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A SURVEY ON IN-SERVICE
TRAINING IN TWO COUNTIES
IN EAST-CENTRAL ILLINOIS

A SURVEY ON IN-SERVICE TRAINING
IN TWO COUNTIES IN EAST-CENTRAL ILLINOIS

Presented to
Eastern Illinois University

In Partial Fulfillment
of the
Requirements in Education 452
for the Degree,
Master of Science in Education
(Plan B)

by
Robert J. Benefiel
August, 1958

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It is with deep affection that I acknowledge the understanding and consideration afforded by my wife, Rita, during the conducting of this survey. I must also offer my thanks for her help in the mailing of the questionnaires, the tabulation of the returns, and the computation of the per cents expressed in this study.

My appreciation is also extended to Mr. George R. Mattox, Principal of the Junior High School in Gibson City, Illinois and to Mr. Louis K. Voris, Superintendent of the Neoga, Illinois schools, for their advice on the conduct of the survey and their help in the development of the questionnaire.

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I must lastly express my thanks to the 131 anonymous classroom teachers of Ford and Champaign (Illinois) counties who cooperated in the survey by responding to my questionnaire. Without their help the study could not have been conducted.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Introduction	1
Definition of terms	1
The purpose of the study	2
The instrument	4
The sampling procedure	5
The responses	6
II. THE FINDINGS	8
Survey Part I	8
Survey Part II	16
Survey Part III	22
III. THE CONCLUSIONS	24
General aspects of in-service training	24
Presently existing in-service training programs in the individual school system .	25
Responsibilities of the future	27
BIBLIOGRAPHY	29
APPENDIX	31
The questionnaire	32

CHAPTER I

THE PROBLEM

Introduction. One day in an undergraduate education class the instructor mentioned the term in-service training. Not wishing to be caught in a state of ignorance, the writer of this paper began research immediately to determine just what the term meant. The interest has remained.

At various times, the writer has entered into discussion with two of his brothers-in-law, both of whom are directly interested in the subject, one as a unit superintendent, the other as an elementary school principal.

Possibly the fact that the writer is a member of a faculty of sixty-five teachers, of whom twelve are non-degree teachers, has kept the in-service training idea in mind. The writer's wife was at one time a non-degree teacher and was enrolled at different times in extension courses while teaching.

The interest in an in-service training program has remained and has prompted the conducting of this survey and the writing of this paper.

Definition of Terms. In-service training has been variously defined, but for the purpose of this

survey and the accompanying comments it must be construed to include any procedure or activity which brings about, or is designed to bring about, growth in one's teaching ability.

The Purpose of the Study. Neither this paper nor the survey was intended to define in-service training specifically nor to describe a good or poor in-service program. The purpose of this paper, rather, is to reveal and to discuss, within limits, how teachers feel about in-service training; their opinions on various aspects of a program; and to find out, partially, the proportion of teachers in the two counties, Ford and Champaign in Illinois, who recognize that some sort of in-service training program exists within their school or school system. It is to the achievement of these purposes that the survey was directed, the questionnaire designed, and this paper written.

The problem area seems to be defined in the thought held by many that the overall program of in-service training is in need of expansion and better direction. Guides for this expansion and direction toward more or less specific attainments must be established. Teacher opinion, in many instances, is not only useful but influential in the establishment of such guides.

This paper is designed to provide, in light of the survey results gathered, a sampling of this teacher opinion.

It is felt that in-service training is worthy of investigation. It is further felt that teacher advancement beyond the preparation provided in pre-service education is one of the significant problems facing education today.

The specific problem and the area for questioning are summed up in the questions: In the mind of the classroom teacher, how, and by whom should in-service training be utilized? To what extent is some sort of program now being used? What are some of the aspects pertinent to presently used programs?

Prior to the conducting of the survey, two hypotheses were formulated in conjunction with the above questions. The first hypothesis is pertinent to Part I of the survey, "General Aspects of In-service Training", and is as follows: In-service training is desirable, beneficial, and applicable to all teachers. Some school time should be used for such training. An in-service training program needs administrative support, with student growth being the ultimate objective. A technique of self-evaluation to determine the validity of the program is necessary.

The second hypothesis pertains to Part II of the

survey, "Presently Existing In-service Training Programs in the Individual School System", and is as follows:

In the average school system the in-service program is sufficient for the school; the communication among member teachers is adequate; the Board of Education and administrators are very necessary for an effective program; money is essential as a motivational factor; and group unity is vital for a successful program.

