CHAPTER VIII

REVIEW, OBSERVATIONS AND SUGGESTIONS

CONTENTS

8.1 INTRODUCTION
8.2 THE PROBLEM
8.3 OBJECTIVES OF THE STUDY
8.4 SAMPLE
8.5 TOOLS
8.6 OBSERVATIONS FROM THE STUDY
  8.6.1 PERSONAL OBSERVATIONS
  8.6.2 MAJOR OBSERVATIONS FROM THE STUDY
8.7 EDUCATIONAL IMPLICATIONS
8.8 SUGGESTIONS
  8.8.1 SUGGESTIONS TO ADMINISTRATORS
  8.8.2 SUGGESTIONS TO ORGANIZERS
  8.8.3 SUGGESTIONS TO TEACHERS
  8.8.4 SUGGESTIONS FOR FURTHER RESEARCH
CHAPTER VIII

REVIEW, OBSERVATIONS AND SUGGESTIONS

8.1 Introduction

It is a fact, universally acknowledged, that the quality of a nation depends on the quality of its citizens. The quality of citizens on the other hand depends on the quality of their education. The quality of education in turn depends upon several factors such as home environment, attitude of parents, finance, physical facilities, curriculum and methods of instruction. But, the most important factor is the quality of the teachers. Teachers may be born but they are also made. With proper provision of training, the quality of teachers is bound to be improved. One time it was thought that anybody could teach without training and there might be some who might be gifted with good teaching powers. But in the course of time teaching became a formal process and it has been accepted that a new species known as 'teacher' can be prepared. This training, according to the present concept, is of two types - pre-service and in-service. The expansion of education necessitated a vast army of teachers and this
dispelled the notion that 'teachers are born and not made'. Teacher education is now an accepted fact. All nations are spending considerable effort, energy and money on teacher education. It is also felt that teacher education cannot be imparted in one instalment. It is futile to believe that a person can teach effectively for the entire period of his service after completing a prescribed course of teacher education of one or two years. A teacher must be a lifelong student. Teacher education never ends. Tagore once opined "A teacher can never reteach unless he still learns." The teacher, therefore, should continue to brush up his knowledge and keep pace with newer and newer ideas and techniques. This leads to the need of in-service education. The teacher education has two dimensions such as pre-service and in-service education. Both dimensions are vitally important for the progress of education. Pre-service has its established structure and the teachers under training pass through a previously decided programme but, for the in-service education the programme becomes flexible, suited to needs of the society, the educational institutions, the capacities of the teachers and the available resources at hand. The need for continuing training of teachers i.e. in-service education has been recognized though there is a difference between pre-service and in-service programme in the method of intensity, attitude, courses, venue and the
techniques, both are complementary to each other. In-service education goes a long way in supporting the pre-service and keeping the teachers awakened to the changing situation.

Therefore, the study was undertaken with a principal motive of looking into the functioning of the in-service education programme as a part of teacher education in Thailand and to find out its achievements and weaknesses. In a social and educational process like this, there are bound to be certain factors which would effect the in-service education programme by supporting as well as ob structing it. This lead the present investigator to critically study the problem. The investigator undertook the task and the present work is the result of that endeavour.

The previous chapters are dealt with the data with regard to the genetic and development of in-service education programme, against the perspective of general and educational background of Thailand, existing administrative structures and patterns of the programme and the organizational and operational procedures employed in Thailand. This chapter is devoted to making summary, evident observations and necessary suggestions to strengthen the provision of in-service education programme for teachers on the basis of the observations of the study.
8.2 The Problem

The problem for the present study was "A Study of Factors Affecting In-service Education Programme of Teacher Education Programme in Thailand."

8.3 Objectives of the Study

It is natural that before embarking on the task one has to be clear about the objective of the study. Without this preliminary work, the task would be unscientific and confusing too. The investigator therefore formulated the objectives and selected samples and tools of his study.

