

An Evaluation of In-service Training Courses Held for Iranian EFL Teachers

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Abstract

The aim of this study was to check teachers' satisfaction regarding in-service training courses held for EFL teachers in Iran. A quantitative design was used in this study to collect EFL teachers' ideas. The sample comprised 57 teachers that were selected non-randomly; they had MA and BA in ELT and included both permanent and contract teachers in the Ministry of Education working in Isfahan, Iran. A questionnaire was used as the instrument for the collection of data in written form. The data collected through the questionnaire were subjected to statistical analysis using SPSS. The results indicated that the Iranian EFL teachers were significantly satisfied with in-service training programs held for them. Moreover, novice Iranian EFL teachers were more satisfied with in-service training programs compared to their experienced counterparts. The study provided implications for policy makers, teacher trainers, and EFL teachers.

Keywords: In-service Training Course, EFL Teacher, Evaluation

INTRODUCTION

Education is considered as one of the most important activities and ways to deal with the great changes in the future in order to accept the changes (Ball, Junemann, & Santori, 2017). Sophisticated and effective training helps people grow in their job and achieve adequate ability in it and work more efficiently (Peck & Theodore, 2015). Obviously, if people receive better knowledge and education about their work, the process of their learning is better; and, they can provide more useful thoughts and ideas to improve their work. High-quality education is based on teacher quality and in-service teacher training as one of the most important factors refers to any type of activities such as courses and seminars related to teaching. Therefore, any kind of teacher training activities such as courses, seminars, workshops, which result in professional development of teachers, are regarded as a part of in-service teacher training.

Background

In every walk of life the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process. In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims. Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like.

Evaluation helps to build an educational program, assess its achievements and improve upon its effectiveness. It serves as an in-built monitor within the program to review the progress in learning from time to time. It also provides valuable feedback on the design and the implementation of the program. Thus, evaluation plays a significant role in any educational program. Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning.

Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgment, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgments need to be made. In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum (Disha, 2017). Based on the theoretical framework reviewed, the significance of evaluation is highlighted. Also, the review of the studies on the evaluation of in-service training course held for Iranian EFL teachers may help to improve their courses. There are a few studies in the literature that have addressed the evaluation of in-service training courses in different contexts.

For example, Abasifar and Fotovatnia (2015) investigated the attitudes of Iranian English language teachers before and after participating in Teacher Training Courses (TTC) to check whether they are satisfied with course. In the research, 110 Iranian male and female teachers of English as a foreign language were selected based on convenience and purposive sampling. The researchers divided 110 participants into two groups. Group 1 consisted of 60 student teachers, who were applying for a teaching job and teaching training program in Gooyesh Language Institute in Isfahan, Iran; they had never passed any kind of TTC. Group 2 was composed of 50 teachers of nine different institutes in Isfahan with the teaching experience of less than 5 years, who had passed a course of TTC at least once. Teachers in the study were aged from 22 to 32, and their participation was voluntary. The data was collected through the questionnaire. The results of the study showed that the teachers' beliefs did not change significantly after participating in a TTC and the course was not satisfactory.

The other previous study by Pirmehtar and Omidian (2014) worked on the effectiveness of in-service training courses on the six grade teachers of Andimeshk city. The population consisted of all 115 sixth grade teachers of Andimeshk selected by using complete census. A researcher-made questionnaire was used to collect information on the effectiveness of in-service training courses on aspects of attitudes, skills and knowledge. The results showed that teachers evaluated the effectiveness of in-service training courses on their

attitudes, skills and knowledge to be above the average. From the perspective of the sixth grade teachers in Andimeshk, the effect of in-service courses to improve their professional knowledge of compliance was high.

According to Mohammadi (2003) and also Shabak (2013) the in-service training extended knowledge and information relevant to the task of teachers and enhance their job skills. The studies conducted by Andishmand (1998) and Farahmand (2003) in non-educational organizations also, suggested that in-service training courses would increase technical and professional knowledge of trained specialists.

