CHAPTER III
THEORETICAL ORIENTATION

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CHAPTER III

THEORETICAL ORIENTATION

3.1 Introduction

Before embarking upon the problem, it would be better to have a look at the opinion expressed by Cruickshank et al (1979). They write:

"Although much has been written about in-service teacher education, the literature provides little direction for decision-makers responsible for that aspect of professional education. There is a lack of clear concepts and definitions - there is not even agreement on what in-service education is - and an absence affects and conditional proportions especially notable. Without clear concept and definitions, how can we carry on a dialogue? Without facts, how can we understand many facts of a particular activity?"

The present investigator agrees with above statements and, therefore, before any data is given about in-service education programme and any conclusions drawn about them, he thought it necessary to describe the concept, various
view points, needs, objectives, plannings, curricula, methods, incentives, evaluation as well as function and contributions of in-service education programme. The collection, analysis, interpretation and discussion of the data in the present study - all depend on the theoretical construction of in-service teacher education given in the present chapter.

3.2 Concept of In-service Education

If the preparation of teacher aims at adding to his power to help children in their educational growth, the programme of teacher education is never completed with the initial training required before his entering the profession. For a good teacher, every fact of his knowledge, skills, personality and interests are of potential professional value. Hence every experience he undergoes during his career, however irrelevant it may appear, may be described as in-service training. In-service may, therefore, in the most general sense be taken to include every thing that happens to a teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly, to the way in which he executes his professional duties. This may include in actual experimentation in classroom, hobbies and interests, participation at conference of courses and others. All these activities lead to his professional growth. Thus, in order to have a
broad concept, the term in-service teacher education may be understood to embrace all these activities undertaken by the teacher during his teaching career which improve his education and add to his teaching ability and professional competences. In the process of making numerous provision for the continuing education of teachers and as this concept grows with time, experience and wider teachers' participation a variety of terminology has emerged to convey the different concepts and meanings of the term in-service teacher education. Some of these terms are so narrow as to convey the meaning of only one method of in-service education. Some terminology usage owns it origin to similar attempt in other professions. An attempt is made here to clarify and elaborate some of these terms. This, of course, is being done with full consciousness that it is a very difficult task to result semantic tangle much more in the work of this nature.

Good (1959) defines in-service training in Dictionary of Education that it is a special training or institution for employed persons, including those in the professions, with a view to increasing workers' competences. He also defines the term in-service education as all efforts of administration and supervisory officials to promote by appropriate means the professional growth and development of educational workers; illustrative is curricula study,
classroom visitation and supervisory assistance.

Good (1973) again defines in-service education in a broadway as the effort to promote by appropriate means the professional growth and development of workers while on job; in supervision of teaching one of the major task includes planned and organized effort to improve the knowledge, skill and attitude of instructional staff members to make them more effective on the job; illustrative of activities such as role-playing, intervisitation, demonstration and laboratory session. For the term 'programme in-service', he defines as a school or community teacher training plan that may include such activities as seminars, workshops, bulletins, television, or film for individuals who are already teaching. The programme is designed to increase their competencies or to bring abreast of new developments.

For defining the term 'teacher education in-service' Good (1959) gives the meaning as; specifically includes all activities on the part of employed teachers that contribute to their professional growth and qualification, for example, travel, professional reading, participation in supervisory and curriculum development programme attendance at seminar-session courses.

The above definitions are very comprehensive and include both individual efforts and departmental programmes. It may
be pointed out here that the use of word 'in-service education' instead of 'in-service training' has more appropriate scope. No doubt, the programme of teacher preparation should impart necessary competencies to fulfil the job requirements such as the classroom skill, but the teacher is much more than a classroom practitioner. He is a friend and philosopher to his students and a leader in the community.

In elaboration, concept of in-service education seems to be involved with many terms. Hass (1957) gives his word that: it includes all activities engaged in by the professional personnel during their service and design to contribute to improve on the job. Correy (1951) defines it as: the sponsoring or pursuance of activities which bring new insights, growth, understanding cooperative practices, democratic procedures and community, understanding of the members of the staff and arouse them to improve the curriculum to take additional training and to improve themselves and their works in every possible manner. Likewise, Mukerjee (1968) opines that; in-service education may be regarded as including all activities and experiences participated in by the educational personnel during their service. These activities are planned and organized by various agencies to help an educator to improve the persons and to mature them as professional.

Lawrence (1956) expands its scope further by saying
that; the education of teacher in-service includes not only professional and personal development but also their development as citizens. Teachers share citizenship opportunities with other citizens of the community. With them they need opportunities for continuous study and discernment of critical issues in the community and nation.

There is a slight difference of concept of in-service education as Bartky (1965) opines that the term in-service education is usually applied only for that teacher training which is done in teacher group under the direction of supervisors or some other educational experts in conjunction with the overall supervision programme. The in-service education programme includes workshop for teachers, special classes, special lecture and teacher's institution. Morris (1975) also opines that in-service education of teachers is commonly understood to include the collegiate and school based professional study and work in which the teacher is involved after he has been certified and employed.

From the above opinions, the conclusion is that all activities of in-service education programme which include administrative and supervisory functions of institutions concerned are the main factors to support teachers in-service to improve their qualification.

In other point of views, Fishback (1968) says; in-service
education, whether individually or group initiated, is a process of working towards change. Viewed in terms of human behaviour the changes are ordinarily identified as gaining new knowledge, increasing understanding, acquiring more desirable attitude, and strengthening interests.