The investigator had decided to study the various aspects of in-service education programme as a part of teacher education programme in general. This being the case, he collected the data and studied the present position of in-service education programme in Thailand in general, keeping in view the organizational patterns of in-service education programme. With a view to getting the background of headmasters, teachers concerned, he studied their value system and their attitude towards teaching profession as well as their attitude towards the in-service education programme. As far as the value system is concerned he also made an endeavour to study the value system of the selected citizens from various regions because they would represent the demand of the society.
In order to get the correct picture of the in-service programme the investigator studied its functioning with regard to the composition of the types, objectives as well as planning. He also thought it fit to study the academic aspects of the programme, the composition of curriculum facilities offered to the participants as well as the methods of conducting the programme. It was considered quite necessary to find whether some incentives were provided to the participants and if so, of what kind. The success of any programme can be observed from its evaluation by the participants. The greater the satisfaction of the participants, the greater would be the success. Hence, to study the evaluation and any kind of follow up was thought proper. The financial aspect of the in-service education programme was also studied. In a programme like in-service education collaboration of many agencies is needed and hence, the investigator tried to locate such forces of collaboration. Research, as a means of developing the programme, was also considered for the study. In any activities there are bound to be certain forces which would lend a helping hand and there would also be such forces which would try to obstruct the programme. Thinking this to be a very interesting aspect to explore the investigator gathered, from teachers and administrators, information and opinions with regard to forces helping and obstructing the in-service education programme.
Before embarking on the task the investigator kept in mind all these ideas and planned his programme accordingly.

8.4 Sample

For the study to fulfil the objectives the investigator had to think of the sample by which he could obtain the required data. The sample for the study was selected randomly. There were 376 teacher educators from different teachers' colleges, 20 administrators from Department of Teachers' Training as well as 22 administrators from Teachers' Council to respond to the questionnaires. In order to get the opinions of teachers through opinionnaire, 315 teachers from various regions were selected as the sample. In the same way 611 teachers from various regions were selected as respondents for attitude scale measuring attitude towards teaching profession and also 593 teachers from various regions for the attitude scale measuring attitude towards in-service education programme. 284 teachers and headmasters as well as 195 citizens from various regions were also selected as a sample for the study on 'Value Scale'.

8.5 Tools

The tools that were used in the present study are as follows:
8.6 Observations from the Study

8.6.1 Personal Observations

It was observed during the data collection that the investigator was faced with the difficulty in getting the questionnaires back from the respondents of Teachers' Colleges. The investigator made great effort to approach them with letters from the authorities asking for their
cooperation. Though tried with personal approach and official persuasion, he could get only 237 out of 418 questionnaires back.

Another observation, regarding the adopted tool for the study of values of teachers, headmasters and citizens, is that the respondents revealed that they found it rather difficult due to change of culture yet they responded well.

Lastly, it was also observed that the administrators from all the institutions were very much pleased with such a study and they welcomed the study very much. They also extended their helping hands for the study.

8.6.2 Major Observations from the Study

1. From the study of the present position of teacher education programme in Thailand, it was observed that, the establishment of the first teacher training institution in Thailand was in 1892. Since then, the Thai government has taken up teacher education as its special responsibility. The private agencies at no time are permitted to organize programme for the education of teachers. The teacher education programme has been managed in such a way that it aims to train the prospective teachers to show exemplary conduct and to be able to perform the task of teaching as practised by their elders in school. The teacher education programme developed slowly but steadily till 1954. But
after that the change took very rapidly and the year could be marked as a year of historic change in Thai teacher education, and for the first time, there was opportunity to study education at a degree level.

There are three main parallel tracks of teacher education programme in Thailand such as:

(1) Regular track through teachers' training institutions.
(2) Alternative certificate track, the timing for this track is after the regular course.
(3) External certificate and in-service education programme which provide for teachers already serving in schools.

There are various Departments of Education for the teacher education programme such as:

(1) Department of Teacher Training in the Ministry of Education.
(2) Department of Vocational Education in the Ministry of Education.
(3) Department of Fine Arts in the Ministry of Education.
(4) Department of Physical Education in the Ministry of Education.
(5) Institutions of Higher Education in the Office of University Affairs, i.e. the various universities.
Teacher Council which is organized by teachers and for teachers which is one of the units of the Ministry of Education.

Department of Teacher Training is the most important part of teacher education programme in Thailand, as the main duty of this department is to prepare teachers for pre-primary school, primary school, secondary school and college. The department has to take the responsibility of 36 Teachers' Colleges all over the country. All these colleges are the main blood vessels of the teacher education programme.

2. In the study of 'value system' of teachers, headmasters and citizens, it was observed that:

   (1) The value system in general, of teachers, headmasters and citizens, differ significantly from one another though they are from the same society.