Statement of the problem

For organizations a significant strategy for adaptation to ever-changing situations is upgrading and training their human resources. "Life of organizations, including educational organizations, largely depends on the knowledge and skills of employees. The timelier and better the issues, the more adaptable they are to changing environments" (Pirmehtar & Omidian, 2014, p. 1). The staff as the most significant asset of organizations requires further attention. The impact of information and professional development, nowadays, has highlighted the significance of staff training. Accordingly, the attention drawn to in-service training includes attempts made to upgrade the knowledge and professional skills required to perform responsibilities and duties of a given profession in the most effective manner. Tavakoli (2010) reports that to secure the survival of an organization, a key strategy can be holding in-service training courses that are believed to be a cyclic and regulated measure and have the potentiality to develop the knowledge and skills required by employees and can solve the existing problems. In this regard, one of the beneficial attempts to be made is to improve the quality of training. It is taken for granted that education per say may not be that helpful, unless the education offered is evaluated. Evaluation of training includes measuring the extent to which training has led to improving skills and even creating new skills and upgrading the knowledge supporting the skills required for professional staff of organization; it also includes collecting the staff ideas regarding the impact of training to take remedial measures, if necessary (Bazargan, 2006). Accordingly, in-service training programs in general and in-service training programs held for Iranian EFL teachers in particular should also be subject to evaluation.

Objectives

This study was designed to examine the extent to which in-service training courses satisfy EFL teachers in Iran, according to participating EFL teachers' ideas. There is a need for research that can evaluate EFL teachers' in-service training courses on teaching issues to clarify the nature of relationship between the in-service training courses and Iranian EFL teachers' satisfaction. The results can contribute to EFL teachers' professional development. The evaluation will also provide the developers of EFL teachers' in-service training courses with a better understanding of the current issues important for EFL teachers in Iran. This understanding will assist in the development, implementation, or dissemination of in-service training courses, or in adaption and improvement if they have not yet achieved the intended goals.

Research Questions

Based on the above research objectives, the following questions are expected to be answered:

1. Are Iranian EFL teachers in Isfahan significantly satisfied with in-service training programs held for them?
2. Does the experience of Iranian EFL teachers in Isfahan significantly affect their attitudes about in-service training programs held for them?

Research Hypotheses

Based on research questions of the study the following hypotheses are formulated:

1. Iranian EFL teachers in Isfahan are not significantly satisfied with in-service training programs held for them.
2. The experience of Iranian EFL teachers in Isfahan does not significantly affect their attitudes about in-service training programs held for them.

This study is important for policy makers, teacher trainer, and EFL teachers. The study revealed that novice EFL teachers are more benefited from in-service training programs. In other words, in-service training programs are more beneficial to novice EFL teachers compared to experienced ones. Also, more satisfaction is observed among novice EFL teachers with in-service training programs. 'Identification of participants' needs is one of the significant issues resulting in the success of any program. Accordingly, prior needs analysis by policy makers, seems to result in holding more successful and satisfactory in-service training programs (Dalaglu, 2004; O'Sullivan, 2001).

METHOD

Research Design

This study is based on a quantitative design. Accordingly, a survey method in the form of questionnaire was used to check the main variable of the study that was the Iranian EFL teacher's attitude toward in-service training courses.

Participants

The total sample comprised 57 teachers both male and female that were selected non-randomly based on availability. From these 57 participants, 6 were males and 51 were females. From among the 57 female participants, 27 were experienced and 24 were novice. They included EFL teachers working for the Ministry of Education teaching at all 6 districts of Isfahan Education Department. The participant teachers at least attended one English foreign language training course held by the Ministry of Education. The age range of teachers was between twenty-five and forty. They had BA and MA degrees. All participants took part in the survey questionnaire.

Instruments

A questionnaire was used as the main instruments of data collection. The questionnaire included two sections. The first section collected demographic information such as

gender, teaching experience and age group of students. The second section included 11 items in the form of five- point Lickert scale. The validity of the questionnaire was checked by two assistant professors in applied linguistics. The reliability of the questionnaire was also assured and reported in the section data analysis and results.

