CHAPTER I

INTRODUCTION

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. For studying this problem a teacher's job is selected.

THE PROBLEM

Job success is defined in the terms of the behaviour characteristics of the teachers of the secondary schools, in and outside the classroom situation, pertinent to job of teaching. This includes his behaviour while he is teaching in the classroom, preparation for his classroom teaching, including his own acquisition of knowledge of subject taught, and his utilization of various classroom and other opportunities
towards teaching. His other activities viz. the performance of duties related to teaching are also included. Also, his behaviour in terms of his initiative work, and social adjustment is considered pertinent to his teaching job and is an important part of teachers' behaviour.

Teacher training is a complex activity which affects the teacher's personality and skills in such a manner that after training he becomes able to discharge all the duties and responsibilities of teacher in a better manner.

An attempt is made in this study to compare the behavioural characteristics of trained and untrained teachers in terms of job success, with a view to testing the general belief whether teacher training really leads to successful teaching behaviour.

**IMPORTANCE OF THE PROBLEM**

Teaching is the profession which occupies perhaps the largest area (of population) compared with other professions.
Table No. 1: Personnel Employed in Various Occupations in India: 1960-1961

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number employed (in lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>11.937</td>
</tr>
<tr>
<td>2. Health</td>
<td>1.598</td>
</tr>
<tr>
<td>3. Banking</td>
<td>1.151</td>
</tr>
<tr>
<td>4. Textile Industries</td>
<td>11.740</td>
</tr>
<tr>
<td>5. Chemical Petroleum Industries</td>
<td>1.560</td>
</tr>
<tr>
<td>6. Electricity and Products</td>
<td>0.550</td>
</tr>
<tr>
<td>7. Metals, Mechanical and Transport and Its Products</td>
<td>10.990</td>
</tr>
<tr>
<td>8. Foot Wear, Furniture, Rubber and Its Products</td>
<td>1.070</td>
</tr>
<tr>
<td>9. All Other Miscellaneous Industries</td>
<td>11.790</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52.385</strong></td>
</tr>
</tbody>
</table>


These figures show that about twelve lakhs (i.e. 23 per cent) of persons were engaged in the teaching profession in 196 , and the official Government estimates for 1966 were that twenty two and a half lakhs of teachers would be engaged in teaching profession by the end of that year.  

* No statistics are available for the later years, hence it is not possible to check how many were actually engaged in the teaching profession in 1966 and later years.
The social importance of the profession makes it a problem demanding high priority. The teacher is the real moulder of society. He comes into close contact with the children of all ages. He is in charge of the growing elements of the society. Hence, he plays a very important part in the development of the personality and career of students, as such it is most important that the teachers are skilled not only in the content of teaching, but also the general personality and behaviour of the teacher is so developed that the nation will feel that next generation is safe in their hands.

TEACHING IS A PROFESSION

As noted by Huggett and Stinett (1953), U.S. Census Bureau lists forty-nine professional, technical, and kindered occupations in the United States; they further quote that the Office of Education U.S. Department of Health, Education and Welfare lists twenty-six professions on the basis of recognised profession accrediting agencies filed with it, and Education is one of these.

The National Education Association has given the following eight characteristics of a profession.

1. A profession involves activities essentially intellectual.

Teaching meets this criterion. Teaching involves intellectual activities viz. preparation of subject matter, approach in teaching, etc. Also, teaching prepares students
also for college education and professional education.

2. A profession commands a body of specialized knowledge.

   Teaching meets this requirement. Knowledge regarding teaching methods, uses of scientific instruments in laboratory, and craftroom, knowledge of appropriate colours and various designs in art etc. is required in teaching. As teaching has developed a significant body of specialized content which is essential to the preparation of successful teachers.

3. A profession requires extended professional preparation or training.

   Preparation of teaching personnel is based on studying the prescribed curricula of training college course which non-professional occupational personnel does not have any formalized preparation or training course. Teaching meets this criterion.