   (2) There is a sort of cultural difference among teachers, headmasters and citizens in different regions. Region 10 possesses highest value on Theoretical Value whereas region 9 is the lowest on Theoretical Value. Region 2 is highest on Economic Value while the lowest is region 3. As compared with the norm prescribed by Allport-Vernon and Lindzey, all the regions are at par with the norm of Economic and Political Value; they are just average. Region
3, 1, 4, 5, 8, 9, and 10 are comparatively at a higher level than the norms for Aesthetic Value and region 2, 5, 6, and 8 are lower of Theoretical Value as compared to the norms. The most distinctive feature is for region 6 which seems to be distinctly lowest on Religious Value.

(3) Teachers have more value on Economic and Theoretical Value than headmasters and citizens.

(4) Citizens are high on Aesthetic Value and Political Value.

3. The observation from the study of attitude towards teaching profession can be made as follows:

(1) Teachers in region 5 have highest score on attitude towards teaching profession and teachers in region 6 have the lowest score.

(2) Attitude towards teaching profession of male and female teachers differ significantly from one another.

(3) Attitude towards teaching profession of male headmasters and female teachers is more positive than that of the male teachers and female headmasters.

(4) Experiences of teachers is not a significant factor for the development of attitude towards teaching profession.
4. For the study of 'Attitudes of Teachers Towards in-service Education Programme', it was observed that:

(1) Teachers in region 4, 6, 10 have more positive attitude towards in-service education programme than that of other regions, while region 11 and 9 have lower attitude towards in-service education programme.

(2) Experiences and categories of teachers do not have any effect on attitude towards in-service education programme.

(3) Attitude of teachers towards in-service education programme is more positive than their attitude towards teaching profession.

5. Looking as a whole, there are two main types of in-service education programmes of teacher education programme in Thailand such as:

(1) In-service course leading to provide higher degree, diploma and certificate (Credit Course).

(2) Regular in-service course for improving academic or professional qualification (Non-credit Course).

The credit course consists of (a) Full Time Course; (b) Part Time Course; (c) Correspondence Course; (d) Week-end Course; (e) Summer Course; and (f) Self Study. Each of them is different from one another. It has itself particular objectives, organization and planning.
The non-credit courses are the short term courses such as teaching methodology, reorientation of content course and others. It was observed that the credit courses are popular among teachers so that they can improve their status.

The organization of the above stated programmes have been divided into two parts. The centralization is always considered while managing the credit courses of in-service education programmes, whereas, regular in-service courses (non-credit courses) have independent management in each institution. The credit courses are in the charge of Department of Teacher Training with the approval of Teacher Training Council which is one of the sections of the Ministry of Education. The approved plan is submitted to Teachers' Council for organizing, financing and selection of such courses and then submitted further to Teachers' Colleges for the consideration in training or financing as the case may be. The process of teaching and training are mostly the responsibility of Teachers' Colleges including the evaluation upto giving a degree and certificate of the approval of Teacher Training Council. The regular courses (non-credit courses) are decentralized. The institution has its own view to arrange all programmes according to the needs of society. The procedure of planning begins with the College Committee appointing another committee for organizing the programme. Such committee consists of the members of staff in the
institution and experts from outside. The committee then searches for the needs of teachers who are in the service in that particular area and to form a curriculum in the light of those needs. Teaching staff and experts in each field are appointed to be in-charge of planning a particular programme. After that, materials are collected and the plan is managed for the evaluation.

6. There are three particular types of objectives of in-service education of teacher education programme in Thailand. They are - General Objectives, Specific Objectives for credit course and Specific Objectives for non-credit course.

**General Objectives**

(1) To give teachers a better understanding of educational principles.

(2) To make teachers acquainted with the rates and regulations of teaching profession.

(3) To acquaint teachers with the modern trend and development in education.

(4) To re-educate teachers to understand the changing philosophy of education.

(5) To provide a forum for the discussion of the educational problems and find out the positive ways to solve them.

(6) To help teachers to be effective and improved in
maintaining the discipline in their schools.

(7) To enable teachers to form a new outlook or vision and to have a better approach to their problems.

(8) To keep teachers up to date with general culture.

(9) To upgrade professional qualification of teachers and educational personnel at all levels.

(10) To raise the competencies and professional qualifications of teachers and personnel working in education.

(11) To raise the status of teaching profession.

(12) To mobilize capacities and educational resources in various areas and use them for increasing competencies and position of teachers and educational personnel.

(13) To provide academic education to teachers and educational personnel in all the areas equally.