From psychological point of view, as stated above, in-service education is nothing but a change in behaviour in terms of human behaviour as a whole. So it may be concluded that in-service education provides changes to all particular fields concerned. For administrative convenience, however, narrower definitions are often adopted. United States Department of Health, Education and Welfare (1965) point out in-service training as a programme of systematised activities promoted or directed by the school system that contributes to the professional or occupational growth and competence of staff members during the time service to the school system.

In other aspects of the opinions regarding concept of in-service education, Ledge and Raul (1971) give their opinion that the definition of in-service teacher education is taken to include all those courses and activities in which the serving teacher may participate for the purpose of extending his professional knowledge, interest of skill, preparation for degree, diploma or other qualifications subsequent to initial training. From this point of view,
in-service education is not a programme to provide only for improving their knowledge but also gaining their degree and diploma.

Recent opinion about in-service education by Henderson (1978) is that in-service education is a structured activity designed, exclusively or primarily, to improve professional performance. This definition embraces a very wide range of activities. It may involve attending a conference or listening to a lecture involving over 100 participants. It may involve full or part time attendance at a specific course of instruction over a few hours, days, weeks, months or even years in the company of a few dozen colleagues. It may involve a joint problem solving exercise, perhaps in the curricula or the administrative field, with a small group of teachers from the same school or locality. It may involve discussion on a one-to-one basis with a person whose role is encouraging the development of teachers' professional skills. It may, indeed, involve any combination of these. It may lead to the acquisition of some professional qualification, it may be undertaken with a view to securing a particular types of appointment or there may be no expectation of financial or academic reward. It may imply voluntary involvement or compulsion.
3.3 Terminology Related to In-service Education

The discussion of different related terms for in-service education, may provide vast concepts as far as this investigations is concerned. It may be used here to include all activities of a school system which aim at improving the professional competencies of teachers.

3.3.1 Further Education

The concept of further education is very close to in-service education. It also emphasizes the need for education beyond pre-service level. In the Webster's Third New International Dictionary (1971) further education has been noted as equivalent to adult education. It encompasses education beyond the first training and, therefore, includes both formal and informal in-service education of teacher.

3.3.2 Continuing Education

According to Good (1959), continuing education is:
(1) any extension of opportunity for reading and training to young persons and adults following their competencies of or withdrawal from full-time and college programmes; and
(2) education for adult provided by special schools, centres, colleges or institutes that emphasise flexible rather traditional or academic programmes. This term is synonymous with in-service education and is so called as it is considered as continuation of pre-service training received
by teachers. It also accepts the principles of continuing and unity of total teacher education programme. Hence, it makes obligatory on the part of organizers of in-service education programme to take into consideration what teachers already learnt during their pre-service training.

3.3.3 Extension Education

Extension education, according to Good (1973) is a service by which the resources of an educational institution are extended beyond its confines to serve a widely diversified clientele within the state or region regarded as the constituent of the institution; it may include a wide range of activities such as evening classes, short courses, exhibits, T.V. courses, conferences, correspondence courses, seminars and institutes.

3.3.4 Extension Service

Good (1959) defines extension service as; a system of institutional contacts and other educational activities directed towards the community or a clientele outside of the immediate student body. He also defines extension work as; instructional activities of a college or university other than those connected with the instruction of students on the campus; involves correspondence study, class given for part-time students of the campus, or at unusual hour on the campus, and similar instructional arrangement.
Dave (1968) considers extension education as; continuing education of teachers and other educators which commences after initial professional education is over and which leads to the improvement of professional competence of educators all throughout their career. He considers it equivalent to in-service education as it is meant for teachers being served. Elaborating further he views that while this is a process of educational extension for training institutions and other agencies undertaking to extend these facilities to school teachers, for educators themselves, it becomes in-service education. He prefers to use the term in-service education and educational extension connoting the same meaning and observes that it becomes difficult to differentiate between them. Any effort to decide whether the former is more comprehensive and includes the latter or vice versa is likely to remain just a mental exercise and perennial debate of little significance, and hence, it is very desirable to establish simplicity in using these terms by considering them as synonymous.

3.3.5 On-Job Training

According to Good (1973), on-job training is supervision and other supplemental instruction furnished to a learner while he is employed as a beginner or trainee in the regular duties of a position of job.
This term is now being understood as providing opportunities to teachers while they work in schools. This is how extension personnel have been visiting classrooms to give instant suggestion to teachers. The concept, thus, is very close to in-service education.

3.3.6 Re-Education

According to Good (1973), re-education is; (1) learning again, material that has been forgotten; (2) establishing a new relationship because of some physical, mental or emotional handicap. Thus, the term re-education is used here for reorientation. With reference to curriculum development and re-education, Sharp (1951) states that the reorientation of the traditional teachers can come about only through a slow process of re-education in which the teacher is helped by someone else to achieve new insight into children and their needs and to discover new ways of teaching that will relate the classwork to those needs; the reorientation of the traditional teacher requires a process of re-education which will help him to work through his order conception of the circumstances and his older mode of teaching.

Thus, the term conveys the process of repeating what was already learnt and comes as special need of those teachers who have been out of service for sometime or who
could not get the particular types of work service after training in the specific area.

3.3.7 Professional Growth

Good (1973) defines professional growth as; increase in subject matter, knowledge, teaching skill and efficiency and insight into educational problems, with a concomitant increase in success as teachers. This term is one of the major objectives of in-service education programme.

3.3.8 Refresher Training

Good (1973) defines that refresher training is a classroom or correspondence course for persons already engaged in a particular occupation (or who were formerly so engaged) for the purpose of renewing basic studies or mastering new material applicable to their work. This is one of the methods of organizational pattern of in-service education.

