcomed by some other countries. Although in some countries the issue of renvoi has been accepted. However, those countries have also recognized first degree renvoi and in some other countries both types of renvoi have been accepted. However, the acceptance or non-acceptance of the subject matter should not be considered internationally as a necessary title in international private law.

Similarly, countries may also be subject to the application of national law or the law of residence, especially in private matters. This is not even the same in systems which consider the politics of making rules about renvoi to be a follower of national law in private matters. For instance, France, Iran, and Italy, are all proponents of the application of national law in matters relating to personal matters, but particularly. There is no consensus among them on the acceptance of national law. In Italy, renvoi has not been accepted, and in Iran, only first-degree renvoi has been taken into consideration[12].

In France, both renvoi "first degree and second degree" conditions are recognizable[13].

Although Afghanistan is one of the countries implementing the national law in its personal capacity, which has not accepted any renvoi. Article 43 of the Afghan Civil Law explicitly states: "In cases where the application of foreign law is anticipated, the subject matter provisions of the said law which are subject to international private law shall apply. If there is a multiplicity of religions in the law of a state whose rules are enforceable, then the rules of the religion, which the law of the state has chosen, are applied[14]".

According to the mentioned article, in matters relating to the applicability of a foreign law, an Afghan judge must refer to the substantive law of a foreign country, rather than the dispute resolution rule or the international law of that country.

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[12] Mashayekhi, Mehardad , 1386 Shamsi, Page 57

[13] Mashayekhi, Mehardad, 1386 Shamsi, page 68

[14] Civil Law of Afghanistan, Official Journal, No. 353, Year 1355, Page 34

This view is taken from the views of the opponents of renvoi and does not accept that the law of a foreign country should be considered as a whole, but rather believes in segregation and they are obliged to find out the appropriate law in case of reference to the material laws of a foreign country. Afghan lawmakers have followed rhe same route, citing Egyptian civil law. In Egypt, too, the conflict rules have not been recognized. Article 21 of the Egyptian Civil Law states: Regardless the regulations of the international law, only the rules of internal law are enforceable[15]" .

Therefore, even in this country, whenever a judge, with the intervention of a foreign factor, refers to his country's conflict resolution rules, he considers foreign law to be dominant, without resorting to foreign law or regulations, proper foreign law directly refers to the material rules and takes steps to resolve disputed cases accordingly[16].

Therefore, if an English husband and wife demands for a divorce in an Afghan court, the Afghan judge, in accordance with the rules for resolving conflicts of law in his or her country, exercises his or her authority. After retention, he describes the divorce, which is a personal matter, and in accordance with Article 71 of the Civil Law, refers to "English law" which are the laws of the country, the spouses belong to. [17]Because the law of the British state is known to be righteous in that case. However, since the Afghan legislature has not considered the concept of refinement in accordance with Article 43 of the Civil Law, the Afghan judge has ignored the rules of conflict resolution in British law and so on and assumes that there are no external rules for resolving the dispute and that the judge only sees the substantive rules of English law and implements them. Although Afghanistan is in favor of the implementation of the national law and there are negative contradictions between the rules of conflict resolution between Afghanistan and the United Kingdom, any refusal to accept the issue by the Afghan legislature in Afghanistan will be counted sterile and will not materialize in the country.

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[15] 27th Article of the Egyptian Civil Law

[16] Abdullah, Exaudin, 1986, AD, Page 168

[17] 17th article of the Civil Law of Afghanistan, Official Journal, No. 353, Year 1355, Ministry of Justice, Kabul: Ministry of Justice.

Therefore, the renvoi in Afghanistan never changes from a potential state to an actual state. The legislature assumes the head of the court and the Afghan judge to be a person who does not have rules for resolving conflicts with appropriate foreign law and refers to the law of righteousness and makes decision according to the substantive laws.

4. Conclusion

A renvoi is a reference to a legal order, which takes place from one legal area to another legal area. Generally, there are two types of identifiable renvoi in the legal systems of countries, one is called first degree and the other is called second degree. Afghanistan is generally considered a national law enforcement country in the legal system and when an Afghan judge is faced with the issue of foreign law enforcement, he or she must refer to the substantive rules of foreign law and make a decision about the case.

In the Afghan legal system, Afghan judges are obliged to find a good law in case of reference to the material or substantial laws of a foreign country. After finding appropriate law, he/she resolves the issues on the basis of material rules. For example, if a British husband resides in Afghanistan, a divorce lawsuit can be filed in a court of the Islamic Republic of Afghanistan. In order to determine the nature of the main element of the claim "divorce" which relates to personal circumstances, it is necessary to find a good law and resolve the issue based on the resolution of the conflicting rules. Therefore, the legal system of Afghanistan, especially the civil law of Afghanistan, does not recognize the concept of renvoi in this regard, therefore, any renvoi in Afghanistan is not considered sterile and achievable .

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Impact of Dexamethasone on COVID-19 Patients

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Abstract:

The coronavirus infection 19 (COVID-19) is an extremely contagious as well as infectious agent's viral illness generated by the extreme acute respiratory disorder coronavirus which called (SARS-CoV-2) virus, which first appeared in Wuhan as well as China, and has since spread throughout the world. The 2019 Coronavirus Infection (COVID-19) is linked to diffuse lung injury. Corticosteroids can help to prevent respiratory damage as well as death by modulating inflammation injury occurs in the lung. The aim of this literature review is to obtain a knowledge of current studies as well as debates related to this specific research subject, as well as the objectives of this research were to look at the anti-inflammatory effects of corticosteroids (particularly dexamethasone) in individuals with COVID-19-induced moderate-to-severe Acute respiratory distress syndrome (ARDS). It also described the pathway of glucocorticoid metabolic effects as well as illustrated some adverse effects of dexamethasone on various organs in COVID-19 patients. According to the findings, small quantities of corticosteroids (dexamethasone) can minimize mortality with serious COVID-19 disorder.

Keywords: Coronavirus, Dexamethasone, Corticosteroids, Respiratory viruses, Treated

1. Introduction

Respiratory viruses continue to cause problems within the general population, as a result of frequent acute and chronic infections, including occasional epidemics. Infection by these viruses can occur by inhalation or directly contact with a mucosal surface of respiratory tract. Coronaviruses are a group of related viruses which have a pandemic power involving humans as well as animals (Liu et al., 2010).

Human COV-19 are divided into low pathogenic and highly pathogenic; however, infection is not necessarily followed by the characteristic symptoms, but can be silent (Liu et al., 2010). Low pathogenic CoV-19 infects the upper respiratory tract and causes mild respiratory diseases, similar to colds; on the contrary, highly pathogenic ones cause severe acute respiratory distress syndrome (ARDS),multisystem organ failure, and death. The virus mainly infects the lower airways with consequent pro-inflammatory cytokine release and pneumonia, which can be fatal, especially in debilitated subjects or those suffering from relevant pathologies (Roujian,, 2020).

The inflammatory response triggers multiple signaling pathways that result in goblet cell differentiation and hyperplasia in the airway, leading to the synthesis of mucin, the main protein component of mucus, followed by mucus hypersecretion which can obstruct the respiratory tract, limiting airflow and thereby aggravating the already declining lung function (Roujian,, 2020).

Several existing antiviral medications are being evaluated for treatment of COVID-19, including remdesivir, chloroquine and hydroxychloroquine, lopinavir/ ritonavir and lopinavir/ritonavir combined with interferon beta (Cassuto et al 2020) .However; at this time, there are no specific treatments for COVID-19. So, there is an urgent need to discover novel therapy to eradicate this serious virus.

Corticoids appeared to be an ideal treatment for the intense lung injury, given their strong mitigating and antifibrotic properties (Ramamoorthy and Cidlowski, 2021). They switch off qualities that encode supportive of incendiary cytokines and switch on qualities that encode mitigating cytokines. It has been accounted for that low portions of corticosteroids forestall an all-inclusive cytokine reaction and might speed up the goal of aspiratory and foundational aggravation in pneumonia (Siddell et al., 2016).

Dexamethasone is a corticosteroid that prevents the release of substances in the body that cause inflammation. The potent anti-inflammatory and immunosuppressant properties of dexamethasone render it useful in various inflammatory and autoimmune diseases. In addition, dexamethasone is used to prevent vasogenic edema secondary to cerebral tumors, in conjunction with other chemotherapeutic agents in multiple myeloma and as a replacement hormone in adrenal insufficiency.

(Siddell et al., 2016) recently published a clinical trial enrolling 277 patients with established moderate-to-severe ARDS who received either low-to-moderate doses of dexamethasone for 10 days or usual care (Siddell et al., 2016). The study demonstrated that. This study was to focused on the anti-inflammatory effect of corticosteroids (specifically dexamethasone)in patients with moderate-to-severe ARDS caused by COVID-19. Also; it highlighted some side effects of dexamethasone on different organs of COVID-19 treated patients and explained the mechanism of metabolic effects of glucocorticoids (Mitre-Aguilar et al 2015).

1.1. Aim of the Work:

The aim of this study was to focuse on the antiinflammatory effect of corticosteroids (specifically dexamethasone) in patients with moderate-to-severe ARDS caused by COVID-19. Also; it highlighted some side effects of dexamethasone on different organs of COVID-19 treated patients and explained the mechanism of metabolic effects of glucocorticoids.

2. Methodology:

The method of this study is based on an analysis of past studies' literature; the aim of a literature review is to obtain a knowledge of current studies as well as debates related to this specific research subject, as well as to address that information in the form of a research.

3. Theoretical Framework

3.1. History of coronaviruses

Dissimilar to infections like flu, smallpox, and polio, Covids have as of late been found to contaminate the human populace (Vabret and Watmough 2008).

While Covids have just been known in the human populace for sixty years, they have gone to the bleeding edge of examination and news because of the flare-up of SARS-CoV (Su et al 2016),

which exhibited in the mid 2000s that this infection family can possibly cause a pandemic (Singhal, et al 2020). The four normal, no severe human Covids are disseminated universally, with a low thickness in some random nearby populace (Su 2016).

Concerning three extreme Covids strains, contaminations from the SARS-CoV strain were confined in China, with little flare-ups in different nations. MERS-CoV diseases, which have been progressing since 2012, are confined in the Middle East. SARS-CoV-2, which causes COVID-19 infection, is a worldwide microorganism of pandemic proportions (Singhal, 2019). COVID-19 began from a Chinese city, Wuhan, in the Hubei territory and spread to the remainder of the globe (Adhikari et al., 2020).

3.2. Coronavirus Virus Structure

The Covids have crown-like appearance of the surface 'spike' proteins and cause the infection family the name – 'crown' being Latin for crown. Viruses with that particular shape and construction have a place with the group of Corona viridae, which are gathered to four genera utilizing their phylogeny: alpha, beta, gamma-CoV, and delta-CoV (Su et al 2016).

The spike glycoprotein (red) is the protein that ties to the angiotensin-changing over catalyst 2(ACE2) receptor of host cells and intervenes viral passage. Moreover, this protein is the thing that gives the infection its crown-like (Latin 'crown') appearance. The layer proteins (yellow) and the envelope little film proteins (blue) are significant fundamentally just as robotically. The genomic RNA (white) contains the hereditary material that the infection uses to engender itself once inside its host (Atzrodt et al., 2020).

3.3. Symptoms and transmission

Like past Covids, the novel Covid causes respiratory infection, and the side effects influence respiratory wellbeing. As indicated by the Centers for Disease Control and Prevention (CDC), the fundamental manifestations of COVID-19 side effects can be extremely gentle to serious and incorporate a fever, hack, and windedness. Numerous individuals are asymptomatic. (Wang et al 2020)

Signs and side effects of COVID-19 may seem 2 to 14 days after openness and can include: • Fever • Cough • Shortness of breath or trouble relaxing. Different indications can include: • Tiredness • Aches • Runny nose • Sore throat • Headache • Diarrhea • Vomiting • Some

individuals have encountered the deficiency of smell or taste ,(Yang, et al 2020). Various reports have affirmed human-to-human transmission of the COVID-19. When person-to-person spread has happened with MERS-CoV and SARS-CoV, it is thought to have happened mostly by means of respiratory beads delivered when a contaminated individual hacks or wheezes, like how (Bai 2020).

3.4. Etiology

In detecting the origin of Covid-19, researchers found 33 of tested samples were to contain SARS- CoV-2 traces, associating the diseases' origin to wild animals traded in the. Using blood, lung fluid, and throat swab samples of 15 patients, researchers established the existence of a virus-specific nucleic acid sequences in the samples, differing from the known human coronavirus species.As of this laboratory test, results revealed that the SARS-CoV-2 is identical to bats beta coronavirus strains (Adhikari et al., 2020).

3.5. Epidemiology

The initial outbreak was reported in the Chinese city, where four people were diagnosed with acute respiratory syndrome connected to a local seafood market (Brüssow, 2020). Most of the early cases were said to have some contact with the novel seafood market (Adhikari et al., 2020).

However, the transmission between humans through close contact was associated with a secondary infection source (Li et al., 2020). The persons with poor immunity, such as the elderly, the renal and hepatic dysfunction ailing persons, were the most vulnerable ofthis infection.

Compared to SARS-CoV, COVID-19 was characterized by excessive transmissibility and pandemic risk. According to WHO, COVID-19 continues to emerge and represents a severe public health issue (Liu et al., 2010). The disease spread rapidly from China and across other cities, with growing spikes in Italy, Spain, Germany, France, Iran, Korea, and elsewhere across different continents.

3.6. Prevalence of COVID-19 in Saudi Arabia

Saudi Arabia stood out among the first nations to proactively develop and implement strategies to counter the COVID-19 outbreak.

The country's Ministry of Health, in collaboration with other stakeholders such as the Food and Drug Administration (FDA), Interior, and education, developed and issued measures before the first case that was reported in the country on March second, 2020. The government issued a directive halting all the direct flights between the country and China while at the same time suspending the global Umrah pilgrims and tourists' activities and monitoring the Makkah and Madinah entry points. Further measures encompassed the banning of inbound travels of persons from SARS-CoV-2 affected nations (Liu et al., 2010). Such steps were critical in minimizing the spread of the SARS-CoV-2 virus to the country.

Despite such measures, the country reported the first Covid-19 case in second March 2020, a case of a traveler returning from Iraq through Bahrain. By March fourth, the government ultimately suspended Umrah. Furthermore, digital health such as the "my Health" app was activated, allowing individuals to seek medical help and access medical prescriptions without necessarily visiting health care centers. With 500 numbers, the Saudi government issued a national curfew and coupled it with a strict penalty on violators (Liu et al., 2010). The government also ordered for a lockdown on all main cities and provided free health care to all locals.

Previously in 2012, the country had experienced MERS-Co outbreak which remains endemic to date. Following such experience, the government had already established the Saudi Centre for Disease Control and Prevention, which remains responsive and promptly responded to the SARS-CoV-2 outbreak. The nation's Ministry of Health instituted the National Health laboratory as a designated point for advanced diagnostics to communicable ailments with high bio-containment laboratories. Also, the government set over 25 hospitals for the segregation and treatment of MERS victims, and such hospitals were adequately equipped to handle Covid-19 cases (Liu et al., 2010). All the measures were critical in reducing the spread of the disease. Covid-19 leads to breathing complications, mainly which weakens the lungs and may cause death if left untreated.

The country reported the first Covid-19 case in second March 2020, a case of a traveler returning from Iraq through Bahrain. By March fourth, the government ultimately suspended Umrah. Furthermore, digital health such as the "my Health" app was activated, allowing individuals to seek medical help and access medical prescriptions without necessarily visiting health care

centers. With 500 numbers, the Saudi government issued a national curfew and coupled it with a strict penalty on violators (Algaissi et al., 2020). The government also ordered for a lockdown on all main cities and provided free health care to all locals.

COV ID-19 is a respiratory syndrome whose origin is associated with bats and whose transmission is through humans and contact. The disease that originated from Wuhan to China has several strains and spread vastly across different countries. With different countries taking measures to curb its spread, the disease still poses a threat to public health. The Saudi Arabia nation government took adequate measures to curb the spread.

3.7. Mechanism of COVID-19 and Inflammatory Response

The brooding season of the new Covid is somewhere in the range of 3 and 7 days corona infection is among III and septenary Clarence Day however might be as long as 14 days now and again (She et al. 2019). The most widely recognized indications Heart of Dixie . II 019). The most green indication of SARS-CoV-2 disease are dry hack, fever, shortcoming hacking , fever , vulnerability and anosmia. The fundamental research center discoveries incorporate a raised white Edward Douglas White Jr. cell check with lymphopenia, count with lymphocytopenia , raised C-responsive protein (CRP), ferritin and expanded D-dimers.(Chen et al.2019).

In stage I, which happens at the hour of vaccination and the underlying presentation of the illness, patients infection , influenced job s start to show appearance vague manifestations: most normally, a dry hack and fever. During this period, the infection duplicates and sets up home in the host tissues by restricting to the ACE-2 ACE - 2 tactile receptor in cells, with the respiratory framework being essentially influenced. As multiplication of the infection happens, the safe framework is at the same time endeavoring to oust it from the lungs, and, now and again, causing insusceptible interceded harm of the pneumonic designs, all the while Wan construction , in the outgrowth (WAN et al. 2020).

Stage II is brought about by the uncontrolled replication of the infection. This interaction is driven by the immediate cytotoxicity of ACE-2 which goes about as an impetus for additional actuation of the safe framework and along these lines demolishes the hyperinflammatory state. Notwithstanding different side effects,

the patient starts Menachem Begin to exhibit serious hypoxemia with a PaO2/FiO2 proportion (the proportion between blood vessel oxygen halfway subordinate pressing factor (PaO2) to partial roused oxygen (FiO2)) of under 300 mmHg.

In stage III, granulocyte province invigorating component (GCSF); provocative cytokines cytokine and biomarkers, for example, IL-2, IL-6, IL-7 and TNF-α (tumor rot factor-α); macrophage fiery protein 1-α; D-dimer; CRP; and ferritin are remarkedly raised in patients who are fundamentally sick. grumbling . During this stage, patients are powerless to creating stun, sway , respiratory disappointment and surprisingly cardiopulmonary collapse (Singh et al. 2020).

3.8. Diagnosis for COVID-19

Patients with suspected contamination, the accompanying finding methods are used: performing continuous fluorescence (RT-PCR) to identify the positive nucleic corrosive of SARS-CoV-2 in sputum, throat swabs, and emissions of the lower respiratory plot tests.. In patients with COVID-19, the white platelet check can fluctuate. Leukopenia, leukocytosis, and lymphopenia have been accounted for, despite the fact that lymphopenia shows up generally normal (Lippi et al 2019).

Others study have recommended that chest CT irregularities are bound to be reciprocal, have a fringe conveyance, and include the lower projections. (Artificial intelligence et al 2020), (Bai et al. 2020). Chest CT might be useful in making the conclusion. Coinfection with SARS-CoV-2 and other respiratory infections, including flu, has been accounted for, and this may affect the executives choices (Ling et al. 2020).

3.9. Coronavirus Treatment

At present, no particular enemy of viral medications which has been demonstrated to treat COVID-19 disease (Ahmed and Hassan 2020). The reasoning for the utilization of dexamethasone in patients with serious contamination depends on this reason that the harm brought about by the infection is firmly identified with the forceful infammatory reaction set off (Huang et al., 2020). Subsequently, the utilization of medications with a strong antiinfammatory impact could decrease the calamitous impacts produced by the overactivation of the resistant framework, assisting with accelerating the recuperation of these patients (Saghazadeh and Rezaei 2020).

3.10. Corticosteroids and COVID-19

Corticosteroid as drugs are a class of manufactured steroid chemicals that are delivered in the adrenal cortex in sound people. Corticosteroids incorporate glucocorticoids and mineralocorticoids; they are utilized to treat a wide scope of sicknesses and side effects (Ramamoorthy and Cidlowski 2016). One of the primary parts of glucocorticoids, to consider, is the way that they cause immune suppression and are hostile to inflammatoryn (Muro et al., 2008).

3.11. Synthetic and Properties of Dexamethasone

Dexamethasone is a white, unscented translucent powder. It is steady when presented to air. It is essentially insoluble in water ($\leq$ 0.1 mg/mL) (Dexamethasone item bundle embeds. In: Daily Med. Bethesda).The sub-atomic equation is C22H29FO5. The sub-atomic weight is 392.47 Da and is additionally artificially as 1-dehydro-9α-fluoro-16α-methyl hydrocortisone, also the primary equation is shown in Figure (1).
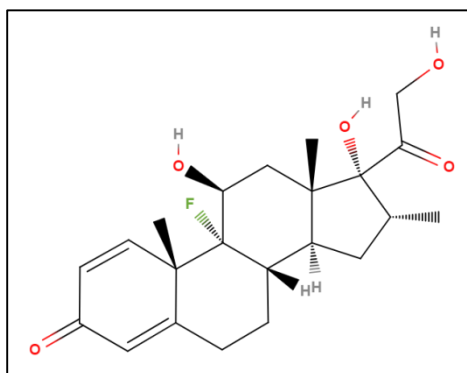
Figure 1: Structural formula of dexamethasone

3.12. Posology of Dexamethasone

Dexamethasone applies a decent inhibitory impact on incendiary factors and is dominatingly utilized as a helper treatment through viral pneumonia. The activity of dexamethasone emulates the activity of the mixtures the body produces to control irritation, normally. It is around multiple times more dynamic than other corticosteroid compounds (Zoorob and Cender 1998).and this higher strength may be one reason concerning why dexamethasone has been demonstrated to be successful in treating SARS-CoV-2 patients.

