



Continuing Professional Development Practices (CPD) for Professionals in their Employability

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ABSTRACT

Purpose: This research paper examines continuing professional development as it relates to the Saudi Vision 2030 Human Development Programs. The goal of this study is to examine how professionals perceive CPD and how they view their work. This study examines the personalities and technical skills of professionals and examines if these factors have an immediate impact on how they see things. The researcher pinpoints and examines personality, technical proficiency, training and development, perception, and its impact on participants' attitudes and level of commitment to their jobs about CPD practices. The researcher pinpoints and examines personality, technical proficiency, training and development, perception, and its impact on

participants' attitudes and level of commitment to their jobs about CPD practices. As Saudi professionals participate increasingly in CPD, the researcher examines their demands and expectations. The research also focuses on the relationship between professional achievement and professional attitudes. **Design/Methodology/Approach:** The researcher used a stratified sampling technique to find 100 professionals in top management roles in the public and private sectors of various industries. In this study, the researcher used structured questionnaires and interviews to gather primary data from 100 samples from various portfolios. The researcher uses one-way ANOVA and multiple regression analysis to analyze how professionals see themselves and their devotion to their jobs. Through "Multiple Regression Analysis," professionals' success in their fields is demonstrated. The search for theoretical model fit is conducted using structural equation modelling (SEM). The structural bond is examined using the "multivariate" statistical technique known as "structural equation modelling." **Findings:** The findings show that professional achievement is directly impacted by attitude and perception of CPD. The SEM results show that knowing the dependence of each element listed and how they relate to one another improves CPD and productivity. According to the connection results, technical proficiency and personality are significantly correlated with how professionals see CPD activities. **Implications:** Findings of this study will be helpful for human resource managers and policy makers to focus on CPD practices. **Novelty:** The research examines and proves that Attitude on CPD has a direct effect on professional success.

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Introduction

In Saudi Arabia, the education department has been the subject of numerous studies. There hasn't been much research done on professional development for company employees. To perform study with top executives from diverse public and commercial enterprises, the researcher hopes to get fresh perspectives. Information from the organization in KSA is gathered using an approach that stimulates insight. After finishing his initial training in the Saudi company, an individual can record his abilities, knowledge, and experience through continuing professional development. The outcome acts as a catalyst for the person and their career. In addition to its significance, this research describes the perception, attitude, and commitment to work of Saudi professionals. The current study investigates the specific types of "Continuing Professional Development" that professionals in their business start and undergo. To determine the extent of CPD practices among professionals and the adapting strategies used by associations to raise members' awareness of professional development, this study also examines the adapting practices adopted by professionals. The study's findings might be useful to administrative entities and professionals. The current study has significant implications for those in charge of creating education programs as well as educational institutions looking to improve the viability, competence, and nature of education. The findings could be a useful step forward in defining appropriate human management strategies. The discoveries may also aid in the creation and improvement of professional execution and the maintenance of administrative collections of specialized instruction and administrations. This study looks into what it means to be a professional and examines how much respect people have for the work's ideas and outcomes. Unified National Program, which is financed by the Saudi government, launched professional development practices in Saudi Arabia. The portal comprises online courses, the Hadaf Leadership Academy, Career tendencies and ability determination, Dorooob, ITC portal, Technical and Vocational Training, and Tamheer Program. From July 4 to the present, more than 1.15 million users of professional development platforms have been reported by the Saudi government (10 July 2022). Specialized modules contain a variety of assistance programs that foster a welcoming atmosphere for professionals and trainees. Therefore, this research is important and necessary for the Saudi government to develop new CPD programs.

Review Of Literature

well-organized and articulate "Continuing Professional Development" is crucial since it benefits the individual, their job, and the public. Never undervalue the importance of ongoing skill development; for active skilled faculty, it is a professional requirement. It is typically helpful to research prior literature to understand the elements considered, relationships between variables, instruments employed, strategies adopted, and so on. The researcher determines the critical components of the research gap that must be filled based on the extensive prior study.

