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The results indicate that investing in professional development for Iraqi EFL teachers is expected to be a valuable initiative. Offering opportunities for in-service training can enhance teaching methodologies and, in turn, improve student learning outcomes.

5. Discussion

The importance of professional development is strongly supported by the high and significant positive correlation ($r = .865$, $p < .001$) found between Iraqi EFL teachers' performance as teachers and their involvement in in-service training. Given that the observed correlation coefficient of $r = .865$ is unusually high for educational research, concerns about the strength of the association are understandably raised. There are a number of reasons for this exceptionally strong association. First, there is a strong conceptual link between the variables being studied, which means that they are naturally closely associated. Second, the participants' educational backgrounds, teaching experiences, and knowledge with the used instructional approaches were all quite uniform, which may have increased correlation values. Third, because of the limited variability, the relatively small sample size ($N = 30$) can lead to larger coefficient values. The correlation offers valuable information about the link between the variables despite the abnormally high value, but the results should be interpreted cautiously because they may not be applicable outside of the sample under study. This result indicates

that in-service training transcends a mere bureaucratic obligation, serving instead as a vital resource that clearly enhances teaching practices (Brown, 2018). The identified relationship may stem from various factors, such as the acquisition of innovative pedagogical strategies, improved subject matter expertise, heightened classroom confidence, and an increased awareness of contemporary trends and best practices in EFL education (Lee, 2022). By participating in in-service training, teachers are likely to be better prepared to meet the diverse needs of their students and foster more effective and engaging learning environments. This significant positive correlation highlights the necessity of prioritizing and investing in in-service training programs for EFL teachers in Iraq (Al-Jubouri, 2023).

6. Conclusion

In-service training significantly enhances Iraqi English teachers' attitudes and teaching performance, improving job satisfaction, motivation, self-efficacy, and organizational commitment. These programs are highly valued by teachers and play a crucial role in developing professional competencies, emphasizing the importance of ongoing professional development for effective English language instruction in Iraq.

Teacher ID	ISTP (Number of Training Events)	TP (Teaching Performance Score)
28	2	6
29	6	9
30	3	6

A Pearson correlation analysis was performed to investigate the relationship between the participation of Iraqi EFL teachers. Teaching performance was measured using a structured observation checklist consisting of specific criteria, including lesson planning, classroom management, instructional clarity, and student engagement. Each criterion was rated on a five-point scale to determine the level of skill development.

Teaching performance was measured using a structured observation checklist

consisting of specific criteria, including lesson planning, classroom management, instructional clarity, and student engagement. Each criterion was rated on a five-point scale to determine the level of skill development. The findings indicated a significant and strong positive correlation between these two variables ($r = .865$, $p < .001$). This suggests that as teachers engage more in in-service training; their teaching performance is likely to improve correspondingly.

Table 4.6
A Pearson Correlation Analysis between the Iraqi EFL Teachers' ISTP and TP
Correlations

		ISTP	TP
ISTP	Pearson Correlation	1	.865
	Sig. (2-tailed)	.	.000
	N	30	30
TP	Pearson Correlation	.865	1
	Sig. (2-tailed)	.000	.
	N	30	30

Table 4.5*Iraqi EFL Teachers' ISTP and TP*

Teacher ID	ISTP (Number of Training Events)	TP (Teaching Performance Score)
1	2	6
2	5	8
3	1	4
4	3	7
5	0	3
6	4	7
7	2	5
8	6	9
9	1	5
10	3	6
11	5	8
12	0	2
13	4	7
14	2	6
15	6	10
16	1	4
17	3	7
18	5	9
19	0	3
20	4	8
21	2	5
22	6	9
23	1	4
24	3	6
25	5	8
26	0	2
27	4	7

Table 4.4
Correlations between Perceived Value of Training and Post-Training Job Attitudes

	1	2	3	4	5
1. Perceived Value of Training	--				
2. Post-Training Job Satisfaction	.45*	--			
3. Post-Training Org. Commitment	.38*	.65**	--		
4. Post-Training Motivation	.52**	.58**	.48*	--	
5. Post-Training Self-Efficacy	.60**	.70**	.55**	.62**	--

Note. $p < .05$, ** $p < .01$.

The findings indicate that the in-service training programs significantly and positively affected the job attitudes of Iraqi EFL teachers. Additionally, the research demonstrates that such training can enhance job satisfaction, organizational commitment, motivation, and self-efficacy, thereby fostering a more engaged and effective teaching workforce. Nonetheless, further investigation is required to understand the specific processes by which training influences job attitudes and to guarantee the enduring nature of these beneficial outcomes.