3.4 Some Misconcepts of In-service Education

In some quarters, there are certain misconcepts about the meaning, scope, objectives, function and operation of in-service education programme. They are mentioned as given below along with a brief explanation of each as to how they remain fallacies and misconception.

Some people tend to believe that in-service education
programmes are meant for untrained teachers only. There is no doubt that untrained persons need special training, whereas all teachers need periodic in-service education in order that they may keep themself abreast of the new knowledge and latest practice in the fulfilment of education. Untrained teachers definitely need it more because they lack even the basic qualification for being eligible to remain on their job. This is why priority has always been given to education for these teachers. But, there should be no doubt that all teachers need to be refreshed and update through in-service education programme.

Programme of in-service education of teachers, as some are believed to be saying, are only an administration gimmick to keep teachers easy and to avoid their attention from the destructive activities like the strikes and the demonstrations. This seems to be the conviction of such administrators and educational organisers as believed in the traditional theory of education and old method of teaching and have little faith in evolving pedagogical concepts and changing socio-political orders. These persons are staunch supporters of the status-quo and always hail whatever existed in the past as best.

It is also viewed sometimes that in-service education is only a kind of educational craze of time or just a few fashion; this again, comes from orthodox workers in the field
of education in the society. In-service education is not a new slogan or fashion or craze. This is an urgent need for the time. If we do not provide it, we will lag behind and it will handicap the progress of the coming generation.

Even some educators profess that in-service education is meant only to make up the deficiencies of pre-service education programme. This is again a grave misunderstanding. As elaborated in the proceeding pages, need for in-service education is felt even for those who have been given best training in their pre-service course. However, a superior pre-service teacher education programme may be needed for in-service education. Pre-service education is meant for prospective teachers to enable them to become qualified for their jobs and is mostly a continuous one but in-service education aims to keep them abreast of the latest developments and this would involve multi-stage sessions. It is an organized programme of learning experience, so that practising teachers may increase their professional understandings, abilities, and competencies. Hence, it will only make up the deficiency in pre-service education.

There is also a misunderstanding in some quarters that pre-service education and in-service education are two strictly distinct stages with different purposes and procedures of operation. This is not true. No doubt, one precedes before one joins one's job and other takes place
during one's professional service. But, they have many commonalities depending upon the nature of programme in each. For example most elements of pre-service education of teachers will come into in-service programme of those teachers who join their jobs without any training or with insufficient and inadequate academic and professional training. Also many features of this type will occur in all in-service courses aiming at re-education process of those teachers who were sufficiently qualified at the time of their entry to their jobs. Likewise, a good effect of programme of in-service teacher education is that their professional growth and development become continuous and regular in their desire to follow it up besides equipping them with necessary skills to be able to continue with their professional growth at their own levels. Again an educational course for a teacher to equip, to take up the job of a supervisor or principal will perhaps be, in one way, considered a type of pre-service education for him. Still it can also be categorised as in-service course not only because it takes place in his service period, but also because it utilises his experience as a teacher and aims at making him a real guide for teachers and because it utilises the specific approach of in-service teacher education. Hence, adherence to this line of distinction may not be appropriated.
Another opinion put forth by some educators is that regular course requiring continuous attendance of 6 months or 1 year or more cannot be categorised as in-service teacher education programme because participating teachers do not remain on their job for that period. But, most of them hold on their jobs, some may draw a part of their salaries and there are quite a few who may be deputed on full pay to attend such courses. Those who attend these course because of their deputation from the employing agencies will undisputably come into the categories of their in-service education programme as the purpose may be to equip them better. In case of others, then, the categorization cannot be denied simply because they are not deputed or because they themselves bear expense of training. Again these programmes definitely widen their intellectual horizons to teach and to furnish them opportunities to think of educational problems. Hence, they should better be considered as in-service education programmes. This point has already been dealt elaborately in this chapter.

It is also to view sometimes that in-service education of teachers is not necessary but it is a luxury. In view of the experts, it involves with a developing countries, it can better utilise the amount to meet the other needs of the schools. The misconception stems from our past practice when pre-service education was accorded more importance.
The types of in-service education made also the confusion to some teacher educators. Many of them make sure that in-service education is only the activity which is leading to the higher qualification and higher position. They refused to think that shorttime courses and summer courses are also recognised as in-service education programmes. This misconception has been found in every corner especially in Thailand. Some Thai educators do not try to understand the concept of in-service education. They might express that they cannot offer all data regarding in-service education because in-service education does not take place in their institutions, even at the time they every year run the summer course programmes for teachers in their institutions.

But, in recent times, in-service education programme should receive increasing attention; the purpose is to keep teachers up to date so that they can prepare the next competence in time with the changing order. No doubt, it would require additional funds for conducting in-service education programme for teachers. Some people consider it difficult for developing country to find additional resources, especially when their schools have not yet proper equipment and need for expanding further school facilities is also being realized. But even in fact of all their difficulties organization of in-service education
programme remains an important necessity because of the pivotal place the teachers occupied in the process of educational improvement and because of the greater need to have quality in education.

