SURVEY OF RELATED LITERATURE
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3.01 Importance and Need of related Literature

Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. John W. Bestt, 1959

It would be desirable to review the earlier work done in this area so as to be acquainted and cautious from their drawbacks. The present chapter deals exclusively with the work done in this area.

Survey of related literature means to locate, to read and to evaluate the past as well as the current literature of research concerned with the problem in hand for investigation. According to Dr. Mouley (1964) "Survey of related literature avoids the risk of duplication, provides theories, ideas, explanations of hypotheses valuable in formulating the problem and contributes to the general scholarship of the investigator." C.V. Good (1966) remarked that, "the Survey of related literature may provide guiding hypothesis, suggestive methods of investigation, and comparative data for interpretative purpose. Sometimes text books provide important insights and hypotheses that may well have a place in the summary of the related literature."

The main purpose of survey of related literature is not compilation but an analytical review of the various sources. It stimulates and encourage the intricacies of the problems and enables him to formulate hypothesis regarding their possible solutions.

The study of related literature constitutes an important aspect of a research project, without a thorough survey of related literature, one is likely to go in the dark.

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. Review of the related literature helps allowing
the researcher to acquaint himself with current knowledge in the field or area, in which he is going to conduct research.

3.02 Review of Various Studies

Koul (1984) emphasized that review of related literature enables the investigator to avoid useless and unfruitful problem areas and unintentional duplication of well established findings.

Researches dealing with work in the field of teacher effectiveness are extensive and numerous, some of which are listed as Barr (1948, 1949 and 1852), Domas and Tiedman (1950), Castetter et al. (1954), Barr et al. 1955, 1958 and 1961, Gage (1963), Even (1951) and Medley and Mitzel (1959). There have been repeated attempts to relate teacher effectiveness to teacher behaviour, teacher personality and teacher effects (Ryans, 1960; Flander, 1969). Biddle (1964) has discussed the role of formative experiences, teacher properties, teacher behaviours, immediate effects, long term consequences, classroom situations and school and community contents in his seven variable model for teacher effectiveness. Rabinowitz and Travers (1953) Ackerman (1954), Tomlinson (1955a and 1956b), and Watters (1954) observe that much of the literature in this field is inconclusive or offers conflicting results.

In India too, attempts by Adval (1952), Dosajh (1956), Bina Roy (1970), Singh (1971), Buch and Santhanam (1972), Buch (1975), Grewal (1975), Gupta (1978) have been made to explore the field of teacher effectiveness.

In recent years have witnessed scores of studies on in-service teachers education and training courses and their effectiveness, but only limited references are available, especially in India on the problem being investigated into by the present investigator.

In-service education has a direct bearing on teaching effectiveness of the teachers. The success of the in-service education programme, in fact, depends upon the extent to which they have gained the ability of teaching effectively when they go back and
teach in their respective institutions.

In-service education of teachers has always been held in high esteem by educationists of repute. The problems and issues in this field were summarised by Stephen Corey (1957) who had further emphasized the need for conducting planned programmes in contrast to independent attempts being made by teachers to improve themselves. Rickey (1957) also referred to tremendous but large unfilled need of In-service education for even modestly educated and professionally trained teachers. Gereheim (1959) and Corey (1959) found the, teachers accepted and valued In-service education programmes which were planned carefully. Black found that insurance influences the knowledge and skills of the teachers. Openshaw (1962) concluded that the grater the participation by the teachers in In-service education programmes the better the learning which is likely to result. Flanders (1962) investigated the use of interaction analysis of In-service training of teachers who did show significant changes in their classroom behaviour which were consistent with the intent of the training.

Childress (1965) emphasized that the continuing education of the individual and of the profession is essential education to maintain and to improve educational programmes and classroom instructions. Stent (1965) found that teachers who participated in the In-service education programmes improved their skills and were able to solve immediate problems more realistically.

LUCAS (1963) and Schwalenberg (1965) concluded that the most successful orientation programmes were those which derived their bases and objectives from teacher's needs and which were based on the knowledge of the background of teachers. Dale (1964) held that the In-service education programme should be sensitively based on the needs of the beginning teachers. Duncan (1964) attempted to identify some of the factors which proved to be instrumental in the successful operation of programmes of In-service education of teachers. He recommended that the existence and operation of In-service programmes
should be governed by policies adopted by the board of education. Such programmes should be organised giving adequate consideration to such factors as continuity, time of meeting, resources and participation of the professional staff in programme planning, operation and evaluation. Rubin (1964) summarized the strategy for curricular change and In-service education, wherein the teacher has to play the pivotal role.