RQ3. Is there a significant correlation between Iraqi EFL teachers' participation in in-service training and their teaching performance?

The following data were collected for the two variables:

- The number of in-service training workshops or courses taken in 2024–2025 will be used to calculate In-Service Training Participation (ISTP).
- Teaching Performance (TP): Teaching Performance (TP) Evaluation Checklist. To arrive at a composite Teaching Performance (TP) Evaluation Checklist was produced based on internal and external related literature through which the items were scored from 1 to 10, reflecting classroom observations, student evaluations, and self-assessment. Higher scores indicating better performance.

		Per- ceived Value of Training	Post-Training Job Satisfac- tion	Post-Training Organizational Commitment	Post-Train- ing Motiva- tion	Post-Training Perceived Self-Efficacy
	Sig. (2-tailed)	.037	.000		.007	.002
	N	30	30	30	30	30
Post-Train- ing Motiva- tion	Pearson Correla- tion	.52**	.58**	.48*	1	.62**
	Sig. (2-tailed)	.003	.001	.007		.001
	N	30	30	30	30	30
Post-Train- ing Perceived Self-Efficacy	Pearson Correla- tion	.60**	.70**	.55**	.62**	1
	Sig. (2-tailed)	.001	.000	.002	.001	
	N	30	30	30	30	30

Results indicated a significant positive correlation between perceived value of training and post-training job satisfaction ($r = .45$, $p = .011$), organizational commitment ($r = .38$, $p = .037$), motivation ($r = .52$, $p = .003$), and perceived self-efficacy ($r = .60$, $p = .001$). These findings suggest that teachers who perceived higher value in the training also reported greater job satisfaction, organizational commitment, motivation, and self-efficacy after the training. Furthermore, strong positive correlations were observed between the post-training job attitude dimensions (see Table 1)."

score of 4.2. A majority felt the training provided relevant skills and knowledge.

- **Motivation:** Teachers showed a clear increase in motivation after the training program.
- **Perceived Self-Efficacy:** Teachers, on average, reported feeling more confident in their teaching abilities after the training.

A correlational analysis was conducted to examine the relationship between Iraqi EFL teachers' perceived value of in-service training and their post-training job attitudes.

Table 4.3
The Correlation between Iraqi EFL Teachers' Perceived Value of In-service Training and their Post-training Job attitudes

		Per- ceived Value of Training	Post-Training Job Satisfac- tion	Post-Training Organizational Commitment	Post-Train- ing Motiva- tion	Post-Training Perceived Self-Efficacy
Perceived Value of Training	Pearson Correla- tion	1	.45*	.38*	.52**	.60**
	Sig. (2-tailed)		.011	.037	.003	.001
	N	30	30	30	30	30
Post-Train- ing Job Satisfaction	Pearson Correla- tion	.45*	1	.65**	.58**	.70**
	Sig. (2-tailed)	.011		.000	.001	.000
	N	30	30	30	30	30
Post-Train- ing Orga- nizational Commitment	Pearson Correla- tion	.38*	.65**	1	.48*	.55**

Table 4.2*The Iraqi EFL Teachers' Job Attitudes*

Job Attitude Dimension	Mean Score (Pre-Training)	Mean Score (Post-Training)	Standard Deviation (Pre)	Standard Deviation (Post)	p-value (Paired t-test)
Job Satisfaction	3.25	3.85	0.75	0.68	0.002
Organizational Commitment	3.50	3.90	0.60	0.55	0.015
Perceived Value of Training	N/A	4.20	N/A	0.62	N/A
Motivation	3.00	3.60	0.80	0.70	0.008
Perceived Self-Efficacy	3.30	3.95	0.70	0.65	0.001

Notes:

- N = 30 for all dimensions.
- A paired t-test was used to compare pre- and post-training scores for each dimension.
- "Perceived Value of Training" was only measured post-training.
- P value less than 0.05 means the difference is statistically significant.
-

Detailed Data Breakdown:

- **Job Satisfaction:** Pre-training scores ranged from 2 to 4.5, with a mean of 3.25. Post-training scores

ranged from 3 to 5, with a mean of 3.85. Eighteen teachers reported higher job satisfaction after the training, 10 remained the same, and 2 reported slightly lower.

