

Teachers' Perceptions of the Present and Optimum Status of the In-Service EFL Teacher Preparation Programs

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Abstract

The present study sought the different perceptions of Iranian EFL instructors and teachers on the present and optimum status of in-service programs. A 26-item questionnaire completed by 90 participants, thirty of whom were instructors and the rest were teachers, revealed that instructors and teachers had different conceptions about these in-service programs. In the light of the results gained from questionnaire and interview, it is suggested that although most teachers were satisfied with these programs, they lacked adequate motivation to participate in these programs. Moreover, most instructors were not also satisfied with the present in-service programs, and they were looking for reforms in the educational plans and programs. The findings also suggest that, on the one hand, instructors should provide teachers with appropriate motives to enthusiastically take part in these classes, and they should feel responsible to address teachers' weaknesses and strengths both theoretically and practically. On the other hand, teachers should seize these opportunities with both hands to ameliorate and refresh their English knowledge. Therefore, it is suggested instructors and teachers should reconcile as far as methodological and pedagogical implications are concerned.

Keywords: Teacher's Perceptions, Optimum in-service Classes

1. Introduction

Teacher preparation and the desperate need for teacher's development have been the topics of much debate in the last two decades. It is believed that pre-service and in-service training courses hold a significant key to solving a myriad of obstacles facing teacher's development (Lee, 2007; Hammadou, 2004; Sugrue, 2001; Day, 1999; Craft, 2000). Holding eligible and tenable pre-service and in-service training courses could contribute to the development of well-prepared teachers. In-service teacher education, in particular, has shifted its emphasis from transmission-oriented to a constructivist approach, where teacher learners focus on what they know instead of what they do, bringing prior knowledge and personal experience to bear on the new learning situations (Cochran-Smith & Lytle, 2001). Through reflection, in-service teachers become more aware of themselves as would-be teachers and of the pedagogical context that are contingent directly upon teaching and learning. In order to help in-service teachers gain in enough knowledge and expertise is to motivate both teachers and instructors, and to inform them of their weaknesses and strengths. Furthermore, the intended programs should be well-designed to meet the standards required of the teachers (Lee, 2007).

2. Review of the Related Literature

Teachers definitely occupy a substantial role in educational milieus, and it quite stands to reason that their well-preparedness would directly boil down to their students. Unfortunately, few mainstream teachers have been prepared to address the linguistic challenges and other differences present in diverse classrooms (Clair, 1995; Constantino, 1994; Harklau, 1994; Penfield, 1987; Platt & Troudi, 1997; Stratham, 1995; Young, 1996). For example, Gollnick (1992) found that many pre-service teachers were unprepared to adequately teach culturally and linguistically diverse school populations. Regrettably, Clair (1995) found that most mainstream teachers do not find in-service training in ESL very helpful, and Constantino (1994) found that following appropriate ESL pedagogy was hard even for ESL teachers. Collectively, these researchers present a pessimistic view of mainstream teachers' training in ESL and of the value of such training.

About two decades and a half, Sarason, Davidson, & Platt (1986) called teacher preparation an "Undecided Problem" and persuaded teachers to cogitate on what actually happened inside programs as a basis for understanding their impacts on teachers. It is an undeniable fact that as teachers can make a difference in students' learning, so teacher instructors have impacts on their student teachers who may take advantage of teacher in-service training courses in the following ways: they may be informed about theoretical and practical aspects of teaching; they may exchange their insights with their colleagues and instructors; they can also develop full-fledged attitudes and beliefs

to just name a few. It is needless to say that all these metamorphoses would contribute to the betterment of teachers, and consequently learning.

During the early 20th century, it was believed that teaching was an art, and it was further assumed that teachers were born rather than made. On the basis of early published Modern Language Journal (MLJ) papers, it seems conspicuous that very little formal teacher training was required, and foreign language teachers were literally self-developed and self-made (Schulz, 2000). Aron (1922) advocated the linguistic preparation of FL teachers including phonetic, principles and history of language, and psychology. By 1941, teacher development was an established field, yet its needs were not fully met and understood (Schulz, 2000).

