

In-Service Training Programs: Iraqi Secondary School EFL Teachers' Motivation

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Abstract--- Most research studies on EFL and ESL teaching and learning (e.g. Mahmood, 2016) have shown that a well-organized in-service training program would boost EFL secondary school teachers' competence to effectually realize classroom events and activities, and upkeep the educational institutions to recognize their purposes and eventually improve teaching process. Furthermore, current studies have confirmed that Iraqi EFL teachers should be fully enthused and motivated to attend such programs and consider its application. O'Malley's (2010) and Koran (2015) studies revealed that the lack of job safety due to the insecure circumstances in Iraq may influence teachers' motivation to attend the in service training programs. This in return may affect the purposes of the programs and may undesirably affect Iraqi secondary school EFL teachers' performance.

Thus, this paper is intended to collect Iraqi EFL teachers' views and perceptions of issues related to their motivation to join the in-service training program and apply its outcomes in their teaching careers. In other words, it focuses on illuminating the influence of the teachers' motivation on the effectiveness of the training program. Ninety Iraqi EFL secondary school teachers from Baghdad, Al-Risafa part, volunteered to take part in the questionnaire and to answer its 20 items.

Based on Likert scale, the applicants avow that motivation is a crucial factor in building the program and added that when teachers are motivated, they will definitely accomplish better in teaching classes. Further, to consolidate teachers' motivation, the training program must develop building teachers' teaching confidence; teachers' received salaries should be respected and training should be emphasized in in-service programs to increase teachers' self-consciousness of teaching training.

Keywords--- In-service Training Program, Secondary School Teachers, Motivation, Questionnaire, Likert Scale.

I. INTRODUCTION

The central objective of the teachers' in-service training program in Iraq is to improve the teachers' performance in teaching EFL. Training is a significant issue in prompting the professional career of teachers and thus, "contributes to the improvement of their knowledge" and their actual activation of teaching process (Saiti & Saitis, 2006, p. 455f). The proficiency of EFL teachers' in-service training programs is often sought to meet the teachers' requirements, and to do necessary alterations and amendments for the future job.

In-service training programs are designed to help teachers recognize their students' wants and identify their improvement procedure as well as an evaluation of language acquisition and its implication. They offer those

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teachers with understanding of a certain training program's content targeted to improve the teachers' presentation in teaching EFL (Jacobson, 2005). What is expected from these programs is that the training teachers receive a balanced education and appropriate "training in professional education, psychology, and teaching methods" (Finocchiaro & Bonomo, 1973, p. 76). Yet, training teachers to fruitfully implement the new syllabus and the proposed approach, i.e. the communicative approach, becomes critical to any educational establishment. The actual situation of the training programs, in this regard, is the most essential in teaching careers (Al-Khateeb, 2013).

In spite of the fact that since 2013 English has been introduced as an obligatory topic in the Iraqi school institutions in all levels beginning from level one to level twelve, there are however certain serious complications in teaching English in primary and secondary schools (Saeed, 2015). The most domineering wants for the guarantee of EFL teachers' improvement in teaching practices is the acceptance of a well-prepared program which is based on various factors among which is the participants' motivation. In other words, the absence of job safety owing to the unbalanced security situation in Iraq may influence teachers' motivation to attain the training programs. Shortly, there is a clear connection between motivation and the teacher's achievement, which ultimately contributes to cultivating teacher's enactment and enhancing his determinations in teaching classes.

Elaborately, eliminating the obstacles in the way of Iraqi secondary school teachers' operational and effective performance and progress in teaching English may result in profitable consequences. The importance of motivation in training program courses is ascribed to the fact that teacher's motivation can have straight impact on the training program; it decides whether this program thrives or misses the mark. The following pages are devoted to giving an outline of Iraqi EFL teachers, in-service training programs, motivation, methodology and data analysis and results. However, the paper ends with conclusions summing up the findings followed by a number of pedagogical implications.