The Instrument. A questionnaire consisting of thirteen questions was formulated. Several questions were written by the author. With the assistance of Mr. George R. Mattox, Principal of the Gibson City, Illinois Junior High School and Mr. Louis K. Voris, Superintendent of the Neoga, Illinois schools, some of these questions were deleted, some additions were made, and some of the existing questions were re-worded. The writer's purpose in seeking the aid of these two gentlemen was an attempt to develop a questionnaire that would answer some of the questions that administrators would like to have teachers answer regarding in-service training programs.

Rather than have the items on the questionnaire answered with an unqualified yes or no, some flexibility was given the respondents since five choices were given as a possible answer to each of the questions. These

were: (1) Agree, (2) Agree with reservation, (3) Undecided, (4) Disagree with reservation, and (5) Disagree. It was the writer's opinion that many of the teachers could not answer some of the questions with a positive yes or no.

For those persons who felt that their school or school system did not have any form of in-service training program, a space was provided on the questionnaire for them to so indicate.

The questionnaire is included as an appendix to this paper.

The Sampling Procedure. Directories of the teachers of both counties were obtained from the respective County Superintendents of Schools. A tabulation of the information contained in these directories showed that there were approximately eleven hundred classroom teachers in the two counties and that they were teaching in eighty-eight schools, grades kindergarten through twelve.

Other than the below mentioned considerations, no controls were placed on the sampling process.

It was determined that two questionnaires would be sent to each of the eighty-eight schools. Using the directories, one teacher was chosen from the lower

grades and one chosen from the higher grades of each of the elementary school buildings. Insofar as was possible, one of the persons chosen was male and the other female. In sampling the high school teachers, no particular attention was paid to the subjects that they were teaching. One male teacher and one female teacher were chosen from each of the high school buildings.

Inasmuch as this survey was meant to obtain teacher opinions for administrative use, no questionnaires were sent to administrators or supervisors.

The survey was conducted by mail, using stamped, self-addressed envelopes.

The Responses. Of the one hundred seventy-six questionnaires mailed, one hundred thirty-one or 74.4 per cent were returned. It is thought that this is a high percentage of response. Possibly the fact that the respondents were furnished stamped, self-addressed envelopes would help to account for this degree of cooperation.

One of the returned questionnaires was usable only for Survey Part III. The person submitting the questionnaire had not responded to the questions in Parts I and II.

One hundred thirty persons responded to Part I

of the questionnaire. It is from this number that the percentages pertinent to Part I of the survey were computed.

The evidence pertaining to Part II of the survey is taken from the information supplied by the eighty-nine persons who responded to the specific questions contained in Part II of the questionnaire. The percentages included in Part II of the survey were computed from the information contained in these eighty-nine questionnaires.

Of the one hundred thirty-one persons who returned their questionnaires, forty-two stated that no type of in-service training program existed in their school.

CHAPTER II

THE FINDINGS

Survey Part I: General Aspects of In-service

Training. The following analysis is based upon the one hundred thirty questionnaires pertinent to this portion of the survey and eclectic reference material from a selected bibliography in support, or in rebuttal, of the first hypothesis.

A. Opinions on whether in-service training is applicable to all teachers.

	Number	Per Cent
Agree	63	48.5
Agree with reservation	39	30.0
Undecided	16	12.3
Disagree with reservation . .	9	6.9
Disagree	<u>3</u>	<u>2.3</u>
	130	100.0

The conclusion arrived at is one of positive agreement with the opinions of educational writers. Results of the survey substantiate the hypothetical assumption that most professional people engaged in teaching agree that an in-service program is more than applicable, and that it should be a must in every school system.

A successful in-service program is applicable to all teachers. It is assumed that the sociological needs of the children are constantly changing, and this change must bring

about a new, possibly different educational approach.¹

The above assumptions are furthered in that it is "the moral responsibility of the teacher in community relationships to meet the tremendous need for mastery of new forms of knowledge and techniques in our constantly changing society."²

B. Opinions on whether teacher participation in in-service training is beneficial for the teacher and his or her students.

	Number	Per Cent
Agree	61	46.9
Agree with reservation	42	32.3
Undecided	17	13.1
Disagree with reservation	10	7.7
Disagree	0	0.0
	<u>130</u>	<u>100.0</u>

From the data gathered, it would seem that in-service training is generally recognized as beneficial for the professional teacher. It would also appear that such a program can serve as a device for the re-direction of the constantly changing educational aims. Results of the survey would seem to uphold the hypothesis.