Specific Objectives for Credit Courses

(1) To raise the qualification of teachers and educational personnel.

(2) To provide teachers, the chance for procuring higher post.

(3) To provide opportunities, for the leadership ability, to teachers.

(4) To enable the teachers to become up to date with the latest knowledge.

(5) To enable the teachers to gain the basic qualification for their professional growth.
Specific Objectives of Non-credit Courses

(1) To enable the teachers to raise the quality of teaching and training process.

(2) To enable teachers to gear instruction to the existing educational needs of schools.

(3) To enable teachers to express educational objectives in behavioural terms.

(4) To improve the administrative and supervisory staff to make them more effective.

(5) To acquaint teachers with a new curricula of all levels according to the new scheme of education.

(6) To demonstrate the appropriate techniques of teaching before the teachers.

(7) To provide the leadership in the work of school improvement.

(8) To make them realize the use of new mass media in education.

(9) To raise the morale of teachers.

(10) To increase the teaching competencies of teachers.

7. Regarding the available facilities for the in-service
education programme it was observed from the study that: Teachers' Colleges have all facilities such as Library for Teachers, Library for Teacher Educators, Meeting Hall, Residential Accommodation for Participants, Furniture, Curriculum Laboratory, Science Laboratory, Audio Visual Material, Memeography Printing and Transportation. Only some of them have facility of the Demonstration School.

Department of Teacher Training and Teachers' Council have almost all these facilities except Curriculum Laboratory, Science Laboratory and Demonstration Schools. The Department of Teacher Training alone does not have a Library for Teachers and Residential Accommodation for the Participants.

Whether those institutions have or do not have these facilities they are required to use them for in-service programme. The Department of Teacher Training promptly gets residential accommodation for participants and easily procures Curriculum Laboratory and Demonstration School from other institutions. It is easy for the Teachers Council to get Science Laboratory and Curriculum Laboratory after persuasion, and it becomes difficult for the Council to get the Demonstration Schools from other institutions when required. Some of Teachers' Colleges have difficulty in getting Demonstration School for in-service education programme even after persuasion.
8. To study the incentives provided to teachers for motivating them to join the in-service programme, it was observed that: almost all the regions confirm that there should be the official persuasion to the teachers for attending the programme, but they do not affirm as to making the official pressure upon the participants.

The most effective extrinsic incentive to the teachers is the award of higher degree, diploma or certificate and award of written appreciation or recognition of teachers' work. The promotion in status or rank and increase in salary by active participants are also very effective. Giving chance for leadership responsibility is the very effective intrinsic incentive whereas, opportunity to develop personal and professional capacities, satisfaction of gaining new knowledge and personal satisfaction in doing one's work better are just effective as intrinsic incentives to the teachers. Giving opportunity for social contact is not at all effective, in raising teachers' participation.

9. From the study in financial aspect, it was observed that the main source for financing of in-service education programme is the tuition fees collected from teachers. All the institutions do not get any donation from the individuals and do not get aids from other agencies. Teachers' Colleges get the finances sometimes from the government and international aids but they do not get it from the schools concerned.
In case of Teachers' Council its finances for in-service education programme are procured from the schools concerned and tuition fees from teachers.

10. About the collaboration for in-service programme it can be said that all the three institutions covered under the study always cooperate with each other while conducting the in-service programme. They also get the collaboration from the Ministry of Education, Ministry of Interior, University of Education, Education Faculty of all the Universities and Educational Provincial Office. Teachers' Colleges seem to get more cooperation than others as they can get the cooperation from the local bodies like Educational District Office. The International Agencies such as Asia Foundation and UNESCO also cooperate with Teachers' Colleges and Department of Teacher Training while Teachers' Council gets the help only from the UNESCO.

The institutions have several ways to get collaboration from other agencies such as utilizing the facilities and finance of other institutions. The exchange of ideas and resource personnel is the way in which they cooperate with each other. Sometimes they act as coordinators for other agencies while conducting the programme.

11. From the study of efficacy of different methods of teaching used in the in-service education programme, it was
observed that Lecture, Small Group Discussion, Roleplay, Workshop, Demonstration, Symposium, Panel Discussion, Seminar, Conference and Sensitivity Training are the frequently used methods for the in-service education programme. The prominent methods are lecture method and small group discussion method. The Micro-teaching, Debate and Process Observation are rarely used as teaching methods while Open Forum and Inter-school Visits are not encouraged by the in-service education programme. All the methods to be used are decided upon by the respective teacher educators or resource personnels as well as agreed upon generally by the staff meeting. The suggestion from participants and nature of particular demand as well are not considered at all while deciding the methods of teaching.