Schulz (2000) stated that during the 1950s MLJ authors continued to decry the poor preparation of FL teachers in language and pedagogical training. It, however, didn't last too long until ERIC was funded by the U.S Office of Education to "concentrate on research and programs dealing with pre-service and in-service teacher preparation" ("Notes and News", MLJ, 52, 1968, P.440). Even with this concentration to upgrade teachers' efficacy and effectiveness, few of the innovations lasted long.

One of these teacher preparation programs during 1980s which proved successful is Special Project for Foreign Languages. Lopriore (1998) elaborates on Special Project for Foreign Languages or (PSLS) as one of these in-service classes which has a long history initiated primarily by Italy's Ministry of Education with the help of national cultural agencies from the U.S., France, Germany, and Spain in 1978. It aimed at obviating the problems of foreign language instruction in Italian's schools, and holding in-service and pre-service classes for teachers. As a result of the PSLS, teachers have had more opportunities for professional development, and foreign language education is gradually improving. At present the PSLS is a very structured in-service program in Italy. It has been continually updated according to teachers' needs. The stated official aims of the PSLS are (a) to improve the standards of foreign language education for Italian students, (b) to update the professional knowledge and linguistic competence of Italian foreign language teachers, and (c) to address the lack of preservice education in the educational system. The program was based on several theoretical assumptions that were highly innovative in terms of both structural organization and professional development aims.

Lopriore (1998) recapitulates that in-service classes are most beneficial provided that

- a. they are conducted collaboratively with the assistance of fellow teachers without hierarchical pressures of assessment and evaluation. It is believed that peer education is conducive to strong interpersonal relationships between teachers and their instructors.
- b. they are localized within the same school context so that this mutual familiarity with the context enhances the chances of gaining more outcomes.
- c. they are immediately extrapolated to the real and immediate context.
- d. they are readapted to fulfill the teachers' changing needs.
- e. they are conducted in the target language so that language improvement coincides with the development of teaching skills.

Lopriore goes on to state that the PSLS continues to offer a potentially generalizable example of effective in-service education. There are three reasons for its durability: "(a) the project's adaptability to changing needs and conditions, (b) the value of its theoretical assumptions, and (c) the leaders' and participants' shared status"(p.515-6). As far as the adaptability is concerned, the Italian school system is undergoing significant modifications in curriculum and in forms of teacher education. The ability of the program and the potentiality of the leaders to reformulate aims, procedures, and focus and to revitalize the project to efficiently address teachers' needs are undoubtedly signs of its progression. Alternatively, the theoretical assumptions underlying the PSLS have proven successful due to the cordial collaboration between its leaders and teachers, to efficient and practical model of staff development, and to the full-time maintenance of teachers as leaders.

In a similar vein, Freeman (1982) delves deeply into the explication of three approaches to in-service training, namely, the supervisory approach, the alternatives approach, and the non-directive approach. As far as the first approach, the supervisory approach, is concerned the observer or supervisor meets the class, gives comments on the strengths and weaknesses of the lesson and the teacher's performance, provides some suggestions for changes. This approach is legitimized by the fact that the class ought to be conducted in a certain way, and the teacher is looking for the answer to this question "What so I teach?". The advantages of this approach lie in its emphasis on improving specific teaching skills, and in the clarity of its standards. Notwithstanding the advantages, it enjoys some demerits, especially, when the supervisor's role is domineering, it brings about friction between him/herself and the teacher. This situation is excruciated when the supervisor dwells upon shortcomings without remarking on positive points.

The second approach is the alternatives approach. As the name signifies, the role of the supervisor or the instructor is provide as many alternatives as possible so that the teacher tries to opt the most appropriate one/s. The role of the supervisor is to provide grounds for critical thinking without imposing his/her own ideologies. The power relationship in this approach is equal, but Freeman (1982) believes that for the approach to work properly there should exist a minimal threat so that the teacher contemplates on the issues more thoroughly. The teacher in this approach seeks the answer to this question "How do I teach what I teach". The third approach is the non-directive approach whereby the supervisor's role is to build a relationship with the teacher which is supportive in the fullest sense. The objective is not to judge or to evaluate, but to understand the teacher's potentials. The question that the teacher is responsible to answer in this approach is "Why do I teach what I teach" (p.27). Furthermore, Freeman proposes that an amalgamation of these three approaches should be pursued in order to optimize the outcomes of these preparation programs. Each of these approaches is applicable to a particular context, for instance, a situation in which the teacher is novice the first approach results in better payoffs. The non-directive approach pays off when the teacher is experienced enough to negotiate the difficulties with the supervisor or instructor. We also have faith in the approach in which the supervisor is not a sage on the stage but rather a guide on the side to provide comments in an unobtrusive manner to optimize the impact of in-service preparation programs.

