CHAPTER VI

CONCLUSIONS

AND

SUGGESTIONS

The study of the problem 'Trained and Untrained Personnel on Job Success' done so far in the previous chapters gives the following conclusions.

1. The Mean Differences are found persistently significant throughout the five areas, for the overall scale scores for both the graduate and non-graduate groups.

   This indicates that trained teachers are significantly superior to untrained teachers irrespective of their academic education.

2. In almost all cases, the absolute value of the Mean Difference decreases with the increasing experience for graduate and non-graduate groups, but after four years of experience the value increases.
From the gradual decrease of this absolute values of Mean Difference with increase in experience, may be construed to mean that either the trained teachers become more and more lethargic or the untrained teachers reveal a definite growth through experience.

The arrest of this decrease of M. D. at experience level of four years and above may be interpreted as indicative of a limit to the growth through experience of untrained teachers. It may also be indicative of a sort of lethargy on the part of untrained teachers after securing job security which is generally obtained at the end of third year of experience.

However, if the teacher's motivation decreases, and does not become lethargic, he should be expected to show further growth through experience, so that after eight years of experience he may approach in quality, the performance of a trained teachers, and may be deemed as a trained teacher. Adequate data on this could not be collected because it was not possible to include in the sample an adequate sub-sample for this purpose.

3. Even though from the present study, it is not possible to make any recommendations on the length and intensivity of the teacher training programme, the writer wishes to recommend revision of the present training programme in that direction.
As given in the Appendix, other countries like German Democratic Republic and Israel, the duration of teacher training programme is three years or more, and there is no compromise on this length in spite of the increasing demand of teachers.

In India, the longest teacher training programme is two years. The integrated teacher training programme has recently been instituted in the Regional educational colleges. Results of this programme remain to be seen.