3.5 Need of In-service Education

The trend of modern education now-a-days is to set the intentness on searching for the way to get everybody to continued education, especially, for those who happen to be teachers. The teacher has a crucial role in educational process. If he is unadequately prepared and lacking in conviction, knowledge and skill, he may exercise a harmful influence. If he is well prepared he can contribute a lot of balance to the development of children. In this modern age while continuous changes are taking place everywhere and every day, no teacher can claim to be fully and adequately prepared once for all because, with every change, man's knowledge and skill become out-of-date. Teachers in particular have to accept new challenges to keep pace with the need of the modern times. Teachers must be prepared to accept such challenges by changing, organizing, reviewing and refreshing their knowledge, experience, attitude and insight. Hence a teacher has to continue the growth when on the job. For this, in-service education is much needed. The following are the main factors which clarify the need of in-service education.
3.5.1 Rapid Change in Society

It is a fact that at present social changes are around the clock; the appropriate knowledge of today may be out-of-date to-morrow. In this connection, it would be quoted from National Education Commission (1966) which observes that the old value which held society together has been disappearing as there is no effective programme to replace them by a new sense of social responsibility, innumerable signs of social disorganization are evident everywhere and are continually on the increase.

Hass (1957) opines with certain point that; other condition which demonstrate the need for continuous in-service education are rapid curriculum changes necessitated by cultural and social changes, the inadequacy of pre-service education for meeting the great demand increasing in number of teachers resulting from rapidly increasing pupil enrolments, and continuing for school teachers with improved skill. Hass goes further by quoting the argument of Margaret Mead that; within a life time of ten year old before they enter the sixth grade, the atomic age has been followed by the age of the hydrogen bomb, differentiated from the atomic age that many of them who failed to understand the danger of the atom bomb are painfully beginning to take in the significance of the hydrogen bomb. Teachers who never heard a radio until they were grown up have now
to cope up with children who have never known a world without television.

In this opinion, it is absolutely necessary for teachers to keep pace with the society. This change in the society demands from the teachers that they have to meet challenges of the day. The teachers have to meet the students who have never known a world without television because of social changes. The preparation needed by the teachers is continuous throughout their professional career.

3.5.2 Pupil Population: An Increase

The discussion concerned with this point of view is strengthened by UNESCO - Final Report (1967) which states that; in view of the rapid expansion of education in all of the world, particularly at the primary level many countries have had recruited teachers with qualifications which are lower than either the minimum prescribed qualification at the time of admission to training or the presently prescribed minimum requirements. In addition, all countries have had to resort to emergency or crash training programme to prepare as quickly as possible new teachers for the fast expanding school programmes. As a consequence there is a rather high proportion of unqualified or inadequately trained teachers who must be given regular in-service training to ensure that the quantitative
expansion in education is accompanied by qualitative improvement.

Mukerji (1969) gives the figures regarding this point of view that in the year 1950-1951 and 1970-1971 there were 16,879,000 and 82,515,000 pupils respectively in primary education and the anticipated number of pupils in 1985-1986 will be 124,953,000, while there were 1,508,000 and 8,818,000 pupils in secondary education in 1950-1951 and 1970-1971 respectively and the anticipated number of pupils in 1985-1986 will be 24,368,000. These figures show the greatly increasing enrolments call for large increase in the number of teachers.

3.5.3 Demand for Increase in Number of Teachers

Demand for rapid increase in the number of teachers is not a new thing at present only for a big country like India, a small country like Thailand also can show the fact about the increase in number of teachers. Office of National Council (1971) shows that; all over Thailand in 1961 there were 15,153 teachers against 141,694 students and in 1970-1971 there were 23,386 and 25,198 teachers against 249,679 and 264,422 students respectively. It has shown that the matter of urgent need of teachers, of course, is not only simple while the number of teachers is demanded, it must be having a look on their qualifications both of
new and experienced teachers. Regarding the increase of teachers' number and quality of teachers is the matter of urgent need for in-service education, Correy (1957) pleads that the major reason for in-service education is to promote the continuous improvement of the total professional staff of the school system. All teachers, administrators and supervisors must constantly study in order to keep up with the advancement in subject matter and in the theory and practice of teaching. Continuous in-service education is needed to keep the profession abreast of new knowledge and to release creative activities. An additional purpose is to give the most needed help to teachers who are new in the particular school and who are entering a new responsibility or a new field of work within the profession. Such teachers need answer to their many questions and extensive help with the new problems which they face.

The quality of teachers is emphasized for the need of in-service education by several thinkers. Pires (1966) refers to the report of the International Conference on Public Education convened in Geneva and the need of in-service education as follows: (1) helping qualified teachers to deal successfully with the increasing complexity of the educational responsibilities; (2) helping qualified teachers to keep pace with the rapid progress of sciences and continuous evolution of educational theory and practice as well as the
development of culture in general; (3) enabling teachers throughout their entire career to widen their horizon and deepen their general culture; (4) enabling qualified teachers so desiring to study for a higher level diploma; (5) providing qualified teachers with opportunities to take specialized courses in pedagogy; and (6) providing insufficiently qualified teachers in-service with adequate general and professional training.

Technique of teaching in the classroom, in this changing times, seems to be a major point to support that teachers need in-service education. Children (1966) opines that the rapid expansion of knowledge, which has been reported extensively over the past several years and its effect on changing method and in developing technology, utilized in the classroom are major factors in making the in-service education for this group necessary. The need for programme to up-grade the performance of teachers has been stated throughout such work.

Even though the number of teachers is increased, at the pre-service programme as Fausr et al (1972) stress the need of in-service education due to some special reasons; also apart from the need of the time, so many workers are ill-trained or semi-trained who have to be better equipped to discharge their professional needs wherever they are placed. Also increasing stress on technological advancement
is likely to increase the prospect for change for career in one's life. This necessitates retraining as well as upgrading of the skills of persons who are thrown out of the job which they are holding. Above all this type of education will rescue an individual from dispair, which can overwhelm himself, he does not keep in touch with the new knowledge. Moreover, this type of education is likely to raise individual's dignity.