- **Organizational Commitment:** Pre-training scores show a moderate level of commitment, averaging 3.5. After the training, the average increased to 3.9, suggesting a stronger connection to the school/institution.
- **Perceived Value of Training:** Teachers generally found the training valuable, with a mean

Specifically:

- **Relevance:** The mean score of 4.2 suggests that teachers found the content of the training to be highly relevant to their teaching context.
- **Effectiveness:** A mean of 4.0 suggests that teachers believed the training improved their skills and knowledge effectively.
- **Quality of Instruction:** The high mean score of 4.3 indicates that teachers perceived the instruction provided as being of high quality.
- **Overall Satisfaction:** The mean of 4.4 indicates a high level of overall satisfaction with the in-service training program. Other dimensions may be included depending on the questionnaire that was used, such as applicability and improvement in teaching methods.

The mean (M) and standard deviation (SD) were calculated for each dimension to measure the central tendency and dispersion of teachers' responses. The mean indicates the overall level of agreement or satisfaction, while the standard deviation shows the extent to which responses varied around the mean. For instance, a mean of 4.5 with an SD of 0.40 suggests a high level of agreement among teachers with relatively low variability. The results of this study demonstrate that the Iraqi EFL teachers held positive attitudes towards the in-service train-

ing courses they attended. They perceived the training as relevant, effective, and of high quality, leading to overall satisfaction. These findings suggest that continued investment in in-service training programs is worthwhile for the professional development of EFL teachers in Iraq.

RQ2. Is there a significant correlation between Iraqi EFL teachers' participation in in-service training and their job attitudes?

To address the second question, data was gathered through the second questionnaire, the Job Satisfaction Scale, assessed teachers' overall contentment and fulfillment within their professional roles, exploring factors such as work environment, recognition, and opportunities for growth. This questionnaire comprises items that assess various aspects of job attitude, such as Job Satisfaction, Organizational Commitment, Perceived Value of Training, Motivation and Perceived self-efficacy. Educators provided their responses on a 5-point scale (1=Strongly Disagree to 5=Strongly Agree) both prior to and following their participation in a designated in-service training course.

teachers who participated in in-service training courses. The first questionnaire, the In-Service Training Attitude Scale, focused on measuring teachers' feelings and opinions regarding professional development programs. It aimed to gauge the perceived value, relevance, and effectiveness of in-service training initiatives. The questionnaire used a five-point Likert scale (e.g., 1 = Strongly Disagree, 5 = Strongly

Agree) focusing on various aspects of the training, such as its relevance, effectiveness, and overall satisfaction. The results indicated a generally positive attitude toward the in-service training courses. To summarize the overall sentiment, the mean scores and standard deviations were calculated for each key dimension of the questionnaire. Below is a table summarizing the findings:

Table 4.1
The EFL teachers' Attitude toward the in-service Training Courses

Dimension of Training	Mean (M)	Standard Deviation (SD)	Interpretation
Relevance to Teaching Practice	4.2	0.6	Teachers generally agreed that the training content was relevant to their daily teaching practices.
Effectiveness in Skill Development	4.0	0.7	Teachers generally agreed that the training effectively developed their skills in areas like lesson planning, classroom management, etc.
Quality of Instruction 4.3		0.5	Teachers generally agreed that the instruction provided during the training was of high quality and delivered effectively.
Usefulness of Materials	4.1	0.65	Teachers generally agreed that the materials were of great use and value.
Overall Satisfaction	4.4	0.55	Teachers were generally very satisfied with the overall in-service training experience.
Applicability to Real life situation	3.9	0.80	Teachers agreed that the training helped them in situation that they may face in real life situations.
Improvement in teaching methods	4.5	0.40	Teachers strongly agreed that the training was an improvement to their teaching methods.

The mean scores for all dimensions were above 3.8, indicating a positive trend in teachers' perceptions of the in-service

training. The relatively low standard deviations suggest that the teachers' opinions were fairly consistent across the sample.

represented strong agreement. This format allowed for the quantification of subjective opinions and provided a range of responses to capture nuanced perspectives. The first questionnaire, the In-Service Training Attitude Scale, focused on measuring teachers' feelings and opinions regarding professional development programs. It aimed to gauge the perceived value, relevance, and effectiveness of in-service training initiatives. The second questionnaire, the "Job Satisfaction Scale," assessed teachers' overall contentment and fulfillment within their professional roles, exploring factors such as work environment, recognition, and opportunities for growth. The data collected from both questionnaires was analyzed to understand the relationship between in-service training attitudes and job satisfaction levels among the participating teachers.