Kalra (1989) observed the objectives of the “Mass Orientation Programme”, for school teachers are as:

1. To familiarise teachers with salient features of the National Policy on Education, 1986, particularly with reference to new role expectations from them.
2. To help teachers to develop concepts of learner centered approach and continuous comprehensive evaluation and the modalities of organising them.
3. To highlight the role of the teacher in utilising and strengthening media communication.
4. To orient teachers on curriculum transaction modalities in different scholastic and non-scholastic areas.

He further pointed out that a variety of programmes aimed at exposing teachers to new concepts, such as multigrade teaching, community participation, micro-teaching skills for use of local resources, low cost teaching aids, approches to promoting child centered and activity present day teacher education system in India and plead for revitalizing and modernising teacher education in India so that teacher can face the challenges of the 21st century.

Goyal (1989) pointed out that Pre-service teacher education is to be considered as an induction and initiation process. It is not aimed at turning out a finished teacher. For this purpose In-service Education and Training for teachers are very essential. In view of the above, he suggested that the primary teacher education programme needs to be reinvestigated to develop necessary understanding and skills in teachers so that
they are able to:

- analyse the educational situations as it relates to primary schooling of the children;
- understand the community in terms of demographics, economic, social & linguistic characteristics; identify the constraints as also positive factors which influence education of children, examine the intervention strategies adopted so far to promote education in the specific learner contents, and strengthen positive interventions. Plan and adopt better alternative strategies. The programmes should foster research outlook and the desire to experiment and innovate.

Bapat (1990) in an article “need for Disciplined Teacher Training” pointed out that in-service education and training for teachers is most important rather essential to provide new techniques and methods of teaching but also to keep them abreast with the modern development and exposition of knowledge. It would also be imperative to make available to them the facilities of programme of the novel supplementary time-bound in-service training for their better adjustment in changed system of education. Thus, Training Institutions which would be of grant help in keeping trained teachers upto date in their profession should be established. Dulton and Hammond (1966) - analysed that the In-service education programme proved more useful if it provides sufficient opportunities for individual teachers to work on specific difficulties rather than to repeat work that had been studied before. Venditti (1966) found that In-service education promotes national integration by way of developing genuine rapport among participants. Adams (1974) found that teacher educators can help teachers learn new approaches.

Feinberg (1974) conducted a study “An analysis of guidelines for in-service teacher education practices in selected schools grades 5-9. The study was developed to identify guidelines which could be implemented to maintain a highly effective in-service programme for a teaching staff in a school encompassing any or all of grades 5-9. The study identified the following eleven factors in the form of recommended guidelines for practice:
In-service education should be adopted to the needs of individual teachers; a needs assessment of some type should be used to determine the in-service need and interests of individual teachers. Teachers should have an opportunity to influence both the planning and determination of methods of implementation of In-service programmes. Specific objectives for In-service programmes should be stated in behavioural terms; services of consultants and other resource persons should be used in in-service programmes. Teachers should be monetarily compensated for engaging in-service education at times other than during the regular school day. Video-tape recordings should be introduced to record in-service programmes. In-service programme should be evaluated in terms of the objectives which have been established for these programmes.

Falougi's study (1980) indicated that it would be helpful for developing countries to establish professional development centres which would provide opportunities for teachers to discuss among themselves and to try innovations in a non-threatening atmosphere.

Schuster (1981) conducted the study which is designed for an In-service instructional skills development programme for high school social studies teachers. The study concluded that the social studies teaching strategies which were found to be effective and which become the content of the in-service programme were the inquiry, value clarification and simulation methods. The In-service training approaches which were found to be effective and which become the methodology for the programme were microteaching the case study method and interactive.

Pogle (1982) in the study concluded that: (1) Not all teachers have a high level of awareness of the basic characteristics of the lecture, guided discussion and demonstration methods; (2) it is more effective to present information to teachers through the use of cassette alone. (3) it is more effective to present information to teachers through printed material than through the use of cassette alone, and (4) it is possible to significantly increase teachers knowledge of the basic characteristics of the lecture, guided discussion
Radoliffe (1983) designed "The learning Mastery Teaching In-service training programme" to help teachers use instructional strategies which increases student time on task. The results of the study showed that the teachers participating in the training were able to increase their instructional interaction and student time on task behaviour, while reducing student interim and off task behaviour significantly more than the control teachers. The programme was found to impact teacher instructional activity and student engagement at the elementary classroom level.