Procedure

Data collection

The collection of data was quantitative. The questionnaire was piloted for validity and reliability and then distributed among the teachers. The teachers filled in the questionnaire. Also, the teachers expressed their satisfaction towards the organization of in-service training courses they have attended through the questionnaire items. The data collection took around 3 months (February to April, 2018).

Data analysis

To answer the research question, the data collected through the questionnaire was subjected to statistical analysis. In this regard descriptive statistics (including mean, percentage, and standard deviation) were used. Furthermore, relevant inferential statistics were employed to make sure whether the findings were significant or not, as reported in the following sections.

DATA ANALYSIS AND RESULTS

The current section presents a report of the analysis of the obtained data in this study. Data analysis was conducted in regard to the research questions of the study, which are rewritten here for purposes of convenience: 1. Are Iranian EFL teachers in Isfahan significantly satisfied with in-service training programs held for them? 2. Does the experience of Iranian EFL teachers in Isfahan significantly affect their attitudes about in-service training programs held for them?

The present study, therefore, employed a survey design to investigate the answers to these questions. Before the data was collected through the questionnaire, the questionnaire was check in terms of reliability. In order to check the reliability of the questionnaire Cronbach's Alpha formula was run through SPSS as displayed below.

Cronbach's Alpha	N of Items
.861	11

According to Table 1, the questionnaire included eleven items and benefited from a high reliability index ($r=.86$) and was consistent enough for eliciting the required data to answer the research questions. The collected data, therefore, underwent further meticulous statistical analysis whose details are presented as follows.

Results for the First Research Question

The first research question of the current study was formulated to check whether Iranian EFL teachers in Isfahan are significantly satisfied with in-service training programs held for them. Accordingly, a questionnaire was employed for this purpose. The results of the

questionnaire are displayed in the following. Since each choice in this Likert-scale questionnaire carried a point (Strongly agree = 5, agree = 4, Neutral = 3, disagree = 2, and strongly disagree = 1), the mean score of each questionnaire item was compared against the average score of the choices (that is 3). This would mean that if the mean score of a questionnaire item was less than 3, the teacher participants believed that the in-service training programs *are not* satisfactory in that regard. And if a mean score was more than 3 it would show that the in-service training programs are satisfactory in that regard, according to participants' attitude. The results obtained from each item of the questionnaire are presented in Table 2.

The mean score for the first questionnaire item was 4.11, indicating that there was a marked tendency among the teachers to consider 'The in-service training activities (Seminar/workshops, etc.) were relevant to my needs' as satisfactory. The fact that the mean score of the second item was greater than the average of the five point Lickert's scale ($M = 4.07 > 3.00$) paved the way for making a conclusion implying that most of the teacher participants were of the opinion that in in-service training programs 'the lecturer was well prepared and an expert in the field'.

Table 2. Descriptive Statistics for Questionnaire items

Item	Statement	N	Mean	SD
1	The in-service training activities (Seminar/workshops, etc.) were relevant to my needs.	57	4.11	.646
2	The lecturer was well prepared and an expert in the field.	57	4.07	.753
3	The in-service training activities were engaging and interactive.	57	3.58	.905
4	The in-service training activities allowed for active participation.	57	3.58	.981
5	The in-service training content was well organized.	57	3.86	.833
6	The in-service training content was clear and comprehensive.	57	3.86	.875
7	The in-service training activities (Seminar/workshops, etc.) added new content to my current knowledge base.	57	3.81	.990
8	The in-service training activities (Seminar/workshops, etc.) provided me with new skills to add to my current language teaching skills.	57	3.82	.909
9	I can apply the knowledge and skills I have gained in the in-service training activities in the classroom.	57	3.88	.825
10	The overall evaluation of the in-service training program was satisfactory.	57	3.81	.766
11	The organization of the in-service training program was satisfactory.	57	3.65	.954

As for the third questionnaire item, participants of the study believed that 'The in-service training activities were engaging and interactive' and considered in-service training programs as satisfactory ($M = 3.84$). The mean score of item 4 ($M = 3.58$) implied that 'the in-service training activities allowed for active participation' satisfactorily.