The abovementioned benchmarks enumerated by Lopriore (1998) and the integration approach proposed by Freeman (1982) could be regarded as optimum perceptions held in-service classes in the present study along with some other criteria developed by the researchers. They believe that in-service classes can be optimized provided that

- a. teachers and instructors enjoy having a high level of motivation.
- b. both teachers and instructors are committed enough to develop themselves and their prospective learners.
- c. teachers and instructors aim at progressing not only in theory but also in practice.
- d. Teachers and their instructors should exchange their views and experiences so that they can establish a common ground on which they can further develop mutual understanding more thoroughly.
- e. instructors make learner-teachers or teachers aware of their weaknesses and strengths.
- f. teachers with different levels of experience and education receive different in-service programs.

These criteria were taken into consideration in the present study which was then actualized in the questionnaire completed by and interview done with both instructors and teachers.

Given the importance of teachers' perceptions about the in-service classes, Clair (1995) explicates that her qualitative research on three teachers revealed a lot about the nature of these classes. Of the three, one had just taken part in the in-service workshops who showed her dissatisfaction with the following remarks:

It wasn't helpful to me because of time. Give me stuff. Give me a goody bag. You can use this with your fourth grade students who don't speak English. I will use it (p.191).

The other two teachers were not satisfied with the in-service classes because of lack of congruity of their needs. They commented that they would rather have materials and support as opposed to in-service training if given the choice. These teachers were looking for quick solutions to complex problems. Moreover, two of them emphasized that teachers do not have enough time to communicate, so it is better to equip them with appropriate materials. Clair's case study was illuminating in that it posed two problems. The first problem is that teachers have tendency to seek quick fixes in terms of materials and curricular ideas. This conception is espoused by the fact that most U.S. preservice teacher education programs put emphasis on technical conceptions of teacher competence as opposed to a more critical approach to teaching and learning (Howey & Zimpher, 1989). The message underlying technical conceptions is that teachers are solely implementers of instructional systems; there is no room for teacher questions, decisions, or the generation of knowledge (Clair, 1995). Ginsburg (1988) states that technical conceptions perpetuate de-skilling many teachers because they were never taught to make instructional decisions or directed toward viewing decision making as an integral part of their role. The other problem is captured in the teachers' statement that "good teaching is good teaching" (p.193). This statement illustrates the need not only for teachers to understand second language acquisition but also for them to change their beliefs, values, and attitudes.

In conclusion, Clair (1995) proposes an alternative approach to teacher preparation programs where teachers need ongoing opportunities to reflect upon students' issues because they are complex, context-specific and dilemma-ridden. Practicing teachers are not empty slates; they have intuitive knowledge, varied experiences, and professional needs. She goes on to state that through reflection and problem posing, teachers discover the intricate dynamics of teaching and learning and see themselves as critical players in the process. The purpose of critical reflection is for teachers to understand the complex dynamics of their situation and have a contributory voice in the transformation of their community (Willet & Jeannot, 1993).

Interestingly enough, quite a growing body of research substantiates that although the preparation programs may change teachers' perceptions, little is observed in practice especially in multicultural settings. Clair's conclusion is complete by citing three examples of these preparation programs where little is observed in practice. The first one is Sleeter (1992) studied public school teachers who participated in a multicultural education staff development program over a 2-year period. Sleeter found that although many of the participating teachers realized that they had learned much, there was little change in their attitudes and practice. In a similar vein, Ahlquist (1992) noted that teacher attitudes and beliefs remained unchanged for the most part during a multicultural foundations course. If relatively long-term professional development opportunities and semester courses fail to change teacher beliefs and attitudes toward ESL students, then it is no surprise that teacher workshops are unsuccessful. Alternatively, McDiarmid (1990) studied teachers' attitudes toward ESL students both before and after a 3-day workshop designed to influence these attitudes and found that the multicultural presentations had little influence on the teachers' beliefs about ESL students.

