SUMMARY AND CONCLUSION
Chapter VII

SUMMARY AND CONCLUSION

7.01 INTRODUCTION

It is an accepted fact that the development of a Nation depends upon the quality of the Education. For a good Education, we need efficient, well prepared & most enthusiastic teachers. A competent teacher can deliver a good teaching to his students. As Rabindra Nath Tagore has said, "A lamp can not light another lamp until it continues to burn itself." An enlightened teacher can enlighten his students. For this there is a great need for well planned & well organised In-Service Training Schools for teachers. Turner & Fattu (1961) Clearly indicated that teacher who had undergone a methods course perform better than those who were without methods course & teachers who had the In-Service Teachers training perform significantly better than those teachers who had no training.

7.02 Aims of In-Service Teachers Education

Attagara & Others (1976) stated that "The aim of teacher Education is to produce teachers of high quality & ideals. The following qualities are considered to be essential:--

i) To maintain high professional competencies in the light of new knowledge about teaching & learning.

ii) To be competent in the various teaching areas and to continually seek wisdom through an extension of knowledge.

iii) To develop moral & cultural values and ideals for a rich personal and responsible professional life and help the student develop their own values, attitudes and ideals.

iv) To acquaint them-selves with latest political developments, economic and environment problems of the country.

v) To acquaint themselves the new trends, innovations techniques and research work in the field of education and thereby in tern help the students in understanding them.
Thus the main aim of teacher's In-service training is to prepare Primary & Secondary teachers to improve their professional knowledge, skills, attitudes & competency in order that they can educate children more effectively.

7.03 Related Studies

Indian Education Commission (1966) has pointed out that of all the different factors which influence the quality of education & its contribution & National development, the quality competence & character of a teacher is undoubtedly the most significant.

Barde (1985) commenting at the National Policy On Education has stated that of all the factors which determine the quality of education & its contribution to national development, the teacher is the most important & human element involved in it. He observed that the success of all educational endeavors must ultimately depend upon teacher. He further added that a teacher needs to be both well prepared for his profession & academically sound. Teacher should not feel that his education or his Training has come to an end when he has completed his teacher training for one year duration.

Oliver (1986) pointed out that development of a teacher does not cease when he leaves the training college. He/She now begins to learn from a different kind of experience. A teacher education is a life-long process. The teacher should continue to learn throughout his/her life. Infact no man or women should decide to teach unless he or she is determined to learn because a true teacher is a student all his life.

The model for In-Service Training for Teachers must undergo change to meet the ever changing needs of the schools & the knowledge Explosion. Therefore, a trained teacher must be ardent learner of new knowledge and innovations in teaching His/Her thirst for knowing & practising new theories of teaching must continue to grow. It is for this reason that a good teacher needs both academic competence & professional training every year so that teacher would remain in touch with latest research in the field of
Education to deliver the right goods to the Young ones. That is why. Para 9.5 of National Policy of Education (1986) laid singular stress on the need for effective In-Service Education & Training.

7.04 Studies Abroad

Frank (1962) & Selser (1962) studied the effect of In-service Training on students achievement & found that classes taught by the teachers who were exposed to In-service programme made statistically higher scores on Post test than did students whose teachers had not attended any such programme.

Mcleod (1965) found similar results in programme conducted to remedy deficiencies in Mathematics. Flanders (1962) investigated that the use of interaction analysis of In-Service training of teachers who did show significant changes in their class room behaviour.

Stent (1965) found that teachers who participated in the In-Service Education Programme improved their skills & were able to solve immediate problems more realistically. THOMAS (1970) designed an In-Service Education Programme to assist the beginning teachers to be competent in their profession. The findings are that in the experimental groups, there were changes towards behaviour associated with the competencies.

Jones (1972) described that the In-Service Training Programme did produce positive change in communication patterns, between teacher & their pupils.

Azmi (1977) & Giffune (1979) conducted students to evaluate the effectiveness of his In-Service Programme to the teaching of mathematics in the elementary school. They observed that In-service Programme is one of the best source for the teachers to remove their problems, to get fresh knowledge of the subject by way of discussion. They also found that the In-Service Programme, consisting of Summer workshop appeared to be very effective in the modification of teachers behaviour, which in tern effect students learning & achievement.
7.05 Studies in India

Joshi (1980) proved that In-Service Education is effective in improving skills & attitudes of the teachers. Amarjit Kaur (1987) conducted a study & found that there is significant difference between means of the pre-test & post-test scores of teachers attitude scale showing that In-Service Education Programme helps the teachers to change their attitudes positively towards teaching.