Baitsch (1998) in his research revealed that professional learning and competency development is important for individuals. Kennie (1998) in his study "The Growing Importance of CPD" discussed about Continuing Professional Development and the role of CPD influence in the lives of professionals as they adapt to face dynamical work environments. Hargreaves (2000) in his article hypothesized four ancient phases for the improvement of trainer understanding in a number of homelands: the pre-skilled age, the

age of the independent skilled, the age of the collegial knowledge and professional or genre age. [Garet et al. \(2001\)](#) in their research paper studied about correlating and assessing the traits of professional improvement on teachers' learning. [Connolly \(2005\)](#) in his study focused on the occupational therapists recognized modifications in their professional practices as a consequence of Problem Based Learning and stated variants between PBL as an approach for CPD and alternative skilled development ways. [Friedman and Woodhead \(2007\)](#) in their study explain effort and outcome-based CPD measurement. [Hamza \(2010\)](#) in her article examined the outcomes suggest that the transformative studying of the female educators used to be mirrored in three themes: modifications within the private and expert attitudes, experiencing new class room surroundings to know designs and unacquainted class room behavior, and broadening of the participants' global views. [Banks and Smyth \(2011\)](#) in their research analyzed various factors persuading instructors' participation in CPD. [Hamza \(2010\)](#) discovered the impacts of a professional development program on pre-service teachers' attitudes toward college students with special needs. [Anis, Nasir, and Safwan \(2011\)](#) in their article emphasized that as technology is transforming so quickly that any expertise can become out-dated in a short period and to remain with the growing technology every establishment who wishes to stay competitive must give training to their teams.

The term "continuing professional development" (CPD) refers to the purposeful updating of information and continuous enhancement of professional competence throughout a person's lifetime. It is a commitment to being knowledgeable, being current, and always seeking improvement. CPD is essential for improving one's career prospects for both present and future opportunities. It places emphasis on everything the individual studies as well as how he progresses during his professional career. Worldwide, professionals have made "Continuous Professional Development" (CPD) a major policy goal. It is an intentional, continuing, and lifelong process in which professionals try to enhance their knowledge, skills, and abilities in addition to their personal and professional attributes, which has a positive impact on their career path, work development, and organization.

[Billett, Harteis, and Eteläpelto \(2008\)](#); [Paloniemi and Collin \(2010\)](#) reveals that balancing work life enable employee to gain professional identity. [Bartram et al. \(1993\)](#); [Malcolm, Hodgkinson, and Colley \(2003\)](#); [Marsick and Watkins \(1990\)](#); [Rowold and Kauffeld \(2009\)](#); [Tannenbaum et al. \(2009\)](#); [Watkins and Marsick \(1996\)](#) in their research depicts that CPD encourage change and brings individual development through informal learning. [Van Der Heijden et al. \(2009\)](#) identified that formal and informal learning reinforce each other. [Baitsch \(1998\)](#) depicts that professional learning and developing competencies is an individual process. [Else Ouweneel et al. \(2009\)](#); [Taris et al. \(2003\)](#); [Taris and Kompier \(2004\)](#) in their research says that the employee who constantly update their knowledge and skill will move towards employability for any position. [HPCSA Corporate Affairs \(2021\)](#) depicts that most of the respondents agree about the importance of CPD and also admit that there are many challenges in participating. [Power et al. \(2011\)](#) in their research say that employee decide to participate in CPD based on their attitude, behavior and preferences. [HPCSA Corporate Affairs \(2021\)](#) reveals that all participant agree that there is need and importance about CPD and it play a vital role in the workplace. The reason for reluctance in participation includes time constraint, issues in resources, zero support, learning challenges and lack of

