The problem of professional training has been the focus of attention of psychologists, educationists and social workers at home and abroad. The effect of professional training on job success has become an important problem of thinking, and demands study in the present set up of the country. The purpose of the present study is to find out the effect of professional training on job success.

THE PROBLEM

Job success is defined in terms of the behaviour characteristics of the teacher in and outside the classroom situation pertinent to teaching. This includes his behaviour while teaching in the class, preparation for his class room teaching including his own acquisition of knowledge of subjects taught, and his utilization of various class room and other opportunities towards teaching.

Teacher training is a complex activity which effects the teacher's personality and skills in such a manner that after training he is a better teacher.
An attempt is made in this study to study the behavioural characteristics of trained and untrained teachers in terms of job success, with a view to testing the general belief that teacher training leads to successful teaching.

**IMPORTANCE OF THE STUDY OF THIS PROBLEM**

The instrument of measuring job success developed in this study will be found useful for general assessment of job success of teachers by principals of educational institutions and District Educational Inspectors.

**PLAN AND PROCEDURE**

For studying this problem 'A Rating Scale' was used. A clustered sample of two districts from Gujarat State (excluding Saurashtra), viz. Kaira and Baroda Districts was taken and two groups of graduate teachers and non-graduate teachers hereafter called 'trained group' and 'untrained group' were selected.

Behaviour ratings of these teachers in both groups were obtained. The judges for the rating were the principals and supervisors of the schools where these teachers were teaching. The two groups each divided into number of sub-groups depending upon age, sex, experience, educational level and climatic conditions, etc. and their ratings were compared.
The result of this study was compared with the opinions regarding the expected changes in a teacher, as a result of training course, obtained from people who have had long experience of watching the development of teacher trainees and their further teaching career. This includes principal of Secondary Teachers' Training Colleges, District Educational Inspectors, and Director of Education of Gujarat State.

RESULTS AND DISCUSSIONS

This study enables us to derive the following conclusions:

1. The results distinctly show that the classroom teaching of the trained teacher is significantly superior to that of an untrained teacher. It is better planned, uses audio-visual aids more frequently and in variety of situations, and is more systematic.

2. There is an interaction between academic training and teacher training. Graduate trained teachers are found to maintain record work more systematically and more fully than non-graduate trained teachers.

3. Professional training helps the teacher in his initiative work, viz. conducting projects, and organizing museum and exhibition, etc.

4. The social adjustment and general orientation of trained teachers to their profession is significantly better than untrained teachers.
5. A trained teacher motivates his students for curricular, co-curricular and extra-curricular activities better than untrained teacher.

SUGGESTIONS

In light of these conclusions, we can suggest the following points:

1. There is a distinct evidence to show that trained teacher is far superior to an untrained teacher in all aspects of teaching activity, and there is no reason why professional training in this respect be not made obligatory for the prospective entrant in this profession.

2. If training is made obligatory, a large number of training institutions will be required to fulfill demand of schools for trained teachers.