Item 5, stating 'the in-service training content was well organized', ($M = 3.86$) was found to be a satisfactory item according to participants' point of view. Likewise, item 6, stating 'the in-service training content was clear and comprehensive' was one of the items with an above-average mean score ($M = 3.86 > 3.00$), and thus one of the satisfactory items. Regarding item 7, the participants of the study agreed ($M = 3.81$) that 'the in-service training activities (Seminar/workshops, etc.) added new content to their current knowledge base'.

Items 8 ($M = 3.8$), which stated 'The in-service training activities (Seminar/workshops, etc.) provided me with new skills to add to my current language teaching skills', were evaluated as satisfactory. Moreover, item 9 checking whether 'I can apply the knowledge and skills I have gained in the in-service training activities in the classroom' obtained a satisfactory mean score ($M = 3.88$).

Concerning item 10 ($M=3.81$), the teacher participants stated that 'The overall evaluation of the in-service training program was satisfactory'. This also held true as related to item 11 and participants' attitude confirmed that 'the organization of the in-service training program was satisfactory' ($M=3.65$).

According to the results displayed in Table 3.2, items 1 and 2 received the highest mean scores ($M = 4.11$) and (4.07), and thus it could be inferred that the Iranian EFL teacher participants of the study are most satisfied with the relevance of the in-service training programs and the lecturer's expertise of the in-service training programs compared to other aspects of these programs.

Since descriptive statistical analysis indicated that participants of the study were generally satisfied with the in-service training programs held for them, and because the first research question of the study was checking whether the Iranian EFL teachers are significantly satisfied with in-service training programs held for them or not, inferential statistical procedures were required. To this end, all assumptions regarding running one-sample t test were checked. The normality of the data, as one of the required assumptions for running one sample t test, was assured as displayed in Table 3.

Table 3. Tests of Normality for one sample t test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Item mean score	.202	11	.200*	.915	11	.279

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Since the ρ values under Sig. columns, both for Shapiro ($\rho=.279$) and Smirnov ($\rho=.200$) tests, were both more than alpha ($\alpha=0.05$), it was made sure that the data is normally distributed. Consequently, a one sample t test was run to check whether the general mean score of questionnaire items is significantly more than the test value (the average mean score of the items=3) or not.

Table 4. One-Sample descriptive Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Item mean score	11	3.8209	.17254	.05202

As displayed in Table 4, the general mean score of questionnaire items is 3.82. It was, therefore, compared with the average mean score of the items ($M=3$) in Table 5, where one sample t test results are displayed.

Table 5. One-Sample t Test

	Test Value = 3					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Item mean score	15.780	10	.000	.82091	.7050	.9368

As shown in Table 5, a one-sample t test was conducted to compare the mean of sample with a test value of 3. A preliminary assumption testing was conducted to check for normality with no violation noted. There was a significant difference in the mean of sample ($M = 3.8209$, $SD = .17254$; $t(10) = 15.48$, $p = .000$). An inspection of the mean suggests that the mean for sample is significantly different from 3. Therefore, it could be concluded that the Iranian EFL teachers are *significantly* satisfied with in-service training programs held for them.

Results for the Second Research Question

The second aim of the present study was to find out whether the experience of Iranian EFL teachers in Isfahan significantly affects their attitudes about in-service training programs held for them? In order to achieve this objective, the teacher participants of the study were divided into two groups according to their experience that they reported in the demographic part of the questionnaire.

Table 6. Work Experience Descriptive Statistics

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Female	Valid Novice	24	47.1	47.1	47.1
	Valid Experienced	27	52.9	52.9	100.0
	Total	51	100.0	100.0	
Male	Valid Novice	1	16.7	16.7	16.7
	Valid Experienced	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

According to Table 6, from among 51 female participants of the study 24 participants had less than five years' experience and were considered as novice; and, 27 participants were found to have more than five years' experience and were considered as experienced. Moreover, from among 6 male participants of the study there were a novice and five experienced teachers.