To magnify the impact of preparation programs on teachers theoretically, pedagogically and practically, the abovementioned optimum perceptions about these programs should be judiciously utilized. Only after their implementation can one claim that we are moving towards a more fruitful and comprehensive preparation course.

Nowadays, teaching is no longer considered exclusively as an art, as was a long-held belief in 1920s till early 1940s; but rather as an amalgamation of principles, processes, skills, strategies, behaviors, beliefs, perceptions, and attitudes all of which could have great impacts on teaching and learning; consequently and undoubtedly, they could be pursued, diagnosed, analyzed, interpreted, and implemented in the classrooms. To this end, in-service classes should be embarked upon more efficiently and effectively. Nowadays, in-service training courses have, to some extent, come to find their real place in EFL/ESL contexts and become popular all around the world all of which seek to promote and ameliorate the present status of English language teachers. Notwithstanding the fact that these courses are held occasionally, there could be some teachers and instructors who contend that these classes can be optimized adopting more and more eligible programs, encouraging teachers more, designing well-rounded programs, and well-qualified instructors to name but a few. Moreover, in-service classes have a strong proclivity to lend themselves better to the success of teachers. The conceptualization of teacher success is important, as it has direct implications on the quality of learning and teaching. With better knowledge of teacher success, educators can chart out professional development directions, and identify ways to support teacher development. The voices of the teachers and instructors themselves are in fact not extensively heard that much, yet in the present study their voices are heard.

The quandary surrounding English language teachers and instructors is to find out whether these in-service training courses are worthwhile in a technical sense of the word or not. Teachers and instructors may have different attitudes regarding the quality of these classes. These in-services classes are also held in all parts of Iran where instructors aim to optimize the present status of teachers although both of whom may complain about the efficacy and quality of these in-service classes hoping to have more beneficial and fruitful courses with more purposeful programs. Given the limits of preservice teacher preparation programs, in-service professional development, therefore, must provide an opportunity for teachers to explore beliefs, pose questions, and gain new knowledge, skills, and attitudes. In contrast to the research on the significance of in-service classes, few studies have been conducted to investigate its significance in Iran; therefore, the present study seeks to explore the quality of present in-service training courses and the optimum training programs.

3. Methodology

3.1 Research Questions

The present study seeks to address the following research questions:

1. What are the teachers' and instructors' perceptions or beliefs about the status of the present and optimum in-service classes?
2. Do teachers and instructors differ in their views regarding the present-in-service classes?
3. Do teachers and instructors differ in their views regarding the optimum in-service classes?

3.2 Participants

The current study was conducted in Mashhad and Torbat-E-Heydarieh involved 60 junior high school and high school teachers and 30 instructors some of whom were also teachers either in junior high school or high school. These teachers and instructors aged between 23 to 45, and the participants' years of experience ranged from 2 to 25.

3.3 Instruments

3.3.1 Questionnaire

One of the data collection instruments was a 26-item questionnaire that was given to 60 junior high school and high school teachers and 30 instructors some of whom were also teachers either in junior high school or high school. The

participants were from Mashhad and Torbat-H-Heydarieh. The questionnaire requested demographic information about the participants' educational background. It also solicited their comments concerning more information about these in-service classes (See the complete questionnaire in Appendix).