II. IRAQI EFL TEACHERS

Generally, most EFL secondary school teachers in Iraq manipulate Arabic most of the class time to convey meaning and communicate with their students, particularly in cases which are problematic for the students to understand (Koran, 2015). According to Korpershoek et al. (2014) the successful schools are those that have the capability of attaining the educational objectives efficiently and that their teachers have great part in improving their students' performance and usually in determining an authentic education. Korpershoek et al. (2014) add that "the differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling" (p. 7). In this sense, this paper endeavors to pinpoint the issues that demotivate EFL teachers' to attend in-service training programs and consequently deactivate their teaching in Iraqi secondary schools.

Additionally, current studies have remarked that an acceptable salary can create a level of gratification that delivers a sense of job security and motivate teachers to better do classroom tasks. Ultimately, teachers pay additional effort to guarantee teaching efficiency and consequently, the students can attain the specified objectives (Scott et al, 2007). In correlation with the research studies in the literature, an employee pleased with his salary will achieve a higher level of production (Saeed, 2015).

Furthermore, Mahmood (2016) confirms that the in-service training programs should have the ability to make English teachers to consider their students' requirements and wants, and the successfulness of these programs are mostly owing to teachers' motivation. In other words, this paper attempts to provide an answer to the question "Does motivation consolidate the relationship between the effectiveness of the in-service training programs and the effectiveness of teachers' teaching profession?" But before embarking on answering the question, it is important to give an outline of In-service teacher training programs in Iraq.

III. IN-SERVICE TRAINING PROGRAMS IN IRAQ

It is generally recognized that in-service training undertakings are dependent on most teachers who are anticipated to stay in their situations for a long period; hence, improving their professional abilities is a critical issue in developing their teaching (Kárpáti, 2009). Moreover, in-service training programs are reflected as the most encouraging and obtainable networks not only for profession improvement (Juma, 2017), but also for fighting monotony and estrangement among in-service teachers. Such a program is also an operational method for teachers to attain professional content (Rahman et al., 2011).

EFL teachers' in-service training refers to "training the teachers during their service". For Jahangir, Saheen, and Kazmi (2012), the aim of in-service training programs is "to increase the qualities possessed by a good teacher which positively affect the performance of a teacher" (p. 32), while Fozdar, Kumar, and Saxena (2007) maintain that the chief purpose of these training programs is to tie the gap between "the pre-service education and the educational changes". In this paper, the EFL teachers' in service training program is taken to point to the educational program implemented by the Iraqi Ministry of Education for the in-service teachers which is held once a year. These programs are mainly based on content knowledge which involves essential philosophies and principles that are offered in the training courses. In this regard, the main function of guiding these programs is to "keep teachers updated with the curriculum content" (Mahmood, 2016, p. 39).

All foregoing studies have revealed that motivation is one of the main issues which influence the training consequences and teachers' teaching careers. Teachers' motivation is totally associated with constant and long-standing implementation of teaching after returning to their jobs at schools (Axtell, Maitlis & Yearta, 1997). However, a lot of studies have associated increasing teachers' "motivation" to "training effectiveness, including learning and satisfaction" and "the perceived knowledge and skill transfer participants on a teacher development" program (Guerrero & Sire, 2001, p. 989).

IV. MOTIVATION IN GENERAL

There are many factors connected with teachers' motivation; certainly affect teachers' presentation as they allude to students' fruitful achievement, inspiring association with students, development of professional skills and a sense of fitting the teaching settings. Owing to motivation, it becomes essential for teachers to identify the learning setting as significant. Lamb (2017, p. 4) contends that in spite of the "existence of numerous motivation theories that have evolved in the past 60 years", it is only the past fifteen years that have manifested an increase in publications linked to the instructional features of motivation.

V. DEFINITION OF MOTIVATION

A lot of attempts have been taken to provide a satisfactory definition for the term 'motivation', up till now no precise definition can be identified as all-inclusive and comprehensive. Thus, various researchers of different standpoints have proposed several definitions for what this term indicates. For instance, Dörnyei (1998) affirms that motivation "is responsible for determining human behaviour by energizing it and giving it direction" (p. 117). Likewise, Dörnyei & Ushioda (2001) identify motivation as "a word that both teachers and learners use widely when they speak about language learning success or failure" (p. 518). As a procedure, Choosri and Intharaksa (2011) consider motivation as "the process through which individuals are driven to increase their action or performance either by internal or external factors" (p. 2).