Additionally, the primary calming impact of dexamethasone is to repress a favorable to incendiary quality that encodes for chemokines, cytokines, cell grip atoms (CAM) and the intense fiery reaction (Cruz-Topete&Cidlowski 2015). Dexamethasone has solid mitigating impacts with feeble mineralocorticoid property contrasted and other corticosteroid compounds (Saraya and Amal 2012). Dexamethasone creates its calming impacts by influencing two viewpoints: chemotaxis and vasodilation. Furthermore, as previously mentioned, following section into cells, Covids bring about fundamental AhR enactment disorder (SAAS) and prescriptions, similar to dexamethasone, that are at present being explored appear to downregulate both the Aryl hydrocarbon receptors (AhR) andindoleamine2,3-dioxygenase1(IDO1) qualities thus further lessening aggravation (Li et al., 2005).

3.13. Mechanism of Action

Instrument activity of dexamethasone relies upon the portion utilized: the genomic (on account of low dosages) and nongenomic components (with high dosages of dexamethasone). Most impacts of dexamethasone are by means of the genomic instrument which require a more drawn out period, though dexamethasone impacts through the non-genomic system happen all the more quickly, at the danger of more results (Lecoq et al., 2009).

a-Genomic Mechanisms: Being little, lipophilic substances, dexamethasone can without much of a stretch pass through the cell layer by dispersion and enter the cytoplasm of the objective cells and continue by restricting to glucocorticoid receptors (GR) in the cytoplasm. Dexamethasone ties to the GR on the cell layer, and the arrangement of this unpredictable prompts movement of the corticosteroid into the cell, where it goes to the core. Here, it reversibly ties to a few explicit DNA destinations bringing about incitement (transactivation) and concealment (trans repression) of an enormous assortment of quality record (Croxtall et al., 2000). It can hinder the creation of favorable to provocative cytokines (Chikanza 2002) - (Newman et al., 1994). Critically, five of these are connected to SARS-CoV-2 seriousness (Zhong et al., 2020). Simultaneously, it can likewise prompt the blend of glucocorticoid reaction component bringing about the actuation of mitigating cytokine amalgamation, strikingly IL-10 and lipocortin-1.

b-Non-Genomic Mechanisms: At high dosages of the drug, dexamethasone ties to the layer related GR on cells, like T lymphocytes, bringing about the weakness of receptor flagging and a T lymphocyte–intervened resistant reaction.

The glucocorticoid receptor consolidates to integrins, prompting the enactment of central attachment kinase (FAK). Really that well, a high portion of dexamethasone likewise cooperates with the development of Ca^{+2} and Na^+ across the cell layer, bringing about a quick abatement in aggravation (Grzanka et al. 2011).

3.14. Impact of Dexamethasone on COVID-19 Patients

Various investigations have been led on the utilization of this medication for treating hyperinflammatory states optional to viral diseases brought about by the respiratory syncytial infection (RSV); (Yang et al., 2020). In vitro contemplates showed that corticosteroids can hinder respiratory syncytial infection and rhinovirus induced cytokine discharge. An in vitro study tracked down that the expansion of 0.1 μM of dexamethasone to a refined example of human alveolar epithelial cells, H441 and A549, could defer cell multiplication and furthermore brought about a more limited recovery time when contrasted with the untreated refined cells (Nalayanda et al., 2014).

Additionally, prior investigations showed that low dosages of dexamethasone (0.4 mg/kg each day, given in four portions more than 48 h) had a positive effect in patients with lung diseases brought about by the RSV (Van et al., 2003).

Then again, Russel and his associates in February 2020, in light of aftereffects of past investigations on the utilization of steroids in MERS, SARS and flu patients, support that corticosteroid treatment ought not be utilized for the treatment of SARS-CoV-2-prompted lung injury or stun, except if it is for a clinical preliminary because of the absence of significant clinical proof demonstrating their viability (Russell, et al., 2020).

The most recent recuperation preliminary of utilizing dexamethasone was acted in the UK by a group of specialists at Oxford Universe, it was seen that this prescription had no advantage on the results of patients who had gentle manifestations thus corticosteroids is just reasonable for patients who are in medical clinic, under mechanical ventilation (serious circumstance) (Hanoch et al., 2005). As well as decreasing the mortality proportion of patients with a serious type of COVID-19, utilizing corticosteroids has restricted the deteriorating of ventilator boundaries, and ensuing ventilation; it has likewise diminished the term of clinic stay and improved oxygenation status (Wang et al., 2020).

3.15. Dexamethasone nanomedicines for COVID-19

It has been suggested that nano-plan dexamethasone can improve the administration of COVID-19 entanglements. At the preclinical level, a few unique sicknesses have effectively been effectively treated with dexamethasone nanomedicines, including, for instance, rheumatoid joint pain, fiery entrail illness, numerous sclerosis, liver fibrosis, wound mending and malignancy (Ference and Last 2009).

The suggestion that dexamethasone nano form are helpful for the treatment of COVID-19 depends on the broadly perceived idea that nanoparticles powerfully collect in macrophages, upon intravenous organization just as upon inward breath. In this specific circumstance, it merits referencing the liposomal amikacin item Arikayce, which was affirmed by in 2019 for treating Mycobacterium avium complex lung illness. As a nanomedicine definition, Arikayce productively focuses on the aspiratory macrophages where the bacterial microbe dwells and it has been appeared to along these lines improve illness treatment when contrasted with free amikacin (Zhang, et al. 2020).

Dexamethasone nanomedicines are not even close to an immunization regarding worldwide effect and control of COVID-19 sickness trouble. In various cases, be that as it may, dexamethasone nanomedicines may help in the everyday administration of the illness:

(1) Nanomedicine definitions can assist with focusing on the strong corticosteroid medication to irritation starting and - engendering phagocytic cells in the lung, in the blood, and in myeloid and lymphoid tissues (Oliver et al. 2019).

(2) Dexamethasone is a profoundly dynamic enemy of edema specialist. Its powerful enemy of expanding properties add to its system of activity in numerous various infections, remembering for high-grade provocative problems and in glioblastoma, and this assumingly additionally adds to its movement in COVID-19(Oliver et al. 2019).

(3) Dexamethasone is a profoundly strong enemy of fibrotic specialist. Numerous preclinical examinations, in different distinctive illness models, have shown that the counter fibrotic impacts of dexamethasone can be potentiated by reformulating it as a nanomedicine definition (Alexaki et al. 2021).

In this unique situation, dexamethasone nanomedicines have been demonstrated to be especially valuable for forestalling fibrosis. Since aspiratory fibrosis has as of late arose as a vital confusion in the long haul follow-up administration of COVID-19 (particularly in patients that have been ventilated for delayed timeframes) (Alexaki et al.2021).inhaled or intravenously infused dexamethasone nanomedicines could meet an earnest clinical need likewise at this degree of COVID-19 administration.

3.16. Side effects of corticosteroids

Long term utilization of corticosteroids is by and large kept away from, given the dangers of genuine intense entanglements like contamination, venous thromboembolism, avascular corruption, and crack just as persistent infections, for example, diabetes mellitus, hypertension, and osteoporosis Chronic use of corticosteroids can also lead to cataract formation and glaucoma. Corticosteroids increase the risk of contracting certain infections and reduce the capacity to respond to remarkable infections (Ashmore et al. 1967).

Use of high doses, particularly over a prolonged period of time, is associated with changes in appearance including a weight gain, centripetal redistribution of fat, muscle wasting, acne, bruising, thinning of the skin, and stretch marks. All these adverse events are not associated with short term use (with the exception of hyperglycemia that can worsen diabetes). Low doses of corticosteroids downregulate pro-inflammatory cytokine transcription by consequently preventing an extended cytokine response and accelerating the resolution of pulmonary and systemic inflammation in pneumonia (Hanoch et al, 2005)

Short term use is much less understood, and evidence is generally oral corticosteroids are often used to treat conditions such as asthma, chronic obstructive lung disease, rheumatoid arthritis, and inflammatory bowel disease little is known about the prescribing patterns of short term use of these drugs in the general adult population, or their potential harm (Waljee, et al. 2017).

3.17. Mechanism of metabolic effects of glucocorticoids

The organization of glucocorticoids causes a significant change on the digestion of sugars, which can prompt insulin opposition, hyperglycemia and glycosuria. One of the frst all around clarified impacts of this medication was its part in expanding hepatic gluconeogenesis, which is by all accounts identified with the inhibitory impacts of glucocorticoids on the transformation of

pyruvic corrosive to acetyl-coenzyme A, main to a collection of pyruvic corrosive and bringing about glucose resynthesize (Binder 1969).

Also, the utilization of glucocorticoids assumes a significant part by increasing glucose creation and diminishing fringe glucose usage, keeping up high serum glucose levels. This activity, which in physiological circumstances is essential for keeping up euglycemia during times of fasting, might be exacerbated with the organization of exogenous corticosteroids, prompting hyperglycemia (Peckett et al 2011).

Test considers have shown that glucocorticoids have a supportive of audiogenic work. The lipogenic impact of these medications is by all accounts interceded by the hereditary articulation of pathways that lead to the amplification of insulin effects. (Sato et al 2015).

Glucocorticoids likewise have a lipolytic activity, particularly articulated in fringe fat. (Fasshauer et al 2002). Nonetheless, the intense and long term effects of corticosteroids on lipolysis are as yet not totally clear. Glucocorticoids assume a part in controlling liver digestion intervened by the genomic guideline of glucocorticoids receptors (Peckett et al 2011).

Protein digestion is likewise significantly influenced by corticosteroids, which have appeared to animate catabolism, bringing about hindrance of development, osteoporosis, solid decay, decrease in skin thickness and decrease in the measure of lymphoid tissue. Protein catabolism is the cycle by which proteins are separated to their amino acids. Therefore, a more noteworthy take-up of amino acids in the liver happens.

With respect to digestion, glucocorticoids have an immediate and aberrant impact on bone rebuilding . they repress the development of the bone framework, which is by all accounts identified with the decrease of the osteoblast's enrollment and to the sped up apoptosis of osteocytes. Another impact that can be noticed is the expansion in the outflow of receptor activator of atomic factor-κB ligand (RANKL), which prompts expansions in the quantity of bone-resorbing osteoclasts (Peckett et al 2011).

This condition might be joined by different changes, for example, diminished bulk, which can be available because of protein catabolism, and with waterfall related visual disability, which is more common in corticosteroid clients.

Water and sodium maintenance and the decrease in serum potassium are intricacies of the utilization of corticosteroids, particularly those with mineralocorticoid activity and when high portions are managed (Fasshauer et al 2002).

There are as of now a few definitions accessible with a prevalence of glucocorticoid impact and essentially irrelevant mineralocorticoid impact, with dexamethasone to act as an illustration of this classification. In spite of this, the effect on water guideline stays, paying little heed to the mineralocorticoid impact. Glucocorticoids act in a roundabout way in the proximal tubule, expanding the cell reaction of sodium carriers animated by angiotensin II. In the distal tubule, the impact is more straightforward and is by all accounts identified with hybrid restricting to mineralocorticoid receptors. Subsequently, there is an increment in sodium and water maintenance, expanding the circling volume and causing an expansion in circulatory strain levels (Brüssow 2020).

Another aberrant impact of glucocorticoids that outcomes in blood vessel hypertension is the magnification of the circling vasoconstrictors' reaction, since it acts upregulating the declaration of receptors to numerous vasoconstrictors and downregulating the impacts of expected vasodilators (Ebbert et al 2013). Accordingly, glucocorticoids can possibly modify both flowing volume and vascular opposition.

4. Conclusion

The result information in regards to the utilization of corticosteroids, particularly dexamethasone, for SARS-CoV-2 up until this point, albeit not convincing, are promising for certain discoveries proposing that low-to-direct dosages of dexamethasone could bring down the death rate in patients with a serious type of the condition. It is, nonetheless, not suggested for patients with gentle manifestations. To additionally improve our comprehension of the boundaries and the impact of glucocorticoids on patients with SARSCoV-2 contamination, more randomized clinical preliminaries on this treatment are vital.

5. Ethical Considerations:

The researchers acknowledge the research does not contains any experiments on humans or animals.

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Polarized Discourse in Pajhwalk and Kabul Times news

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Abstract:

The main purpose of the study is to investigate about the conceptual structures of polarized discourse coded in the reports of two online Afghan news Pajhwalk and Kabul Times, this study focuses on the online news reports relating to the peace. The main and hot issue in the news nowadays are peace in Afghanistan.

This investigation probes to find answer for the following questions: Does the claim of Van Dijk's (1998, p.33) conceptual rectangular expose the use of 'polarized discourse' in both sites?, If yes, is this 'polarized discourse' drew in positive lengthy performs like quotation patterns and labeling?.

The analysis of this report is conducted within the framework of Critical Discourse Analysis. The structures of the principles of the polarized discourse are drew through quotation and patterns and labeling. This study concludes with the discussion on how both websites establish a dichotomy of 'we' versus 'them'. Moreover, the reports of every site minimize the other through what is named 'Missing News'.

Keywords: Polarization, Quotation patterns, Labeling, CDA, News, Conceptual.

1. Introduction

One of the most problem or major challenges in Afghanistan is insecurity. The frequency of rubbery, war, kidnapping and murder, and common war seem to be devastating both that sate and citizens of the country. Investors in Afghanistan including those in dispersion, as well as friends from the international community such as China, USA, Russia, and etc, they are also concerned about the security and peace in Afghanistan. They are working hard to find a proper solution for the current situation in Afghanistan and trying how to bring sustainable peace and development in Afghanistan. Recently, a complicated method is being approved. While the legislative reviews are ongoing for me suitable laws and roles to deal with the recent challenges and problems. law Enforcement Agents and agencies and peace council are also trying hard to find a way for the current situation and put end to this situation. Criminality in every aspect is sufficiently authorized, so as to minimize crime. In addition, all these, are very powerful effort is also being made to ensure that children of school age are also enrolled in the school, at least for the first 17 years there are more development in the field education and in construction.

Since October 25 2018 to December, 25, 2018, the Afghan government and some international friend countries has been in the limelight for its uniqueness and the important changes in the Afghanistan. This particular changes is to bring peace in the Afghanistan which is very important and needed thing for Afghans after passing long time war in the country. To be precise there has been a 'media war' between different online and other medias. The mass media played an important role in excavating points of difference and polarization foremost a tug-of-war.

In this framework, this study detects the different forms of the polarized discourse presented in the news reports by the two news websites: Pajhwalk and Kabul Times. The basis overdue choosing those websites in the specific is their image of the two ideologies. Pajhwalk is official English, Pashto and Dari online website which is publishing online from Kabul and presents the news reports in three languages, and also Kabul Times is official English website, publishing news only in English.

Through the complete quantitative and qualitative research of news reports in the both news websites, this investigation probes to find answer for the following questions.

1. Does the claim of Van Dijk's (1998, p.33) conceptual rectangular expose the use of 'polarized discourse' in both sites?

2. If yes, is this 'polarized discourse' drew in positive lengthy performs like quotation patterns and labeling?

2. Data collection

This research detected different kinds of news in the both websites for a one month from October 25, 2018, to December, 25, 2018, and then its classified events according to their relatedness. In the other words, the selected events are related to each other, even in as a result or a reason. This event is peace which is recently more important and needed in Afghanistan.

1. Bringing to peace to Afghanistan by the support of different international countries.

Chronologically this event is the starting point of positive and hopeful for Afghans which is announced by the USA and some other countries that they are going to work hard to bring peace to Afghanistan. Different meetings are organized in some countries they talked about the importance and the way how to bring peace and what are the conditions for both sides Taliban and government. Some of the countries will play important role in bringing peace to Afghanistan such as China, Russia, USA, Pakistan and some other neighbor countries. This topic is more interesting and hot issues in the news that's why I have select the topic find out the polarized discourse in the two online websites: Kabul Times and Pajhwalk. The arguments over this topic is clearly established in the news reports of both sites.

The data collected from both websites can summarized in the Table (1) bellow:

Source	No, news reports	No, words
Pajhwalk	20	10280
Kabul Times	30	14560

It's noteworthy, that this data is investigated quantitative and qualitative to answer the research questions.

3. Theoretical Framework

This research accepts Critical Discourse Analysis (CDA) as its analytic pattern concentrating on the works of Fairclough (1995b), Fowler et al. (1991) and Van Dijk (1988, 1993,

1998, 2000). In its spirit, CDA proceeds from the idea of mere account of structural forms of discourse to relating these forms to social practices.

Critical linguistic, according to fowler, (1991).

Critical linguistic basically means an investigation into the relatives between meaning, signs and the social and historical situations which rule the semiotic structure of discourse, using a specific kind of linguistic analysis (p.5).

Therefore, CDA caries the idea that society is not only formed by discourse; it also forms this discourse. However, the main purpose of the critical discourse analyst is to unload the different ideologies connection between broad practices and the social practices.

In this setting, more description is need of the word 'critical', which is a key term in our theoretical framework, i.e. CDA. The idea of criticality in CDA provides this diagnostic method a very critical function, which is authorizing social contributors with tools to unpack 'opaque' ideologies found in the discursive practices of those in power (Fairclough, 1995, p.54).

An exclusive surface of this investigation is its necessity on web-based data, i.e online news. It signifies an influence to what may be labelled as web-based Critical Discourse Analysis (WBCDA). Maunter (2005) relates to the shortage of Critical Discourse Analysis studies using online data.

However, universally web has become more developed a widespread tool and object for the different types of linguistic and semiotic research, Critical Discourse Analysis (CDA) does not seem and share this kind of eagerness in equivalent measure. The modern significance of the web as a very important site for enunciation of social issues should make it a major target for a CDA with the emancipatory and political brief. (p.809).

In this specific, we should mark the truth or fact that 'news' is one of the most important personifications of these kind of impervious conceptual, especially those of unsatisfactory relations of power or influence. The idea of giving incapable relatives of power or demeaning 'the other' is attempted by many researches, such as those by Achugar (2004), Belkau (2006),Cheng(2002), Flowerdew (2002), Juan (2009), Joye (2010), Jullian (2011), Kuo and Nakamura (2005), Khorsravinik (2009), Rasti and Sahragard (2012), Teo (2000) and Thetela (2001).

All the upper stated studies or researches have the common line of thoughts which are description of how the 'other' is presented through the CDA in different levels actors and events of the news.

In this framework, the idea of the 'ideological square' (Van Dik, 1998) appears to be attractive. In the 'ideological square' , Dijk accepts the idea of giving positive-self and negative other. In other words, he studies the policies of foregrounding positive performs of oneself and de-emphasizing any positive feature of the other. This study contends that the policy of polarization is obviously established in the polarized discourse accepted by both websites under the examination, i.e Kabul Times and Pajhwalk. Although, this study reflects that this polarized discourse is personified in two discursive practices, namely.

- Quotation patterns
- Labeling

4. Analysis and Discussion:

Quotation patterns

Quotation patterns assume a significant job in shaping news as they are the crude material out of which a columnist passes on a specific message to his peruses. These quotations reflect belief systems of the two correspondents and their associations. At the end of the day, citations can't be viewed as negligible references of newsmakers citing (Bell's 1991) phrasing. Van Dijk (1991) stresses a similar thought contending that "source writings not just component representations, translations or declarations of occasions and activities, yet in addition evaluative explanations, that is, opinions"(p.152). This investigation views citation designs as solid ideological apparatuses which can be utilized to coordinate peruses' elucidation to a specific bearing which, thus, prompts the polarization of these peruses into two gatherings for example 'in' what's more, 'out' gatherings. The polarization of peruses can be accomplished, using citations, in three different ways, though, the choice of sources quoted, the choice of reporting verbs and the choice of quotation types.

The primary component that exemplifies confidence system in quotation designs is the sort of quotation received by correspondents. In this regard, Richardson (2007, pp.102– 106) groups quotation into five kinds. The primary sort is 'immediate citation' which is for the most part used to introduce news as realities.

The second kind is what is named as 'vital quotation' in which a columnist utilizes 'terrify statements' to demonstrate the combative idea of the words cited. The third kind is 'roundabout citation' in which a correspondent outlines information disclosed or composed by the first newsmaker. The fourth kind is 'the changed circuitous citation' in which the columnist drops detailing action words like 'say' or 'tell'. The last kind is the 'apparent direct citation' in which a columnist makes up the substance of the quotation to pass on a certain message.