Aderson (1984) developed an effective model for a workshop in computer literacy and awareness for educators. The purpose was to develop, implement and evaluate two identical workshops in computer literacy and awareness for In-service teacher education. The study evaluated cognitive, affective and psychomotor skill gains by workshop participants. The findings are: the workshop was effective, in-significantly increasing overall cognitive achievements computer literacy and awareness.

Davis (1984) studied "Teachers' and Principals Perceptions of teachers' In-service needs." The results indicated that principals and teachers have differing perceptions about teachers' In-service needs. The findings have implications for teacher to be involved in selecting, planning, implementing and evaluating professional renewal activities.

How (1985) concluded the results of the study "Effectiveness of a Regarding Comprehension In-service in grades 1-4". The investigator reported that: (1) the teachers who participated in the reading comprehension In-service implemented the new strategies in their classroom (2) the teachers who participated in the reading comprehension In-service reported positive attitudes towards the new strategies after implementation in their classroom, (3) Teachers' performance while implementing the new reading comprehensive strategies can be assessed: (4) the teachers who participated in the reading comprehension In-service reported positive attitudes about the In-service and the follow-up assistance,
(5) all teachers requested released time to observe other teachers using the new strategies with their students.

Azmi (1987) conducted the study which found that majority of teachers perceived their in-service needs in the area of subject matter, managing group discussion, preparing lesson plans, motivating students of different abilities, describing classroom objectives, classroom management evaluating students’ progress and the analysis of their own teaching and the teaching of others. It also found that there are slightly different perceptions between teachers with different teaching experience, location of schools (urban versus rural areas) and educational background.

Okorafor (1988) indicated the findings of the study that it revealed that elementary teachers perceived a more than moderate instructional training need for help in the following five areas: (1) developing effective learners and mastery of the basic mathematics concepts and skills; (2) guiding teachers to set up and achieve realistic goals; (3) locating materials and In-service support in mathematics education; (4) identifying and undertaking readiness factors that affect learning; and (5) motivating children to learn math. The finding made in the research serve as a source for establishing guidelines for effective In-service training programme in math for elementary teachers.

Trujillo and Suarez (1981) conducted “Design and Evaluation of A Teaching Training Model for problems solving” the study found significant differences between (a) the composite teacher training model and written instruction on rules (b) the model and audio-visual instruction on rules, (c) the model and audio-visual on rules,and (d) the model and written instruction on rules with audio-visual presentation, that is to say, the composite teacher training seemed to be more effective in training for problem solving than the other strategies.

Goyal (1989) recommend for better outcome from in-service teacher education content be linked with the experiences of participating teachers. New ideas and activities
are so presented that the participating teachers are convinced of their relevance to the local, specific situation. For this, a learning environment in the orientation programme becomes a pre-requisite. Interactive and participatory approach has been provided so that the participating teachers are able to overcome their initial hesitation, open up with their experiences and enter into a dialogue.

Bailey and James (1978) in their article ‘A model for In-service science teacher training’ bring out a case for the need for familiarising teachers with the student materials in the spread of curricular innovations during the training/workshop period. They make the assumption that "- no amount of theory about the design of the curriculum the methods of instruction or the improvement of teaching can substitute for direct "hands-on" experience with the student materials i.e. group activities were planned during the workshop, which proved to be very effective to prepare effective teachers and developed confidence among them for better work in their respective schools.

Bayati (1989) pointed out that in this changing world, only in-service teacher education programmes can keep them abreast with the latest developments in the field of education, especially in schools. He further added that successful implementation of any in-service education programme for teachers requires not only good planning, but favourable and encouraging attitude of the institute management. Every activity related to teachers’ professional growth, ultimately will enhance the welfare of the students and the state.

Akpe (1990) to improve in-service education and training for teachers recommended that institutions involved in the training of primary teachers and supervisors should work out a commonly acceptable organisational framework for in-service primary teacher education programmes. This will eventually lead to the emergence of a "blue-print on in-service primary teacher of education in terms of curricular content structure and organization. This is a necessary requirement if we meaningfully expect those training institutions
to achieve a national common minimum standard. He further added that qualifications and procedures for admission into primary teacher education programmes should also be carefully worked out to ensure adherence to a common minimum standards.

Bude (1980) identified the main problems of teacher education of under developed countries as follows:

1) Shortage of qualified and suitable resource personal for teacher education (Teacher educators).

2) Lack of facilities for per-service and in-service training facilities.