As a performance technique, Tin, Hean, & Leng (1996) expound that motivation signifies "the performance investment level of teachers in their school work" (p. 1). In teachers' training programs, motivation is generally identified as the wish of the trainee (teacher) "to learn the content of the training" programme (Machin & Treloar, 2004, p. 158). In a word, teachers' motivation indicates their readiness to join and gain the content of the training program in order to improve their teaching in EFL classes.

VI. TEACHERS' MOTIVATION

One key issue of successful training program is the teachers' level of motivation. Tin, Hean, & Leng (1996) allege that motivation for eventual teachers is "a crucial issue facing educators today" (p. 2). They proceed to say that it is crucial to know what stimulates and motivates teachers to join the training programs to attempt "to provide such motivators for other teachers" (p. 2) throughout the training programs.

Though motivation has an important contribution to the instruction procedure, it has been largely passed over in the past research studies (Koran, 2015). However, motivation recently "has become an important area of study within academia due to its potential effect on learning and performance" (Brander, 2013, p. 4). Accordingly, motivation becomes an essential component of a teacher's training program as it influences the disposition of teachers to attain the training.

Teacher's motivation is described by Machin & Treloar, (2004, p.157) as "the desire on the part of the teacher to learn the content of the training program". It is "the act of providing motive that causes someone to act" (Burton, 2012, p. 232) or as Ball (2012) puts it, motivation entails those "forces acting either on or within a person to initiate behaviour. It's what gets you going"(p. 6).Put differently, teacher's motivation signifies teachers' actual wish to attend the in-service training programs to take advantage of its content.

A developed teacher training program is vigorous for providing teachers with educational principles directed to guarantee efficiency in teaching classrooms. In addition, it should emphasize teachers' motivation to attend the recommended in-service training programs, and outcomes to which all the preceding factors have impact on EFL teachers' performance. In this connection, Pasassung (2003) affirms that the teachers' social settings may influence their desire and their hard work to understand the content of the training program.

On the one hand, Guajardo (2011) expounds that other factors also play a role in teacher motivation, such as "job satisfaction, self-efficacy, and personal achievement are dynamic components of teacher motivation that both drive and are driven by teacher motivation in a virtuous cycle" (p. 6). On the other hand, Guajardo (2011) affirms that there are other factors that demotivate teachers; these include "low salaries, lack of social respect for teachers", poor teaching organization, poor amenities, "constantly changing policies", and "poor learning materials" (p. 3). Then, teachers' motivation throughout the training program is greatly significant owing to its straight influence on acquiring the content of the in-service training program and increasing the teachers' attention in the training program.

VII. METHODOLOGY

This paper utilizes a descriptive-qualitative process manipulated to collect the basic data for this study, which allows the researcher to explicate the consequences and findings that are drawn from the EFL secondary school teachers' replies to the intended questionnaire. The researcher conducts an assessment method of explanatory investigation via a questionnaire which permits him to collect data from the participants' replies with reference to the influence of the teachers' motivation on their attendance to the training program.

Ninety secondary school EFL teachers have been selected out of the total population of secondary school teachers (1129) in Al-Risafa part of Baghdad working in 257 secondary schools in the course of the academic year 2018-2019. This sample implies "a group from the population to form the basis for estimating, studying and predicting facts, attitudes or outcomes regarding the population in general" (Kumar, 2005, p. 57).

The distinguished procedure of gathering data in the training field is questionnaire, recognized as "a popular and fundamental tool for acquiring information on knowledge and perception" (Bird, 2009, p. 1307). Noticeably, this procedure "is an instrument for the collection of data, usually in written form, consisting of open and/or closed questions and other probes requiring a response from subjects" (Nunan, 1992, p.231). This present questionnaire (involving 20 items) is planned to draw EFL teachers' replies relating to the teachers' motivation and its influence on the in-service training program; it is based on a five-point Likert scale: "strongly agree, agree, not sure, disagree and strongly disagree".