4. A profession demands continuous in-service growth.

   Teaching meets this requirement. During the course of his service the teacher gets the experience of teaching, acquires acquaintance with school administration, record work, and tries to control the class, etc. Also, he gets seniority, increments in salary. Again, he gets social reputation. All this may be considered as the in-service growth of the teachers. It is a two-fold effect. (i) development of teacher on academic side, and (ii) development of teacher on social and economical side.
5. A profession affords a life career and permanent membership.

From the point of view of this criterion, teaching can be said to have a rather poor claim to professional status. There is a high degree of mobility (of teachers) in this profession. Several fresh teachers enter and leave the profession every year, but trained teachers generally do not leave the profession as easily as the untrained ones. Very recently there has been a continuous rise in pay scales and this has diminished this mobility and fluctuation in the profession. We can say that, in long run, this rise in pay scales and other facilities will reduce the rate of fluctuation and will strengthen this criterion.

6. A profession sets up its own standards.

Teaching can meet this criterion only when the profession is well organized. At present we cannot find professional standards of a high level, as we see in other professions viz. medical profession and legal profession, etc.

The various education Commissions set up by the Government of India from time to time have made pertinent and useful suggestions which, it is hoped, will lead the teaching profession toward meeting the criterion adequately.

7. A profession exalts service above personal gain.

Teaching has a high social value. The successful and competent teacher can influence the social life of students - the citizens of to-morrow. Teaching is recognized fully as
a real profession in the sense that teaching personnel do not care very much for monetary reward only. Of course, teacher has a social life and has to maintain his family, he requires money. But he does not behave as a 'gain seeker' or like a merchant whose attitude is towards 'hoarding money'. He serves the society with 'human love', and puts service before personal gains.

8. A profession has a strong and closely knit professional organization.

Teaching meets this criterion to some extent. There are several organizations of teachers in the State and country. We find organization of secondary school teachers, college teachers, in every district, and nearly in all universities respectively. There are also science teachers' association, and such other subject wise teachers' associations have come into existence.

Some organizations were first formed at State level, then a number of similar ones united together to form a strong organization on a country-wide level.

In spite of the large number of organizations in the country, we cannot say that they are closely knit organizations. But these organizations are still in infancy at present, and can definitely look forward toward such closely knit country-wide structure as to give them strength and vitality.
Abraham Flexner (1951) enumerates six criteria of a profession as follows.

1. Professions involve essentially intellectual operations with large individual responsibilities.

   This criterion is the same as criterion number one of the previous list.

2. Professions derive their raw materials from science and learning.

   For his teaching activity the teacher depends upon his learning and training. Learning gives him the content to be taught while training prepares him in the art and skill of imparting the content to the pupils. Thus, teaching depends upon raw materials derived from science and learning.

3. Professions work up the material to a practical and definite end.

   The teaching activity works up to a practical and definite end on two planes. On the broader plane the whole educational activity undertaken collectively by the teachers is directed to the full development of the child, and on the narrower plane every lesson given by teacher is a directed activity with the successful communication and development of proper concepts in the child as its immediate aim. This definite aim is told in the class to the students under the 'statement of aim' stage. Thus, the teacher's work has a definite plan and definite end. He organizes his teaching materials in a
scientific way, for his duties related to his classroom teaching, and also for other duties outside classroom.

4. Professions possess an educationally communicable technique.

Teaching meets this requirement. A teacher's work and duties are associated with scientific systems of teaching viz. methods of teaching. These methods of teaching are learned by him in training college during the period of his training. Hence, teaching possesses educationally communicable techniques.

5. Profession leads to self-organization.

This criterion is similar to criterion number eight of the previous list.

6. Profession is becoming increasingly altruistic in motivation.

This is similar to criterion number seven of the previous list.

Thus, teaching satisfies these criteria as to recognize it as a profession.

THE OBJECTIVE OF THIS STUDY

There are two main objectives of this study, viz.

(i) to test the general assumption that 'trained teachers
It is a common and general belief that 'trained teachers are better than untrained teachers'. This is a sheer assumption which has not yet been tested or supported by scientific study.