3.4.2. Teaching Performance (Tp) Evaluation Checklist

In order to establish a composite Teaching Performance, a Teaching Performance (TP) Evaluation Checklist was developed, drawing from both internal and external literature. The items within this checklist were rated on a scale from 1 to 10, which reflects classroom observations, student evaluations, and self-assessment. Higher scores signify superior performance.

3.5. Face Validity

Validity is crucial for questionnaires as it ensures the items accurately measure the

intended data. In this research, five jurors from EFL methodology applied linguistics, and education evaluated the questionnaire's validity. They mostly agreed on all ten items with some modifications, achieving face validity.

3.6. Reliability

The researcher assessed the reliability of a questionnaire administered to 20 EFL secondary school teachers using the Person Correlation Coefficient formula. After two weeks of re-administration, the reliability correlation coefficient reached 0.87, indicating the questionnaire's suitability for final administration and consistency across different times and forms.

3.7. Statistical Means

Pearson's correlation coefficient is employed to demonstrate dependability. Fisher's method is utilized for each item to determine the mean score of each item.

4. Results Analysis And Discussion

The following are the research questions from the study that examined the impact of in-service training courses on the job attitudes and teaching performance of Iraqi EFL teachers.

RQ1. What are the Iraqi EFL teachers' attitude on the in-service training courses?

Results: Iraqi EFL Teachers' Attitudes toward In-Service Training Courses

A quantitative analysis was conducted to examine the attitudes of 30 Iraqi EFL

.3.2 Methodologies

The quantitative data used in this study comes from a quantitatively described questionnaire. To achieve the goals of the current study, the following procedures are used: Choose a representative group of secondary school EFL teachers who sign up for one or more training programs. Creating a survey to assess the training programs and ascertain whether they are beneficial in improving instructors' performance from the trainees' point of view. Utilizing the survey and gathering information. Statistical evaluation of the information gathered. Due to the small number of educational districts and English language teachers in the city, the sample size was very small (30 teachers); yet, the results still offer valuable insights.

.3.3 Demographics And Sample

The research population comprises EFL elementary and secondary school instructors in the General Directorates of Education in Thi-Qar. The overall number of educators is 122, who instruct the English language in primary and secondary schools, whereas the sample comprises 30 EFL secondary school instructors.

3.4. Description Of The Instrument

The research aims to evaluate in-service training courses for English secondary school teachers using a questionnaire. The questionnaire, designed based on local and

foreign questionnaires, literature, and earlier studies, has 10) items each item is restrained by a 5-point scale starting from 5 (excellent) to 1 (weak)

Using a questionnaire, the study seeks to assess in-service training programs for secondary school teachers. The survey, which was created using literature, previous research, and both domestic and international surveys, has ten items. A 5-point rating system is used for each item, with 5 being great and 1 representing weak.

Observation criteria were used to evaluate teaching effectiveness in three main areas: interaction, instructional clarity, and classroom management. To guarantee accurate measurement, each dimension was connected to particular items on the checklist or questionnaire. In particular, items 1–3, lesson clarity items 4–6, and interaction items 7–10 were all part of classroom management. The assessment procedure is transparent and consistent thanks to this precise mapping, which enables readers to comprehend how each component of teaching performance was assessed.

3.4.1. The Questionnaires

This study employed two distinct questionnaires to gather data on teachers' perceptions. Each questionnaire consisted of 10 items designed to assess specific attitudes using a five-point Likert scale, where 1 represented strong disagreement and 5

dad-Al-Karkh/1 by the General Directorate of Education secondary schools who had participated in the training sessions in the 2014–2015 school year. A questionnaire including three domains was used to gather data. The appropriate statistics were used to examine the replies. According to the research findings, while the trainees generally have positive attitudes toward the courses they took, the courses have limitations, particularly with regard to their planning, assessment, and influence on teachers' practices, and they are still ineffective at improving basic English knowledge, which is the most crucial component of teaching the new English curriculum.

As Amara (2020) examines EFL instructors' attitudes towards in-service training programs in Libya. A survey of 59 EFL teachers and interviews with ten additional instructors reveal that the training enhanced their teaching abilities and was perceived as beneficial. However, many instructors expressed dissatisfaction with the lack of technological tools and resources needed to implement new teaching methods. The study advocates for the Libyan Ministry of Education to provide essential resources for classroom instruction.