educational opportunities this was witnessed in the research by Power et al. (2011). Austin, Marini, and Croteau (2005) in their research say peer support is crucial in CPD. Further they say that attitude and behaviour determine about learning or not. they further say that lack of support and lack of opportunities create negative perception. Brand (2006) in his research depicts that knowing about new ideas, techniques, advancements, developments and knowledge is important. Bader et al. (2019) in their research identified that organizations switch from life long learning to CPD in specific fields. Noe (1999) as cited in Owusu (2011) claim that organisational analysis, task analysis and person analysis identifies which type of training or professional development is required. Hamblin cited in Yadapadithaya and Stewart (2003) reveals that employees may react favourable to the programme and like the courses offered but they may not learn anything. Noe as cited in Owusu (2011) depicts that training needs analysis is a pre-requisite to any successful CPD programme. Al-Athari and Zairi (2002) says that assessment of training intervention is much necessary in CPD. Whitaker as cited in Sharon and Aggarwal (2017) states that career development in CPD must be managed and owned by the learner. Tannenbaum (1997) identify assertion is the reason for evolution of CPD and HRD. Awareness of the CPD level or methods for professional development might be taken as a contribution to managerial training programs. Heikkinen, Jokinen, and Tynjälä (2012) in their research identified variety of CPD tools and practices including informal learning. These tools and practices are linked with Human Resource Development programmes. Respondent's attitude to an opinion or subject decides something about his thought process, feelings and the way that he responds towards that opinion or subject. Schunk (1996) says that attitude as intrinsic views; stimulate the individual activities which are experienced through the individual. A self-driven personality understands that the kind of awareness and skills directly affects their pupils and environment will be liable for their own awareness and skills, generating positive associations with their pupil (Ari, 2008). The role of individualities of a person should indicate their commitment (Mowday, Porter, & Steers, 1982). It was also found that organizational commitment, considerably associated with the factors of demography like experience and educational qualification. Digital native's perception about ability to use technology and the awareness of such technology influences the advantages of using such technology in the classroom (Lei, 2009).

These reviews investigate whether or not CPD is a crucial element in the workplace. The reviews and CPD's contributing factors have an impact on participation. A few obstacles, such as attitude, perception, and commitment, discourage them from taking part in CPD. These obstacles can be surmounted, and optimism can be restored. According to the reviews above, CPD is an essential element of the workplace. Few organizations recognize the relevance of CPD because they believe it to be a time-consuming program that requires more funding. CPD is a lifelong requirement for professionals in organizations, and occasionally the organization itself will require it. It is the responsibility of the employees and professionals in the organization to keep the skill and knowledge updated in order to provide high level of productivity and high-quality service. CPD meet the expectations of the management and customers as well.

AIM

The aim of this research is to analyze about professionals' perception towards CPD and variables have impact on the job commitment & attitude towards CPD.

Hypothesis

1. Personality and Technical abilities have a direct effect on Professionals perception towards CPD practices in the organization.
2. Personality, Technical Ability, Training and Development, Perception and Job Commitment have a significant direct effect on their attitude towards CPD practices.
3. Technical Ability, Training and Development and Perception have a significant direct effect on job commitment towards CPD practices.
4. Attitude on CPD has a direct effect on professional success.