Richardson further builds up this characterization by envisioning "a dynamic line of exactness" with direct quotation toward one side and apparent citations at the opposite end. The more we move far from direct quotation, the more prominent the likelihood of twisting of the first talk. Figure (1) underneath represents Richardson's dynamic line of precision:

Applying Richardson's grouping of quotation to information under scrutiny, three fundamental sorts are distinguished, immediate, backhanded and vital quotation. We can observe the results in the bellow table: table 2

Reference	Type	Frequency
Kabul Times	Direct	85
	Indirect	90
	Strategies	45
Total		220
Pajhwalk	Direct	35
	Indirect	30
	Strategies	4
Total		69

An examination of the table (2) uncovers various certainties. Right off the bat, the Kabul times reports utilized progressively 'coordinate' quotations than the Pajhwalk.

This is possibly clarified in the light of giving greater facticity to the reports as "a statement is esteemed as an especially indisputable actuality" (Bell, 1990, p.207). besides, the Kabul Times utilized 'backhanded' citations more than the Pajhwalk.

In this regard, Richardson's (2007) line of precision may display a clarification. The journalists of Kabul Times will in general utilize circuitous citations to give them greater adaptability in the translations of newsmakers' words.

In this way, they have more powers to coordinate their own peruses as per their belief systems. Thirdly, it is clear that the columnists of the Kabul times utilized multiple times the quantity of 'vital' citations as those writing in the Pajhwalk. The two sites utilized distinctive sorts of citations for ideological finishes. Columnists of the two locales utilized citations as " a door keeping gadget that concedes just those in places of intensity" (Teo, 2000, p.41). this thought is apparent in the substance of citations.

The followings are some examples that can show the cases and give more illustrations:

Kabul Times:

1. "Terrorists and other armed opponent groups supported by any sides cannot challenge determination of the people of Afghanistan, but instead it increases morale among the people to defend the country and sovereignty," NSA Hamdullah Mohib said.

2. Pakistani Foreign Minister Shah Mehmood Qureshi and his delegation met with President Mohammad Ashraf Ghani in Kabul here yesterday, Presidential Palace said in a statement. The opposite sides examined Afghanistan-Pakistan relations, respective issues, Afghan-drove and Afghan-claimed harmony process and following stages after intra-Afghan talks, the announcement said.

The first example is a report on the Those saying "no" to peace will be suppressed, security officials. The head of NSA Hamdullah Mohib, who is an outstanding figure in the Afghan government is directly quoted, only to be condemned by the news reporter who fuses his idea about the moral of Afghan people for their future and defending their country from terrorists. The words of Hamdullah Mohib he represents a frame for the accusations levelled against the people of Afghanistan.

In the second example, the Pakistani Foreign Minister Shah Mehmood Qureshi and his delegation met with President Mohammad Ashraf Ghani. In addition, they only thing that which was important and they have discussed about it was peace. They have discussed about the relation of Pakistan and Afghanistan they will create the atmosphere for 'we' the protectors of rebellion, and 'them' the anti-revolutionists.

However, the fact that the Pajhwalk follows the same method of quoting with the other in order to criticize, it is unique in its use of the 'strategic' or 'scare' quotations. This idea can be exemplified as the following:

3. President Ashraf Ghani has said peace can pave the way for great investment opportunities in **Afghanistan** and that the reconciliation process could not be hidden from the public. A statement from the Presidential Palace received by Pajhwok Afghan News said that President Ghani met with leading traders as part of his consultative meetings on the peace process on Wednesday evening. The gathering was attended to by acting Afghanistan Chamber of Commerce and Industry (ACCI) head Khan Jan Alokozay, Women's Chamber of Comemrce and Industry head Manija Wafiq, Chamber of Industryand Mines head Sherbaz Kaminzada and an investor Zabihullah Ziarmal, who welcomed the president's efforts about the peace process.

4. Sadar said their assessment and analysis showed all peace related programs regarding Afghanistan during the past 17 years particularly before 2014 had been a failure. He said during this period the Afghans eluded decisiveness for making peace in their country and the only achievement was the **Hezb-i-Islami** Afghanistan's joining of the peace process.

5. Newly-appointed **High Peace Council** secretary Omar Daudzai on Wednesday said peace would be coming to **Afghanistan** in the next few months. Daudzai, also special presidential representative for regional consensus on peace, formally took charge of his offices at a gathering in Kabul.

In the first example president Ashraf Ghani said that the pave of pave has not been hidden from the government. He said that everything has to be told to the public. President Ashraf Ghani is quoted to be criticized through the use of scare quotes. Most of the reporters are not agree with his view that protesters are wasting of Kabul Times.

Again in the example (4), is quoted to be marginalized. The statement is quoted to be criticized. This criticism is reflected in two points. Firstly, the use of reporting verbs in the statement to which it relates. Secondly, it provides proof of the invalidity of the claims. This proof is the focus of president on the topic how to bring peace in the Afghanistan.

Table 4. percentage and frequency of reporting verbs in the Kabul Times:

Verb	Frequency	Percentage
Say	56	30.2
Said	12	12.4
Talk	4	20
Focus	13	2
Express	15	3
Stress	16	4
Agree	6	1.40
Add	10	1.30
Urge	4	6.70
Confirm	2	8.50
Describe	8	0.85
Condemn	2	0.70
Support	9	0.65
Ask	7	1.30
Object	18	6
Emphasize	19	4
Total	201	100%

Table 5: percentage and frequency of reporting verbs in Pajhwalk.

Verb	Frequency	Percentage
Say	56	30.2
Claim	12	12.4
Argue	4	20
Allege	13	2
Threaten	15	3
Call on	16	4
Address	6	1.40

Tell	10	1.30
Urge	4	6.70
Confirm	2	8.50
Describe	8	0.85
Condemn	2	0.70
Support	9	0.65
Thank	7	1.30
Praise	18	6
Blame	19	4
Total	201	100%

We can observe from the above two tables 4 and 5, that reporting verb said is most widely used in the both online sites. As Bell (1991) said that said or say is most reporting verb which is used and will be used in the news. We can clearly say that Kabul times used said verb more than Pajhwalk in the reports. We can divide the used verbs into three groups. Neutral verbs, approval verbs and disapproval verbs. The last two groups verbs which are used in both websites belongs' to Bell's (1991) verbs which are known as news performatives there is the fusion of the word and the act (p.207). In the above three group verbs are used to extend polarization.

Labeling

Through the using of labeling we raise to the idea of giving labels to both new activities and their actors. Van Dijk (1991) converses the same idea bellow in the term of lexicalization in which we can give names to the semantic and social actors and their activities. Lexicalization is the procedure of acts as the basis for the readers to show the world from different aspects. This framework gives different identities to the news actors rather than the others.

Through the texts of the both online news websites i.e Kabul Times and Pajhwalk is the naming of the process results in the phenomena of peace. Fowler (1991) explain the classification a 'linguistic objectification of 'allocation of a definite place' (p.58). Another types of classification are grouping objects into the larger groups. This kind of group is not neutral as it all the times conveys the ideological meaning.

The idea of classification is steady with the Fairclough's view of the texts as the sequence of the options or some replacements from which we select that what can be best to represent our viewpoints (1995, p. 18).

The analyst follows a wide utilization of the procedure of order in the two sites with the point of building up certain 'generalizations' of 'us' and 'them'. By marking news on-screen characters and occasions in certain ways, every site attempted to closer view 'Our great deeds' and disparage the other by foregrounding 'their terrible deeds'. The exploration follows two dimensions of 'denouncing the other. The main dimension is by naming news performers. This is outlined in Table (6) beneath. The second dimension is by naming the three primary exercises in the reports.

Table 6: shows the labeling of news activities and news actors in Kabul Times and Pajhwalk.

News website	Them	We
	Terrorist	Ordinary Citizens
	Party thugs	Educated peoples
	Killer	Protestors
	Racists	Popular
	Mafia parties	Unprotected citizens
	drug abuse and drug dealers	Defenseless supporters
Kabul Times	Widespread violence riots	Peaceful peoples
	Criminals	Polite, substantial, modest,
	Vicious criminals	moral
	Criminal hands	Loyal youth
	Professional violent criminals	The finest young people in Afghanistan
	Committers and troublemakers of violence	Victims Sacrifices
	Ferocious gangs	
	Pakistan	
	USA	
	Russia	

	Opposite parties	The widespread current
	Taliban	Young generation
	Haqani Group	Civil powers
	Pakistan	Party members
	USA	Silent majority
	Gang	The middle class
	Corruption	The Countrywide Rescue
	Fascist authoritarianism	Front
Pajhwalk	Terrorists	Educated people
	Criminals	Civilians
	Committers	All Citizens
	Non peace likers	Victims
	Peace likers	

The angels ideological rectangular of Van Dijk are obviously characterized in the table 6. The news actors of both websites with their new actors as the good contributors while the other is totally damaged with the goal of portraying different labels. Firstly, the Kabul Times presents the members of its site through the developing explanation portraying them as the normal citizens at the start and as sacrifices at the end.

However, the other is labelled as forceful. Deceitful and a supporter of the previous government. Also the word is as a cruel criminal, acquisitive, unfaithful and an enthusiast of the previous government. With the use of these kinds of nicknames, the journalists tend to proceed a type of alliance with the readers against enemies of the peace the parties or the people who don't want peace.

This study notices a kind of the growth of polarization the labels which is given to the other. Labeling the other in this study starts with the Taliban and government and neighbor countries.

Secondly, we can say that the Pajhwalk follows the same kinds of plan of labeling. Which represents the peace maker and peace lovers as the opponents of war. In the choice of our labels the journalists focus on the importance of peace. These kind of people are the educated level or educated class majority in the society. Otherwise, we can say that they represent most Afghans and that is why their ideas should be followed.

In other hand, the word 'other' is portrayed as the faithful and obedient to the government and Taliban to make a new government. It has to be noted that here the most important or most of the labels given to the other are general such as people, government, parties and Talibans. Teo, (2000) describes that this kind of idea under the term of generalization which denotes to the postponement of the feature or actions of the exact or particular group of people which are more general and they are open ended (p. 16).

Generalization is used to minimalize the exclusivity of the leaders as individuals. With the labeling them as a general, the reporters portray the leaders as a 'unity' whose members cannot think imaginatively. The idea of generalization is accepted by the Kabul Times but in different approach. This is imitated in its labeling of its key adversaries represented by the Jahadi leaders. These leaders are not ever given a title or label in Kabul Times reports so that they are apparent as ordinary, normal, worthless of the reader's consideration. In contrast, Pajhwalk presents these leaders as exclusive figures. Which can be seen in the way where each of the leaders are labeled as following:

Examples:

1. Mohammad Hanif Atmar: part leader and presidential nominee.
2. Amr Moussa: Conference party head-leader of the popular congress party- Former Arab League chief- former presidential nominee.

5. Conclusion:

This study answers the two questions. The first question was about Van Dijik's application (1998) the ideological fair. In this different,

This claimed that the usage of 'polarized discourse headed to the formation of in and out groups which is presenting the other in the labels. However, 'the other' is criticized by both sites by foregrounding its worse performances. The second question was concerned with the conversational performs replicating the polarization, such as the quotation and labeling. Though, it is maintained that the both expansive performs can be obviously marked out in the both sites reporting.

According to the quotation patterns, the imitate of polarized discourse in the different forms. The first form was choice of the quotation kinds. Each site oftens quotes from their own supporters while 'the other' is silenced which is never quoted or its quoted when it is criticized. In this regard, the Kabul Times is exceptional in two different ways. The reporters make their viewpoints through the quoting of others in order to not the impartiality of standard. However, the journalists use the methods of quotations to demonstrate of their endorsement of what is quoted.

The other kind form of polarized discourse, through the quotation of patterns is the optimal of sources. Polarization is very strong in these ways in which the sources are selected. Both of the sites focuses on the elatedness of sources. They used unnamed or different speeches to explain their thoughts Kabul Times is exposed to be different from the Pajhwalk.

Third form of the polarization, is signified in the quotation patterns, which is attained over the usage of the reporting verbs. Both of the sites used different kinds of the verbs such as neutral verbs, approving verbs and disapproving verbs. The verbs which are used as an evaluative instrument through which the journalists rage his decision with the sources which are quoted.

The last personification of polarization is the labeling. Both sites tend to demote 'the other' site by the presenting through the 'critical categorization' to use the terminology of Fowler (1991, p. 138). By the labeling of the news actors and the events of both sites tend to portray the other site to appropriate the different labels.

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The Role of Agricultural Extension in Apple crop Marketing in Paktia Province-Afghanistan

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Abstract:

The basic objective of this research assessing the role of agricultural extension in apple crop marketing and identify was better methods for problem resolution in Paktia province Afghanistan. This research according to the objective is applied research and the base of data collection methods is survey research and statistics population of this research were farmers which is many 200 farmers were selected as sample size. Used for this aim Cochran Formula.

this research has questioners of 61 questions and assessment validity of questioner profits from agricultural extension department lecturer's an alpha Cronbach's Coefficient used by SPSS version 26 software are funded .and acceptable number.

The result of the research is showing the technology of industry-appropriate for product cultivation, protection, and harvesting. Extreme fluctuations, non-guaranteed agricultural product costs are the most important problems of the apple producers. In Paktia province. Analytical results show extension factors and awareness balance of apple producers to have direct and meaningful contact. Regression results show to visit with agents of change, use audiovisual media and Participation in educational classes are %50 awareness level comprised. In the end, there was more growth and for the betterment condition of production and apple, crop marketing is a necessary attention to extension.

Keywords: Agricultural Extension, Marketing, apple producers، Paktia province. Afghanistan/

1. Introduction

Agriculture has an important role in the economy of Afghanistan and we can say the agriculture is the backbone of Afghanistan economy .and 12 million people were busy in the agriculture sector and 21% allotment of agriculture in GDP and this country has a reasonable climate for the horticulture sector products and annually produce millions tone different of high-quality fruit.

After 2010 the agricultural products have translatable allocation in the international market. (Zanello, G et al 2019) Afghanistan's horticultural products are exported to the different countries' markets of the world (NSA, 2018) according to the world bank report agricultural development between the 2014 to 2016 years were created 2.25 million work opportunities (World Bank 2017). In Afghanistan, around 2.7% of arable land in 2018 is cultured on fruits in different seasons of the year produced more fruits products exexported to regional and international markets. however, Afghanistan's current condition agriculture development process is faced with many problems., lack of access to international markets, farmer's illiteracy, agricultural products traditional methods, less use electrical energy. Insufficient budget for agricultural development projects, decrease technical manpower for agricultural activities and products exports problems, in the field of marketing no access to cool stores for storing, extreme fluctuations of costs, and unstandardized system of transportation, no accessibility to roads for agricultural products transit from farm to market, mistime products sale in internal markets or sale in foreign markets is another agricultural problems of Afghanistan.

Afghanistan is an important apple producer country of the world and annually produces 217192 metric tons in 28381-hectare. (MAL 2020) graph 1 is showing at the end of last year apple products arise upward than the last two decades all cultivations were traditionally and by the initiative of agricultural extension now gradually toward modernization. And profitable apple product in Afghanistan before 25 years. Afghanistan has a delectable and sweets apple and until 7 months keeping the taste and pureness in cool stores.

Graph 1 Afghanistan total apple production from 2010- 2017
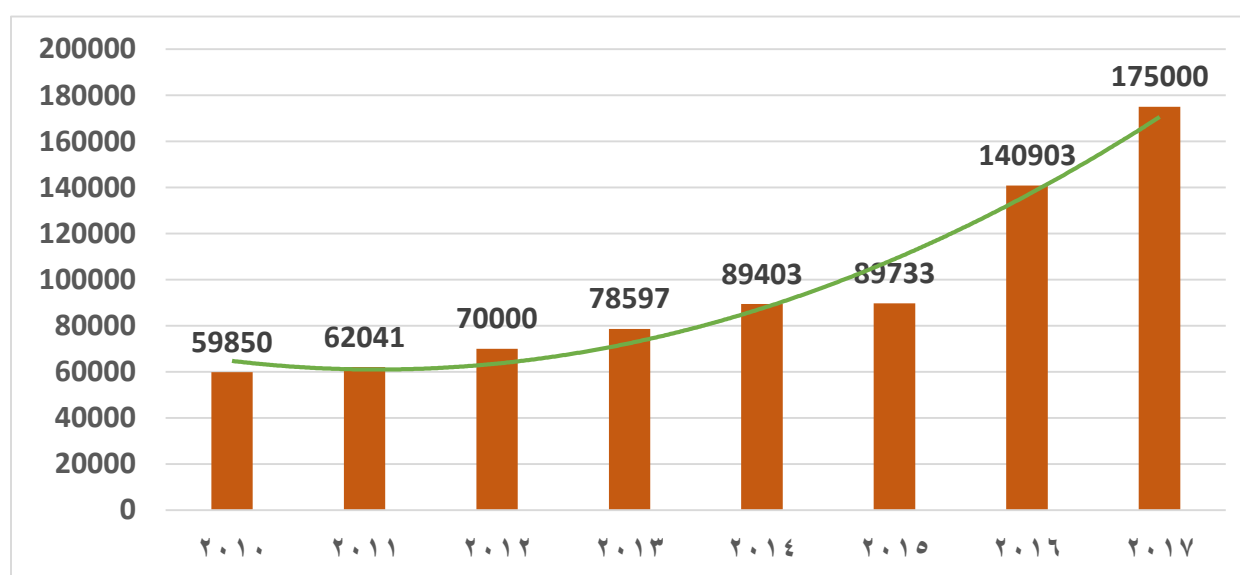
 (MAL 2020)

The Afghanistan apple export markets are India, United Arab Emirate, Pakistan, and Meddle East and also Afghanistan produced apple exporting to Europe, Canada, Australia, and central Asia markets

Paktia is the number of apple producer's provinces of the country and is located in South East of Afghanistan. It has 6,432 sq. km, locked in high mountains.

The mountains of Paktia are covered on 146231thousenth hectare land deferent trees and jangles and 39/8 percent of people of this province were busy in the agriculture sector.

Paktia province total 527486 hectares' land in its 316615 range area, 18927 deserts, 285 hectares' gardens, 732 hectares' fruits trees, 4651 drylands rain-fed 70119h underwater irrigated lands. The total products of apple crop 33852 metric tons in 8340 Hectares cultivated in Paktia province. The 2 graphs show his district's level of apple products.
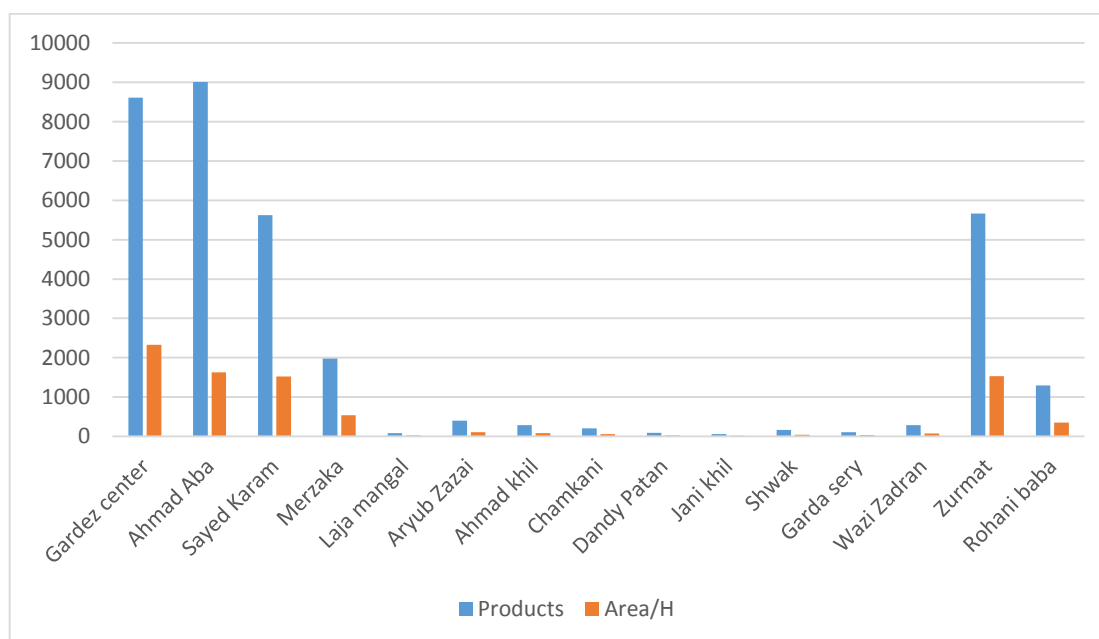
(NSA 2020)

The apple product sale is the main challenge of marketing issue in Afghanistan. Though the ministry of agriculture the end of last year planned sporting programs for the local merchants to sort apple crops to extend usage especially bags (Masood, M.2011). Despite marketing being the main problem of Afghanistan's agricultural sector.

Kumar has believed Marketing is the process including from products crops to receive the consumer hand (Kumar 2015).and also (Muzis 2010) is believed abut marketing operational actions performance for agriculture to spend the best products according to quality and demand of consumer inappropriate time and place for extreme income to consumer supplied is called marketing. The basic function after production of each product receives to consumers' hands, agriculture to developing to prior marketing or increase cities population, farmers have extra responsibility for food security not only for village market but for urban cities.