The National Education Commission (1966) also states the need of in-service education to all teachers this way: in all the professions there is a need to provide further training and special course of study, on a continuing basis, after initial professional preparation. The need is most urgent in teaching profession because of the rapid advance in all fields of knowledge and continuous evolution of pedagogical theory and practice.

3.5.4 Deficiency of Prepared Teachers

The teacher has to play pivotal role in an educational process. If he is not properly prepared and lack in character, conviction knowledge and skill, he can exercise harmful influence. On the other hand, it has been said that the teacher has the powerful influence on the development of children. To gain this advantage for the children, every possible means must be used to improve the skills and
release the creative abilities of the teaching staff. In this point of view, Report of the Committee on Teacher Education in Maharashtra State (no date) mentions that new problems arisen in the field of education and new knowledge and skills are required to understand and solve them. Much of pre-service training received by teachers or other educational workers has now become out of date and the experience collected in the traditional performance of their job is proving quite inadequate to help them to work efficiently. Besides, the nature of the work of several functionary in the field of education has been changing rapidly, not simply under the impact of post-independence task of reconstruction, but also under the diverse stresses created by worldwide explosion of scientific knowledge, sudden shift in international relation, the explosion of expectation inevitable in a new democracy and the challenge to reconcile the problems of numbers with the problem of quality in education.

In the preparation of teachers in any college or university, we should make them appreciate in teaching. Hass (1957) points out that one of the task of profession is that its members seek constantly to keep abreast of the new knowledge.

As regards improved knowledge of teaching method, the classroom teacher can hardly employ any teaching method or
device without clarifying it to fit his particular situation. It is possible to understand the problems of method; it is applied to particular teaching fields.

There are innovations and researches in the area of teaching subject. If these researches and innovations do not enter the classroom and remain on the paper, they are of no use at all. How are the teachers going to know about this? It is only in-service education that will keep teachers informed about the new innovations and researches. Thus, in-service education is a must for teachers so that they can get opportunities of keeping themselves up to date in the subject.

3.6 Pattern of In-service Education

It is well recognized today that a goal organization of in-service education programme for teachers should embrace a variety of patterns. Pires (1966) points out a long list of activities as: (1) vacation workshop held either immediately after the school closes or before they re-open; (2) year routine workshop meeting weekly or fortnightly during the week and or some other convenient day or days; (3) extension course dealing with problem identified in particular school or in the school system; (4) in the school visitation which permits teachers to observe other teachers when help is needed on a problem; (5) the use of teachers
with special competencies who are freed from their classes for specific period of time to help other teachers who can benefit by such help; (6) planned community survey needs and to identify their resources; (7) action research and experiments with teaching methods and procedures; (8) committee work in which teachers conduct investigation, study problems which are of concern to them, or examine and evaluate textbooks and other instructional materials for use in their schools; (9) study circles or discussion groups which are based on specific interests shared by their members, for example child development and social studies teaching and which meet periodically for an exchange of knowledge and the sharing of experience; (10) exhibits of materials made by students and teachers or sold by business firms; (11) orientation in area which lend themselves well to study by correspondence; (12) documentation and library service including the organization of mobile libraries; and (13) periodical professional meetings or conferences, specially for teachers working in remote rural areas.

3.7 Objectives of In-service Education

In-service education programme must have clearly laid down objectives of in-service education programme as Pires (1966) discusses from the responses received from Asian countries: (1) upgrading the professional knowledge and competencies
of teachers; (2) extending the general education of teachers; (3) exchanging the qualification of teachers in service; (4) providing opportunities for teachers to obtain increment of salary; (5) raising the morale of teachers; (6) improving public relation; and (7) providing training in community living.

3.8 Planning of In-service Education

Some of the most important principles which must be kept in view while planning the in-service education programme are that these should be based on the felt needs of the participants as well as take into account urgent needs of children and the school, they should involve all such agencies as concerned with schools, participation of teachers should as far as possible be voluntary, adequate human and material resources should be provided for their smooth conduct and proper selection of persons and venue should be made to ensure objectives of a specific programme. Pires (1966) says that a careful planning of all programmes of in-service education by different agencies involving such training is, therefore, indicated, in order to avoid wasteful duplication. Thoughtful planning is also called for in order to formulate programmes that are creative, inspiring and effective. Many teachers are loath to attend in-service education programmes because very often such programmes are nothing more than an infliction of the kind of lecture and
demonstration that they were required to attend during their pre-service programme. These can be related to the needs, interest and purpose of teachers for whom they are provided.

3.9 Curriculum of In-service Education

Curriculum of in-service education should provide opportunities of proper development to teachers and be directed towards the general goals and objectives of this programme. As such, it should lay emphasis on development of knowledge, skills and attitudes of teachers and provide both formal studies and informal activities as well as professional laboratory experiences to be gained through actual visits to schools and other educational centres. Though it would follow a broadly laid down pattern in credit or non-credit course, it should be flexible enough to meet the need and the requirement of specific group.