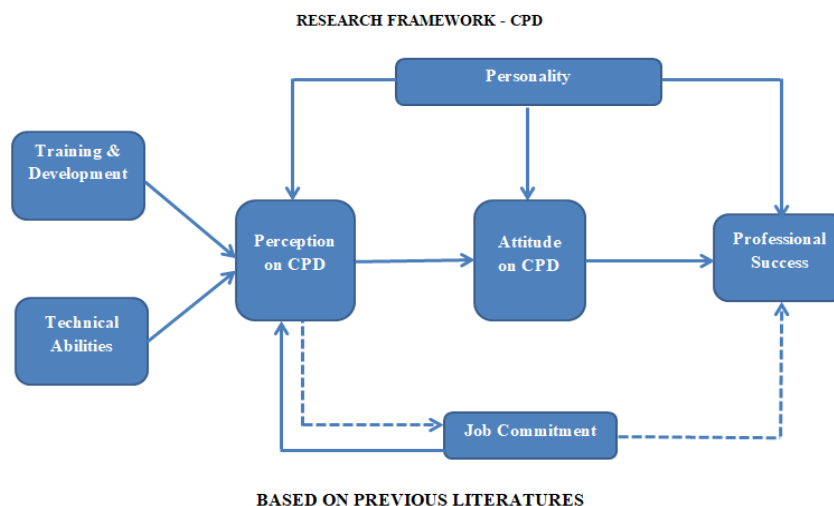


Figure 1: Research Framework for CPD

Methods

The current empirical study's analysis of the factors that influence CPD practices in the direction of career success. Primary and secondary data were used in the current investigation. The data were analyzed using statistical techniques as frequency analysis, Garrett Ranking, way Anova, factor analysis, regression analysis, Chi-square, and structural equation modeling. The straightforward percentage analysis conveys both personal and profile information. The Cronbach's alpha test is used to determine the consistency of variables using exploratory factor analysis. The reasons for choosing a profession are exhibited with the help of Garrett Ranking, and the characteristics of the professionals, technical proficiency, and training and development are revealed by "One-way ANOVA," all of which are used to convey professionals' perceptions of CPD. At some point, perception of CPD emerges through the 'Multiple Regression Analysis. Professionals' commitment and attitude toward CPD are demonstrated using a variety of tools, such as "One-way ANOVA" and "Multiple Regression Analysis," which show professional commitment and attitude. Multiple Regression Analysis (MRA) is utilized to demonstrate the success of the professionals, and Structural Equation Modeling (SEM) is employed to determine the theoretical model's fit.

'Exploratory factor analysis' is used to pinpoint the key elements of construct creation and training. Utilizing the Cronbach's alpha test, "exploratory factor analysis" is used to determine the consistency of the variables. A data set is reliable if it consistently produces the desired findings. Reliability is synonymous with stability. Estimates of how free from stable or random error a measurement is related to reliability. Thus, to assure consistency in the data obtained and thereafter to generalize the result, the dependability of the data should be evaluated before evaluation.

H1: *Personality, Technical ability and Training and development have a significant direct effect on Professionals Perception towards CPD practices.*

$$Y (\text{per}) = \alpha + \beta X1 + \beta X2 + \beta X3 + e$$

Where, Y (per) = Perception

X1 = Personality

X2 = Technical Ability

X3 = Training and Development

e = error term

Table 1

Correlations

		Perception	Personality	Technical Ability	Training and Development
Pearson Correlation	Perception	1.000	.457	-.268	-.038
	Personality	.457	1.000	-.133	-.106
	Technical ability	-.268	-.133	1.000	-.074
	Training & Development	-.038	-.106	-.074	1.000
Sig. (1-tailed)	Perception	.	.000	.000	.146
	Personality	.000	.	.000	.002
	Technical ability	.000	.000	.	.019
	Training & Development	.146	.002	.019	.

Source: Compiled Data

The above correlation table shows that relationship between the dependent variable (perception) and the independent variable (personality, technical ability and training and development).

H2: *Personality, Technical Ability, Training and Development, Perception and Job Commitment have a significant direct effect on professionals' attitude towards CPD practices*

Equation:

$$Y (\text{att}) = \alpha + \beta X1 + \beta X2 + \beta X3 + \beta X4 + \beta X5 + e$$

Where, Y (att) = Attitude

X1 = Personality

X2 = Technical Ability

X3 = Training and Development

X4 = Perception
 X5 = Job Commitment
 e = error term

The correlation result reveals that personality, technical ability, training and development, perception and job commitment have a significant correlation with Professionals 's attitude towards CPD practices.

H3: *Technical Ability, Training and Development and Perception have a significant direct effect on professional's job commitment towards CPD practices.*

Equation:

$$Y(jc) = \alpha + \beta X1 + \beta X2 + \beta X3 + e$$

Where, Y (jc) = Job Commitment

X1 = Technical Ability

X2 = Training and Development

X3 = Perception

e = error term

Correlation reveals that relationship between the dependent variable (job commitment) and the independent variable (technical ability, training and development and perception). The correlation result reveals technical ability, training and development and perception have a significant correlation with job commitment towards CPD practices.