Marketing effective resources of allocation to create affluence and development economic growth, income betterment from different sections, and keeping stability in supply and demand to assist selling for goods according to world trade suppliants, agricultural development are a necessity for beneficiary units which involved in Bazar service and also toward to exports development.

Unfortunately, many Afghan farmers are not acquainted with marketing, and they cannot sell supplying their products at appropriate Rates to markets. Due to the lack of security and three-decade internal war in Afghanistan.

There are barriers to many years to invest in infrastructures of agricultural products marketing (Alizai, G.S.A.2020). Many agricultural producers have no access to sufficient new information and market intermediates, especially for rural areas. Low-level literacy between farmers, many incomes of farmers from sale place of agricultural products is less and they are very less expense for products selling market. (Moahid & Maharjan, 2020).for control in marketing education needs and investment infrastructure. But Unfortunately, afghan commercial agencies in foreign countries for selling agricultural products and finding new markets. Mentioned indicate All problems absence sort, standardized and packing agricultural products. Current packaging methods are faced with losses during the transportation, to keep product against mechanical risks during the long way and the existence wood cartons and plastic packets are very difficult. (Mohammadi, & Reed. 2020).

Unluckily the insufficient number of cool stores and places for keeping agricultural products in-country in this case also has a heavy cost. Afghanistan has no appropriate transportation system for the transition of agricultural products over long distances. And transit of products from product location to consumption place is other problems of agricultural producers in the country .and agricultural produced much time carrying by tractors, canyons and also by roads and air terminals, and Roads no keeping correctness and also some area impossibly road facility in the result of its products faced to shipment lateness and losses.

 (Hashimi, 2020) .The mindfully cases mentioned for Afghanistan agricultural extension to mindfully one of requirement agricultural products marketing and structures needs for changes and necessary for knowledge and information and are increased beneficiaries.

Agricultural Extension and Marketing

The Extension process is following different objectives of rural development and sustainable agriculture
according to local and regional requirements of different areas.the role of extension in society effect by political conditions, economical, and big politics of societies among the many countries that established this organization for farmers' education. Now the European countries' extension systems in the many different problems of farmers and villagers in different economic and social fields resolution the problems but fowling the main aims exports development agricultural

products, health, and other. In the 3rd world countries function of extension transition of new initiatives and technology for beneficiaries of farmers and villagers.

The agricultural extension is the bridge of communication between farmers and agricultural organizations for new initiatives, technology, marketing skills for rural area development of the country. The majority of people who are living in rural areas are farmers who have less access to extension services. (Bolton, 2019). The agricultural extension depends on academic methods to the following increase the beneficiary income of farmers (Salman, 2020). Agricultural extension in many countries in the field of increased marketing information, awareness from economic growth, work opportunity, increase empowerment level. Better life quality of rural Areas for families and work for social welfare (Pense, & Groninger, 2013) .But the extension has a basic role in increasing enjoyment manpower and advancing sales skills. (Sarhadi et al, 2014) but this organization also played the role of organizing Rural societies. (Zwane, & Kekana, 2014).

The agricultural extension can increase the awareness level of small farmers to assist for agricultural products marketing .fuller believed non-awareness for marketing is the important factor of beating different businesses. (Fuller, 1995). The role of agricultural extension in marketing is communication between markets and farmers but this communication can positive changes in the life of rural Area and effects that are on agricultural products which are rich economy of farmer society and their products are annually getting foreign exchanges to the country(Ali, 2017).therefore the role of extension creation motivation in farmers for increasing the investment in the agricultural sector and creation works opportunities and remarkable economic growth(Selvaratnam, 2016).especially the role of extension in the marketing of agricultural products heretofore conducted a lot of researches.

A study is conducted about the assessment of apple marketing and used the Mark-up module in selling markets meddlers were top from farmers it was a weakness reason of marketing (Rujai and Nasseri 2010). The farmers who have high education are a lot of time spend in marketing activities. (Muqadsi et al2009).

The extension services have a key role in the implementation of programs and projects in Afghanistan and especially extension factors of different technologies agricultural to guide the farmers and motivate them for agriculture development and large participated and performance main role in horticulture and livestock national programs of the country in last five years.

And Afghanistan horticulture sector has extraordinary growth besides of established new garden by new methods and extension agents were visited and gave technical advised the gardens and farms.

The current research conducted on the below objectives in Paktia province

1- Assessing the farmers' problems in apple products marketing.

2- Evaluating educational needs of farmers in marketing.

3- Study the role of extensional elements in the knowledge promotion of farmers in apple marketing.

This research is conducted in Paktia province

Paktia is a province of Afghanistan is located South East of Afghanistan. It has 6,432 sq. km^2 and 2350 m highness from Sea level Gardez is the capital of Paktia province. According to the National Statistics and Information Authority (NSIA), Paktia's total population is 601230 Reported in 2019 and 26983 lives were in urban and 563685 people are residents in villages, and the majority of rural area people are busy in agriculture.
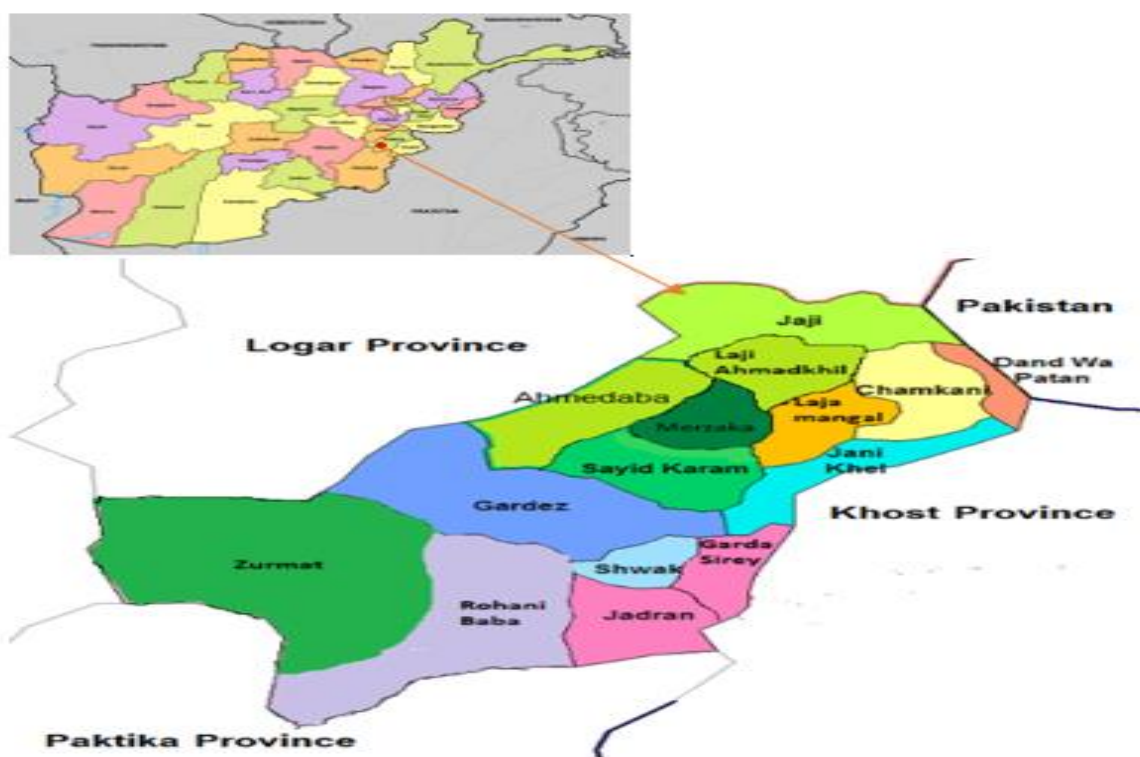
Figure (1) Research area

2. Research Model

Agricultural extension tried to use by different methods and components' to increase the knowledge and awareness of farmers to make good quality and quantity of apple products. Model (1) shows the Research process

Research Model
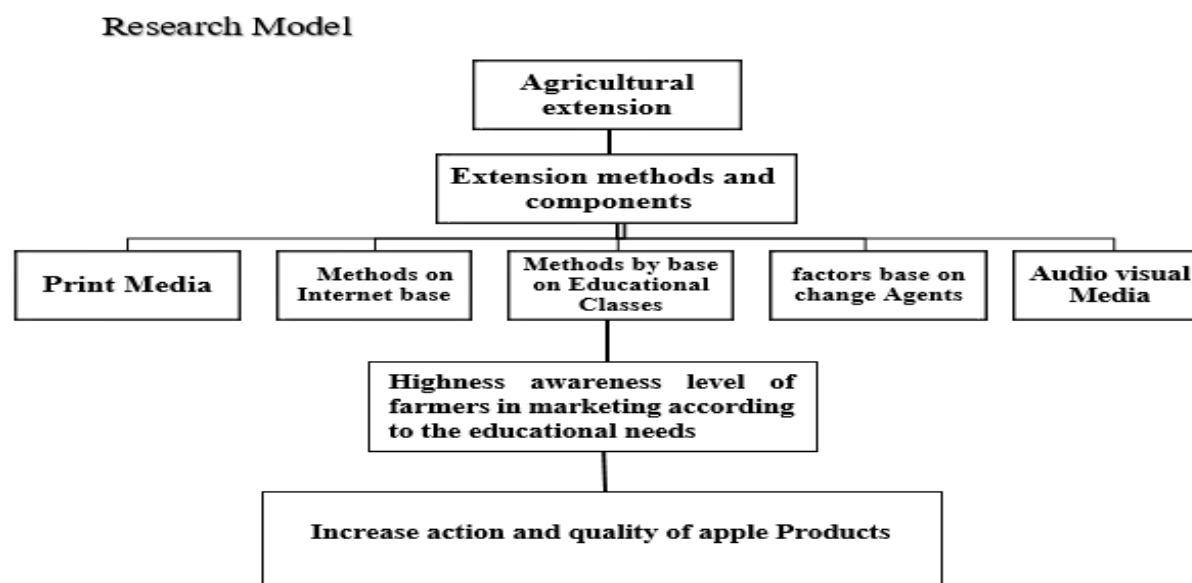
3. Methods

The current research is the type of Applied research its performance on survey style decretive methods. The statistical population of the current research is apple farmers in Paktia Province-Afghanistan. Who are the number farmers being 14300 farmers according to the information of Paktia agricultural and livestock Department Among the farmer's sample size used from Cochran Formula 200 apple producers selected samples of Research from three districts and selected by Randomize from 66 villages mean for Collection Data is Researcher prepared questioners including 61 questions in different sections, personal, social, extensional and marketing ؟but used Likert measurement for respondents' ideas (very agree to agree).in the current research for assignment validity of questioner profits from agricultural extension department lecturer's advice for Reliability technical problems for correctness balance but the social researches researcher are specified the number of validity methods as like Cronbach's alpha methods(Kalantary 2016). And Table (1) shows the balance of Cronbach's alpha performance

Table (1) Cronbach's alpha for the different sections of the questionnaire

questionnaire section	Cronbach's alpha(hundredth)
producers' problems knowledge and awareness for apple products marketing measurement use of extension services	75/2 81/6 78/8

After the data collection is used SPSS software 26 version for experimental and analysis. in this Research chracrastices of population sample by the use of frequency, percent, cumulative percent, Mean, Median, Mode, Std. Deviation, Variance, Skewness, Std. The error of Skewness, Kurtosis, Std. An error of Kurtosis, Minimum, Maximum coefficient are described from statistical methods means to compare and correlation tests and regression used in inferential statistics.

4. Results and conclusion

This research is conducted in Paktia province -Afghanistan. And selected sample size from three districts and 66 villages extreme participants in this research from Gardez district and minimum participants from seyd Karam district were selected

Table (2) status age, education, apple farming background, cultivation level, and balance of products in the agricultural year showing in Paktia province.

Table (2) show is the research variable status

Variable	minimum	maximum	mean	Std. Deviation
Age	18	75	45	14/1
education	illiterate	BA		
Apple farming background	3	33	12	5/5
cultivation level	0/5	7	½	2
balance of products	0/4	42	5/7	5/7

Apple producer's knowledge of marketing in Paktia province according to the priorities

In the base of the data table (2) farmers' relevant issues of marketing and all cases ability to lobby and talk with apple customers. (Mean ordinal 3/82 and Std. Deviation 1/185). Awareness is the better time for crop products and ornament to market is the second choice and denotation to apple producers. (Mean ordinal 3/81 and Std. Deviation 1/233).it shows the farmers after many years of apple farming absently to marketing conditions and apple harvest time are differentiated. And the 3rd choice to identify meddlers and customers that are in the marketing discus is to conform to apple producers' population. These are identified as apple producers, exporters, and merchants. (Mean ordinal 3/77 and Std. Deviation 1/175).in three cases are remembered. And farmers are less need for education. Farmers' knowledge priority in different bases in the table.2

Table (2) the priority base knowledge level and apple producers' educational needs of marketing in Paktia province

Rank	educational needs level	Std. Deviation	knowledge mean	N	
1	2/35	1/395	2/65	199	Get acquainted with present-day techniques of marketing
2	2/15	1/305	2/85	200	You are familiar with the chain management from production to consumption of apples
3	1/78	1/202	3/22	199	You are well acquainted with the new methods of collecting products.
4	1/61	1/164	3/39	200	Familiarize yourself with the correct methods of product packaging.
5	1/75	1/215	3/43	198	Awareness of market needs and consumption
6	1/50	1/116	3/50	200	Familiarize yourself with the best methods to preserve apple products
7	1/48	0/988	3/52	197	Apples to market

					Familiar with proper product delivery
8	1/43	1/130	3/75	197	Familiarize yourself with the principles of advertising and customer attraction
9	1/39	1/102	3/63	198	Familiarize yourself with the methods of selling Apple products
10	1/36	0/957	3/64	200	You are familiar with determining the price of Apple products
11	1/30	1/058	3/70	200	You are familiar with the classification of apple products
12	1/23	1/175	3/99	200	Familiar with apple exporters and traders
13	1/19	1/233	3/81	200	Be aware of the appropriate time to collect the product and present it to the market
14	1/18	1/185	3/82	200	Understand ways to communicate, engage, and engage with merchants and buyers

According to the balance of the benefit of apple, producers use extensional methods in Paktia province. Contact with successful farmers and use the knowledge and information is mainly educational methods when farmers are taken profit. (Mean ordinal 3/88 and Std. Deviation 1/062) its second educational methods nearly the first methods and that village are classified. Educational visits model apple gardens when agricultural department preparation for agricultural farmers. (Mean ordinal 3/82 and Std. Deviation 1/174). And ultimately profit from elder's ideas has traditional importance. (Mean ordinal 3/67 and Std. Deviation 1/090). The assessing priority cases showing general extension methods are traditional primary methods. The reason for this phenomenon is primary power full traditional ideas and the second traditional ideas face to face visits. And second, no use and non-acquaintance of the new extension methods in Afghanistan and other educational methods come in priority in the table (3).

Table (3) according to extensional methods using the balance of apple producers in Paktia province

rank	Std. Deviation	means	N	
1	1/62	3/88	199	To what extent have you benefited from the experience and knowledge of successful gardeners?
2	1/174	3/82	198	Educational observations from sample apple orchards
3	1/90	3/67	200	Benefit from the knowledge and information of leaders, local trustees, and successful farmers
4	1/266	3/62	200	Listening to radio agricultural programs.
5	1/329	3/50	199	Meetings with extension staff in the office and on the farm.
6	1/395	3/39	200	Watching agricultural programs and programs
7	1/311	3/38	198	Attend meetings and gatherings
8	1/399	3/16	200	Participation balance in extension classes
9	1/378	2/97	199	Participate in educational workshops
10	1/308	2/92	200	How many contacts do you have with marketing experts, specialists, and economists
11	1/324	2/72	200	Study of Extensive Publications on Apple Marketing
12	1/133	1/83	196	Level of use of social networks in agriculture
13	1/111	1/68	200	Internet usage level

5. Data analysis

5.1. Hypothesis Tests

In this research, for assessing the role of extension factors on apple crop marketing is seven hypothesis tests and six of the hypotheses are confirmed.

1- Hypothesis: between the variable balance of awareness apple gardeners from knowledge of marketing and use the variable balance of audiovisual media it has a meaningful relationship. It's also showing in table (4) between two variables (coefficient quantity equal Sig = 0/499 and 0/000) and it has a positive meaning level relationship .0/01.

2- Hypothesis: between apple farmer's educational needs and balance of use print methods are meaningful relationship. Table (4) is showing (coefficient quantity equal Sig = 0/254 and 0/000) and it has a positive meaning level relationship .0/01.

3- Hypothesis: apple farmers' educational needs and participation in educational classes are meaningful relationships. It Used for attention to variables types of research spearman correlation coefficient according to the table (4) is showing between these two variables (coefficient quantity equal Sig = 0/513 and 0/000) and it has a positive meaning level relationship .0/01.

5- Hypothesis: between apple farmer's educational needs and visit Agents of Change are meaningful relationship It Used for attention to variables types of research spearman correlation coefficient According to the table (4) is showing between these two variables (coefficient quantity equal Sig = 0/643 and 0/000) and it has a positive meaning level relationship .0/01.

6- Hypothesis: between apple farmer's educational needs and products performance balance are meaningful relationship It Used for attention to variables types of research spearman correlation coefficient According to the table (4) is showing between these two variables (coefficient quantity equal Sig =0/030 0/411 and 0/000) and it has a positive meaning level relationship .0/01.

Table (4) the hypotheses test correlation coefficient and meaningful level

independent variable	Scale	dependent variable	Scale measurement	type of correlation coefficient	Quantity of correlation coefficient	Meaning level

Use Audiovisual media	Ordinal	Knowledge and awareness of marketing	Ordinal	spearman	0/499**	**0/000**
Use print media	Ordinal	Knowledge and awareness of marketing	Ordinal	spearman	0/254**	**0/000**
Used social networks	Ordinal	Knowledge and awareness of marketing	Ordinal	spearman	0/067**	**0/345**
Participation in educational classes	Ordinal	Knowledge and awareness of marketing	Ordinal	spearman	0/513**	**0/000**
Visit with agents of change	Ordinal	Knowledge and awareness of marketing	Ordinal	spearman	0/634**	**0/000**
Products operation	Ordinal	Knowledge and awareness of marketing	Ordinal	spearman	0/411**	**0/030**

* meaning level 0/05

** meaning level 0/01

5.2. Hypothesis:

according to the districts of Paktia province awareness mean of apple producers between meaningful differences. For the measurement of farmer's education level abut marketing in different districts of Paktia province used analysis F test variance. Its result is shown in table (5)

and also observation in one percent level quantity of test its meaning between different districts assessing cases according to knowledge balance and its results are educational need has meaningful different.

Table (5) assessing 3 districts cases account analysis variance different knowledge level

	Sum of squares	df	Mean of squares	Amount of F	Level of meaningful
Between groups	1964/677	2	982/338	14/566	**0/000**
between groups	13286/103	197	67/6442		
sum	1525/780	199			

For assessing the differentiation of districts and classification is used shifa test.it results showing in the Table (6). Also the districts 1 and 2 have one level but the level of awareness of Ahmada districts is the first level less meaningful than two other districts.

Table (6) show the result of the Shifa test assessing different educational level of districts

District	no of sample	Group 1	Group 2
Ahmad aba	65	44/2000	
Gardez	75		50/4800
Seyd karam	60		51/3167

Evaluation of the farmers' knowledge balance of effective factors on apple crop marketing in Paktia

What are the totally methods and extensional factors that affect farmers' awareness' level? The answer to this question is used from multi variables linear regression and step-wise methods. In the table, 7 to 9 steps work performance and specified results of the activity.

Also, noted variables are the entire level of equation and Result is created three models its results showing farmers knowledge level abut marketing.0/440 percent relevant with agricultural extension and Hangover is relevant to other factors.

Table (7) examine meaningful entire variables to the equation

model	R	^{2}R	R tempered	error
1	0/634	0/402	0/399	6/78617
2	0/659	0/435	0/429	6/61518
3	0/670	0/448	0/440	6/55204

Table (8) ANOVA

model	Sum of squares	df	Mean of squares	F	Sig
Regression	6132/475	1	6132/475	133/146	[b]0/000
Hangover	9118/305	78	46/052		
Total	15250/780	79			
Regression	6629/930	2	3314/965	75/752	[c] 0/000
Hangover	8620/850	77	43/761		
Total	15250/780	79			
Regression	3826/656	3	2788/885	53/085	[d] 0/000
Hangover	8414/124	76	42/929		
Total	15250/780	79			

Table (9) entire steps of variables to the equation

model	b	Std. Deviation	β	t	Meaning level
Coefficient fixed 1	24/149	2/180		11/077	0/000
Visit with agent of change	1/759	0/152	0/634	11/540	000 /0

Coefficient fixed 2	22/786	2/163		10/533	000 /0
Visit with agent of change	1/431	0/178	0/516	8/049	000 /0
Audio visual media	0/849	0/252	0/516	3/372	0/001
Coefficient fixed 3	21.931	2/178		10/070	000 /0
Visit with agent of change	1/230	0/198	0/443	6/201	000 /0
Audio visual media	0/702	0/258	0/179	2/717	0/007
Participate in educational classes	0/351	0/160	0/152	2/194	0/029

the mentioned base of regression table shows the profit from extension officers or agents of change of agriculture, extensions helpers, and all humanity relevant factors has effects on the agricultural sector in increasing awareness of farmers in apple marketing. After this factor uses Radio and television and also conducted educational classes. Are affected on farmers' awareness. it's can mapping in the below equation

$$Y=21/931+1/230x_1 +0/702x_2 + 0/351x_3$$

In this equation

X_1= equal the balance of farmer visits with agents of changes.