Speare (1953) gives the following points in the connection: (1) education is a matter of time and place, and local curriculum change must be found on a sound knowledge of local school and community conditions; (2) regardless of sincerity effort, a sudden curriculum upheaval represent a depositic act in violation of democratic principles; (3) local curriculum reorganization cannot succeed if it engenders insecurity among teachers and staff, nor can it succeed by adhering to instruction complacency; (4) the true spirit of
in-service curriculum study and change is the active participation of the maximum members of staff, leadership being judged on its ability to activate this coordinate effort and its ultimate goals, rather than being judged on its ability to provide curriculum; (5) since the sole purpose of in-service education is to improve the local school students, the location for curriculum study are to be found within the local classroom; (6) local curriculum study represents a continuous but reasonable study effort respectful to teachers' time and interest as well as of reasonable expectation of accomplishment from year to year; (7) since curriculum study on the local level is continuous, terminal points are represented only in the instructional area, of concentration within the later framework; (8) leadership for in-service curriculum development falls upon those staff and administrative officers who are responsible for the supervision of instruction and cannot be delegated to part time personnels who are acting as consultants from outside the school system; (9) in curriculum planning, leadership must avoid any temptation to gain for the school system, popular acclaim in the education world by establishing unique curriculum innovations that are not yet generally acceptable to the local teaching staff and the community at the large; and (10) any curriculum study must not be advanced on the trial and error basis; the part of the leadership must be protected against such wastage by a deep
respect for the knowledge of educational research and by proper organizational procedures provided at the central source.

3.10 **Kinds of In-service Education**

Education of teachers during their professional life following pre-service requirement of schooling and training according to Chilana (1973), may be divided into two categories as: (1) courses leading to degree, diploma or certificates for the purpose of classification or categories; types of higher degree or diploma as well as certificate differ from country to country in view of the diversity in prescribed qualifications for their entry in the teaching profession; and (2) in-service education without any relation to higher academic or professional classifications, like seminars, workshops, conferences and others; this category promotes professional growth without entitling participants for any types of higher academic or professional classifications or categories.

3.11 **Method of In-service Education**

The use of variety of teaching is almost obligatory in the in-service education programme of teachers. The mostly used lecture method should not remain the only method. Group discussion method like symposia, panel discussion and role-playing should be applied. The participants should be
made to contribute through their experiences. Parker (1957) gives the following broad suggestions as have been successfully used for working with teachers in their in-service education programme that: (1) people work as individuals and as members of group on problems that are significant to them; (2) the same people who work on problems formulate goals and plan how they will work; (3) many opportunities are developed, for example, to relate themselves to each other; (4) continuous attention is given to individual and group problem-solving process; (5) atmosphere is created that is conducive to building mutual respect, support permissiveness and creativeness; (6) multiple and rich resources are made available and are used; (7) the simple possible means are developed to move through decisions to actions; (8) constant encouragement is present to test and to try ideas and plans in real situation; (9) appraisal is made an integral part of in-service activities; (10) continuous attention is given to the interrelationship of different groups; (11) the fact of individual differences among members of each group are accepted and utilized; and (12) activities are related to pertinent aspects of the current educational, cultural, political and economic scene.

3.12 Incentives for Participants in In-service Education Programme

To be effective, in-service education programme must
offer wholesome incentives to teachers. They may be both extrinsic and intrinsic including monetary incentives, in terms of promotion and higher salary scales offered for higher professional certificates through credit courses, verbal and written appreciation and recognition in such other forms.

Correy (1951) in his research report on Incentive Need to Motivate Professional Growth of Teachers, says, there are two types of motivations - extrinsic and intrinsic, the former is that type which is provided by means which are external or outside of the person's inner emotion reactions. Some examples of this type of incentive are: (1) provision of extra salary for additional training and experiences; (2) commendation upon work well done and (3) delegation to conference and workshop with expense paid. Intrinsic motivation, on the other hand, comes from the application of those incentives which appear to be innate and inherent aspects of a person. These include among others are: (1) the natural desire to be successful and to obtain recognition; (2) the desire to participate in directions affecting one's own welfare; and (3) the feeling that one is a part of a term working together for the common good. It is recommended that both types of incentive should be used as some teachers respond more quickly to one type of motivation and some to the other. Patel, Buch and Palsane (1968)
opine in this regard that you can take the horse to the water, but you cannot make him drink. Motivation for professional growth has to come from within. This is primary a result of professional consciousness. Secondly, the programmes themselves should have some appeal to the teacher, the attention has to be centered on the teacher instead of programme. Everything should be planned with reference to his needs, his abilities, his conveniences and his benefits. Thirdly, provision of incentives has to be built into the whole system so that a teacher is automatically motivated by it to improve his professional qualifications.

Howay (1976) states some points that may contribute to motivate participants that: those concerned with advancing the state of the art in terms of in-service must look beyond immediate concerns to such bedrock issues as teacher's status and career opportunity, realistic role expectations, training non-consonant with basic beliefs, and the reality of what training contributes to improvement in teaching effectiveness.

3.13 Evaluation of In-service Education

Evaluation of in-service education programme is required both when the programmes are going on and when they are over. A number of techniques may be applied for the purpose such as observation, verbal discussion, checklist,
questionnaire, rating scales, essays, opinionnaire, inventory, interview and tests. Moffitt (1963) suggests in this connection that; the school administration has the responsibility of helping to establish an acceptable method of evaluating major programme of in-service education. Without such methods there are no valid ways of evaluating changes within the school or measuring growth on the part of the faculty. The evaluation instruments, like other segments of in-service education involving the faculty of one or more schools, must emerge as a cooperative effort. In fact, developing the answer to the following three questions of evaluation is an excellent in-service education device; (1) what are the characteristics and quality of the best school that the group can describe? (2) what are the areas of strength and weakness in the school of the group teachers? (3) what needs to be done in order to improve the qualities of schools in which teachers having concern to those qualities of the best school perceived? The UNESCO Report of Symposium (1973) states the form of the evaluation programme of in-service education that; (1) evaluation of the particular in-service activities in total programme in terms of extent of involvement of participation in the activity, the quality of teaching that took place, and the usefulness of the activities to the participants; (2) assessment of the important mode on the schools by particular activities in the programme which may be done through such means as follow-up, visits by staff, a
study of report made by participants and reaction of the principal and the supervisor; and (3) periodical evaluation of total programme for the benefit, firstly, of the organizers who could then affect improvements in it, and secondly, of the government, who could decide to expand, curtail or modify it.