H4: *Factor Influencing Professional Success (Structural Equation Model)*

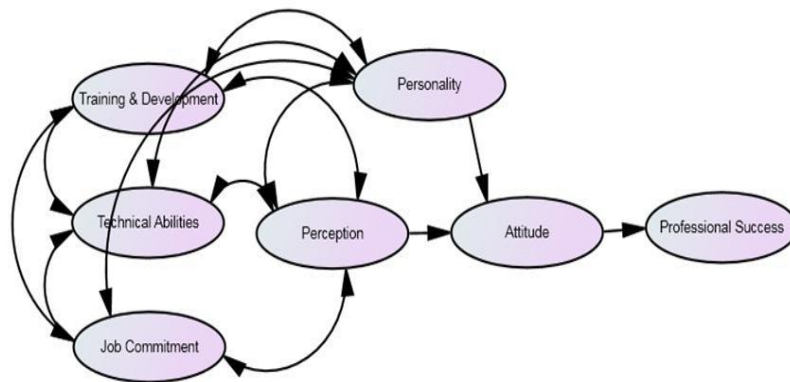


Figure 1 *Interrelationship between the variables*

Model Indices For The Research Model

RMR	RMSEA	PNFI	PCFI	GFI	AGFI	NFI	CFI
.062	.080	.576	.610	.745	.702	.576	.610

Source: Compiled Data

*RMR - Root Mean Square Residuals

*RMSEA - Root Mean Square Error of Approximation

*PNFI - Parsimonious Normed-Fit Index
 *PCFI - Parsimonious Adjusted to CFI
 *GFI - Goodness of Fit Index
 *AGFI - Adjusted Goodness of Fit Index
 *NFI - Normed Fit Index
 *CFI - Comparative Fit Index

Table 2*KMO & Bartlett's Test for Training & Development*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy			813
	Approx. Chi-Square		1745.273
Bartlett's Test of Sphericity	df		78
	Sig.		000

Source: Compiled Data

Both KMO and Bartlett's test are to guarantee the application of factor analysis in training and development of the professionals.

Table 3*Regression Model for perception of professionals*

Model Summary b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.503a	.253	.250	3.79319	1.863

a. Predictors: (Constant), Training and Development, Technical Ability, Personality **

The table depicts the overall predictability of the regression model. The regression model explains the independent variables training and development, technical ability and personality has (R2 0.253) 25.3 per cent variability in the dependent variable perception.

Table 4*Regression model for Professional attitude*

Model Summary b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.418a	.175	.169	4.47828	1.969

a. Predictors: (Constant), Job Commitment, Training and Development, Personality, Technical Ability, Perception

b. Dependent Variable: Attitude

Source: Compiled Data

The table depicts the overall predictability of the regression model. The regression model explains the independent variables job commitment, training and development, personality, technical ability, and perception has (R2 0.175) 17.5 per cent variability in the dependent variable attitude. Attitude on CPD has a direct effect on professional success.

Results

The analysis from the statistical techniques reveal the results as follows: **H1:** The correlation result reveals that personality and technical ability has a significant correlation with professionals perception towards CPD practices. Personality (45.7 per cent) has significant positive correlation with perception. Technical ability (-26.8 per cent) has significant negative correlation with perception. Training and development do not have significant correlation with perception but it has significant negative relationship between personality (-10.6 per cent) and technical ability (-7.4 per cent). **H2:** Personality (32.5 per cent) and perception (35.3 per cent) have significant positive correlation with attitude. Training and development (-7.8 per cent), Technical ability (-18.2 per cent) and job commitment (-16.9 per cent) have significant negative correlation with attitude. It is concluded that if there is any increase in personality, and perception, there is an increase in attitude. If there is any decrease in training and development, technical ability and job commitment, there is an increase in professional's attitude towards CPD **H3:** Technical ability (22.8 per cent) has significant positive correlation with job commitment. Perception (-21.4 per cent) and training and development (-13.1 per cent) have significant negative correlation with job commitment. It is concluded that if there is any increase in technical ability, there is an increase in job commitment. If there is any decrease in perception and training and development, there is an increase in faculty's job commitment towards CPD practices. Overall predictability of the regression model. The regression model explains the independent variables perception, training and development, and technical ability has (R2 .093) 9.3 per cent variability in the dependent variable job commitment. **H4: SEM: The** model fit indices for the overall structural model. The table reveals that the root means square error of approximation (RMSEA) value .080 which is nearer to the criteria <.08 which states accepted fit. The other model fit evaluation methods such as Root mean square residuals (RMR) .062, Parsimonious normed-fit index (PNFI) value .576 and (PCFI) value .610, Goodness of fit index (GFI) value .745, Adjusted Goodness of fit index (AGFI) value .702; Normed fit index (NFI) value .576 and comparative fit index value .610 are attained and satisfied the criteria. It is concluded that research model for the current study is mediocre fit. KMO and Bartlett's test depicts the following results: KMO test value 0.813 which is closure to unity and chi-square significance value ensures the application of factor analysis. Factor loading and 'reliability' of a construct '*training and development*'. Factor analyses reduced the thirteen variables as one variable construct/factor training and development. It also reveals that the 'Cronbach's alpha' value $\alpha = .779$ (i.e. higher than the acceptance level), which shows there is an internal consistency among the variables with a scale mean of 18.7608 and with the scale variance of 11.344 and with a scale deviation of 3.36808. It is concluded that, the 'Cronbach's alpha' value is greater than .70, which shows the existence of internal consistency or homogeneity. So, the variables are reliable and good for the test.