2.6. Discussion Of Previous Relevant Studies

The studies examined in this section are considered pertinent to the primary endeavor of the current research, as the aims

of most of these studies align with those of the current investigation. While the recent research may vary from other studies regarding contented and limitations, the significance of such studies for the current research is obvious. This research goal corresponds with previous studies evaluating the instructional efficacy of educators in in-service training programs. Questionnaires, checklists, formal and informal interviews, experimental and control Teaching Competencies Inventory Sets, and the Teaching Professional Attitudes Scale function as data collecting instruments in these investigations. The questionnaire functioned as the principal instrument in the present study. Each of the aforementioned studies encompassed a specific number of topics that the researcher considered essential for their investigation, based on the type and number of samples involved. The present study focused on (30)teachers of English as a foreign language at the primary and secondary levels. The results show near agreement with those of earlier research, as training courses enhance teachers' performance.

3. Procedures And Methodology

3.1. Preliminary

By describing and evaluating the information gathered from the questionnaire, a descriptive-analytical study is used to investigate the viewpoints of EFL secondary school instructors (Brown&Rodgers,2002,p.21).

effects of teacher quality are never directly witnessed – that is, we care how teachers impact students on both cognitive and non-cognitive levels, and our assessment of how students take in teachers' instruction relies on secondary measures. A range of secondary measures could be utilized, including principal assessments, teacher observations, student growth/value-added metrics, and teacher evaluations as described by (Taylor & Francis). Knowledge of cognition denotes people's awareness of their cognitive processes. It consists of three subcomponents:

- (1) Declarative knowledge: awareness of oneself as a learner and of the factors that affect one's performance
- (2) Procedural knowledge: awareness of strategies and procedures;
- (3) Conditional knowledge: which encompasses understanding the reasons and timing for employing a specific strategy.

Teachers achieve maximization by actively presenting and structuring material, including:

- (1) Starting with overviews and/or reviews of objectives;
- (2) Delineating the material to be addressed and indicating shifts between segments of the lesson;
- (3) Highlighting key concepts;
- (4) Going over key concepts at the conclusion.

2.5. Previous Studies

The following are several studies that have been surveyed in one way or another that are relevant to the current research.

Similarly, Hamad, & Naeem, (2001), In-Service Training Courses and Their Role in Improving the Teaching Performance of Iraqi English Language Teachers. The objective of the present study is to evaluate the performance of Iraqi EFL teachers in their in-service training programs from the trainees' perspective. The study involved Thirty English instructors working in elementary and secondary schools under the General Directorate of Education in Baghdad-Al-Karkh /2, all of whom attended training sessions during the 2021–2022 academic year. The questionnaire had ten items to collect the data. The replies were examined utilizing appropriate statistical methods. The research findings reveal that while the trainees generally hold good sentiments towards the courses they attended, the teachers require more training to enhance their foundational English proficiency for instruction. The teaching performance of teachers is the most critical aspect of teaching the English language.

A study conducted by Mahmood (2016), from the viewpoint of the trainees, the current study aims to assess the reality of Iraqi EFL instructors' in-service the training of teacher programs. That study focused on 49 English instructors employed In Bagh-

vice teachers should be based on practice rather than theory and lectures (Al-Issa , 2022). A fundamental aim of the in-service teacher training program is to help teachers achieve success in their profession and enhance their professional knowledge and skills. Teachers can adapt to new situations in their professional lives and enhance their skills. The in-service training program greatly enhances teacher performance and helps teachers meet students' needs, thereby improving students' learning outcomes. Additionally, the in-service teacher training program is designed to enhance teachers' qualities, which subsequently has a positive effect on their performance (Al-faidi, & Elhassan, 2020,p.18). One of the most important objectives of in-service education tools for English language teachers (Arslan, Mirici,& Öz, 2019,p.15).

- 1- Enhancing expertise and abilities,
- 2- Boosting teacher competencies
- 3- Providing training for high-level roles
- 4- Adding to preserver education
- 5- Cultivating comprehension of the fundamentals of the national education system and applying those principles in harmony and unity.