3) Lack of well-balanced and locality suitable curriculum for teacher education and training.

4) Lack of adequate training provided to in-service teachers.

Many, eminent educators (Tibble, 1971, Wandira, 1979, Adams, 1975, Rubi, 1978, Bar and Soloma, 1973, Domax, 1976, Bokan, 1980, and many others) emphasized the great need of in-service education and training for teachers to keep them alive, fresh and active regarding modern/latest trends in education. They added that courses and activities in which a serving teacher may participate for the purpose of extending on growth of his/her professional knowledge or skills or technology. Preparation for degree, diploma or other qualifications subsequent to initial training would also be included.

Akpe (1991) carried a study on an in-service primary teacher education to determine the career orientation of the teachers enrolled in it. The investigation provided a penetrating insight into the education, training and career aspirations of the in-service teachers and revealed some teaching and teacher educator problems which affect successful implementation of the in-service teachers in this study underscores the need for the development of suitable follow up programme for the continuous professional and academic growth of working teachers. The operation of NCL programmes by the various agencies/institutions in the country is therefore a step in right direction towards meeting the educational aspirations
of these enthusiastic learners. But while appreciative of the blessings of the multiplicity of teacher’s in-service programmes currently mounted by most institutions in the country, cautioned needs to be taken to ensure that we do not sacrifice quality for quantity objectives, it must be properly implemented and managed, not haphazardly as appears from the programmes.

Azmi (1977) and Giffune (1979) conducted studies to evaluate the effectiveness of the in-service programme to the teaching of mathematics in the elementary school. They observed that in-service programmes is one of the best source for the teachers to remove their problems, to get fresh knowledge of 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 teacher behaviour which in turn effect students learning and achievement.

Gakhar and Saini (1991) did a study and found that variable like in-service training received by the teacher proved to be ineffective in accounting for the significant variance with regard to the acquisition of mathematical concept. However, the mean scores of the students taught by those teachers who received in-service training were higher although not significant as compared to other group.

Studies had been conducted by Brown (1962), Weaver (1962) and Stent (1965), on the effects of in-service education in specialized areas and academic fields. Results of these studies proved that teachers who participated in the in-service programmes improved their skills and were able to solve immediate problems more realistically. Garroutee (1980) concluded that in-service training produced positive change in teacher’s pedagogical knowledge in the experimental group of teachers.

Karbal (1963) undertook an evaluation of a workshop and its effects as a process in the in-service education of teachers by appraising the way in which programmes and schools were affected. A great gain was seen in the help given to inexperienced teachers
in human relation activities, and in participation in school organisations as well as in classroom management.

Joslin (1980) proved that in-service education is effective in changing teacher achievement and skills and attitudes of the teachers.

Amarjit Kaur (1987) conducted a study to find out effectiveness of in-service training to develop professional competency of social studies and mathematics teachers. She found that there is significant difference between means of pretest and post-test scores of teacher attitude scale showing that in-service education programme helps the teacher to change their attitudes positively towards teaching. She also found that there is significant difference in respect of the impact of educational environment between the educational awareness of social studies and mathematics the teachers of the exposed groups and that of the unexposed groups is favourable of employed group. She further added that in-service education programme helps the teachers to become educationally more aware than they were before.

Dossett (1964) found that mathematical workshop held in Missouri contributed to the development of Mathematical understandings and to a change in attitude towards arithmetic. In an assessment of secondary social studies in-service teacher development programme of professional association, Estelle Marks (1973) found that there was a significant difference between the attitudes of teachers of the experimental group and that of the control group in concern with introduction of the newly founded curriculum content in future in-service development programmes.

Hargrove (1973) concluded that courses and in-service training appeared to be positive factors in influencing favourable attitudes towards teaching reading in the content areas.

Schorn (1976) proved through the findings of his study that an individualized in-service practice for regular classroom teachers has a positive effect on changing their
attitudes about mainstreaming the children with special need.

An analysis of the learnings of teachers through in-service programmes and their ultimate impact on the students under their jurisdiction was made by Frank Weavers (1962) and Selser (1962). In all cases the students in classes taught by the teachers who were exposed to in-service programme made statistically higher scores on post-tests than students whose teachers had not attended any such programme. Mcleod (1965) found similar results in a programme conducted to remedy deficiencies in mathematics. Florida (1971) stated “in-service education can cause some, (more or less), permanent changes in what a teacher knows, how he feels, or how he acts that will have a positive effect on his pupil ‘s achievements. The in-service training programme as described in the study by Jones (1972), did produce positive change in communication patterns between teacher and their pupils. Medley and William (1957) stated that some teacher-behaviour does affect student learning and attainments.