12. There are two types of the evaluation system of in-service education programme i.e. intermittent and final evaluations in Teachers' Colleges and Department of Teachers' Training. Teachers' Council has only final evaluation to note achievement of the programme. There are many ways to evaluate the programme; like seminar of teaching staff and administrators, distributing the questionnaire to the participants to get the information about their opinions about the programme, interviews of participants, headmasters or persons concerned, and having a complain box - are some of the ways to evaluate the in-service education programme.

Research, whether done by the staff members, resource
persons or participants, is not a means to provide any gain for the programme. There is no confirmation about the use of research in the in-service education programme. The follow-up programme also has no place in the in-service education programme.

From the study of opinions of teacher educators, administrators and also the teachers, observations can be made with regard to areas of factors supporting and obstructing the in-service education programme. Below are given these factors:

A. Factors Supporting the In-service Education Programme

(1) The respondents felt that the in-service education programme creates awareness among the teachers to be ready for the changing time.

(2) The participants can enhance their knowledge and skill with the result that their attitude towards teaching profession becomes more positive.

(3) The overall environment of the teaching profession is up-graded.

(4) The resource personnel and teacher educators can come closer to the teachers and hence a better understanding develops which would give rise to finding out the solution for many educational problems.
(5) The facilities available as well as the selection of venue help in creating better climate for the teachers to participate in the programme.

(6) Teachers have a very good opinion about the resource personnel that means the resource personnel possess good knowledge and experience.

(7) The programmes are so scheduled that teachers feel it is convenient.

(8) The general climate of the programme is interesting and congenial to the development of the academic growth of the teachers.

(9) The social cultural aspect of the programme helps in removing the routine boredom of the teachers.

(10) The opportunity of discussing academic problems gives vent to the ideas of teachers.

(11) In general, the objectives of the teachers and those of the institutions are similar with regard to participating in the in-service education programme.

(12) The proper incentives such as award of higher degree, diploma and certificate, written appreciation or recognition of teachers' work, promotion in status or rank, increase in salary, giving chance for leadership responsibility
are the most effective motivation, in raising teachers' participation.

B. Factors Obstructing In-service Education Programme

(1) There is a lack of clarity of policy of education regarding in-service education programme.

(2) Many a time for in-service education programme there is a great difficulty in getting experts in the field.

(3) In the successful termination of the programme, finance becomes a problem and hence there has to be cut in many aspects of the programmes.

(4) Resource personnels and teacher educators take up the programme from the view of monetary gain.

(5) Sometimes the programme is not given enough publicity.

(6) The participants in the programme are not careful in utilizing the knowledge and experiences gained.

(7) There are administrative problems which create delay.

(8) The participants seem to be only in the need of getting certificate and increase in salary, they are not conscious of acquiring knowledge.

(9) The basic competencies of the participants are not sufficient.
(10) Sometimes the programme becomes a routine and there is a lack of new ideas.

(11) The main objective of the programme is to involve more and more teachers which is not fulfilled and it is found that the same individuals participate in various programmes, this leads to making the programme dull.

(12) Due to the lack of follow-up programme in the institutions, the participants lose faith in the programme and the fresh programme is not based in real situation.

(13) Sometimes the duration of the programme is not convenient to some individuals.

(14) There are certain personal difficulties which come in the way of the teachers to participate; such as health, family responsibility, financial condition, advanced age, overload of duty in the schools conflict between the new and the old ideas.

(15) The institutions sometimes do not have enough finances to conduct the programme.

(16) The programme is arranged but the participants are not provided with enough textbooks and documents.

(17) The participants felt that they are over-loaded with work because after returning to the schools they have to
complete the arrear work.

(18) Sometimes the venue is not selected properly.

(19) The negative attitude of the resource personnel, teacher educators and organizers annoys the participants and hence they are discouraged with the result that they do not come forward to participate again and even discourage those who are to participate afresh.

(20) Sometimes the teacher educators have not enough knowledge and experience and hence the programme becomes dull.

(21) The programme does not encourage any tendency towards the research work or to explore new dimension of knowledge.