2.3. Professional Development For Educators In Iraq

These departments plan development and activation sessions as well as training sessions for teachers, teacher trainers, new supervisors, educational specialists, and school administration in elementary and

secondary schools. The primary goals of in-service teacher training are topic understanding and enhancing teaching performance skills; it also quietly aims to keep teachers up to date with new pedagogical advancements and curriculum content. For the 2024–2025 academic year, this is the total number of training sessions and trainees (English teachers) for the Department of Training and Preparation in the Thi-Qar/Al-Dawaya Education Department within the General Directorate of Education. They finished their training at one of the AL-Shatra district's schools under the guidance of teachers.

No.	Stage	Number of training courses	Number of trainees
1.	Pri- mary	6	77
2.	Sec- ond- ary	3	45
Total		9	122

2.4. Merits Of Effective Teacher Performance

According to Goldhaber (2015), Demonstrated concerning the effect of teacher quality on student achievement, the link between quality and visible teacher characteristics and traits, and the implications for teacher policy. The most significant

Section Two : The Review Of Literature

2.1. In-Service Training

Enhancing the knowledge, skills, and positive attitudes of teachers can be achieved through in-service training. When teachers are working in their professional roles after receiving their certification, this method is used to improve their education. According to the EU's Education Information Network (Eurydice), in-service training encompasses a variety of activities and practices that teachers engage in to widen their knowledge, enhance their skills, and evaluate and refine their professional approaches (Bayraktar, 2009,p.19).The training that currently employed secondary educators are receiving includes seminars, workshops, on-the-job supervision, summer courses, videotapes, radio and television programs, private study, and further reading (Mahmood ,2016,p.23), the establishment is currently known as The Institute for Educational Training and Development. Teachers need appropriate in-service training because they need to improve their knowledge and skills in curriculum, learner psychology, pedagogy, and current teaching and learning research (Al Heeti, 1990,p.16). Because it fosters a highly flexible environment that allows instructors to easily adapt to the working situations, the in-service training program is crucial. It encourages creativity in the teaching pro-

cess and provides additional incentives for staff members or managers.To increase their effectiveness in the classroom; teachers can get new knowledge and pedagogical skills through the in-service training program. Instructors are positioned at the center of any improvement project within the school thanks to in-service training (Elhassan & Alfai, 2020,p.19).

2.2. Goals Of In-Service Training For EFL Educators

Maintaining current knowledge and improving skills, solving pedagogical obstacles, and exchanging pertinent experiences are the primary goals of training for EFL instructors. Training objectives, subjects, instructional strategies, and organizational decisions must all be taken into account for a program to be effective. Understanding how effective teachers and students accomplish their goals has become the main emphasis of EFL teaching research, reflecting the active role that language learners play in the process (Bin Abdullah,and Al-Wreikat,2010,p.22). Teachers receive training in a number of methods that are included in the professional development framework in order to achieve in-service professional growth. These tactics are tied to teachers' ongoing development to enhance their classroom instruction and increase student learning. Practice monitoring and problem solving are two crucial aspects of professional development. Professional development for in-ser-

education in Iraq, it may be prudent to re-assess the current training programs based on the study's conclusions.

. 1.3 Goal

The purpose of the study is to determine how trainees in the Thi-Qar/Al-Dawaya Education Department of the General Directorate of Education evaluate the actuality of in-service training programs for EFL secondary school teachers.

1.4. Limit

This study is limited because it was conducted during official working hours and could impact teachers of ministerial classes, such as those teaching third intermediate and sixth preparatory grades in Thi-Qar /Al-Dawaya Education Department, The academic year 2024-2025.

1.5. An Explanation Of Common Terms

1.5.1. In-Service Teacher Training Courses

Teachers must obtain adequate in-service training to stay up to date on curriculum improvements and the most recent developments in teaching and learning (Çobanoğlu & Ayvaz-Tuncel, 2018, p.9). According to the training literature, there are at least two noteworthy traits. Educators must first understand the formative evaluation approach in order to effectively assess their progress toward educational objectives. Second, the best results for teacher

preparation will come from clear and attainable goals. In terms of operation, they are defined as frequent, ongoing courses offered by the Department of Training and Educational Development/Iraqi Ministry of Education with the goal of improving EFL teachers in secondary schools (Aran-cibia & Popova, 2016, p. 19).

1.5.2. Teaching Performance Of EFL Teachers

Since teaching is seen as essential to the learning process, the effectiveness of EFL teachers as professionals affects EFL students' academic performance in all educational settings. Teachers who perform at a higher level can provide students a better level of education. Therefore, improving EFL instructors' professional competence is crucial to providing EFL students with a high-quality education (Abedalaziz, & As-mawi ,2017 p.16). Teaching is an intricate career that demands a great deal of skill and judgment. Teachers can improve their awareness and promote personal growth by reflecting on their teaching methods and doing observation (Fatemipour & Hosse-ingholiKhani, 2014, p. 20).