X_2= equal the balance of use Audiovisual media

X_3 equals the balance of Participation in educational classes.

6. Conclusion and suggestions

Agricultural products marketing is a Requirements of Agricultural and Rural Development in Afghanistan. And un familiarizes as concept and process of marketing, less profit beneficiary balance from selling product from meddlers in this alliance extension as presented different educations by the use on various media .knowledge profit beneficiary are increasing the field of marketing .and mentioned to the results of research and suggestion below cases.

1- Agriculture irrigation and livestock ministry for better horticulture sector must be employment high power full and professional agents.

2- Afghanistan Audiovisual media like radio and television conducted round tables and discussion meetings for experts and better sample apple orchards invite to programs and broadcasting educational films.

3- The government for education and better awareness use social channels and networks like Facebook, telegram, and WhatsApp.

4- Paktia Agriculture irrigation and livestock department. For the control of extreme fluctuations in marketing performance basic activates to guaranteed agricultural product costs.

5- The government should be the performance to industry change and fabrication apple and investment for keeping products

6- Agriculture irrigation and livestock ministry should be building a standard and equipped cool store for keeping apple products in Paktia.

7- Agriculture irrigation and livestock ministry should be traditional methods of keeping products to change modern methods.

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Teachers' Perceptions Concerning Practicing Professional Learning Communities at ElementarySchools in Saudi Arabi"

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Abstract:

The primary purpose of this study was to explore Tatweer elementary teachers' perceptions about professional learning communities (PLCs) in their Saudi Arabia schools. Specifically, this study explored the impact of teachers' gender, years of teaching, and the school district on how teachers gauged the success of PLCs. The study aimed to identify the factors that contribute to the success or hinder of PLCs in these schools and determine teachers' input about the role of leadership in establishing the conditions necessary for successfully implementing dimensions of PLCs. A quantitative methodology was applied, utilizing the Professional Learning CommunitiesAssessment – Revised (PLCA-R) questionnaire. Initially developed by Olivier et al. (2010) and adapted to the Saudi Arabian language and context, responses from a minimum of 100 teachers (50 women and 50 men teachers) in Tatweer elementary schools were collected and analyzed.

An independent sample *t*-test determined whether there are statistically significant differences for teachers' perceptions regarding the practice of PLCs based on gender. A one-way ANOVA was used to ascertain whether there are any statistically significant differences between teachers'perceptions regarding the practice of PLCs based on years of teaching and school district. The study concluded that there was no significant difference in the perspectives of teachers regardingthe practice of the dimensions of PLCs, the role of leadership to implement PLCs, and the factorsthat may contribute to or hinder the success of PLCs.

Keywords: Professional learning communities, Leadership, Saudi Arabia, Tatweer schools

الملخص:

كان الغرض الأساسي من هذه الدراسة هو استكشاف تصورات معلمي تطوير الابتدائية حول مجتمعات التعلم المهنية (PLCs) في مدارسهم في المملكة العربية السعودية. على وجه التحديد، استكشفت هذه الدراسة تأثير جنس المعلمين، وسنوات التدريس، والمنطقة التعليمية على كيفية قياس المعلمين لنجاح PLCs. هدفت الدراسة إلى التعرف على العوامل التي تساهم في نجاح أو إعاقة مجموعات التعلم الذاتي في هذه المدارس وتحديد مدخلات المعلمين حول دور القيادة في تهيئة الظروف اللازمة للتنفيذ الناجح لأبعاد PLCs. تم تطبيق منهجية كمية، باستخدام استبيان تقييم مجتمعات التعلم المهنية -المنقح (PLCA-R.) تم تطويره في البداية بواسطة Olivier et al. (2010)وتم تكييفها مع لغة وسياق المملكة العربية السعودية، تم جمع وتحليل ردود ما لا يقل عن 100 معلم (50 امرأة و 50 معلمًا) في مدارس تطوير الابتدائية.

حدد اختبار t للعينة المستقلة ما إذا كانت هناك فروق ذات دلالة إحصائية في تصورات المعلمين فيما يتعلق بممارسة PLCs على أساس الجنس. تم استخدام ANOVA أحادي الاتجاه للتأكد مما إذا كانت هناك أي فروق ذات دلالة إحصائية بين تصورات المعلمين فيما يتعلق بممارسة PLCs استنادًا إلى سنوات التدريس والمنطقة التعليمية. وخلصت الدراسة إلى أنه لا يوجد فرق كبير في وجهات نظر المعلمين فيما يتعلق بممارسة أبعاد PLCs ، ودور القيادة في تنفيذ PLCs ، والعوامل التي قد تسهم في نجاح أو تعيق نجاح.PLCs

الكلمات المفتاحية: مجتمعات التعلم المهني، القيادة، السعودية، مدارس تطوير.

1. Introduction:

Since the beginning of the 21st century, education systems in most Arabic countries have encountered significant challenges in providing services that equip learners with the skills and competencies needed to overcome current and expected difficulties in a global society (Esther etal., 2018). At the same time, Arabic countries have faced continuing calls for comprehensive educational reforms with the intention to improve students' learning (Al-Mahdy & Sywelem, 2016). Changes applied to curriculum, educational goals, teaching, and evaluation methods muststrive to meet the needs of all students (Hord & Little, 2010). Great attention should be paid in teacher training to improve students' learning, as it is the primary goal of education (Al-Mahdy & Sywelem, 2016). It is the responsibility of teachers to educate students and equip them with collaboration, critical thinking, and problem-solving skills (Esther et al., 2018). One of the key pillars to help educators enhance students' achievement is the selection of a useful professional development model (Esther et al., 2018). Teachers are critical in education and therefore should be the center of any educational improvement effort.

If policymakers want to have better schoolsthat produce high-quality students, they should focus their attention on how to create more effective teachers (Rebore, 2014). Professional development can utilize different designs under many different conditions.

One of the most supportive types of professional development is known as a professional learning community (PLC) (Vescio et al., 2008). The concept of PLCs emerged in the late 20th century when Rosenholtz (1989) emphasized the benefits of PLCs to improve students' achievement and change teachers' in-classroom practices (Hargreaves, 2019). PLCs are defined as "a professional community of learners, during which the teachers and its administrators continuously seek and share learning, and act on their learning" (Hord, 1997, p. 1). According to Hord, the goal of PLCs is to enhance and develop teachers' abilities and skillsets to best support and improve students' achievement. PLCs mean that schools become educational environments for the faculty by providing learning for the teachers and principals. PLCs include efforts to change the culture and the structure of schools to host professional development programs for theentire staff. Teacher collaboration approaches can address teachers' isolation (Hargreaves, 2019),which is endemic in Saudi Arabia (Alyami, 2014).

Today, PLCs are considered a best practice for unifying teachers within school organizations toward common goals and collaborative efforts to improve students' learning, which increases the possibility of positive academic outcomes for students (Hargreaves, 2019). PLCs are the most powerful professional development and change strategy available because they lead to reliable growth in students' learning and a boost in teachers' professional performance (Hoffman & Hipp, 2003). There is a significant correlation between student growth and school environments where positive teacher collaborations flourished (Pil & Leana, 2009). In these schools, the teachers had high trust and frequent interaction with fellow teachers and students' achievement improved. Educational reform officials in Saudi Arabia have recognized the reported benefits of PLCs; for that reason, the Saudi Ministry of Education has worked to implement the PLC model in some selected schools throughout all the regions of the Kingdom ofSaudi Arabia. These schools are called Tatweer schools, which will be discussed in some details in the next section.

1.1. Problem Statement and Significance:

Many researchers have affirmed that PLCs represent the true hope for reforming schoolsand improving educational productivity and it is a low-cost reform compared to other reformative methods (Cranston, 2009; Hargreaves, 2019; Harris & Jones, 2010; Reichstetter, 2006; Sergiovanni, 1994a). Building strong PLCs focused on improving teaching, curriculum, and assessment will lead to an increase in teachers' collaboration, more use of effective educational practices in the classroom, and therefore,

Improved students' achievement (Hargreaves, 2019; Harris & Jones, 2010; Mullen & Hutinger, 2008; Vescio et al., 2008).

By presenting the above in the background and examining data from Tatweer schools in Saudi Arabia, it is apparent that they have made strides in the application of PLC for a period of nearly six years. The final report of the Tabuk Educational District 2019 showed that an improvement in students' academic achievement of elementary students in the schools that have implemented PLCs (Saudi Ministry of Education, 2019). During that time, Tatweer schools have implemented many PLC initiatives, courses, and programs that have had an impact on professionally developing teacher skills and increasing achievement in students' outcomes(Alyami, 2014).

Despite the Saudi Ministry of Education's adoption and application of PLCs in the Tatweer schools, most other schools in the country still do not support the practice of PLCs (Saudi Ministry of Education, 2019). Teachers in schools without PLCs still use traditional practices of teaching, which depends on disseminating information through memorization and instruction without students participating in activities such as analysis and critical thinking (Meemar, 2014). Also, in schools that do not implement PLCs, the cooperative culture is absent and teachers are still planning separately, finding it difficult to meet the different needs of their diverse learners (Meemar, 2014). This might be due to the lack of time for joint planning or weak school leadership support, which therefore impacts students' achievement. Alyami's (2014) study on the educational reform in Saudi Arabia confirmed that Tatweer Schools are considered innovative in terms of embedded theories concerned with professional learning community, self-planning and evaluation, and professional development. Alyami clarified that Tatweer Schools use the latest modern teaching methods to achieve a partnership between the teachers and the learners. Tatweer schools are supported by modern educational technologies under a tight system of continuous evaluation to prepare a generation capable of developing itselfand qualified to participate in the global civilization.

This quantitative study examined Tatweer teachers' perceptions about practicing the six dimensions of PLCs in their schools, including shared and supportive leadership, collective learning and application, shared personal practice, supportive conditions relationships, and supportive conditions (Olivier et al., 2010). By conducting this study, I will be able to provide asummary of the PLC experience of Saudi teachers in Tatweer schools and share teachers' perceptions of the strengths and weaknesses in the implementation of PLCs in the Tatweerschools,

which could benefit teachers throughout Saudi Schools.

What distinguishes this study from other studies in Saudi Arabia is that it will be the firstin the Kingdom of Saudi Arabia to explore and understand the perceptions of teachers in schoolsthat have applied a PLC, especially in the Arabic context. This study will obtain results and dataon the extent of the implementation PLCs, the role of PLC leadership, and the most prominent factors that result in the hinder and success to implement a PLC in Tatweer schools. The presentstudy will also provide findings and suggestions that intend to support and help popularize the practice of PLCs in other schools where they are not currently applied.

The importance of this study lies in assisting educational reform facilitators in Saudi Arabia to transform other public schools from traditional systems that focus on teacher-centeredteaching methods, such as memorization, to student-centered, teacher-cooperative systems. In addition, it seeks to inspire more researchers to focus on the issue of PLCs in Saudi Arabia and generate more knowledge with regard to the impact of PLCs on teachers' practice and students'achievement. Finally, this study expects to provide valuable results and suggestions to improve the current PLCs in Tatweer schools.

1.2. Hypotheses:

Q1. How do the perceptions of Saudi Arabian Tatweer teachers regarding the practice of Professional Learning Communities (PLCs) differ based on the teachers' gender, number of years teaching, and school district?

H01a. There are no statistically significant differences regarding the perceptions of Tatweer elementary teachers and professional learning communities based on gender.H01b. There are no statistically significant differences regarding the perceptions of Tatweer teachers and professional learning communities based on years teaching.

H01c. There are no statistically significant differences regarding the perceptions of Tatweer elementary teachers and professional learning communities based on district.

Q2. How do the perceptions of Saudi Arabian Tatweer teachers regarding the role of leadership to implement PLCs differ based on teachers' gender, number of years teaching, andschool district?

H02a. There are no statistically significant differences regarding the perceptions of Tatweer elementary teachers and the role of leadership to implement PLCs based onteachers' gender.

H02b. There are no statistically significant differences regarding the perceptions of Tatweer elementary teachers and the role of leadership to implement PLCs based on thenumber of years teaching.

H02c. There are no statistically significant differences regarding the perceptions ofTatweer elementary teachers and the role of leadership to implement PLCs.

H03a. There are no statistically significant differences regarding the perceptions of Tatweer elementary teachers about the factors that contribute to, or hinder, the success ofPLCs implementation based on teachers 'gender.

H03b. There are no statistically significant differences regarding the perceptions of Tatweer elementary teachers about the factors that contribute to, or hinder, the success ofPLCs implementation based on number of years teaching.

H03c. There are no statistically significant differences regarding the perceptions of Tatweer elementary teachers about the factors that contribute to, or hinder, the success ofPLCs implementation based on school district.

1.3. Purpose of the Study:

The primary purpose of this study is to explore the perceptions of Tatweer teachers in Saudi Arabia about PLCs in their schools and to understand how these perceptions impact teachers' professional growth and classroom instruction. Additionally, the purpose is to gain a better understanding of what factors may contribute to the success or failure of PLCs in schools and to propose various solutions that will support teachers' use of PLCs. This study will also provide an in-depth examination of which factors within PLCs could shape teachers' pedagogicalpractices and influence their classroom practices so that administrators in the Ministry of Education in Saudi Arabia may have a better understanding of how administrative decisions mayimpact teachers regarding the implementation of PLCs. The purpose of the study includes understanding teachers' perceptions about the role of leadership in establishing the conditions necessary for implementing dimensions of PLCs. Finally, I aim to add to the body of research about the effects of PLCs, and to inform the officials in my region of the feasibility andsignificance of using PLCs.

1.4. Definition of Terms:

It is important to note the operational definitions of the key terms as they will be used inthis study.

Learning community. This is a group of people who share a common belief that learning is the main reason for their involvement with each other and hence, strive to successfully fulfill itin the work environment (Haberman, 2004, para. 4).

Perceptions. Perception refers to the use of the human senses to understand how other people or other things are constituted (The Sage Glossary of the Social and Behavioral Sciences,2009).

Professional. A professional is an individual with a specialized level of expertise in a given field, and one who works hard to broaden their knowledge in the field extensively (DuFouret al. 2008).

Professional Learning Community (PLC): PLCs are professionals working in the academic environment who work together in closely kit groups to share knowledge and come upwith structures that are aimed at helping the learners and themselves to develop. Their main mandate is to improve learners' outcomes (DuFour et al., 2008).

2. Literature Review:

2.1. Introduction to the Chapter:

The literature review for this study included a variety of sources to achieve saturation onthe topic of PLCs by accessing several online databases and websites, including Google Scholar,ProQuest, ERIC, EBSCOhost, JSTOR, Academic Search Premier, SAGE Journals Online, Google Books, and Dissertation Abstracts. There is a vast amount of literature regarding PLCs with a Google Scholar search of the subject alone yielding more than 50 million results.

Therefore, to include the most relevant review of literature, I have selected representative piecesof literature from the 2000s through the early 2019s. This timeframe best illustrates the shift in focus that literature on PLCs has demonstrated during this era.

Chapter two starts with a discussion of the historical background of the problem. Then, Imove on to the theoretical framework for this study on PLCs which including two theories Bandura's social learning theory and Wenger's social learning theory. This is followed by the conceptual framework, which comprises six areas: professional development, the professional learning community, the role of the principal in PLCs, classroom practice and students' achievement, dimensions of the PLC (Olivier et al., 2010), and finally, study variables gender, years of teaching and school district.

2.2. Historical Background of the Problem

With the call for educational reform that began in the mid-1980s, the National Commission on Excellence in Education (NCEE) published *A Nation at Risk* in 1983. The publication condemned schools for their failure to adequately teach America's youth, which ignited several innovative ideas to change educational practice at that time (Archer, 2012). Then,additional school reform came in 2001 with the adoption of No Child Left Behind act (NCLB). This mandate stated that the needs of every child must be met through public education and resulted in increased accountability of public schools in USA; research on teacher quality beganin earnest and studies emerged on how to improve teaching practices. Additional research on effective professional development became important; for example, as stated by Smith and O'Day (1990), Professional development (PD) is an important mechanism for deepening teachers' content knowledge and developing their teaching practices. As a result, professional development might be a cornerstone of systemic reform efforts designed to extend teachers' capacity to show to high standards. (p. 249)

Through PD, career-minded teachers can constantly improve their skills, become more proficient at their jobs, and expand their knowledge base in different subject areas. PD helps teachers discover new teaching strategies to be able to make changes to their lecture styles and curricula to better suit the needs of their students. However, even with PD identified in researchas key to educational reform, traditional efforts proved to be unsuccessful. According to Morrissey (2000),

The narrow, piecemeal attempts made in the past to improve schools lacked the fundamental supportive cultures and conditions necessary for achieving significant gains in teaching and learning and teachers continued to work in isolation and had little supportin their efforts to meet the needs of struggling students. (p. 3)

There are a number of PD programs available for educators, but not all of them are effective or worth the investment. For example, PD sessions may occur only once during a school year. Thus, PD will result in improving instruction. Such once-a-year efforts lack the opportunity to share knowledge and effective teaching practices among teachers. A recent report

found that 90% of U.S. teachers have participated in PD, but the majority of those teachersbelieve that current PD programs are not useful or effective to improve instruction in the classroom (Darling-Hammond et al., 2014).

Barth (1991) faulted the teachers and administrators for not being eager to change the broken system of isolationism within schools. Barth challenged the teachers and administratorsto emerge from the isolated classroom atmosphere and start working together for the benefit ofthe pupils. Under this current PD approach, teachers working in isolation cannot produce the same results as teachers who share and develop practices in groups (Schmoker, 2005).

With student results not meeting the goals of the various reform movements, professional development became a key focus of research and changes began to occur (Lieberman & Miller, 2008; Lee & Lee, 2013). Fullan (2003) stated when schools began to shift from a focus on the individual autonomy of the classroom and the isolation of the school toward a focus on specific instructional practices that directly affected students, they tended to be less bored, to have a higher sense of self-efficacy, and to see their schoolwork as having intrinsic value. These changes, in turn, were linked to more student engagement. This shift was recognized by Darling-Hammond (1996), who pointed out that the nation's education reform agenda requires most teachers to rethink best practices that guide interaction in their classrooms and learn about how children learn to efficiently move students forward in their learning. All these persistent calls forimproving education have given rise to learning communities in schools. Senge (1990) developed this concept and described the learning organization as a place where people expand their capacity to learn what they desire and begin to make sense of challenging situations to thendevelop solutions for resolving them. That is, in a learning organization, a shared vision among its members guides them to continually learn together. Education practitioners and researchers began to create a collection of literature on the topic of the learning community (Hord, 1997b; Senge et al., 2000). DuFour et al. (2008) stated that during the early 2000s researchers not only continued to enhance the research done by otherexperts within the field, but also caused a quick increase in the number of schools implementing PLCs as a way to improve. Education experts saw first-hand the advantages a PLC could have for the staff and, therefore, the students because they were involved in PLCs on a day-to-day basis. According to Marzano et al. (2005), the idea of improving schools by developing PLCs is still in vogue. The goal of the PLCs is to increase students' achievement by building the competence of school staff to establish and sustain a school culture that promotes high levels of student and adult learning (DuFour et al., 2008). Therefore, as a result of school reform and legislation demanding increased accountability,

Many school systems have turned to implementing PLCs as an effective way to meet students' needs and as a model of professional development for teacher needs (Schmoker, 2005). These efforts are grounded in the work by twosignificant learning theories, which form the theoretical framework for this study.

3. Theoretical Framework:

The theoretical framework of this study includes two main theories, Lave and Wenger's (1991) community of practice theory and Bandura's social learning theory (1977), Which explainhow learning through participation and observational learning takes place between individuals involved in specialized learning communities. Bandura's (1978) social learning theory focuses on comprehending how people learn in a social environment, such as the PLC. Bandura's theoryis instrumental in the formulation and implementation of workable education policies and standards (Bandura & Walters, 1977). The principles of the social learning theory have assisted educators in learning how to collaborate and jointly find solutions to problems experienced in theprofession (Huffman & Jacobson, 2003).