Two areas in the questionnaire are accentuated (i.e. teachers' salaries, their motivational environment) which are principally associated with the motivation of the Iraqi EFL secondary school teachers in Iraq. Furthermore, these two areas are regularly seen by scholars as the most significant issues prompting the Iraqi teachers' motivation in Iraqi secondary schools (Koran, 2015).

The questionnaire's 20 items revolve around three main aspects as distributed throughout the items. Items 1-5 are intended to emphasize the effect of teachers' salaries on their longing to join the in-service training programs. Items 6-10 are planned to emphasize the impact of the motivational environment on EFL teachers as it motivates them to attend the in-service training programs. Items 11-20 are placed to clarify the trainers' behaviours in the program and how they connect their plans to EFL secondary school teachers' needs.

VIII. VALIDITY & RELIABILITY

In order to ensure the questionnaire's validity, it has been shown to a panel of experts and professors in ELT and applied linguistics to determine the suitability of the content of the questionnaire and to check if it rationally and inclusively encompasses the necessities of the study, as shown in table 1.

Table 1: Panel Members

<i>No</i>	<i>Academic Rank and Name</i>	<i>Institution</i>
1.	Prof. Abbas Lutfi Hussein, PhD	Mustansiryah Univ.
2.	Prof. Fatima Raheem Abullhussein, PhD	Misan University
3.	Prof. Abdulkarim Fadhil, PhD	Univ. of Baghdad
4.	Asst. Prof. Nadia Majeed Hussein, PhD	Middle technical Univ.
5.	Asst. Prof. Raed Fadhil Mohammad, PhD	Misan University
6.	Asst. Prof. Ali Arif Fadhil, PhD	Univ. of Baghdad
7.	Asst. Prof. Raed Dakhil Ahmed PhD,	Kufa Univ.

The panel members have gone through the questionnaire and acknowledged that it should be somewhat modified. They have offered some notes and comments that some items must be erased while other items revised. After being modified by the researcher, the panel members affirmed that all items are well-arranged and well- made to involve all points related to teachers' motivation.

As for the questionnaire reliability, Cronbach's Alpha formula has been conducted to compute the outcomes. The illustrative association of "split-halves" has been used to the gained consequences of the participants. The items of the questionnaire have been demonstrated reliable since Cronbach's Alpha assessment gets above 70. This means that the items are appropriate for the questionnaire (Raduan et al., 2006).

IX. DATA ANALYSIS

The 20-item questionnaire is concerned with EFL teachers' standpoints of the impact of motivation on the effectiveness of the in-service training programs. It discusses the teachers' motivation towards taking and joining the in-service training programs.

In fact, it involves the main influences rousing and influences deterring EFL teachers from attaining these programs. The teachers' replies to the questionnaire's items range from "strongly agree, agree, not sure, disagree to strongly disagree" to the issues provoking motivation in EFL secondary school teachers. Table 2 below illustrates the participants' overall answers to the items concerned.

A minute look at table 2 discloses that the participants have inclination to nine items of the given questionnaire. They express their inclinations to items 10, 9, 12, 20, 5, 13, 7, 14 and 17 involving "The training improves your teaching confidence", "Training develop teaching ability", "The trainers have patience with teachers questions", "The trainers are professionally qualified to conduct the training session" and "The organizers duly reward good teacher performance", "The trainers use friendly language in the training session", "The training environment is friendly", "The trainers established an effective relationship with teachers" and "The trainers deliver training materials effectively" as EFL teachers mostly give replies with *strongly agree* and *agree*.