8.7 Educational Implications

The progress of any nation depends on the enlightenment of its young men and women. This enlightenment depends on the system of education. The quality of education imparted to children depends on the quality of teachers. Thus, in order to improve upon education it is necessary that the teachers are rich in knowledge and experiences. The efficiency of the teachers should be improved for the cause of programme of education. In order that the educational progress is systematic, methodical and with the understanding
of the psychological and sociological aspects, the teachers must be made aware of the trend in the pedagogical science. With this end in view teacher education programme has been involved. Teachers get training in teachers' colleges or teacher training institutions and go back to their schools and it is likely that they join the routine work and hence, would forget what they were taught and are also likely to lose contact with newer and newer dimensions of knowledge in the area of the techniques of teaching.

This leads to the need of a programme which would continuously keep the teachers alive to the new knowledge. Thus, for teachers there are two programmes – pre-service and in-service. There is a set pattern for pre-service wherein the student teachers attend the colleges, learn various areas in pedagogies, have practice in teaching, get opportunity of making use of educational technologies, and the like. In the in-service education programme the teachers already on the job are given opportunity to refresh their knowledge and also to come into contact with the newer dimensions of education. Thus, in-service education programme has impact on education in general and that in turn has an impact on the progress of the nation. But there are factors which have impact on in-service education programme. On analysis it is found that in-service education programme has impact on education and there are some
aspects having impact on in-service education. Thus, if these factors or aspects affecting in-service programme positively or negatively are sorted out and studied, it would help in improving the in-service education programme. If factors supporting or affecting positively are strengthened, the programme can be more fruitfully; in the same way if ways and means are found to remove or minimise the factors obstructing the in-service programme it would also make the in-service programme more meaningful and fruitful.

It is true that all the factors obstructing the programme cannot be removed due to local conditions but even awareness would throw light on how to go ahead.

There is a placing need for substantial work through in-service education in content as well as method of teaching. The study would be helpful in this respect. Teachers need to be oriented and prepared to accept and adopt new development and work for strengthening the school programme.

It is also necessary to take up systematic study with regard to organization, administration and techniques of in-service education programme; the study would also help in this direction. It generally happens that a provision has been made for certain facilities but they are not utilized on account of inappropriate venue or organizational red
tapism. The study has thrown light on all the aspects as mentioned by the teachers, teacher educators, organizers and administrators. Thus, there is a great potentiality for direction and guidance to those who are in-charge of decision making of the in-service education programme.

Hence, forces affecting in-service education programme have indirect impact on education in general and still further on the national programme. An effort should be made to understand and remove these difficulties and obstructions and to plan the future in-service programme in that fashion.

With this end in view the investigator has the following suggestions for administrators, organizers, teachers and future researchers.

8.8 Suggestions

A glance at the factors supporting and obstructing the in-service education programme leads one to suggest certain ways and means to improve upon the functioning of the in-service programme. The factors supporting the in-service programme can be intensified and the causes of obstructing factors can be found out and obstructions can be either eradicated or be minimized. It is possible that there are certain factors of obstructions which may be beyond control but there are many factors which can be controlled. But,
the controlling agencies may be different. The in-service education programme is affected by the administrative machinery, organizers, teacher educators and similar agencies.

It affects the teachers who are to be benefitted by the in-service programme. Hence, the investigator thought it fit to make suggestions to the administrators, organizers and teachers. He also found it fit to make some suggestions for those who want to undertake further researches.

8.8.1 Suggestions to Administrators

(1) The administrators should encourage teaching methods like Micro-teaching, Debate, Process Observation, Open Forum and Inter-school Visits.

(2) The administrators should see that the policy of education with regard to in-service education programme should be very clear; there should be no ambiguity or half-heartedness in the matter.

(3) The administrators should pre-plan the programme in such a way that the service of experts are available at the right moment.

(4) Due to red-tapism the decisions are delayed and hence the function of in-service programme is not properly done.
(5) Administrators should see to it that the duration of the programme is convenient to all.

(6) It is expected of the administrators that they should provide the participants with enough textbooks and documents so that they are enthused to work.

(7) The administrators should see that the participants are not over-loaded with work when they return to their service places.

(8) The venue of the programme should be carefully thought out so that it is convenient to most of the participants.

(9) While appointing resource personnel and organizer, the administrators should have reasons to see that sincere and cooperative persons are invited to work as resource personnel.

(10) While selecting resource personnel the administrators should take care that these persons really have knowledge and experiences and that they can make the programme lively and interesting.