Bandura's Social Learning Theory

Bandura's (1978) insights have been used extensively to explain how people learn in different social environments like PLCs. The theory is built on the premise that human beings aresocial beings and that learning is relatively hard or impossible if people depend only on their individual abilities. Social learning theory argues that people learn from one another, via observation, imitation, and modeling (Bandura & Walters, 1977). By observing the behaviors and attitudes of others around them, people learn to act in similar ways. For example, when teachers observe a math teacher instruct, other teachers will perform the same or similar instructional techniques in their classes. As most human behavior is learned through observation and the modeling among teachers encourages new behaviors. According to the social learning theory, learning is a social process that is supported by people with more or different knowledge and experience in the topic being learned (Bandura, 1978). Therefore, successful social learning happens when teachers observe or interact with peers who have more or different knowledge in a given subject (Bandura, 1978; Bandura & Walters, 1977). Such learning happens in in PLC settings, where teachers collaborate to identify and address commonly shared problems. Social learning in PLCs allows teachers not only to improve their relationship with each other but also with their students.

The idea behind PLCs is that teachers will be able to better guide their students and equip them with the knowledge required to interact with practical problems because of the learning teachers have done with theircolleagues (East, 2015). Without PLCs, it may be more difficult for teachers to develop this sort of heightened competency and skill needed for successful instruction of their students.

Wenger's Social Learning Theory

Wenger's (2000) social learning theory focuses on learning as an essential part of an individual's involvement in communities of practice. In order to learn, individuals have to collaborate and participate in society's everyday life (Yakhlef, 2010). According to Liebermanand Miller (2008), "Social learning and learning in community with others is known to have a significant impact on knowledge, the creation of knowledge, and knowledge of self" (p. 3).

Communities of practice within organizations develop when people are engaged in the process of collective learning. Wenger emphasized the concept of "community of practice" as a condition for learning to occur that involves the construction and transfer of knowledge. Wenger (1999) believed that learning should be a fundamental component of people's involvement in all communities of practice. According to Cuddapah and Clayton (2011), the concept of a community of practice (CoP), encourages the social learning process in PLCs, wherein a group of people share a common interest and a desire to learn from one another and contribute to the community with their variety of experiences (Lave & Wenger, 1991). CoPs allow professionals to create a community focused on learning relevant content (Lave & Wenger, 1991).

Lave and Wenger (1998) studied communities of practice among adults to identify how people in communities share knowledge, collaborate, and learn from each other (Wenger, 1999).Workers addressed new tasks through cognitive apprenticeships in which their learning is supported by knowledgeable others who instruct others through. Modeling and mentoring withinactual work settings (Lave & Wenger, 1991; Wenger, & Snyder, 2000). Participants within a community of practice will actively seek out individuals with more experience and specific knowledge to guide them towards improving their instructional repertoire (Keung, 2009; Moore,2003). Another significant aspect is the concept of reproduction of the community as new members work alongside competent others in the community of practitioners. Lave (1988) indicated that newcomers within these communities enter as beginners on the periphery andgradually move towards the center of the community as they acquire the beliefs of others.

As Cuddapah and Clayton (2011) found, people learn from one another, as described insocial learning theory, and apply new knowledge and skills in their work. Teachers interact by comparing their problems and finding the best solutions, and in CoPs, social interaction, collaboration, and communication construct a foundation of knowledge and understanding by their very participation (Bozarth, 2008). PLCs have proven to be effective in improving the quality of learning through facilitating the collaboration between teachers. The collaboration allows educators to share ideas which enhances their knowledge (Lieberman & Miller, 2008). Through collaboration and participation in social relations and practice, positive contributions are made in workplace learning, which is the aim of PLCs (Lave & Wenger, 1991).

In summary, the theoretical framework supports PLCs because one of its critical components is that teachers learn through observing each other and teachers have the opportunityto construct knowledge and apply new strategies to improve schools. This study seeks to discover the teachers' perceptions about the degree that their schools function as PLC for Tatweer schools. Therefore, the literature on professional development and the role of professional learning communities in effective teacher development is extensively examined through the lens of noted authors on this theme.

4. Conceptual Framework:

Professional Development (PD)

Professional development defined as a space for acquiring new knowledge, re-crafting identities, and challenging existing cultural and social practices (Battey & Franke, 2008). The PD in PLCs is key to changing teaching practices and improving students' achievement. Unlike the traditional one-day workshop of PD training in schools that teachers and leaders believed that teachers need is ineffective way to achieve the desired results. Especially, if the topic was not chosen by the participants (Schmoker, 1999).

Darling-Hammond and Richardson (2009) reviewed 35 methodologically rigorous studies to identify elements that are prevalent in effectivePD and to demonstrate a positive link between teacher PD and students' outcomes. They found positive, statistically significant effects of PD on students' achievement, and there are seven widely shared features of effective PD in the PLC: it deepens teachers' content and pedagogical skills, it is job-embedded, it provides for opportunities for practice and reflections, it is sustained over time, and it is collegial and collaborative.

Further, participation in a community of practice benefits its participants through an improvement in their work performance and an increase in the sense of professional growth.

Another possible benefit of PD within PLCs is a shift to a student-centered approach to teaching. In a quantitative study by Battey and Franke (2008), the purpose of their study was to determine if there is a relationship between PD and classroom practice. The study was conductedin an underperforming school where teacher workgroups were created so they could meet monthly for professional development. They found that PLCs participants' practices became more student-centered over time. Some teachers increased flexibility in their classroom arrangements, some varied their lesson pacing to meet the needs of learners, and others improvedclassroom pedagogy to use higher-order thinking strategies.

PD that is embedded in PLCs can also be considered as an alternative for in-service teacher training because the learning that takes place in the PLC is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving students' learning (Hirsh, 2011; McLaughlin, 2001). Compared withthe traditional PD, where teachers sit in a room and listen to an external expert without much interaction to learn skills or strategies by actively trying them out, in PLCs, teachers learn duringthe school day, and participating teachers feel that the PLC helps them become more motivated through experience and knowledge sharing (Hirsh, 2011; McLaughlin, 2001). Indeed, Phusavata et al. (2017) aimed to examine the issues relating to workplace learning at the upper secondary school level and discovered that PLCs are a potential alternative for in-service teacher training.

Professional Learning Community

A search of the literature on PLCs reveals a broad range of publications from guidelines for organizing PLCs, to research on their implementation and the results of implementation PLC,etc. In this review of the literature, many common themes appeared. The most prominent was themultiple roles of the principal to ensure success PLC followed by the role of PLCs to enhance classroom practices and students' achievement, and finally, studies on how PLCs promotes long-term Professional Development (PD). The literature offers a varied array of how PLCs are defined and structured and may have been too broadly defined by numerous authors. Darling- Hammond et al. (2009), however, stated that PD that is embedded in PLCs and is implemented and supported effectively it has the potential to contribute to the development of all teachers within a team or school by generating conversations among teachers about

concrete acts of teaching and students' learning. DuFour et al. (2008) argued that the PLC concept has been diluted:

The term has become so commonplace in these days, and people use the term to describeevery group's combination of individuals with interest in education such as a grade-level teaching team, a secondary school department, an entire school district, a state department of education, a national professional organization, thus. Indeed, the term hasbeen used present everywhere that it is in peril of losing all meaning. (p. 6)

Notwithstanding DuFour et al.'s position, there is no single definition in the literature about PLC(Stoll et al., 2006), which could be explained by the following three reasons. First, there are different theoretical perspectives to understand the concept of PLCs, such as the learning organization (Hord, 1997b), the community of practice (Horn & Little 2010; Wenger, 1998), or the reflective practitioner (Lieberman & Miller, 2008; Schon, 1983). Second, PLCs can take different forms in practice (e.g., study groups; Hord, 1997b), action research (Lieberman & Miller, 2008), lesson study (Fernandez, 2002), and online communities (Blitz, 2013); also, PLCscan be implemented at both the subject department level and the school level (Little 2002).

Third, the concept and practice of PLCs are influenced mainly by the specific institutional, social, and cultural contexts in which they are practiced (Stoll et al., 2006; Wenger, 1998). Therefore, these various theoretical perspectives with which PLCs are understood contribute tothe lack of one clear definition.

Despite this critique, there are some internationally accepted commonalities across the literature (Stoll et al., 2006). PLCs are commonly defined as an ongoing process through which teachers and administrators commit to working collaboratively on collective inquiry and action research with a common vision and goals. This work is conducted to achieve better results for the students they serve, building knowledge through inquiry, analyses, and the use of data for reflection and improvement of practice (DuFour et al., 2004, 2005, 2008; Hord, 1997b; Reichstetter, 2006; Stoll et al., 2006). As PLCs evolved as a strategy for professional development on a large scale in schools, the educational literature has devoted considerable attention to the topic of professional learning communities (PLCs) and the roles of its leadership.

The Role of Principals in PLCs

Leadership has a significant impact on the success of PLCs within schools (DuFour, DuFour & Eaker, 2008).

The literature associated with principal leadership and the development of PLCs indicated that even though teachers and other school employees play a vital role in the creation of a learning community, the school principal is the linchpin. The school principal, along with teachers, has demonstrably more influence than leadership from other sources (Leithwood, 2005). Principals can either help or hinder their schools in achieving higher levels ofproductivity and success (Hoy, 2000). Bolman et al. (2005), Elmore (2000), and Louis and Kruse(1996) indicated that leaders who lead from the center of the organization, are supportive of teachers, promote a positive and collaborative school culture, and encourage the staff to engage in inquiry have the best chance of developing and sustaining learning communities.

Furthermore, Mullen and Hutinger (2008) found that leadership is an essential resource for PLCs, both in terms of principal commitment and shared leadership. They found that the PLCs leaders are providing moral support for teachers by taking their opinion into account whenmaking decisions and promoting an atmosphere of caring and trust among teachers. PLCs' leaders encouraged teachers' autonomy for making decisions and they worked toward whole staff consensus in establishing school vision and goals, giving a sense of overall purpose.

The Role of the Principal in Creating the Vision and Values

Vision building or giving a focus to the work of the school is a leadership skill that effective principals have mastered (Mullen & Hutinger, 2008). Kurland et al. (2010) conducted aquantitative study in 104 elementary schools in northern Israel in which 1,474 teachers participated. The study aimed to explore the influence of principals' leadership style on school organizational learning, using school vision as a mediator. The data were analyzed by using mediating regression analysis. The results were that the school vision was a significant predictor of school organizational learning and functioned as a partial mediator only between principals' leadership style and school organizational learning.

 To clarify, school vision, as shaped by the principal and the staff, is a powerful motivator of the process of organizational learning in school. Bolam et al. (2005) described the principal's tasks as creating a shared mission, vision, and goals and developing the leadership capacity of those in the school. An idea may originate within teachers or any staff members, but the principal has the responsibility to facilitate, communicate, and provide the opportunity for growth. A clear vision fosters a collective sense of purpose and acceptance of group goals (Harris & Jones, 2010; Leithwood, 1992).

The Role of the Principal in Improving Students' Achievement

The responsibility of the school principal is to improve students' achievement. The principals promote a positive learning climate and develop a shared understanding of the organization and its goals and activities among their staff members, moreover, they provide guidance that improves teachers' classroom practices. DuFour (2004a) stated that the school principal inspires teachers to become leaders in developing a school-wide initiative designed to improve students' achievement. They challenge teachers to provide evidence for the improvement of learning and achievement.

Leadership largely affects students' learning because leadership promotes the professional community; teachers' participation in the professional community, in turn, fosters the use of instructional practices that are correlated with students' achievement (Mullen & Hutinger, 2008). Mullen and Hutingeranalyzed research on the principal's role in facilitating and maintaining the study group as a strategy of embedded professional development. Questions asked in the study included: What are the approaches that principals use to facilitate study group processes that, in turn, foster teacher learning and students' achievement? What are the ways in which principals might best support the integration of school-wide faculty teams and school-university partnerships?

The authors offered conceptualization and illustrations of the principals' role in supporting professional learning in their faculties and the principal leadership is correlated with students' achievement and there are especially strong links between specific principal behaviors and students' learning. One such behavior was the extent to which the principal is aware of the details and problems inthe leadership of the school and uses this information to address current and potential problems (Mullen & Hutinger, 2008).

The importance of the role of the principal in supporting students' achievement has been studied broadly. In a quantitative study by Leithwood and Mascall (2008) to exam teachers' perceptions, the study involved 96 schools across forty-five school districts to examine which variables within the contextof a school setting influenced students' achievement. The findings of teachers' perceptions indicated that categorically collective leadership practices consistently explained a significant proportion of variation instudents' achievement. Furthermore, Pyo (2013) aimed to examine the instructional leadership (IL) of high school principals and its impact on students' achievement, particularly in mathematics. This study sought to determine the: (1) self-perceived IL behaviors of high school principals; (2) IL strategies that influenced positive outcomes of academic achievement;

And (3) the relationship between the IL behaviorsof principals and student mathematics achievement. To collect quantitative data, the researcher used the Principal Instructional Management Rating Scale (PIMRS) survey with 26 principals, and qualitative datawere collected from three principals through an interview. A positive correlation was found between principals' IL and student performance in secondary mathematics.

The Role of the Principal in Staff Development

Providing opportunities for effective professional development is one manner for schoolleaders to begin to build PLCs (DuFour, 2004a). DuFour explained how school leaders could increase the likelihood that site-based staff development will enhance the school's capacity to improve students' learning. School leaders can provide needed training, informal conversations,class discussions with practicing teachers, and giving time in the daily schedule to facilitate effective PLCs (DuFour, 2004a).

Graham (2007) conducted a case study to investigate the relationship between professional learning community (PLC) activities and teacher improvement in a first-year middleschool. Teacher interviews, a review of school documents, and a professional development survey were used to collect the data from core 6-8 grade teachers. The findings showed that all activities of PLCs that comprised same-subject, and same grade teacher teams had achieved significant improvements in teaching effectiveness. One of the most prominent factors that helped the effectiveness of teaching is supportive leadership. Supportive leadership provided the teachers the opportunities for professional development that helped them to increase their efficacy.

Leadership also supports teacher skills and encourages teachers to collaborate with co- workers to share knowledge and teaching practices. Ross and Gray (2006) conducted a study focused on principals and teachers to determine the impact the supportive leadership on teacher. Over 3,000 teachers and 200 schools participated. The findings revealed that supportive leadership impacted teacher efficacy. The leadership supported the employee by empowering and training to have sufficient skills to handle the tasks also the leadership enhanced teamwork among the members. The principal provided constructive feedback on their application of skill acquisition. In turn, collective efficacy was found to be a partial mediator of teacher commitmentto school mission and to the school as a PLC (Ross & Gray, 2006).

The Role of Principals in Creating a Collaborative Culture and Shared Leadership

According to Fullan (2003), it is the responsibility of the principal to change the school'sculture to a collaborative culture amongst teachers and administrators by providing support and encouragement for teachers. Stoll et al. (2006) examined the literature to understand professionalcommunities and offer practical guidance on how effective PLCs might be created, developed and sustained in different school settings. They found that the nature and quality of leadership have a significant influence on the life of the school culture; moreover, without strong principal support, regardless of the leadership style, PLCs will not sustain within a school. Fullan (2001) suggested that for lasting change in the learning cultures of schools, principals must embody fiveessential characteristics: moral purpose, relationship building skills, knowledge creation, and sharing, understand the change process, and coherence making.

When school leaders create a collaborative school culture that allows teachers to participate in the decision-making process in PLCs, students' achievements improve (DuFour, 2004). Hord and Sommers (2008) stated that "One of the defining characteristics of PLCs is that power, authority, and decision making are shared and encouraged" (p. 10). These claims are supported in a study (Leithwood & Mascall, 2008) involving 90 elementary and secondary schools across 45 districts in nine states. Leithwood and Mascall found that shared leadership explained a significant proportion of variation in students' achievement. The differences were most significant in relation to the leadership exercised by school teams. Where teachers do createhigh-performance expectations, provide support and consideration to one another and build collaborative cultures.

In a similar longitudinal study, Printy (2008) found shared leadership efforts within content departments had a significantly statistically higher influence on students' achievement than subject matter interventions alone.

A major variable in fostering shared leadership is dependent on the principal's willingness and desire to decentralize his or her authority (Hord, 2004; Hord & Sommers, 2008).DeMatthews (2014) conducted a qualitative multi-case study in six elementary schools in west Texas that looked at shared decision-making. In this study, principals and teachers were observed and interviewed for one academic school year to see how leadership was distributed amongst the teachers and how they collaborated and worked together to facilitate quality PLCs.DeMatthews observed ten PLC meetings in each of six different schools, totaling 60 observed PLCs.

DeMatthews discovered that all the principals in the study believed that it was very beneficial for a PLC to consist of open-minded teachers who are ready for discussion, as well asteachers who are leaders in their schools. Most of the principals recognized that the best approach of leadership was to support the teachers during working time. The principals worked with teachers to perform work tasks rather than delegating authority which is the teacher holds all responsibility (DeMatthews, 2014).

Principals have possessed a critical role in the development and sustainability of teacher leadership, forging the conditions that give rise to the growth of communities of practice (Rosenholtz, 1989). That requires empowering the teachers to make or take part in decision making for the school and providing autonomy in the classroom (Angelle, 2007). Jackson and Temperley (2007) found that where teachers felt encouraged by their principals, they supported one another's practice in PLCs. They felt more self-confident in themselves, developed a vigorous sense of self-efficacy; also, they believed in their capacity to influence students' learning and achievement. As a result, teachers were more committed to their collaborative workto meet students learning needs.

Moreover, in schools with effective PLCs, principals promote relationships and fellowship between teachers. Sergiovanni (1991) defined collegiality as the responsibility given to teachers to become an integral part of the management and leadership processes of the school that is guided by a shared vision.

Wahlstrom and Louis (2008) conducted a case study of two schools, focusing on collegiality and the role of the principal in promoting collegiality and collaborative relationships between teachers. In one group of teachers, a climate of openness and trust caused teachers to feel stimulated by their colleagues. The study found the leader's rolemust be one of support and inspiration, as the leader invests in people.

The successful PLC depends on collaborative problem solving and decision making while the collaborative leader invests time to build relationships, handles conflicts in a constructive manner, and shares control (DuFour et al., 2008). Huffman and Jacobson (2003) conducted a quantitative study used questionnaires with 83 educators who are studying educational administration to identify the core components of the learning community within their schools and to realize the relationship between core components of the learning communityand the leadership style of their principals. The results were analyzed by using descriptive statistics and a one-way analysis of variance.

The study showed significant findings: the leaders who exhibit characteristics of collaborative leadership style have more meaningful opportunitiesfor success in developing a PLC. However, this study was conducted in a limited geographic region, and therefore the findings may not be generalized to other populations.

Classroom Practice and Students' achievement

One of the core objectives of PLCs is the expansion of teachers' pedagogy and the enhancement of students' achievement (Vescio et al., 2008). Many researchers have detected thatthere is a connection between PLCs and students' achievement and improvement in test scores and other measures of students' performance (Berry et al., 2005; Louis & Marks, 1996; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003). Antinluoma et al. (2018) conducted a quantitative study in Finland that aimed to explore the perceptions of comprehensiveschool principals and teachers concerning the main common organizational and operational strengths and challenges of the participating schools as PLCs. 227 teachers and 8 principals whoparticipated from 13 schools completed the questionnaire. Antinluoma et al. found that PLCs encourage teachers to make data-driven decisions, that there must be trust and collaboration toshare instructional practices, and that doing both improves students' outcomes.

An organizational restructuring that fosters social groupings of teachers without providing them with strategies and supports to engage in instructional improvement will likely produce communities, but these communities are unlikely to emerge as communities of instructional practice. Supovitz and Christman (2003) aimed to evaluate two major district reform initiatives—one in Philadelphia, Pennsylvania and the other in Cincinnati, Ohio—that were designed to foster the development of instructional focused communities. In both cities, communities focused on changing the instructional practices of their members. They found a relationship between group instructional practices and gains in students' learning. Learning communities may not serve to support improvements in students' achievement on their own, as Supovitz and Christman discovered. Therefore, for students' learning to occur, there needs to be clear, thoughtful focus on teaching practices that will positively influence students' achievement.

Communities of instructional practice are specific types of communities that are focused on a particular goal: improving the learning of students through a structured investigation into teaching and its connection to the learning of students.

To support these particular kinds of communities, Supovitz and Christman (2003) found that school and district leaders must provide communities with specific structures, strategies, and supports. Structures that facilitate community engagement in instructional practice include sufficient and protected time to meet and organization that capitalizes on both the horizontal and vertical nature of schooling.

Strategies include both ways for communities to constructively interact together and content specific techniques for exploring student performance and its link to instruction (Supovitz & Christman, 2003).

It is important to note that increases in student performance are more likely to occur when well-implemented communities provide essential and necessary conditions for teachers to engage in instructional practices that improve students' learning (Supovitz & Christman, 2003). Admiraal et al. conducted a mixed-method study to explore how the professional community affects instructional quality and the relative effects of instructional quality on students' achievement. The findings strongly supported the conceptual model of a professional community, which is the organization of teachers' work in ways that enhance the professional community has significant impacts on the organization of classrooms for learning and the academic achievement of students (Louis & Marks, 1998).