Table 2: Teachers Motivation towards the In-service Training Program

MOTIVATION							
<i>No.</i>	<i>Teachers Motivation towards the in-service training programs</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>TOTAL</i>
1	The salary you receive is satisfactory	4	1	0	20	65	90
2	The number of classes match the received salary	2	3	1	40	44	90
3	The received salary matches your effort	1	4	4	41	40	90
4	Your income meets life requirements	2	2	0	17	69	90
5	The organizers duly reward good teacher performance	60	23	0	5	2	90
6	Promoted on the basis of qualifications	7	10	56	4	13	90
7	The training environment is friendly	14	65	2	8	1	90
8	Training increases self-awareness of teaching	11	11	59	7	2	90
9	Training develop teaching ability	66	20	1	2	1	90
10	The training improves your teaching confidence	67	21	0	1	1	90
11	The trainers use simple to complex technique in training	9	10	64	6	1	90
12	The trainers have patience with teachers questions	33	51	4	1	1	90
13	The trainers use friendly language in the training session	35	47	5	2	1	90
14	The trainers established an effective relationship with teachers	60	17	2	7	4	90
15	The trainers help keeping teachers engaged in training	13	12	76	1	1	90
16	The trainers relate teachers' needs to training activities	65	8	4	6	7	90
17	The trainers deliver training materials effectively	63	10	2	8	7	90
18	The trainers follow logical sequence of training activities	9	9	64	6	2	90
19	The trainers follow sequencing of training objectives strategies	9	8	61	7	5	90
20	The trainers are professionally qualified to conduct the training session	44	40	4	0	2	90

Nevertheless, the participants reveal their antipathy for items 4, 3 and 2 containing "Your income meets life requirements", "The received salary matches your effort", and "The number of classes match the received salary"; most of the participants give replies with *disagree* and *strongly disagree*. Additionally, the EFL teachers show their improbability about five items: 15, 11, 18, 8 and 6, "The trainers help keeping teachers engaged in training", "The trainers use simple to complex technique in training", "The trainers follow logical sequence of training activities", "Training increases self-awareness of teaching" and "Promoted on the basis of qualifications" as they mostly reply with "not sure". On the whole, all these items concerning secondary school EFL teachers' motivation should be taken into account by the program designers and trainers to achieve the optimal effectiveness of the participants.

X. FINDINGS

The exploratory investigation of the replies of 90 EFL secondary school teachers to the motivation questionnaire concerning their ideas and opinions of the effect of motivation on the effectiveness of the in- service training

program and in return on teachers' performance in Iraqi EFL classes has shown the following findings:

1. In general, the participants affirm that secondary school teachers should receive more attention by the Ministry of Education; they are the backbones of the whole educational system; they are the spring of information and the genuine constructors of a society. Therefore, for having successful teaching environment, teachers must be always well-motivated and rewarded. For Colquitt & LePine (2000) even if the training programs offer the teachers with what they require to learn its content, teachers may not profit from training due to the lack of motivation.
2. Participants confirm that the two main domains that play great roles in teachers' performance are "salaries, motivational environment". These two are the most influential factors which either encourage teachers to pay attention and attend in-service training programs. Motivation also stimulates teachers to overcome all difficulties they encounter while teaching EFL in Iraqi settings.
3. Motivation can aid EFL teachers to create a friendly atmosphere which incites students to be more active in the learning practice. EFL teachers confirmed that absence of motivation due to subjects such as excessive workload; no sustenance and consideration from the Ministry, low salaries and the unsafe situation in Iraq are the most infuriating factors that avert them from attending training courses.

XI. RECOMMENDATIONS

The findings of the EFL teachers' opinions of the effect of motivation on the in-service training programs and its influence on teachers' performance in Iraqi learning circumstances lead to these instructional recommendations:

1. To design a well-qualified EFL teacher, a training program must include the actual needs of teachers and students, and the schooling organization. Teachers should have a voice in curriculum planning; they are the frontrunners of the educational system in classrooms.
2. EFL school teachers in Iraq are usually in need of practical improvement, and experiences they obtain from these programs allow them to appeal to their students' receptivity. This in return, has a positively effect on the teachers' and his/her students' performance.
3. Training pre-service and in-service training programs should be stimulated and occasionally by the Ministry of Education as these programs develop teachers' methods of teaching English in Iraqi situations, and improving their information and abilities they gain in classes. The Ministry must hold training lectures, seminars and workshops to EFL teachers regardless of their experience; these programs give opportunities to EFL teachers to yield a more operational performance.

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