Table 7. Groups Descriptive Statistics

	Experience	N. of items	Mean	Std. Deviation	Std. Error Mean
Items mean score	Novice	11	3.8964	.14726	.04440
	Experienced	11	3.7236	.21869	.06594

Based on the results shown in Table 7, both novice teachers and experienced teachers were satisfied with in-service training programs in general because the total mean score of the questionnaire for novice teachers ($M=3.89>3$) and experienced teachers ($M=3.72>3$) were more than the average mean score of the items. To answer the second

research question, the mean scores of items of the questionnaire evaluated by novice teachers were compared with those of items evaluated by experienced teachers. Before comparing the mean scores of the two groups (experienced and novice), all the assumptions were checked and it could be made sure that running independent sample t test is justified.

Table 8. Independent Samples t Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Items mean score	Equal variances assumed	1.691	.208	2.173	20	.042	.17273	.07949	.00691	.33855
	Equal variances not assumed			2.173	17.522	.044	.17273	.07949	.00539	.34006

An independent sample t-test was conducted to compare the mean scores of satisfaction for the two groups (experienced and novice). A preliminary assumption testing was conducted to check for normality and equality of variance with no serious violation noted. There was a significant difference between the mean scores of satisfaction of the novice teachers ($M = 3.8964$, $SD = .14726$) and experienced teachers ($M = 3.7236$, $SD = .21869$); [$t(20) = 2.173$, $p = .042$]. Accordingly, it could be concluded that the experience of Iranian EFL teachers in Isfahan significantly affects their attitudes about in-service training programs held for them. In other words, novice Iranian EFL teachers are more satisfied with in-service training programs compared to their experienced counterparts.

DISCUSSION

Based on the concern of the current study, two main objectives were set to be achieved in this study. The study sought to check whether Iranian EFL teachers in Isfahan are significantly satisfied with in-service training programs held for them; and, whether the experience of Iranian EFL teachers in Isfahan significantly affect their attitudes about in-service training programs held for them. The findings of the study are discussed below.

Addressing the first hypothesis

The analysis of the data collected through the questionnaire, revealed that Iranian EFL teachers in Isfahan are significantly satisfied with in-service training programs held for them. And, the first hypothesis of the current study was rejected.

Studies on the evaluation of in-service training courses held for EFL teachers in other countries have not led to results in line with the results of the current studies. For

instance, Koç (2016) in his investigation of the in-service training of English language teachers at elementary schools in Turkey reports a very significant finding of his study is that more than half of the teachers in the study indicated that the in-service training programs activities were not relevant to their needs and they were not satisfied with the program. In another study conducted for the evaluation of Jordanian EFL teachers' in-service training courses teaching techniques effectiveness, Yazan and Muhamad (2010) find that EFL teacher participants expressed dissatisfaction towards of in-service training courses.

However, the finding of the current study regarding the satisfaction of Iranian EFL teachers with in-service training courses is generally in line with several studies conducted in Iranian contexts including Birjandi and Derakhashan (2010), Hashemian and Azadi (2014), and Eghtesadi and Hassanabadi (2016).

Birjandi and Derakhashan studied EFL in-service training courses in Mashhad and Torbat Heydarieh and reported that "most teachers were satisfied with these programs" (2010, p. 47). Coming up with similar results, Hashemian and Azadi (2014) found that some 55% of the participant teachers believed EFL in-service training courses helped them improve their professional development.

In another study, Eghtesadi and Hassanabadi (2016) evaluated the preparatory in-service training courses held to prepare teachers for teaching the English textbook developed by the Ministry of Education. To achieve this goal, Eghtesadi and Hassanabadi (2016) distributed an in-service training questionnaire developed based on interviews with 10 teachers among 230 teachers in Khorasan Razavi selected based on convenience sampling. In general, the results of the study showed the relatively high level of satisfaction with the courses among teachers.

The reason why the Iranian EFL teachers are significantly satisfied with in-service training programs held for them can stem from a number of factors. Pirmehtar and Omidian (2014, p.7), for instance, believe that "the training will extend knowledge and information relevant to the task of teachers and enhance their job skills". Moreover, in-service training programs improve teachers' "capabilities in providing guidelines for solving students' behavioral problems" (Pirmehtar & Omidian, 2014, p.7). Another explanation is that in-service training program lecturers are qualified and expert in their job. This was supported by the high mean score ($M=4.7$) of the second item reported in the questionnaire of the current study. This is further supported by Eghtesadi and Hassanabadi who report that "the trainer of the [in-service training] course was the only factor which significantly influenced teachers' satisfaction with the training courses" (2016, p. 141).