Factor exploration is a multivariate statistical approach used for the determination of data reduction. It is a method used to lessen data complication by reducing the numerous variables in the analysis.

'Exploratory factor analysis' is employed to identify the vital factors of construct *technical ability*. Both KMO and Bartlett's test are to guarantee the application of factor analysis in technical abilities of professionals. KMO test value 0.736 which is closure to unity and chi-square significance value ensures the application of factor analysis. Factor analysis reduced

the six variables as one variable construct/factor technical ability. It also reveals that the Cronbach's alpha value $\alpha = 0.692$ (i.e. higher than the acceptance level), which shows there is an internal consistency among the variables with a scale mean of 12.3410 and with the scale variance of 26.121 and with a scale deviation of 5.11083. It is concluded that, the Cronbach's alpha value is closer to .692, which shows the existence of internal consistency or homogeneity. So, the variables are reliable and good for the test. KMO and Bartlett's test are to guarantee the application of factor analysis in *job commitment* of professionals. KMO test value 0.906 which is closure to unity and chi-square significance value ensures the application of factor analysis. Factor loading and reliability of a construct job commitment. Factor analysis reduced the eleven variables as one variable construct/factor job commitment. It also reveals that the 'Cronbach's alpha' value $\alpha = .886$ (i.e. higher than the acceptance level), which shows there is an internal consistency among the variables with a scale mean of 20.9733 and with the scale variance of 88.729 and with a scale deviation of 9.41962. It is concluded that, the 'Cronbach's alpha' value is greater than .70, which shows the existence of internal consistency or homogeneity. So, the variables are reliable and good for the test. KMO and Bartlett's test are to guarantee the application of factor analysis in *perception* of the professionals. KMO test value 0.714 which is closure to unity and chi-square significance value ensures the application of factor analysis. Factor loading and reliability of a construct perception. Factor analysis reduced the eight variables as one variable construct/factor perception. It also reveals that the Cronbach's alpha value $\alpha = .723$ (i.e. higher than the acceptance level), which shows there is an internal consistency among the variables with a scale mean of 32.2621 and with the scale variance of 17.294 and with a scale deviation of 4.15864. It is concluded that, the Cronbach's alpha value are greater than .70, which shows the existence of internal consistency or homogeneity. So, the variables are reliable and good for the test. KMO and Bartlett's test are to guarantee the application of factor analysis in *personality* of the professionals. KMO test value 0.778 which is closure to unity and chi-square significance value ensures the application of factor analysis. factor loading and reliability of a construct personality. Factor analysis reduced the eight variables as one variable construct/factor personality. It also reveals that the 'Cronbach's alpha' value $\alpha = .813$ (i.e. higher than the acceptance level), which shows there is an internal consistency among the variables with a scale mean of 32.1081 and with the scale variance of 19.184 and with a scale deviation of 4.38001. It is concluded that, the 'Cronbach's alpha' value is greater than .70, which shows the existence of internal consistency or homogeneity. So, the variables are reliable and good for the test. KMO and Bartlett's test are to guarantee the application of factor analysis in *attitude* of the professionals. KMO test value 0.733 which is closure to unity and chi-square significance value ensures the application of factor analysis. factor loading and reliability of a construct attitude. Factor analysis reduced the nine variables as one variable construct/factor attitude. It also reveals that the 'Cronbach's alpha' value $\alpha = .743$ (i.e. higher than the acceptance level), which shows there is an internal consistency among the variables with a scale mean of 35.1094 and with the scale variance of 24.146 and with a scale deviation of 4.91386. It is concluded that, the 'Cronbach's alpha' value is greater than .70, which shows the existence of internal consistency or homogeneity. So, the variables are reliable and good for the test.