Carr (1971) proved that there is no significant difference between the achievement of students of teachers who participated in the in-service education programmes and students of teachers who did not participate in the in-service programme and that there is no significant difference in the attitudes of teachers who participated in the in-service programmes and teachers who did not participate in the programme.

Kearns (1982) concluded the results of the case study which indicated positive changes in teacher attitudes and motivations toward teaching elementary science. Results of pupil achievement test scores did not give clear evidence of change in pupil performance.

Gerohum (1959) and Cory (1959) found that teachers accepted and valued in-service education and training programmes which were planned locally and co-operatively. It ultimately effects the achievement of the students. A well organised in-service training programme which takes into account teacher needs and knowledge of the background of the teachers proves to be most successful and improves the quality of a teacher and
enhance achievement of the students.

Kaushal (1974) through a project to study the development of teacher's in-service education and training programmes and also to evaluate the existing position of in-service training centers and other agencies imparting the programme. He found as per seminarians and some of teacher educators the programmes/seminars organised by the centres/agencies are useless and frustrating rather than encouraging. His main recommendation was that programmes and schedules of education and training be prepared at Directorate level a margin of slight adjustment according to the needs of locality. He also gave much importance in the selection of resource persons. No effort should be as a resource person. He also made many other suggestions like appointments of teacher educators, finances allocations, incentives to teacher trainee etc., to make the programme effective. The study was conducted on 100 educators and 300 seminarians.

Suwanassi (1990) did a study to see the effectiveness of Tanya's in-service teacher training course (TTC) of the experimental group showed that the teachers of this group who were trained through Tanya In-service programme have gained knowledge and professional competence in the area of pedagogy significantly.

The analysis of “t values” applied to pretest and post-test scores of training of instructional media (TIM) of the experimental teacher group show that there is a significant difference at .01 level. It means that the teachers of this group who were trained through Tanya In-service Training programme in the area of instructional media gained significantly.

The analysis of “t-values” applied to pre-test and post-test scores of Training in measurement and evaluation (TME) of the experimental group showed that there was a significant difference at .01 level. It depicts that the teacher's of this group who have gained knowledge and professional in the competence. The area of measurement and evaluation it is also concluded that students achievement was improved when they were taught by the trained In-service teachers training programme of Tanya.
Some research findings proved that there is no significant difference between achievement of students of teachers who participated in the in-service programmes and that there is no significant difference in the attitudes of students of teachers who participated in the in-service programme and students of teachers who did not participated in the programmes. Some research workers pointed out positive changes among students. In short it is felt that there is a great need to develop in-service education and training which would be more effective and brings real qualities among participant of a good teacher i.e. competency and attitudes towards teaching profession. Ultimately it would effect students attitudes, characteristics and achievements.

3.03 Emergence of the problem

From the critical appraisal of research studies conducted in India or abroad the utility of In-service education and having especially in this century is felt. From the findings, it is established that well planned & well organised in-service education & training is essential. But in recent years teachers are not much satisfied & happy with In-service training programmes which are offered in the centres and its impact is hardly felt. Keeping in view all the facts and limitations of education and training through in-service training centres, the need for evaluation of the programmes in terms of teachers competency; teacher attitude towards teaching profession and effect on students achievement is felt.

The present investigation is the analytic study of the In-service training programmes in terms of improvement and their competency (effectiveness) and achievement of students and to construct a model for in-service teacher training programme for secondary teachers and its effectiveness in terms of teacher’s competency, and attitude towards teaching profession and students achievements.
3.04 Statement of the Problem

"To develop an In-service Training Programme for secondary Teachers & to study its effectiveness in terms of Teaching Competency, Attitude towards teaching & students Achievements".

3.05 Delimitation of the Study

i) The study would be restricted to secondary Teachers of Patiala Circle of Punjab state.
ii) Only Science Teachers (medical & non-medical) including Science lectures would be included in the study.

3.06 Objectives of the study:

To develop an In-service training programme for secondary school teachers after studying the existing training programme and then:

i) To study its effectiveness in terms of teachers competency.
ii) To study its effectiveness in terms of teachers attitudes towards teaching profession.
iii) To study its effectiveness in terms of students' achievements.

3.07 Hypothesis of the study

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 profession.
3) There will be significant change in students achievements of those teacher's who got training than of those teachers who are without training.