3.14 In-service Education: Theory and Research

The established professional practitioner requires to continue his education throughout his entire professional life. The rationale for this requirement is the need to help the doctor, lawyer or engineer to gain the new knowledge and competence. Similar requirement binds teachers into programme of in-service education. But, for teachers these programmes must in addition remedy their service insufficiency of pre-service education. A principle weakness of contemporary practice-oriented pre-service programme for teachers is the neglect of educational theory and research. It, therefore, falls to the in-service programme to provide those quite essential components of professional education or to allow the teacher’s claim to profession to lapse.

Chilana (1973) states that competence in theory and research is both balance wheel and a navigational aid to the teachers in the time of rapid change. This change appears at a first glance to be terminological, but it is a must more
fundamentally related to the process of testing the new method of teaching and the new teacher-pupil relationships that characterize emergent mode of instruction. The rapidity and complexity of these changes as well as the weaknesses of pre-service education are based on research.

The UNESCO Report of Symposium (1973) suggests the points contributing to make research effectively in the in-service education programme that; it is vitally important that teachers should be helped to analyse the problem felt by them in the reasonably objective and informed manner. They should be given the necessary training to in-service education programme to collect relevant facts and evidence, assess them and arrive at working decision with a view to carry them out; (2) educational research organizations and teacher training institutions should undertake the preparation and production of instructional materials for the use of teachers, this activity being considered as an essential part of their extension function; and (3) the institution should play an important role in the promotion and development of research in the region, and, therefore, it should be suitably strengthened.

However, Morris (1975) opines that he does not propose that school teachers should be researchers; he suggests that basic competencies in undertaking research in combination with the discipline of consulting appropriate research before
making about instruction would (a) keep teachers and their administrations from hoping on every barn wagon that comes down the street; (b) help them to maintain a critical approach to innovation, rather than making apparently eternal and examined commitments to new procedure every year or so; and (c) inform them about new research findings that could cause them to question, or revise their methods of teaching in the light of new knowledge and careful speculation.

3.15 Present Position of In-service Education

3.15.1 In-service Education in United States

Expenditure per capita on in-service training is substantially higher in the USA than in any other country and the proportion of teachers concerned with large-scale improvement of their professional equipment, as opposed to attendance at short course, is considerably higher than, for example, in Britain. In some states, the teacher is required by law to continue his formal education after taking up his first appointment; in almost all states salary schedules are such that teachers have a powerful incentive; a teacher's salary every time he obtains a course credit, whatever the subject. Even where this practice is not found, very large number of teachers obtain salary increments by acquiring Bachelor's, Master's or Doctor's degree.

This system has been sharply criticised by Conat (1963) who believes that arises from 'the characteristic American
confidence in the value of formal courses' and that 'it is in danger of becoming an occupational disease'. At the more pragmatic level, Burton (1969) points out that financial motivation of this kind loses its power once the teacher has reached the final increment on his scale, normally after 11-13 years of teaching, and that it, therefore, does nothing to encourage the elder teacher who is perhaps in most need of refreshment. Nevertheless, there is doubtless merit in the fact that a very substantial proportion of American teachers are in continuous and direct contact with the universities.

Perhaps the most influential and certainly the longest established format for in-service education in the United States is the teachers' institute. The institute originated in the mid-nineteenth century in a period of acute shortage of even partially trained teachers, as a series of lectures given over a few days. Although it serves a pre-service function, it was its value as an agency for in-service education which accounted for its rapid and wide spread adoption. By 1939 the old form of institute was rapidly disappearing, as improvement in the standards of initial training revealed the mediocrity of many institute programmes. More recently, however, institutes have re-emerged in a new format, particularly for the training of secondary school teachers, financed under the provision of the National Defence
Education Act, by subject bodies such as the National Science Foundation and by some states. They commonly comprise a six to eight week residential period combining some purely social activities with a great deal of extremely hard work.

Residential summer schools or workshops, on a pattern somewhat akin to that of institutes, but often at a more practical, less academic level, are another form of training which is much common in the United States than in European countries. As refresher courses they can be seen to have considerable value, though they are open to the criticism, applicable to almost any in-service education activity which bring together a group of teachers without provision for follow up, that the ground gained may ultimately be lost in the absence of opportunities for the same sort of association and joint thinking during the rest of the year. Summer workshops designed specifically for administrators such as school principals or state superintendents are, however, an important form of in-service education which has been much more highly developed in America than on the other sides of the Atlantic.

A noteworthy aspect of the American pattern of in-service education is the long-established tradition of informal workshop and committee work, with a considerable stress on active participation and work on individual problems. This
approach to in-service education stems from a recognition stated by Richey (1957) that: an attack upon the educational problem by all persons concerned with it is a superior means of clarifying the understanding of all, of obtaining a commitment to policies and practices developed to remedy the problem situation, of ensuring intelligent participation in attempts to implement suggested solutions, and of promoting professional growth.