As the respondents are aware that they are liable for their skill development, the result shows any increase in the respondents personality and perception, there will be an increase in the attitude of the Professionals towards CPD activities.

Discussion

The research reveals that Personality, Technical ability and Training and development have a significant direct effect on Professionals Perception towards CPD practices. Utami et al. (2019). In their research witnessed this and they reveal that there is relationship between the involvement of CPD and alignment of perception and practices. The correlation result reveals that personality, technical ability, training and development, perception and job commitment have a significant correlation with Professionals's attitude towards CPD practices. Rothwell and Herbert (2007) in their research explore the accountants attitude towards CPD and they relate that with employability professional identity and success. Correlation reveals that relationship between the dependent variable (job commitment) and the independent variable (technical ability, training and development and perception). The correlation result reveals technical ability, training and development and perception have a significant correlation with job commitment towards CPD practices. The knowledge enhancement happens through the professionals who are expertise in their areas. An examination of these studies will shed light on various components and prominence of CPD which clears the path for further exploration. This research examines the relationship among elements such as training and development, technical abilities, job commitment, perception, personality, and attitude. The SEM is helpful in understanding the dependency of each factor and the way it is interrelated. The research examines and proves that Attitude on CPD has a direct effect on professional success. Hanlon et al. (2021) in their research reveal that overall attitude, perceived impact and experiences were positive and leads to professional success

In the current circumstance the everyone must perform his responsibilities involved in their role conveniently using the software. There are different software's available for the specific purposes to support the CPD to complete their work precisely hence exploratory factor analysis' is employed in this research to identify the vital factors of construct job commitment. Perception, character, and skill sets are very important for professionals through which the Vision 2030 of Saudi is transformed. Perception relates to the opinions and visualization based on his awareness and experience. Professional development is an essential part as there is a continuous change in the learners needs. Success of the organization depends upon the continuous enhancement of skill sets in the relevant domain. The research results reveal that structured training might change the perception regarding their attitude towards their work, contribution towards the department and method of delivery. Among the most important factors in building a more influential approaches are the personality of the professionals and their level of motivation. This research further depicts that personality occupies an imperative role in continued professional development activities. Most of the professionals usually show positive attitude towards the continuing professional development. Defining success is not easier as it differs from person to person. We might get diverse answers for the term professional success such being happy, attaining independence, getting a powerful position, or getting an extraordinary wealth. Once an individual identifies the meaning of success to themselves, they can determine their goal and move forward. The research concludes that Professional success depends upon the attitude of professionals. Whenever the professionals have any setbacks, the success strategy gives them confidence and helps them to drive towards their goal. To be successful the professionals should have some of the competencies such as being innovative, transactional skills, sensitivity to understand the learner psychology and being a self-directed personality.

Conclusion

To summarise this research, the researcher investigates the professionals perception about CPD and their attitude about the job. Further it examines the perception and attitude towards technical ability, personality, training and development and job commitment. This study explores the factors that lead to professional success in CPD. The eventual outcome of the research in CPD is that it safeguards the public, the organization, and also the professional's career of employees in KSA. CPD in Saudi Organizations ensure the individual capabilities are up to date within the same field. CPD in Saudi organisations ensures that the person simply maintains and enhances the data and skills which the individual like to deliver knowledgeable service to the community. This research helps an individual to still create an important contribution to his team. Since constant advancement is needed in the organizations, it necessitates the professionals to enhance themselves with the contemporary skills required by the industry. Such advancement process happens through adopting proper CPD practices according to Saudi Vision 2030

The researcher has tried to substantiate the suggestions depending upon their appropriateness, practicality, and scope of application. 'Training and development' is one of the key components for the professionals who focus on the continuing professional development. Kingdom of Saudi Arabia spend Millions for the students and citizens to train them and withstand in the job market Primary importance is given to the CPD in Saudi and make the employees to be competent in their profession and in the related domains. For that purpose, they need to acquire a larger extent of knowledge and skills in connection with their profession to meet the greater demands of quality in their productivity and services. Obviously, various positions necessitate different levels of technical skills. There are Many research based on Education and Faculties. For public and private organisations and CPD in these organisations are yet to be explored. Hence the researcher finds vast scope about all CPD practices and transformation in future research area.

Declaration of conflicting interests: There is No Conflict of Interest

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