Not all PLCs are effective and bear fruit. The degree of implementation PLC may differ from school to school, some schools claim that they implement PLC, but implementation is very weak and not feasible. Effective implementation of a PLC is reflected on the students' achievement. East (2015) investigated how different levels of PLCs implementation could improve students' learning in low performing schools in West Virginia. The population of the study were teachers, administrators, and school improvement specialists who used a mixed- methods design (East, 2015). East confirmed that there was a strong correlation between the level of PLCs implementation and that of classroom practices. For example, the participants asked to rate their levels of PLC implementation and effectiveness on 21 indicator items. The most prominent were shared decisions and responsibilities, shared responsibility for mission, meaningful collaboration experiment with new methods, sharing methods of remediation, and setting benchmarks for student progress. The relationships between levels of implementation and levels of effectiveness for all categories were statistically significant. With PLCs, it is possible to eliminate some traditional and less constructive elements of teaching while ushering in new ideas and concepts that better meet the needs of learners, which is often a challenge in most schools.

Ratts et al. (2010) affirmed that PLCs alter classroom practices because educators can collaborate to review their students' work. By working together, the teachers can discuss student-oriented educational matters and come up with better pedagogical approaches. Harrie and Jones (2010) aimed to explore the extent to which teacher training in PLC principles, the actual practice of PLC principles, and students' achievement were related in a pilot project for reforming the education system in Wales. The project introduced new professional practices for teachers meant to improve learning. Harrie and Jones examined elementary teachers' descriptions of their PLCs to determine if the practice of the principles of PLC had an effect on students' academic performance. A survey was utilized to collect data regarding 194 teachers' perceptions of the existence of four dimensions of PLCs within their schools; four years of CRCT data were examined to measure students' achievement, and descriptive and inferential statistics were used to look for possible relationships between the factors. The findings indicated that with PLCs, teachers interacted with each other, learned more effective teaching approaches and let go of some of the traditional educational beliefs. Moreover, classroom practices have been introduced to ensure that students acquire 21st-century skills where students advised to be creative and analytical rather than trying to memorize what they taught (Harris & Jones, 2010).

However, Harris and Jones (2010) and Supovitz (2002) reported that to secure better students' learning outcomes within and outside the classrooms, the collaborative element must develop among teachers. They shared some examples of teacher networks that failed to improvelearning and teaching because its systems were devoid of any real focus on improving learners' outcomes. Improvement through professional learning communities is only possible if teacherscollaborate and focus on improving learning and teaching (Harris & Jones, 2010).

Despite the positive outcomes reported by review studies that PLC can increase students' achievement, there remains a gap in knowledge regarding the teachers, how teachers perceive their skill levels for implementing a PLC, and how they increase students' achievement. PLCs can increase teachers' capacity to serve students, but success depends on what the teachers do in their collective efforts and the values that they espoused. McLaughlin (2001) stated that professional communities, in and of themselves, are not necessarily a good thing. Values and beliefs shared by a group of teachers can be misplaced and may not support appropriate efforts torespond to the needs of students.

Dimensions of the PLC

Both Olivier et al. (2010) and Hord (1997b) agreed that PLCs have certain dimensions such as shared and supportive leadership; shared vision and values focused on students' learning;collective and collaborative learning and application; supportive structural and interpersonal conditions; and shared practice. Using these dimensions, Olivier et al. (2010) developed the Professional Learning Communities Assessment (PLCA) to assess teachers' perceptions of practices in their schools related to six dimensions they identified as key to the professional learning community.

Shared and Supportive Leadership

Shared and supportive leadership is that authority and decision-making are shared whereschool leaders empower teachers to participate in the school's decision-making process (Reichstetter, 2006) and provide professional support for teachers' collaborative learning (Cranston, 2009). Within PLCs, the traditional role of the omnipotent principle has been replaced by a shared leadership structure (Reichstetter, 2006). In such a model, administrators, along with teachers, question, investigate, and seek solutions for school improvement. Also, supportive leadership encourages effective teams for problem-solving and provides emotional support and acommitment to quality education (Lezotte, 2005). Campus administrators provide the necessary organizational and structural supports and they display a willingness to participate in collective dialogue without dominating, and they share the responsibilities of decision making with the staff. This leadership provided by individuals within the school is critical in guiding and supporting the successful implementation of new policies and practices (Hord, 1995). This leads to staff grow professionally and they learn to work together to reach shared goals also they gain a greater sense of responsibility for the school's goals when the principal supports their initiatives and practices shared or distributed leadership (Lezotte, 2005). For instance, when teachers are involved in selecting the curriculum or something as simple as a strategy, the teachers will work harder at the implementation of the curriculum or strategy. Furthermore, educators will take responsibility in the process and hold themselves and others account Table.

Shared Values and Vision

One of the essential PLCs dimensions is shared values and vision (Fulton & Britton, 2011). A school's vision statement outlines what the organization aspires to become and is a shared a commitment by the members of an organization to the fundamental goals of the organization (Reichstetter, 2006).

The successful PLC is only possible by having a common purpose towards a common goal through a shared vision (Hord & Sommers, 2008; Phillips, 2003; Senge, 1990). A core element of PLCs vision is a clear focus on students' learning. Theshared values and vision among school members guide decisions about teaching and students' learning (Hord, 1997b) and support norms of behavior (Morrissey, 2000), with teachers' sincere commitment and willingness to accept feedback on their practice (Fulton & Britton, 2011; Jaquith, 2013; McLaughlin & Talbert, 2002). Administrators must have the capacity to develop and unite the stakeholders under a shared vision (Hipp & Huffman, 2003). Also, the values embedded in the day-to-day actions of the school staff create a learning community, the norms ofa self-aware, self-critical, and increasingly capable professional organization, Utilizing the commitment of its members to seek ongoing renewal and improvement.

Collective Learning and Application

Learning organizations are sites where people continually expand their capacity to createthe results they wish, where new and ample patterns of thinking are nurtured, collective aspiration is set free, and where people are continually learning how they learn together (Senge, 1990). Hord (1995) identified team learning as:

The process of aligning and developing the capacity of a team to create the outcomes its members desire, it builds on the discipline of developing a shared visionand also builds on personal mastery, for talented teams, are made up of talented individuals. (p. 218)

PLCs are an organizational model for teacher that engages school staff at all levels in processes that collectively seek new knowledge and ways of applying that knowledge to their work throughdeep conversations about content and professional knowledge (Caskey & Carpenter, 2012).

PLCs are collective learning groups made up of a small number of individuals, within structured, job-embedded professional communities that unite to increase their capacities to enable students to reach higher levels of performance. In collective learning, practitioners extendtheir knowledge by converting tacit knowledge into shared knowledge through interaction and understanding of what they taught. In an interview conducted by Graham (2007) about the collective learning in PLCs, teachers stated that they had ten times more growth than the previous year which were in their professional performance and their application for effective educational practices with students of low achievement. One teacher mentioned that she was ableto see her teaching now through ten other eyes, by making use of other teachers' experiences about the best practices that help students to learn.

The teacher realized the more the PLC acted as a group, the more they could learn from one another.

This kind of collective learning is more profound and more productive because it is in a social setting, where the participants interact, check their ideas and their information, and challenge their inferences and interpretations, and process new information with each other (Hord, 2004). When one learns alone, the individual is the sole source of ideas; however, when new ideas are processed in interaction with others, various sources of knowledge and expertise grow and concepts are tested as part of the learning experiment (Hord, 2004). Team learning has three critical dimensions (Senge, 1990).

First, teams must learn to approach complex problems by analyzing them together and using their collective knowledge to ponder the issue from different perspectives. Second, the teams need to be ready to act in coordinated andinnovative ways. Third, there must be interaction between teams to exchange information and engage in exploratory dialogue and have more teamwork.

Shared Personal Practice Shared personal practice is considered a critical dimension of a PLCs because it providescolleagues with opportunities to obtain support, feedback, and constructive criticism from their peers in a risk-free environment (Hord, 1995). Shared personal practice in PLCs makes teachers work collaboratively, developing more robust instructional strategies and, as a result, enhance students' achievement (Jackson & Temperley, 2007; Phillips, 2003; Hefner, 2011). In this regard, PLCs have the potential to spread and promote the use of best practices from teacher to teacher (Hirsh, 2011). Sharing personal practice requires a complete paradigm shift from traditional schools to cooperative schools where teachers exchange effective educational practices. Traditional schools are that a teacher moderates and regulates the flow of informationand knowledge also the teacher uses standardized tests at regular intervals to test students' comprehension (Morrissey, 2000).

Traditional schools have not fully realized the benefits of expert teachers and to capitalizeon them; because teachers traditionally work behind closed classroom doors, their individual knowledge and instructional strategies are observed only by their students. In PLCs, successful teachers in certain areas can serve as specialists and, through peer coaching, can help fellow teachers improve their practice (Kruse & Louis, 1996). This dimension includes classroom observations, where teachers observe other teachers in action and also debate and discuss observations (Hord, 1997b). According to Morrow (2010), "professional growth for teachers is a direct result of shared personal practice because of the continuous sharing of knowledge that occurs between colleagues" (p. 40). By sharing teachers their practices, improvement is sustained, interactions between teachers are strengthened,

Dialogue about professional practice is stimulated, and teachers are helped in building on each other's expertise (Louis et al., 1996; Phillips, 2003; The Centre for Comprehensive School Reform and Improvement, 2009a).

Darling-Hammond (1996) cited research reporting that teachers who spend more time collectively studying teaching practices are more effective overall at developing higher-order thinking skills and meeting the needs of diverse learners. Thus, PLC meetings become forums for individual teacher knowledgeand experience to become public knowledge and to help generate new knowledge (McLaughlin & Talbert, 2002). Finally, by sharing teaching practices, teachers can address student needs and discover solutions to their professional challenges (Hord, 1997b). Hirsh (2011) stated that teachers working in groups and sharing practices are more likely to confirm that all students aregetting the top education and learning opportunities every day.

Supportive Conditions: Structural and Relationship-Based

The last dimension of PLCs is supportive conditions. Supportive conditions are crucial to maintaining the growth and development of a community of professional learners (Fulton & Britton, 2011). Hord (1997b) cited two types of supportive structures found within PLCs: structural conditions and collegial relationships where they support the vision of a school and learning community. These structures are a vital to the effectiveness and innovation of teaching at the classroom level.

Supportive structure refers to structural conditions that back up teachers 'collective work,such as ordinary free time and physical space (Sargent & Hannum, 2005), sufficient learning resources (Supovitz, 2002), and sound communication mechanisms (Linder et al., 2012). These structural conditions include the use of time within the workday to meet for collective learning and application, problem-solving, and decision making; the existence of appropriate policies andschedules; and structures that provide greater autonomy to reduce isolation and foster collaboration (Fulton & Britton, 2011; Hord, 1997b; Jackl & Lougée, 2012; Strahan, 2003; Williams, 2006).

As for support that is relationship-based, this refers to positive educator attitudes such as teachers' willingness to work together or their ability to accept growth-enhancing feedback for the sake of improved students' learning (Hord, 1997b; Nelson et al., 2010). Besides, the requiring respect and trust between staff members, positive and caring relationships, and a senseof shared purpose must be developed (Hord, 1997b).

5. Study Variables

5.1. Gender

Gender impacts people's opportunities, social roles, and interactions. Basic genetic and physiological differences, in combination with environmental factors, result in behavioral and cognitive differences between men and women (Coleman, 2007; Jaquith, 2013). Al-Mahdy and Sywelem (2016) looked at the perceptions of public-school teachers in three Arab countries on the dimensions of professional learning communities (PLCs), the results showed that there were significant differences between men and women Egyptian teachers regarding their perceptions ofthe degree to which their schools' function as PLCs.

The authors surmised that maybe women teachers are more likely than men to adopt structuring and student-oriented practices as well as to co-operate more with colleagues, and that they are more ofteninvolved in co-operative activities (Al-Mahdy & Sywelem, 2016). Women are more patient and they can multi-task in the teaching profession. Al-Mahdy & Sywelem's study is similar to a quantitative study conducted by Williamson (2008) in public schools in southeastern North Carolina. Williamson examined the difference in the perception of teachers in PLC and non-PLC schools along the five Hord PLC dimensions of leadership, values and vision, collective learning, sharedteaching, and supportive conditions. The study groups were classified according to gender, ethnicity, years of teaching experience, degree acquired, and level of school (elementary or secondary). The results showed a significant difference in gender for leadership and shared vision, and significant differences between PLC and non-PLC schools in the dimensions of collective learning and shared practices.

5.2. Years of Teaching

Kini and Podolsky (2016) suggested that years of experience in teaching may be relatedto effective teaching practices. Effective is understood as doing important things such as raising students' achievement and use teaching methods that enhance students' understanding. Moreover, they often mentor young teachers and help to create and maintain a strong school community because the experience gained over time has enhanced their knowledge, skills, andproductivity (Kini & Podolsky, 2016).

Mory (2019) conducted a quantitative study to explore teacher leaders' perceptions of the strengths and weaknesses of PLCs in the middle school setting using the Professional Learning Communities Assessment-Revised (PLCA-R) survey.

One-way ANOVAs were used to analyze differences in perceptions based on the number of years teaching and number of years on the school leadership team. There were no statistically significant differences for any of the variableson any of the PLCA-R domains, but there was a statistically significant difference ($p = .013$) in the PLCA-R overall scores for years of teaching experience. Results for the overall scores showed a statistically significant difference between 6-10 years (M = 2.78) and over 11 years (M= 3.08) of experience ($p = .010$). These results suggest that teachers with between 6 and 10 yearsand over 11 years of experience hold different perceptions of the professional learning communities in their middle schools. Teachers with 11 years or more of experience perceived the domains of Supportive and Shared Leadership, Collective Learning and Applications, Shared Personal Practice, and Supportive Conditions - Relationships differently than those with less teaching experience. More experienced teachers offer greater stability and coherence in instruction and relationship building as the core work of schools, and they perceive the value of working collaboratively and sharing practice as an important part of the work of the professional learning community. Kini and Podolsky (2016) stated, "Teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial work environment, and when they accumulate experience at the same grade level, subject or district" (p. 1). It is often teachers who have been in the profession a long time, who know best and they have a wealth of experiencethat make their perceptions about PLCs differ from those of less experienced teachers.

5.3. School District

The Saudi school districts are in charge of the elementary, middle, and secondary publicschools and are responsible for ensuring they serve their purpose (Meemar, 2014). District and school administrators play a critical role in improving the learning environment and overall academic progress of their students; without their leadership, creating meaningful learning environment improvements is difficult (Meemar, 2014).

School districts may be responsible for:

1. Coming up with plans to achieve goals and then taking the steps necessary to do so.
2. Monitoring finances and ensuring budget requirements are met; choosing how to spendfunds.
3. Keeping track of, maintaining, and supplying the school buildings with necessaryequipment such as computers, physical education equipment, etc.
4. Ensuring that all activities of the schools in the area comply with the Ministry of Education

(Meemar, 2014).

School district leaders have a big influence on whether professional development is meaningful for all teachers, responds to professional learning standards gaps, and builds teacherleader capacity in their buildings and districts. Consequently, this effect is reflected on teaching and learning. In a qualitative case study, Kennedy (2017) investigated how K-12 teachers perceive school-based and district professional development by answering three questions: Howdo teachers perceive school-based and district professional development? What types of professional development experiences do teachers find effective? Do recent professional development experiences influence how teachers collaborate with other teachers? By using one- on-one interviews and a focus group interview with four teachers were varied in age, race, experience, teachers were one elementary school teacher, two middle school teachers, and one high school teacher. The teachers in this case study provided information that supports school and district leaders when planning for professional development. The most noTable were the need for differentiated professional development that supports teaching diverse students, how school-based and district professional development experiences have explicitly impacted their behaviors, and finally the need to matching school and district professional development to teacher needs. Reeves (2010) argued that it is imperative that school leaders, district leaders, andprofessional development facilitators understand how teachers perceive school-based and district-level professional development experiences in order to effectively implement systematic,job-embedded, and ongoing professional development.

6. Research Design

To examine Saudi Arabian elementary teachers' perceptions regarding PLCs within their schools, the researcher used a quantitative approach. A quantitative approach is defined as a systematic investigation of phenomena, attitudes, opinions, behaviors, and other defined variables by gathering quantifiable data (Muijs, 2011). Quantitative research is based on collecting numerical data to explain a particular phenomenon (Muijs, 2011). Furthermore, this quantitative research study uses a revised survey initially developed for an English language population (Olivier et al., 2010). The ease of survey distribution allows the researcher to reach a wide number of teachers. Surveys make it possible to downscale a large population to a level thatcan be analyzed by using sampling (Creswell, 2012). Given the number of teachers who will be included in this study,

This quantitative study will provide information that can be used in future studies to develop additional measures of Saudi Arabian elementary school teachers' understanding, beliefs, and perceptions of PLCs.

Using a quantitative design enabled the researcher to collect data in a manner that assistsin answering the three research questions and limits the scope for personal comments or biasingof results. The results achieved with a quantitative method are numerical and objectively fair in most cases (Fraenkel et al., 2012). This focus on objectivity is what enables the quantitative researcher to generalize the findings of the study (Fraenkel et al., 2012). The quantitative approach also helps to explain how the independent variables (gender, number of teaching, school district) may impact teachers' perceptions of PLCs (dependent variable).

6.1. Instrumentation

To answer the study questions, I used the Professional Learning Communities Assessment – Revised (PLCA-R) Questionnaire initially developed by Olivier et al. (2010). I included the necessary demographic questions to the revised survey to collect the teachers' perceptions of PLCs. I adapted the survey to address the research questions by adjusting some questions to measure Saudi teachers' perceptions and practices. That is, I added some questionsthat measure teachers' perceptions regarding the factors that contribute to or hinder the success of PLCs. The instrument included demographic questions, such as participants' gender, how many years they have been a teacher, and in which school district they work? The original formof the survey was created in the English language while this study was conducted in an Arab context.

To increase the reliability of the results, I used an Arabic version of the survey that hadbeen used by other researchers with Arabic-speaking subjects (Al-Mahdy & Sywelem, 2016). They received permission from Olivier to translate the original survey and I contacted Olivier toask for permission to use the translated version.

Overall, PLCA-R is regarded as a formal diagnostic tool that is effective in describing the condition of a school as a PLC and in determining the strength of each PLC dimension. The PLCA-R consists of 52 statements. Some of the aspects in the questionnaire include shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions, including both relationships and structures.
According to Olivier et al. (2010), the PLCA-R is more inclusive of school-level practices related to communities.

As such, the PLCA-R is used for many purposes: to measure the extent to which a school functions as a PLC, quantify the perceptions of members about characteristicsof their community through a continuum, and identify professional practices and PLC activities (Olivier et al., 2009). Each dimension includes practices that contribute to becoming a PLC. There are 11 items for shared and supportive leadership, nine items for shared values and vision,10 items for collective learning and application, seven items for shared personal practice, five items for supportive conditions (relationships), and four items for supportive conditions (structures). In all, the PLCA-R includes 46 items. PLCA-R uses a four-point Likert scale: 1 (strongly disagree) to 4 (strongly agree). Sample items and definitions for each dimension are presented in Table 4.

Table 4 Professional Learning Communities Assessment-Revised

Factors	Definition	Sample Items
shared and Supportive Leadership	Sharing power, authority, and decisions making within school boundaries	11 items: Staff members are consistently involved in discussing and making decisions about most school issues
Shared Values and Vision	Common goals toward which members work	9 items: A collaborative process exists for developing a shared sense of values among staff
Shared Personal Practice	Peers helping peers by de-privatizing their practices	7 items: Staff members informally share ideas and suggestions for improving students' learning
Supportive Conditions-Relationships	Relational and human capacities and activities that members are engaged in	5 items: Caring relationships exist among staff and students that are built on trust and respect
Supportive Conditions- Structures	Structural and physical conditions that support members collaborate for learning	4 items: Time is provided to facilitate collaborative work
Collective Learning and Application	Intentional learning members agree on to pursue and act	10 items: Staff members work together to seek knowledge, skills and strategies and apply this new learning to their work

7. Results

This research study investigated teachers' perceptions regarding PLC's practice, the roleof leadership, and the factors that contribute to or hinder the success of PLCs implementation inTatweer elementary schools in Tabuk, Saudi Arabia. No statistically significant differences in Saudi Arabian Tatweer teachers' perceptions were found for each of the PLC dimensions basedon gender, years of teaching experience, and school districts. However, the literature has illustrated that demographic factors, such as teaching experience could affect the teachers' perceptions regarding PLCs' practice (Curry, 2010). To gain more insight into the findings, it iscrucial to explain their underpinnings and link them to related literature. Primarily, the conceptsof PLCs are used to clarify the findings. Moreover, the interaction between these concepts is beneficial for constructing a complete picture of the results noted. This section presents the study's findings concerning the research questions initially posed. Second, the results from the study's null hypotheses are explained and discussed in relation to the corresponding literature.