Addressing the Second hypothesis

In order to check the second research hypothesis, and figure out whether the experience of Iranian EFL teachers in Isfahan significantly affects their attitudes about in-service training programs held for them, an independent sample t-test was conducted. The statistical analysis revealed that the second null hypothesis of the study was rejected and

there was a significant difference between EFL teachers' satisfaction with in-service training courses based on their experience.

The results of the past literature regarding the impact of experience on training programs are contradictory. For instance, Eghtesadi and Hassanabadi (2016) report experience does not significantly influence EFL teachers' attitudes towards in-service training courses. On the contrary, Klassen and Chiushow (2010) in their study on teachers' self-efficacy and job satisfaction and their relationship with teacher gender, years of experience, and job stress found that years of experience influenced job satisfaction. Klassen and Chiushow's (2010) finding is in line with the results of the current study in which novice EFL teachers were significantly more satisfied with in-service training programs compared to experienced teachers one explanation could be that in in-service training programs novice teachers are informed not only by new professional skills presented by the training program lecturers, but they are also informed by teaching techniques shared by their experienced peers. Accordingly, in-service training programs are more beneficial to novice EFL teachers compared to experienced ones. As such, more satisfaction is observed among novice EFL teachers with in-service training programs.

However, because of contradictory results obtained so far, the impact of experience on the satisfaction with in-service training programs still calls for further studies.

CONCLUSIONS AND IMPLICATIONS

The current study came up with the conclusion that in-service training programs held for EFL teachers in Isfahan, Iran, are generally successful at least in getting the satisfaction of participants. Moreover, the study revealed that novice EFL teachers are more benefited from in-service training programs. The satisfaction of EFL teacher participants and general success of these programs should be appreciated because studies on the evaluation of in-service training courses held for EFL teachers in other countries (e.g., Koç, 2016; Yazan & Muhamad, 2010) have not led to results in line with the results of the current studies. The conclusion drawn above can lead to the formation of a few implications for policy makers, teacher trainers, and EFL teachers. Regarding the success of in-service training programs, policy makers in the Iranian ministry of education are suggested to plan such programs more frequently. Moreover, because identification of participants' needs is one of the significant issues resulting in the success of any program (Daloğlu, 2004; O'Sullivan, 2001), accordingly, prior needs analysis by policy makers, seems to result in holding more successful and satisfactory in-service training programs. In the same line, experienced EFL teacher's expectations from such training courses could be fulfilled more adequately, and they could be satisfied with the programs and benefited from them as much as novice EFL teachers.

Since arranging such training programs is not an easy job, the policy makers in the ministry of education are also recommended to plan future in-service programs in the form of distance education. As Koç (2016, p. 460) states distance in-service training programs "are flexible in terms of time and place", therefore, they enable a wider range of English language teachers to take part in such programs and be trained. As referred to earlier, one of the factors which significantly influence teachers' satisfaction with the

training courses is qualified lecturers. Therefore, teacher trainers lecturing in in-service training programs are expected to be ready as far as theory and practice of teaching English is concerned. This could be assured by policy makers who select teacher trainers for in-service training courses. For better outcomes, joint-lecturer in-service training programs are recommended.

As for EFL teachers, they are recommended to participate attentively in such training programs to develop their subject knowledge and professional skills and to exchange ideas and teaching techniques with their experienced colleagues.

LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

There are always limitations in conducting studies, and this study was no exception. The first limitation had to do with the number of the participants. In survey studies, it is recommended to include large samples to guarantee the generalizability of the results. However, having access to a large group who are able to cooperate and devote their time on filling the questionnaire out was truly demanding. Therefore, replication of this study with larger sample size is suggested.

Moreover, the results of the current study were collected through one instrument. Future studies can collect the data by implementing questionnaires and triangulating it with interviews and field notes to come up with more comprehensive data.

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