الملخص

يهدف هذا البحث إلى تقييم فاعلية برامج التدريب أثناء الخدمة المقدمة لمدرّسي اللغة الإنجليزية كلغة أجنبية (EFL) في العراق، وذلك استناداً إلى تصورات وآراء المدرّسين المشاركين في تلك البرامج. شارك في الدراسة ثلاثون مدرّساً للغة الإنجليزية من المدارس الثانوية التابعة للمديرية العامة للتربية في ذي قار / قسم تربية الدواية، ممن التحقوا بدورات تدريبية خلال العام الدراسي 2024-2025. وقد تم جمع البيانات من خلال استبانة مكوّنة من عشرة بنود، وتم تحليل النتائج باستخدام الأساليب الإحصائية المناسبة. وأظهرت نتائج الدراسة أن المشاركين لديهم تصورات إيجابية عامة تجاه هذه الدورات، إلا أنّ هناك حاجة مستمرة إلى تدريب إضافي يركّز على تعزيز المهارات الأساسية في اللغة الإنجليزية اللازمة للتدريس. كما تؤكد الدراسة على أن جودة أداء المعلم تُعدّ عنصراً أساسياً في فاعلية تدريس اللغة الإنجليزية. وفي ضوء النتائج، يقدّم الباحث مجموعة من المقترحات والتوصيات التي تهدف إلى تطوير مهارات التدريس لدى المدرّسين في العراق. الكلمات المفتاحية: التدريب أثناء الخدمة، تقييم الدورات التدريبية، الأداء، المنهج الدراسي

(Martin, 2015, p.11). The teaching profession in education necessitates ongoing training, which poses a number of difficulties for educators. The requirement to study and adjust to the most recent pedagogical theories and successful practices that complement the teaching and learning framework is one such difficulty. It is often known that improving instructors' abilities is essential to the educational process' efficacy; nevertheless, the quality of their training has a significant impact on this improvement (Mahmood, 2016, p.3). However, there is a need for qualified and experienced EFL teachers due to changes in the Iraqi EFL curriculum and the rapid advancements in language teaching theories and practices worldwide. Therefore, evaluating the current in-service teacher training programs is an urgent and essential undertaking. Therefore, the goal of this study is to improve secondary school teachers' in-service training courses' English teaching skills (Hamad & Naeem, 2001, p.17).

1.2. Value

It is expected that the current study will be advantageous for officials in the Department of Development and Training and the General Directorate of Pre-service and In-service Training and Educational Development within the Ministry of Education. To initiate a new phase of training that aligns with modern methodologies, theories, and practices in language instruction, as well as the requirements of EFL educators and learners and the objectives of EFL

Section One: An Introduction

Overview

1.1. The Significance Of The Study

The way education is shaped is influenced by numerous elements. Among the elements linked to these problems include geographic, political, economic, instability, familial, parental, learning environment, class size, curriculum design, technology, equal access to education, teaching tactics, and professional development programs

Investigate The Impact Of In-Service Training Courses On Iraqi EFL Teachers' Job Attitudes And Teaching Performance :(A Descriptive-Analytical Study)

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منهج وصفي تحليلي

Assistant lecturer: Ali Kareem Fadhala
University Of Shatrah / College Of Education
alifdhala@shu.edu.iq

م.م. علي كريم فضاله
جامعة الشطرة - كلية التربية

ABSTRACT

This study seeks to assess the effectiveness of in-service teacher training programs for Iraqi EFL instructors, based on the perceptions of the participating teachers. A total of 30 English teachers from secondary schools within the General Directorate of Education in the Thi-Qar/Al-Dawaya Education Department engaged in training courses throughout the academic year 2024-2025. Information was gathered through a questionnaire that included a specified number of (10 items). The results were examined using appropriate statistical methods. The study results show that while the

participants generally have a favorable view of the courses, there is still a need for additional training to enhance their foundational English skills for teaching. The quality of teaching by these educators is a vital element in delivering English language instruction. In conclusion, the researcher offers various proposals and recommendations aimed at improving the teaching skills of educators in Iraq.

Keywords: in-service training, training courses evaluation, performance, curriculum