Perceptions of the Practice of PLCs Perceptions Related to Gender

With respect to the hypotheses of the first research question, the findings indicated there was no significant difference between the perceptions of teachers regarding the practice of the dimensions of PLCs: shared values and vision, collective learning and application, shared personal practice, and supportive conditions - relationships and structures. A *t*-test was selected to investigate the differences between men and women when they practice PLC in their schools. The findings of the t-test showed that there was no significant difference (0.05 significance level) between women and men regarding the practice dimensions of PLCs in Tabuk elementary schools, Saudi Arabia. Therefore, it appears that the gender variable has no impact on the practice of PLCs. These findings contradict Al-Mahdy and Sywelem (2016), who looked at public-school teachers' perceptions in three Arab countries regarding the dimensions of Professional Learning Communities (PLCs). Al-Mahdy and Sywelem found that the Egyptian teachers showed negative perceptions towards their schools as PLCs. There were significant differences between men and women Egyptian teachers regarding their perceptions of the degreeto which their schools functioned as PLCs. The authors surmised that women are more likely than men to adopt structuring and student-oriented practices and cooperate more with colleagues(Al-Mahdy & Sywelem, 2016).

Furthermore, the findings of this research study contradict Williamson's study (2008) which examined the difference in teachers' perceptions in PLC and non-PLC schools along thefive Hord PLC dimensions. Williamson's results showed significant gender differences regarding leadership and shared vision and along the dimensions of collective learning and shared practices. Williamson's study findings may be due to the availability of leadership support for teachers' practices from principals or educational supervisors. Moreover, there maybe a difference in leadership style between men and women; it is possible that biological sex differences and sex-differentiated prior experiences cause them to act differently, even when they hold the same managerial position (Eagly & Johnson, 1990).

Perceptions Related to Geographic Location

With respect to the second variable of the first research question which examined the geographical location of the schools. The ANOVA findings revealed no significant differences between these groups based on the geographic location regarding the practice of PLCs in Tabuk elementary schools, Saudi Arabia.

The mean perception of PLC practice for teachers who teach in the Northern-Tabuk district was (3.05), for the teachers who teach in Mid-Tabuk District, theirmean perception of PLC practice was (3.1495), for the teachers who teach in Southern Tabuk, their mean perception of PLC practice was (2.9781). Therefore, it appears that the geographic location variable has no impact on the practice of PLCs.

These findings contradict the study by Al-Mahdy and Sywelem (2016), who looked at public-school teachers' perceptions in three Arab countries regarding the dimensions of professional learning communities. They concluded that the Egyptian schools don't function as PLCs based on teachers' perceptions, whereas the Saudi and Omani schools' function somewhatas PLCs based on Saudi and Omani teachers' perceptions. The discrepancy between teachers' perceptions about the effect of the geographical location of the schools between this research study and Al-Mahdy and Sywelem's results because their study was conducted between three Arab countries; consequently, the difference in the educational administration systems and the styles of leadership may have influenced the response and perceptions of the participants.

This research study was conducted in a limited area under one educational administration and the sample used was from a single, medium-sized city in Saudi Arabia. As a result, the data are froma homogeneous sample, which could explain the low variance between those schools.

Perceptions Related to Years of Experience

The third variable examined the years of experience. The data reveal that the mean perception of PLC practice for teachers who have worked for 1 to 6 years had the highest meanscore (3.1350); and teachers who have worked for more than 16 years (3.0244); and for the teachers who have worked from 7 to 15 years, their mean perception of PLC practice was the lowest (2.9570). This might imply that teacher effectiveness improvement connected to experience is highest during teachers' initial years but remains significant as they enter their second and third decades (Hargreaves and Fullan, 2013). This may be attributed to the fact thatthe new teacher has the motivation and enthusiasm to work and accomplish tasks. At the same time, more experienced teachers have more productivity. They promote and increase students' learning and help their colleagues. Podolsky et al. (2019) analyzed 30 research published since 2003 that examined the influence of teaching experience on students' outcomes in the United States. They discover that teaching experience is positively related to students' achievement gains and that teachers gain more productivity when they teach in a supportive, collegial environment, or accumulate experience within the same grade, subject, or district.

These findings are contradictory to Mory's (2019) study. Mory discovered a statistically significant difference in the PLCA-R overall scores associated with years of teaching experience.Specifically,

 The scores showed a statistically significant difference between teachers who taught for 6-10 years (M = 2.78) and more than 11 years (M = 3.08, p = .013). Mory (2019) suggested that teachers with between six and ten years and more than 11 years of experience hold different perceptions towards the implementation of the PLC in their middle schools. Teachers with 11 or more years of experience perceived the domains of Supportive and Shared Leadership, Collective Learning and Applications, Shared Personal Practice, and Supportive Conditions - Relationships differently than those with less teaching experience.

Mory's results may be attributed to the belief that more experienced teachers offer greater stability and coherence in instruction and relationship building as the core work of schools, and they perceive the value of working collaboratively and sharing practice as an important part of the work of the professional learning community. Kini and Podolsky (2016) suggested that the duration of teaching experience might be related to effective teaching practices.

Effective teaching is understood as fulfilling crucial tasks such as raising students' achievement and using teaching methods that enhance students' understanding. Moreover, experienced teachers often mentor novice teachersand help to create and maintain a strong school community. They can do so because the experience gained over time has enhanced their knowledge, skills, and productivity (Mullen & Hutinger, 2008).

The discrepancy between teachers' perceptions about the effect of years of teaching between this research study and previous studies may be attributed to the fact that seven years of PLC implementation in Tatweer schools may have not established a full understanding among teachers about the characteristics of the PLC. Implementation of PLCs requires coherent professional plans, strategies, and practices at all levels for a long period of time (Alyami, 2014).One of the most important challenges to implementing PLCS is an ambiguous understanding of the PLC (McLaughlin & Talbert, 2002). The PLC model in Saudi Arabia was initially introducedin 2013 in 26 schools that were part of the sample for this study (Saudi Ministry of Education, 2019), about seven years before this study was conducted. The literature indicates that a PLC is seen as a complex metaphor, one that is multi-dimensional and needs to be unpacked (Huffman & Jacobson, 2003). All dimensions of PLCs are connected to each other. A change in any of the dimensions invites changes in the other dimensions. This means that the various dimensions are intertwined and do not operate separately (Bolam et al., 2005).

Alyami (2014) stated that the ways to implement dimensions of PLC look very different in different phases of schooling and indifferent contexts and settings as a result of deliberate planning and action by leaders but also in unplanned ways and as a result of factors beyond their control. Jackson and Temperley (2007) argued that the development of a PLC seems so complex and nested that to be able to describe discrete stages is unlikely. Moreover, it takes time to fully implement the stages of PLC development for teachers and schools and building these practices into the culture of the organization takes commitment and perseverance on the part of the stakeholders (Huffman &Jacobson, 2003).

The process from initiation to the institutionalization of a PLC at any given school site may span a period of time between three to ten years depending on the capacity of the school andits progress (Huffman & Jacobson, 2003). The practice of PLCs needs to go through the three stages of PLC implementation: 1) the Starter Stage, where school works on developing the characteristics of a PLC, 2) the Developer Stage, which is further along the process, and 3) the Mature Stage,

Where teacher's involvement in key PLC activities and the school capacity to promote and sustain the learning of teachers with the collective purpose of enhancing students' learning is fully developed (Bolam et al., 2005). A PLC may progress or regress on any one or more of the dimensions over time. Hence, the importance of headteachers and senior staff both of having a coherent and explicit concept of a PLC, of deliberately sharing their understanding with colleagues in order to seek their interpretations of its implications, and of monitoring and evaluating its progress on each dimension so that appropriate action can be taken.

The Role of Leadership to Implement PLCs

Regarding the second research question's hypotheses, the findings indicated no significant difference between teachers 'opinions regarding leadership's role in implementing PLCs based on gender. A t-test was chosen to elucidate the differences between men' and women' perspectives regarding leadership's role to implement PLCs in their schools. The findings of the t-test showed no significant difference (0.05 significance level) for gender and itindicated that gender did not affect leadership capacity to build PLCs at Tabuk elementary schools in Saudi Arabia.

Therefore, the gender appears to have no impact on teachers' perceptions about leadership to implement PLCs.

The lack of differences in perceptions of men and women teachers about the role of school leadership in implementing PLCs may be attributedto the similar roles of men and women school principals, as the Saudi Arabian Ministry of Education requires school principals to carry out rules and regulations issued by it.

Moreover, there may be a lack of an understanding of the dimensions of a PLC and the specific attributes associated with each. If a school leader and teachers lack an understanding ofthe dimensions of a PLC and the specific attributes associated with each, the assumption is that the school may never establish a completely functional learning community (Hord, 2004).

To determine the degree of implementation PLC within a school, school leaders should evaluate their PLCs from time to time, by using a multiple measures approach that includes surveys, interviews, data analysis, observations, and self-assessments would give a well-rounded pictureof the degree of implementation. For example, observing a sample of PLC meetings with teachers to determine whether there is evidence that characteristics of the PLC concept exist.

Likewise, conducting interviews with principals and teachers about what has been done to support the implementation of PLCs and to gain information on their role and perspective on the implementation process. Furthermore, evaluating and measuring whether the implementation of PLCs has impacted students' achievement results.

The second and third variables examined teachers' years of experience and their specific geographic location related to specified school districts. The ANOVA results revealed no significant differences between these groups perspectives regarding leadership's role in implementing PLCs in Tabuk elementary schools in Saudi Arabia. This may be because years of experience and geographic location were not important factors in forming teachers' opinions regarding the role of leadership in implementing PLCs. As well, it may be that the criteria that teachers adopt in estimating the degree to which the school principal implements PLCs are not clear, as a result of the lack of clarity of the concepts of PLC for them. Moreover, the similarity of the work environment in schools reduces the differences in viewpoints between teachers. All schools in which this study was conducted are subject to the same educational supervision office and the Ministry of Education. Thus, they receive the same instructions and training courses. As a result, the role of the principals in those schools is similar.

Although the literature associated with principal leadership and PLCs development indicated that even though teachers and other school employees play a vital role in creating a learning community, the school principal is the linchpin. The school principal, along with teachers, has demonstrably more influence than leadership at other levels such as school district leaders, superintendents, and directors of PD (Leithwood, 2005). Thus, the findings of my research study dispute many studies that suggest that leadership helps implement PLCs by supporting cooperative culture and PLC practices in schools.

For example, Graham (2007) conducted a case study to investigate the relationship between professional learning community(PLC) activities and teacher improvement in a first-year middle school. Graham's findings showed that one of the most prominent factors that helped the effectiveness of teaching is supportive leadership. In addition, Jackson and Temperley (2007) found that where teachers felt encouraged by their principals, they supported one another's practice in PLCs. They felt more self-confident in themselves, developed a vigorous sense of self-efficacy; also, they believed in their capacity to influence students' learning and achievement. As a result, teachers were more committed to their collaborative work to meet students learning needs.

Mullen and Hutinger (2008) found that leadership is an essential resource for PLCs, both in terms of principal commitment and shared leadership. They found that the PLCs leaders are providing moral support for teachers by taking their opinion into account when making decisions and promoting an atmosphere of caring and trust among teachers. Finally, Ross and Gray (2006) who found that supportive leadership impacted teacher efficacy. The leadership supported the employee by empowering and training to have sufficient skills to handle the tasks also the leadership enhancedteamwork among the members.

Factors contributing to or hindering the Success of PLC implementation

As for the third question's hypotheses, the findings indicated no significant difference in teachers' perceptions of the factors that contribute to or hinder the success of PLCs implementation based on gender in Tabuk elementary schools in Saudi Arabia.

Perhaps this is due to similarities in educational opportunities and conditions between men and women schools. Tatweer schools implement the same school plans and strategies. All Tatweer school leaders receive their own training programs. Also, the training and developmentprograms offered to men and women teachers are similar. Besides, teachers are subject to the same assessment criteria and the same educational supervision.

Moreover, all Tatweer schools are non-rented government buildings, so they are similar in capabilities, resources, technologies,and available equipment.

Moreover, the second and third variables examined teachers' years of experience and their specific geographic location related to specified school districts.

The ANOVA findings revealed no significant differences between these groups' perspectives regarding the factors thateither contribute to the hindrance or the success of PLCs implementation in Tabuk elementary schools in Saudi Arabia. One of the questionnaire items referred to the factor of hindrance of PLCs implementation, such as lack of time for teachers to discuss practices and students' needs.According to the literature, lack of time is identified as a barrier to PLC success (Jackson & Temperley, 2007; Leithwood, 2005; Schmoker, 2006); yet, the findings of this study did not findit to be an issue with the respondents. The results of this study may be attributed to the interest ofthe educational administration in Tabuk in saving and organizing time for teachers' meetings.

For example, providing an hour at the end of the school day or before students arrive so teachers can meet in their PLCs (Ministry of Education in Saudi Arabia, 2020). When districts provide time for their PLCs to function correctly, they send the message that teacher collaboration and students' learning are viewed as priorities in the school (DuFour et al., 2008).

Implications for Practice and Recommendations for Future Research

The study of professional learning communities is vital because many schools in most countries have embraced the PLC model to ensure professional collaboration among teachers (DuFour et al., 2008). In general, this research study reported no significant difference betweenteachers 'perspectives regarding the practice of the dimensions of PLCs and the factors that contribute to or hinder the success of PLCs implementation. According to Jackson and Temperley (2007), the key to PLCs improving students' and teachers' learning is schools' capacity to implement learning communities with fidelity and continuously grow. In the next section I will provide recommendations for practice and future researchers.

Implications and Recommendations for Practice

Drawing on the literature review and the present study of PLCs, the following actions arerecommended for current practitioners in education. Although most studies in the literature indicate that PLCs have positive results on the school, teachers, and the level of students' achievement.

However, the results of this research study did not find a significant difference in teachers' views regarding the practice of the dimensions of PLCs, the role of leadership in implementing PLCs,

And the factors that may contribute to the success or hinder the success of PLCs. Perhaps the Interpretation for this is that Tatweer schools apply the PLC practices as a new strategy to improve students' achievement but there might be a lack of understanding of the true and deep meaning of PLC. The literature indicates that a PLC is seen as a complex metaphor, one that is multi-dimensional and needs to be unpacked (Huffman & Jacobson, 2003).One of the most important challenges to implementing PLCs is an ambiguous understanding of the PLC (McLaughlin & Talbert, 2002). Also, maybe the variables that were used in this study are unimportant factors in forming teachers' opinions. This study suggests for futures researchersto other variables that may be more able to show a difference in teachers' opinions, such as the educational qualifications of teachers, or different educational regions and different grades.

Moreover, the leadership style and culture prevailing among teachers in Tatweer schools may have affected the level of implementation of PLCs. School leadership and school culture areinterrelated processes. Although the school culture is built on the history and deep values of the school community, the replacement and renewal of the school culture are related to the leader (Fullan, 2001). Most schools in Saudi Arabia practice a top-down leadership style. The Ministry of Education issues regulations and circulars for all schools. Thus, this violates the culture of learning communities that support cooperation and share decisions and practices. Therefore, it is might be difficult for school leaders to create a culture based on cooperation, support, and trust.

This study's findings will help policymakers and educational leaders facilitate the PLC's implementation in Tatweer and other public schools in Saudi Arabia by indicating the need to hold training courses for principals and teachers to instill PLC and take advantage of mistakes and past experiences of other schools that have succeeded in implementing strong PLC. In addition, holding training courses for school leaders and giving them a scholarship to countries that have successful experience in PLCs where leaders have the opportunity to coexist in selected schools to see how to implement the practices of PLCs and then transfer those experiences andlocalize them in Saudi schools. Thus, build self-efficacy schools and be able to contribute to a qualitative shift in education in Saudi Arabia.

Furthermore, working on follow-up and evaluating continuously the implementation of PLCs and to what extent the schools achieve the objectives. School leaders and educational supervisors should evaluate their PLCs from time to time, by using a multiple measures approachthat includes surveys, interviews, data analysis, observations, and self-assessments that would give a well-rounded picture of the degree of implementation. Furthermore, they should evaluate and measure whether or not the implementation of PLCs has impacted students' achievement results. Thus, knowing the strengths and enhancing them while removing and addressing weaknesses in performance should help to bring PLCs to the required level for positive results.

PLC facilitators and school principals have to simplify the understanding of the conceptsof PLC for teachers and provide teachers with information, resources, and guidance on how to practice PLC on the ground and help them to grow professionally.

Leithwood (2005) reported that school principals should create structures that promote teacher learning by focusing on howto do a task and how much time and space to provide. An additional critical component in developing a PLC is that school leaders must understand that multiple dimensions must be attended to as interdependent characteristics for organizations. Last, leadership programs in colleges and universities should hold seminars with educational leaders who have experienced success in developing strong PLCs.

Implications and Recommendations for Research

In this section, the implications and recommendations for future research are presented.

Although there is a lot of research on PLCs in the United States, research on PLCs in Saudi Arabia remains scarce. I would recommend that researchers focus on the conditions for PLCs inSaudi Arabia to fill in the research gaps.

Based on a review of the literature and the present study of PLCs, the following recommendations might be considered for further research: this study's findings revealed no significant differences related to gender, years of teaching, and school districts. As the Ministryof Education intends to expand PLC implementation in other schools, it is crucial to conduct a similar study in middle and high schools. This study was limited to the elementary level. This would provide a larger picture of the extent to which PLCs are implemented and may show middle and high school teachers perceive different factors that affect the implementation of PLCs; for example, leadership style or the level of support from educational supervision.

Furthermore, this study was quantitative, so the next step could be a qualitative study with the same schools. Interviews with teacher study group members or focus groups from other schools could gain deeper insights into teachers' perceptions of PLC implementation. This method couldprovide an opportunity to investigate teacher and leader PLC training and practices more closely.

Another option might be to implement a mixed-methods approach to studying the way PLCs are implemented and understood. A PLCA-R survey instrument would be administered with additional questions asking participants the rationale and motivation behind their responsesin each of the domains. These qualitative responses could then be evaluated and considered alongside the quantitative data. Knowing this type of information could advance future research,especially when there is a wide range in the instrument's domain values.

Moreover, future researchers could also consider using a questionnaire with more than a 4-point Likert-type scale when measuring professional learning communities' dimensions. The PLCA-R survey instrument used in this study is a research-based, appropriate instrument. A future consideration might include a different Likert-type scale instrument that could contain as many as seven response options that might capture a more considerable variance in the participant responses of their perceptions of professional learning communities in the school.

This study investigated teachers' perceptions about PLCs in Tatweer schools, there were certain limitations in this research. First, due to the closure of schools during the COVID-19 pandemic, the teachers in this study were asked to refer to the prior 2019 school year. As a result, this situation might have affected the results of the study because it is possible that the teachers' responses confused how they practice PLCs online, and how they were practicing PLCs before Covid 19. Second, because the PLCs are newly implemented in Arab schools and educational systems, there were few Arab previous studies that were found in the Arab context. It was difficult to find ample and comprehensive information on the topic of learning communities both in terms of implementation, requirements, and challenges, etc. Third, the data for this study was only collected from Tatweer schools that have used PLCs. Therefore, the results are not generalizable to all elementary schools in Saudi Arabia.

8. Conclusion

This chapter presented an overview of the study, an overview of the findings, a discussion of the findings, and some implications and recommendations based on this study.

The study collected the perceptions of Tatweer elementary school teachers in Saudi Arabia about the implementation and success of PLCs. The differences between the study's variables were discussed in this chapter. Finally, the researcher reported implications and recommendations for practice and future research based on the findings of this study.

Previous research has found that professional learning communities are an important form of teacher professional development (Cranston, 2009; Hargreaves, 2019; Harris & Jones, 2010; Reichstetter, 2006). According to Curry (2010), professional learning communities are designed to ensure that teachers have the opportunity to work in a collaborative setting on a regular basis to develop, plan, and implement teaching strategies that promote students' learning.

This study concluded that there were no significant difference in the perspectives of teachers regarding the practice of the dimensions of PLCs, the role of leadership to implement PLCs, and the factors that may contribute to or hinder the success of PLCs. The differences were examined based on the variables of gender, year of teaching experience, and school districts. The sample used in this research was from a single, medium-sized city in Saudi Arabia. As a result, the data are from a homogeneous sample, which could explain the low variance. Future researchers usinga more varied sample of schools may show increased variance in perspectives across schools, in turn producing different results in the perspectives of the variables affecting PLCs implementation. Moreover, this research study was conducted on schools that have implemented PLCs in 2013. Thus, the period of seven years to implement PLC might have not established the full understanding for teachers.

The implementation of a PLC is a complex process and requires a natural progression into the school''s culture (Huffman & Jacobson, 2003). One explanation appears to be a lack of understanding regarding the characteristics of a PLC as well as the lack ofthe mechanisms and capacity for implementation and sustainability (DuFour et al., 2008). The findings of this study can inform and guide other Saudi elementary schools and school leaders who may be in future transition to a Tatweer school model with PLCs.

Adopting the concept of PLC, is not sufficient to say that schools function as PLC, PLC needs to change schools culture and teachers' beliefs.

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