

THE IMPACT OF PROFESSIONAL DEVELOPMENT (TRAINING) DURING THE IN-SERVICE FOR TEACHERS ON ACADEMIC PROFESSIONAL MOTIVATION (ACHIEVEMENT MOTIVATION) IN JORDAN

**REEM ALI ALMAGRIBY
UNIVERSITY OF DAMMAM**

ABSTRACT_ This study aimed to reveal the impact of professional development (training) during the service of teachers on their academic professional motivation , and to achieve the goal of the study a sample of teachers; who have undergone a program of educational development support (Education Reform support Program / ERSP) and applied its exam, and passed all its stages in the stubble Amman Directorate was selected , and another control sample of the same schools and within the same disciplines for teachers trainees, the researcher used for this purpose the tool for measuring academic professional motivation for both of the control and the experimental sample and a descriptive and statistical analysis to discuss the results were used. The results revealed that there was no effect due to the in-service training on the motivation of teachers who have received training, whether it was at the school level or the complete group, and there was no effect of training on the sex of the trainee (male, female), the researcher has recommended the need to study of the training programs offered by the Ministry of Education for teachers before they are submitted, due to the huge useless expenses spent without any effects on the teacher.

KEYWORDS: Academy Motivation, in-service training, teacher training .