(11) The administrators should encourage research work in the in-service programme and enthuse the teacher participants to take up certain research projects.

(12) The administrators should plan in such a way that
the resource personnel and teacher educators can understand
the teacher participants and the cooperation can lead to
the solving of educational problems.

(13) More and more opportunity for discussion should be
provided to the participants.

(14) Incentives should be provided to the teachers so
that they come forward to join the in-service education
programme.

8.3.2. **Suggestions to the Organizers**

(1) The organizers should co-ordinate the in-service
education programmes of each region.

(2) The in-service education wing of the Teachers'
Colleges should be expanded so that more and more programmes
can be arranged without administrative delay.

(3) In-service education should have a place in the
curriculum of student-teaching.

(4) Teachers educators should be academically up-graded
and have more opportunity to be trained again and again in
the advanced level.

(5) The organizers should develop a system so flexible
that continuance of pre-service and in-service education is
properly maintained.
(6) There should be a flexible relationship among the agencies controlling in-service education programme. Of these agencies Teachers' Colleges, Department of Teacher Training and Teachers' Council as well as various Universities should fully co-operate with each other.

(7) There should be a financial benefit to the participants joining both credit and non-credit courses.

(8) It is generally found that resource personnel and teacher educators keep in view pecuniary gain while giving service in the in-service education programme. The organizers should try to reorient this attitude.

(9) The organizers should provide enough publicity to the programme.

(10) While selecting the participants their fundamental competencies should be checked by the organizers.

(11) There should be newer and newer inclusions in the programme so that it becomes interesting.

(12) The organizers should see that greater number of teachers get the benefit of in-service education programme.

(13) There should be some arrangement for the follow-up programme in the institutions.

(14) As a result of the study of the various aspects
PRE-SERVICE LEVEL

KNOWLEDGE

SKILL

ATTITUDE

VALUES

IN-SERVICE LEVEL

BASIC POLICY AND BASIC
PLAN OF IN-SERVICE PROGRAMME

RESEARCH
IN THE FIELD

EXTEND OF
THEORETICAL
FRAMEWORK

THE ORGANIZATION OF IN-SERVICE EDUCATION
PROGRAMME

COORDINATION

THE INSTITUTIONS

COLLABORATION FROM
OTHER INSTITUTIONS

FINANCE

ADMINISTRATIVE
CENTRE OF
THE PROGRAMME

ACADEMIC
CENTRE OF
THE PROGRAMME

STAFF CLINIC

RESOURCE
PERSONNEL
SELECTION

MODEL AND
TYPE OF THE PROGRAMME

IN-SERVICE
SECTION

TEACHERS

METHODS OF
TEACHING

EVALUATION
AND FOLLOW-UP
OF THE PROGRAMME

STAFF
AND RESOURCE
PERSONNEL

PROPOSED DESIGN FOR IN-SERVICE PROGRAMME
of in-service education programme the investigator has proposed a design of the organization of in-service education programme. The organizers may make use of this design in order to make the programme more fruitful. The proposed design is given in Figure 8.1.

3.8.3 Suggestions to Teachers

(1) The teachers should utilize the knowledge and experience gained during the in-service programme.

(2) Certificates and diplomas as well as degrees are of course important but, the improvement in the attitude towards the programme and towards teaching profession is more important. Teachers should take note of this.

(3) The participating teachers should keep an open mind with regard to old and new ideas.

(4) Teachers have personal problems but they should make effort to overcome them with full confidence and sincerity.

(5) The teachers should take care that they should not come forth with petty complaints.

(6) The teachers should compromise with the limitations of organizers and administrators and co-operate with them, in the successful implementation of the programme.
(7) The teachers should be resourceful.

(8) The teachers should have the positive attitude towards the programme.

(9) The teachers should have capacity to make concrete suggestions to improve in-service education programme.

(10) The teachers should encourage fellow teachers to avail of the programme.

(11) The teachers should bring to the notice of the teacher organization good activities of in-service education programme.

(12) The teachers should make the in-service education programme popular enough to the new entrants in the teaching profession.

8.8.4 Suggestions for Further Research

The present researcher, in the light of his study, would like to suggest the following topics for further researches:

(1) A study of factors affecting teachers attitude towards teaching profession and towards in-service education programme.

(2) An analysis of the effectiveness of the workshop as an in-service means for improving understandings of secondary school teachers.
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