3.3.2 Interview

To gain more valid and reliable data, an interview was conducted with the participants after the questionnaire. The questionnaire was mainly about the participants' views regarding these in-services courses. The findings of the follow-up questionnaire revealed that the teachers were not motivated enough to participate in these classes since they believed that the classes that they had participated were mainly theoretical not practical in the way that they expected although most of them assumed that these classes have added knowledge to the repertoire. Some of these teachers believed that these in-service classes have the potentiality to provide teachers with enough opportunities to exchange their ideas. Furthermore, most of these teachers believed that these in-service classes could ameliorate the general teaching skills such as classroom management, yet they cannot boost teachers' level of proficiency. Twenty three teachers also mentioned that it would be a good idea to have different classes for teachers' of different levels. The results of the interview with instructors also revealed that almost all of them complained about the policies and programs of the Education Office. They asserted that the Education Office mandates that the classes be held quite extensively in a short period of time which would undoubtedly lead to anathema and boredom which in turn could lead to demotivating teachers as well as instructors. The instructors also assumed that the teachers come to these classes immediately after their own exhausting classes, so they are pretty worn-out which could be a plausible cause of anathema. Both teachers and instructors strongly asserted that the present status of these classes could drastically change provided that these classes are held not in a rush but in a long period of time or preferably in the summer so that they can enjoy going to these classes.

4. Results

In order to check for normal distribution of the data One-Sample Kolmogorov-Smirnov Test was run. On the basis of the gathered data it is shown in Table 1 that the distribution of data is normal, so the use of parametric test seems plausible.

In response to Research Question 1 that is to find out teachers' and instructors' perceptions and beliefs about the status of the present and optimum in-service classes One-Sample Test was conducted. On the basis of the gained results, the relationship between mean values and value test (Value Test= 3) was significant; therefore, the sample regarded the present situation desirable.

The examination of the mean values subsequently showed that there was a meaningful gap between the present status and the optimum where the mean value of the present in-service training programs and the mean value of the optimum in-service programs were 3.29 and 4.29, respectively shown in Table 2.

In response to Research Question 2 which was to see whether there is any significant difference regarding views of two groups an Independent Samples T-test was applied. The results based on the value of $df=88$ and .05 level of significance showed that there exists a significant difference as the value of t -observed outweighed the value of t -critical.

In response to Research Question 3 that is to see whether there is any significant difference regarding views of two groups an Independent Samples T-test was run. The results based on the value of $df=88$ and .05 level of significance showed that there is no significant difference as the value of t -observed does not outweighed the value of t -critical.

As it can be seen in Fig. 1, about 30.0 % of teachers agree that their instructors theoretically well-versed. Forty percent of them also strongly agree that the instructors are theoretically well-versed while the same instructors are not that much practical as the results of the questionnaire and interview with them revealed.

Fig. 2 shows how motivated teachers are on the basis of their own view points. About 60 % of these teachers reported that they were motivated enough to take part in these in-service programs while the results of the interview with them revealed that they were not that much interested and motivated to participate in these training classes. Fig. 3, on the contrary, shows the instructors' perceptions about the present level of teachers' motivation. As it can be seen, more than 60 % of instructors agree that teachers are not motivated to take part in these courses.

5. Discussion

On the basis of gained results and findings it could be concluded that most teachers were satisfied with the present level of these in-service training courses while at the same time they may lack adequate motivation to participate in these training courses. They also agree that teachers were theoretically well-versed, yet they are not practically efficient as teachers expected them to be. Teachers assume that instructors should provide them with adequate

feedback about their strengths and weaknesses. Most of these teachers agreed that there should be some special classes for different levels of proficiency. It was also shown that these training courses have not been able to boost the proficiency level of the teachers.

On the contrary, instructors were not satisfied with the present in-service classes and they are looking for some reforms in the educational policies. Most of them reported that due to the intensive nature of these classes, teachers may lose interest and; therefore, they become demotivated. Since these teachers are at school before coming to these classes, they are pretty worn-out.

Both teachers and instructors mention that since there is a profound lack of congruity between the end of the term course objectives and goals and the out of the class mandates. To put simply, the examinations do not intend to assess students' real proficiency, and they are grammatically-oriented while the outside exigencies mandate that students ought to be equipped with an integration of four language skills. That is why instructors and teachers are looking for some reforms in educational policies. There is another point worth mentioning that is lack of commensurability between teachers' development and awards; therefore, teachers lose interest and motivation to promote their level because they all receive the same income and bonus regardless of their diligence, eligibility, and accountability.