7.06 Emergence of the problem

The research studies conducted in India & abroad and also discussion with Education & discussion with learned supervisor seem to be encouraging with regard to utility of In-Service Education & Training, especially in this century as there is much advancement in teaching techniques & methodology. It is therefore essential that a well planned & organised In-Service Training Programme be established. The present investigation is the analytical study and to develop an In-service Training Programme for secondary teachers & to study its effectiveness in terms of teaching competence, Teachers Attitude towards teaching profession & students Achievements.

7.07 Statement of the Problem

To develop an In-Service Training Programme for secondary Teacher & to study its effectiveness in terms of teaching competence, Attitude towards teaching & students Achievements.

7.08 Objectives of the study

To develop an In-Service Training Programme for secondary school teachers after studying the existing Training Programme and then:
1) To study its effectiveness in terms of teachers competency.
2) To study its effectiveness in terms of Attitude of Teachers towards teaching.
3) To study its effectiveness in terms of their students achievements.

7.09 Hypothesis

1) There will be significant change in competency of teachers after going through In-Service Training Programme.
2) There will be significant change in Teachers Attitude towards teaching.
3) There will be significant change in students' achievements of those teachers who got training than of those teachers who are without Training.

7.10 Research Design

The present study was conducted through Pre-Test Post-Test control group design. The Diagrammatic layout of the design is given below:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Control group (A)</th>
<th>Experimental Group (B)</th>
<th>Experimental group (C)</th>
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</thead>
<tbody>
<tr>
<td>Phase I</td>
<td>B.G.T.C. as pre test</td>
<td>B.G.T.C. as pre test</td>
<td>B.G.T.C. as pre-test</td>
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<td></td>
<td>T.A.I.</td>
<td>T.A.I.</td>
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<tr>
<td>Phase II</td>
<td>No Training</td>
<td>Training through existing In-service programme</td>
<td>Training through newly developed In-service programme</td>
</tr>
<tr>
<td>Phase III</td>
<td>B.G.T.C. as post test</td>
<td>B.G.T.C. as post test</td>
<td>B.G.T.C. as post test</td>
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<tr>
<td></td>
<td>T.A.I.</td>
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<td></td>
<td>Class room teaching for one month Achievement test</td>
<td>Class room teaching for one month Achievement test</td>
<td>Class room teaching for one month Achievement test</td>
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7.11 Tools

1) Baroda General Teaching Competency Scale (B.G.T.C.) prepared at Centre of Advance Study in Education (CASE) M.S.University Baroda was used to measure the Teaching Competency of Teachers.

2) Ahluwalia’s Teaching Attitude Inventory scale (T.A.I) was used to measure Teachers Attitude towards profession.

3) Self prepared Achievement tests were prepared to measure students Achievement.

7.12 Analysis of Data

The data were analysed by using descriptive statistics such as Mean; Median, S.D.; Skewness & Kurtosis along with frequency curves. The hypothesis were tested by using one way analysis of variance and t-ratios.

7.13 Results

The results of analysis of variance & mean on gain scores are given in chapter VI.

7.14 Conclusions

In general, it could be concluded from the results of the present investigation regarding the effect of In-Service Teachers Education & Training through different schedules/programmes on their teaching competency and Teachers attitudes towards profession and also on the academic achievement of Students taught by them that :-

1) In-Service teachers Education & Training Schedules/Models bring significant changes in the Teachers Teaching competency. Teachers Attitude towards profession & academic achievements of students taught by them.

2) Well organised, planned, having provision for participants involvement & suited
to their needs, the methodology used lecture guided discussion, demonstration & practicals with provision of granting time to solve their class-room problems among themselves with longer period of daily programme; provision of self study & some incentives to three or four best trainees over a simple test after the training, would develop better teaching competency; instill healthy teaching attitudes and improves academic achievements of students.

3) It is also concluded from the reports of the teachers that model incalculate among them more self confidence & self reliance.

7.15 Educational Implications & Applications of the Present Study

The results of the present investigation have very important implications for improving the In-service Training programme of teachers. This study has great importance for Teachers, Heads of the Institutions and administrators. The study is an eye opener for those teachers who are reluctant to undergo teachers training programme so also a thought provoking for Heads of the Institutions who do not relieve their teachers for such courses. The study is important for improving the Teaching Competency of teachers as well as for improving the Attitudes of teachers towards profession. The investigation helps the administrators to chalk out newplans for effective in-service training programmes. The study is useful for the improvement of academic achievement of students.

7.16 Suggestions for further study & for further research work.

Following suggestions are made :-

i) The present study can be replicated by involving another variables, such as Teachers personality, Teachers behaviour, Teachers environment, students environment, students heredity etc.
ii) A similar study may be designed to evaluate the effectiveness of In-Service Training Programme for Primary Teachers.

iii) A study may also be designed for Pre-Service Teachers.