Success in solving professional problems in groups, with or without the aid of consultants, depends very largely on an understanding and application of knowledge about the dynamics of groups. Correy (1953) describes this approach as 'action research'; defined as the involvement of teachers in a specific study of an on the job problem.

3.15.2 In-service Education in Western Europe

The quickening interest in the in-service education in the past future years or so has stimulated the collection, collation and comparison of the data from a number of countries by super-national bodies of various kinds. The different emphasis of these studies are interesting.

As international survey of in-service education for primary school teachers, including descriptions of the position in Western Europe, was presented to the twenty-fifth international Conference on Public Education (ICPE) and
UNESCO (1962). A further summary was presented to the International Federation of Teachers' Association, 1962, the membership of which at that time was predominantly Western Europe, though associations from Japan, Israel and Australia were also represented. Both of the studies, though acknowledging the importance of in-service education in relation to the social evolution of education, are noteworthy in stressing the need to provide opportunities for teachers to influence structural reforms of social system and to obviate the employment of untrained teachers.

Majaulty (1965) states that the Council for Cultural Co-operation has twice surveyed in-service education. Here the emphasis is system-centre, rather than teacher-centred, in that approaches to in-service education are examined in relation to the overall development of educational services.

They are, of course, wide variations in the extent and pattern of training in Western European countries. Some countries like Greece concentrate their course in school time, others like Netherland utilise mainly evenings, weekends, and vacations. In some, courses organized during school hours are compulsory as Sweden; in other there are no compulsory courses like Norway. In some, the system is highly centralized such as Austria, in other it is completely decentralised as in the Federal Republic of Germany, though in the majority both control and local organizations are
3.15.3 In-service Education in Eastern Europe

The principal agencies for in-service education in U.S.S.R. are some hundred institutions for the improvement of qualifications, maintained by local authorities, and a local inspectorate, members which spend a proportion of their time in teaching in one district, as well as inspecting in another.

The beginning teacher must attend between 40-60 hours at his local institute immediately following initial training, mainly to improve his knowledge of own teaching subject. All teachers follow a course of one full day per week for a year at an institute after their first three years of teaching, and again every five years after that. Additionally, school principals are instructed to listen regularly to lesson by all members of their staff, not only new entrants to the profession, and inspectors examine the specialist subject teaching in each school twice a year.

When major innovations are decreed by the Central or State Ministries of Education an elaborate in-service programme comes into action. Institute staff and the local inspectorate undergo a course of retraining. Teachers affected are involved in a full year of private reading and study together with seminars at an institute and with
inspectors, and during the following year they attend a full time course of ranging from two weeks to one month.

Though there is an evidence that some teachers at least manage to find ways of avoiding their in-service education commitments, and the idea of such a high degree of compulsion may be adherent, there is no doubt that in-service education is taken very seriously in these countries, particularly in relation to major reforms.

The style of in-service education in some other countries of Eastern Europe is rather similar, as for instance in East Germany, where almost the whole profession is involved simultaneously in further training programmes. In others, however, for example in Poland, a more diffused pattern is found, akin to that in most Western European countries.

3.15.4 In-service Education in Developing Countries

The main spring of in-service education in developing countries is substantially different from those in Europe and North America. Pires (1966) summarizes the most important objectives as upgrading the competence of teachers, extending their general education and enhancing their qualifications. Whereas in more developed countries, the teaching profession has, in general, the background of fairly extensive post-primary education (ten-twelve years in most cases), a significant proportion of teachers in
developing countries, particularly primary teachers, may have enjoyed as few as four or five years of post-primary education. Frequently, therefore, emphasis is first placed on upgrading this basic education and only secondarily on the improvement of professional skills. Indeed there have been examples precisely because too much emphasis is placed on the development of professional skills and the need for at least a parallel upgrading of basic education was given insufficient attention.

Henderson (1978) writes that an immediate problem of teacher supply or training in a developing country has often been met by seeking assistance from an external agency. An example for the particularly extensive and carefully planned enterprise of this type arose from the establishment in 1964 of 450 schools for the education of 1.25 million Palestinian refugees in Lebanon, Gaza, Syria and Jordan by the United Nations Relief and Works Agency. Insufficient time was available to provide initial training of Palestinian teachers for these schools so UNWRA worked with UNESCO to initiate a crash in-service education programme. Henderson also cites Harison (1976) and UNESCO (1970) which state that the success of this huge enterprise seems to be attributable not to the teaching method used, through these were planned with great care and with recourse to every possible technological aid, but to the net work of personal contacts
established through the use of field representative who visited every individual teacher in his own school three times a year and also organized frequent seminars for groups of about 25 teachers from within a local area.

This kind of help provided from outside, while is very necessary to many developing countries, has not always been so successful. One example of such programmes, affecting a number of countries particularly in Africa, is the work sponsored by the British Council which has gained impetus since late 1950s. In report of some of the courses, Andrews (1966) stresses their questionable success because of the lack of follow-up to discover whether the ideas disseminated in a six of eight week courses were being successfully implemented in the classroom. Adequate preparation of the tutors to such courses to provide them with a clearer understanding of the day-to-day problems of teachers concerned, particularly in first hand experience, seems to have gone some way towards meeting this problem. Report of other courses Osiyale (1970) indicates that closer attention to the involvement of local inspectors and organizers, and integration with their work, can ensure successful follow-up into classrooms, often in geographically inaccessible areas. Consequently much greater value is obtained from the initial work of the original team members provided by the internal agency.
An entirely different problem is common to many South American countries where there has been an attempt to copy the North American emphasis on the acquisition of paper qualifications, but with all of its disadvantages and poor academic standards, together with a few of its merits.