6. Implications

It is suggested that teachers and instructors should work in harmony. On the one hand, instructors should provide the teachers with enough feedback, and they should let them know their weaknesses and strengths. On the other hand, teachers should seize the opportunity of taking part in these training courses with both hands and try to refresh their knowledge both theoretically and practically. Both teachers and instructors agree that the nature of these courses should be modified in a sense that these classes should be held during summer time when they have enough time to optimally take advantage of these classes. The optimum benchmarks enumerated by the present researchers along with should also be taken into consideration to optimize the efficacy of the preparation classes as much as possible. Moreover, it is believed that if our in-service preparation courses want to yield better payoffs, the power relationship between instructors and teachers should be equal not threatening. The instructors should make their teachers critical thinkers not to merely think of "what" of teaching but to think of "how, & why" of teaching.

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Appendices

Dear colleague,

This questionnaire is part of a study on the status of the in-service EFL teacher preparation programs in Iran, and the EFL teachers' perceptions of the aims of these programs. Odd-numbered items ask about the present in-service programs and even-numbered items inquire about your personal beliefs about an optimum in-service program. Please, read the following statements and express your views by marking the appropriate choice. The researcher would be highly grateful if you kindly fill out the below questionnaire carefully. The data will be used for research purposes only.

Gender: male ☐ female ☐

Your years of experience:

Education:

Learner -Teacher ☐ Teacher ☐ Instructor ☐

1: Strongly Disagree

2: Disagree

3: Undecided

4: Agree

5: Strongly Agree

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The aims and contents of the present in-service programs are determined on the basis of teachers' needs and local situations.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. I believe the aims and contents of in-service programs should be determined on the basis of teachers' needs and local situations.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. The present in-service courses deal with practical aspects of language teaching because teachers are already familiar with the basic theories and approaches in languages teaching.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

4. I believe in-service courses should deal with practical aspects of language teaching because teachers are already familiar with the basic theories and approaches in languages teaching.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. The present in-service programs update teachers' knowledge in terms of the most recent theories of language teaching and learning.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. I believe in-service programs should aim to update teachers in terms of the most recent theories of language teaching and learning.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. The present in-service programs provide teachers with opportunities to share and exchange their views and experiences.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
8. I believe in-service programs should provide teachers with opportunities to share and exchange views and experiences.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
9. In the current in-service programs, the instructors are theoretically well-versed and have the experience of teaching at the levels teachers are teaching.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
10. I believe the instructor of an in-service program should be theoretically well-versed and should have the experience of teaching at the levels teachers are teaching.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
11. The present in-service programs in addition to theoretically updating teachers deal with the actual problems teachers may face in their teaching.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
12. I believe in-service programs in addition to theoretically updating teachers should deal with the actual problems teachers have in their teaching.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
13. The present in-service programs help teachers with general teaching skills such as classroom management.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
14. I believe in-service programs should help teachers with general teaching skills such as classroom management.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
15. The present in-service courses help teachers to gain insights into how to become efficient teachers.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
16. I believe in-service courses should help teachers to gain insights into being efficient teachers.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
17. In the present in-service programs, the instructors act as models so that teachers can see how the theory is actualized in practice.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18. I believe in in-service programs, the instructors should act as models so that teachers can see how the theory is actualized in practice.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

19. The present in-service programs improve teachers' proficiency in English.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20. I believe in-service programs should improve teachers' proficiency in English.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
21. In the present situation, teachers are highly motivated to take part in in-service programs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
22. I believe teachers need to be motivated to take part in in-service programs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
23. In the present situation, teachers with different levels of experience and education receive different in-service programs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
24. I believe teachers with different levels of experience and education should receive different in-service programs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
25. In the present in-service programs, teachers are informed of their weaknesses and they are helped to improve these weaknesses.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
26. I believe in in-service programs, teachers should be informed of their weaknesses and they should be helped to improve these weaknesses.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Table 1. One-Sample Kolmogorov-Smirnov Test

	Present in-service	Optimum in-service
N	90	90
Normal Parameters ^{a, b} Mean	3.29	4.29
Std. Deviation	1.073	.741
most extreme Absolute difference Positive	.175	.169
Negative	.108	.169
Kolmogorov-Smirnov Z	-.175	-.164
Asymp. Sig. (2-tailed)	1.661	1.601
	.058	.062

a. Test distribution is Normal.

b. Calculated from data.