Such belief arises from the very fact that there is a provision for training the teacher and it contains a veritable petitio principio: training is meant for improving the teaching behaviour of a teacher, therefore, it does improve the teachers' teaching behaviour. No systematic study has yet been undertaken in India to verify the truth of this belief. The assumptive belief need testing primarily for the reason that the actual teaching behaviour demands much work from the teacher than his training provides him, and there is no guarantee that training in some behaviour skills will also improve all behavioural skills of a teacher. Such assumptions will not carry any weight unless it is studied and verified. Also, we cannot say anything on the strength of this assumption regarding the areas in which they are better.

Secondly, Gujarat Government had created one class of teachers called teachers deemed to have been trained". This classification is based on another sheer assumption that
after a certain duration or period of collection of experience in teaching, the teacher improves in his teaching behaviour and is like a trained teacher, and hence should be treated at par with trained teachers.

The second purpose of this study is to examine whether length of experience can compensate for training and whether untrained teachers of long standing can be deemed to be trained teachers.

Man has often proceeded on implicit and explicit assumptions some of which are his attempts to explain his experience and some of which are such that they have never been tried on the empirical anvil. Sometimes, accumulating knowledge necessitates testing these beliefs and correcting them to fit the hard facts of experience, e.g. the aristotalian concept of spotless or ideal nature of the sun, the planotic concept of the round orbit of planets, the historical belief that earth is flat, the belief that heavy bodies cannot fly in air. In each case, it has been found that the belief has not been able to hold itself against the onslaughts of systematic empiricism. We are, therefore, justified in putting these assumptions to test, if data support them, they will get some status; if it contradicts them, way may be paved for eliminating them.
OPINIONS OF EXPERTS REGARDING THIS PROBLEM

To begin with, it was thought proper to collect the opinions of experts of Gujarat State regarding this problem. The opinions of the experts were collected on the Opinion Sheet (Appendix 1), which was administered to twenty-six experts which included people closely connected with the teaching profession such as: Directors of Educational Institutions, Principals of the Training Colleges, Deans of the Faculty of Education, Educational Inspectors, Directors of Education of Government Offices of the State. These groups of people have long experiences of observing behavioural changes in teachers due to training. The Opinion Sheet contained five statements each related to one aspect of the teaching behaviour of the teacher and asked whether the respondent agree or disagree with each statement on a five-point scale. The five statements spelt out the belief that training makes a better teacher with reference to the five aspects of the activity of the teachers.

Table No. 2 shows the median opinions of the experts on five items.
Table No. 2: Distribution of Opinions of the Experts on the Opinion Sheet

<table>
<thead>
<tr>
<th>Statement Items</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agreed</th>
<th>Strongly Agree</th>
<th>Median Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Training helps the teacher in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2. Training helps the teacher in developing his insight in his profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>3. Training helps the teacher in keeping his record work accurate and decent</td>
<td>-</td>
<td>2</td>
<td>11</td>
<td>12</td>
<td>1</td>
<td>Agree</td>
</tr>
<tr>
<td>4. Training helps the teacher in orienting his vision towards initiative work related to his profession</td>
<td>-</td>
<td>1</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>Agree</td>
</tr>
<tr>
<td>5. Training helps the teacher in his social adjustment with pupils, colleagues, and the head of the institution</td>
<td>-</td>
<td>3</td>
<td>6</td>
<td>14</td>
<td>3</td>
<td>Agree</td>
</tr>
</tbody>
</table>
USEFULNESS OF THIS STUDY

The importance of any research can be judged by its potentiality of application of this scale.

The school authorities can use this instrument to appraise their teachers' proficiency. This appraisal could be useful for (i) promoting the teacher to a responsible post such as head master, supervisor, etc., (ii) for giving proficiency pay as a mark of recognition of proficiency of a teacher, and (iii) for giving to the teachers the responsibility of teaching higher classes.

School authorities can conduct internal assessment for finding out job success of teachers, for determining teachers who may be allowed to cross the Efficiency Bar.

This scale can be used by District Educational Inspectors at the time of their visits or inspection as a check-list for their judgment regarding the teachers.

These various activities without any bases of such scientific measurements are likely to be arbitrary and subjective.

* According to Grant-in-Aid Code of various States, length of service is the only criterion for salary increase and there is no scope for any proficiency pay. But the school managements sometimes give this proficiency pay to deserving teachers.