Table 2. One-Sample Statistics

	N	Mean	Std. Deviation	Std Error Mean
Present In-service	90	3.29	1.073	.113
Optimum In-service	90	4.29	.741	.078

Table 3. One-Sample Test

	Test value = 3					
	t	df	Sig.(2-tailed)	Mean difference	95% Confidence Interval of the Difference	
					Lower	Upper
Present-In service	2.576	89	.012	.291	.07	.52
Optimum-In service	16.491	89	.000	1.289	1.13	1.44

Table 4. Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Present In-service	Teacher	60	3.50	1.049	.135
	Instructor	30	2.87	1.012	.185

Table 5. Independent Samples Test

	Test value = 3						
	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Present-In service	2.715	89	.008	.629	.232	.169	1.090
	2.748	60.052	.008	.629	.229	.171	1.088

Table 6. Independent Samples Test

	Test value = 3						
	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Optimum-In service	-1.336	88	.185	-.221	.165	-.549	.108
	-1.498	78.174	.138	-.221	.147	-.513	.072

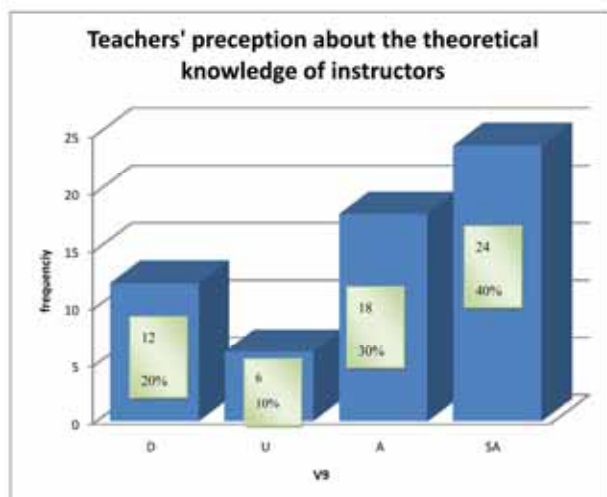


Figure 1. Teachers's perceptions about the theoretical knowledge of instructors

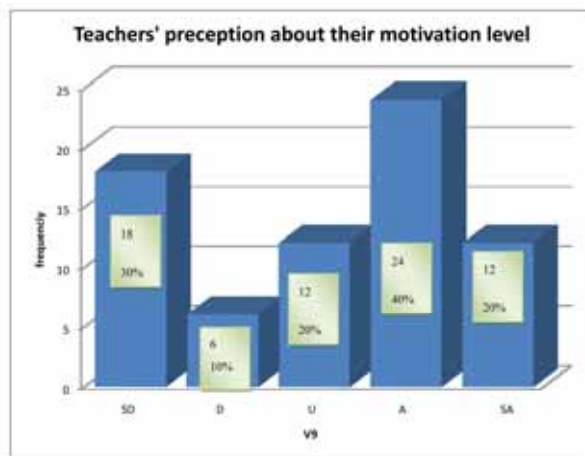


Figure 2. Teachers' perceptions about their present level of motivation

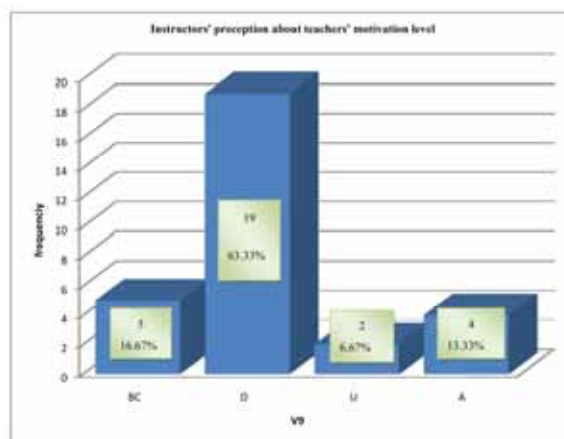


Figure 3. Instructors' perceptions about teachers' motivation level