¹ Lee Wilborn, "Helping Administrators Educate", The Bulletin of the National Association of Secondary School Principals, April, 1955, p. 10.

² Glen Hass, "In-Service Education", National Society for the Study of Education, 56th Yearbook, (Chicago:University of Chicago Press, 1956), pp. 32-33.

All teachers, principals, and supervisors must continue to learn throughout their professional careers. Their continued growth in the development of increased skills in providing for the individual differences and improved attitudes involved in cooperative research action is essential. The continued development and refinement of common goals is necessary.³

An interesting thought connected with teacher improvement through participation in some sort of in-service program is that "a need of teachers in connection with genuine 'in-service' growth, is the need for peace, or at least a cessation of hostilities on the part of public and professional critics who for some time have criticized schools."⁴

C. Opinions on whether school time should be allotted to in-service training.

	Number	Per Cent
Agree	32	24.6
Agree with reservation	34	26.2
Undecided	28	21.5
Disagree with reservation	23	17.7
Disagree	<u>13</u>	<u>10.0</u>
	130	100.0

The findings of the survey do not thoroughly

³ Stephen M. Corey, Action Research to Improve School Practices, (New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 145.

⁴ Jo Kinnick, "In-Service Education", National Society for the Study of Education, 56th Yearbook, (Chicago: University of Chicago Press, 1956), p. 132.

substantiate the hypothesis as anticipated, although the results tend toward agreement. Apparently, some teachers feel that school time is teaching time. It is possible that some respondents thought of their own attempts toward in-service training away and apart from the school system in which they teach---extension and correspondence courses, and attendance at university summer sessions.

It is felt by some that a school time allowance for the in-service training program is necessary. This assumption is based primarily upon:

1. The teacher's willingness to devote school time rather than personal time to professional improvement.
2. Teachers could visit other groups 'in action'.
3. It would give the program, in the eyes of the participating teacher, a status of importance and dignity.⁵

Some educators think that such a program could be made an integral part of the school day because "the modern curriculum, with its activity periods, is flexible enough to make an ideal situation for 'in-service' education."⁶

⁵ David Gilchrist, "Organization of Programs of In-Service Education", National Society for the Study of Education, 56th Yearbook, (Chicago:University of Chicago Press, 1956), p. 285.

⁶ William H. Burton, and Leo J. Brueckner, "Subsidiary Techniques Employed in Improvement of Programs", Supervision, (New York:D. Appleton-Century Co. Inc., 1947), p. 722.

D. Opinions on whether responsibility for an in-service program rests with the administration.

	Number	Per Cent
Agree	37	28.5
Agree with reservation	41	31.5
Undecided	36	27.7
Disagree with reservation	16	12.3
Disagree	0	0.0
	<u>130</u>	<u>100.0</u>

In the hypothesis, the need for administrative responsibility and leadership in an effective in-service program was expressed. The survey has shown that a majority of the teachers feel pretty much this same way. It should always be remembered that the administrative staff in a system would better know time schedules, work loads, and over all needs of the school. These items, in themselves, show a need for administrative planning and coordination of the program. An expression of the need for administrative leadership follows:

One of the very important social prescriptions is the responsibility of the in-service program to the entire group. In broad programs to be considered, such as curriculum revision, community resources and personalities can be used effectively in working with teachers and administrators. In many cases administrators have suffered losses in dignity, prestige, and position by not including these additional groups.⁷

⁷ George A. Beauchamp, Planning the Elementary School Curriculum, (New York:Allyn and Bacon, Inc., 1956), pp. 277-78.

Another belief is stated as follows:

If recommendations and conclusions pertaining to in-service activities are expected to result in action, the administrators, both principals and central office personnel, should be included in the construction and co-ordination of the in-service program. Whatever the administration and board can do to convince teachers that curriculum development and in-service education are vital phases of the total school operation will pay dividends.⁸

E. Opinions on whether professional improvement of the teacher should constitute growth of his or her students.

	Number	Per Cent
Agree	37	28.5
Agree with reservation	40	30.7
Undecided	37	28.5
Disagree with reservation . . .	13	10.0
Disagree	3	2.3
	<u>130</u>	<u>100.0</u>

The findings tend toward agreement. It was assumed that the degree of agreement would be somewhat stronger. In the hypothesis, the term ultimate was used. This was, possibly, an unfortunate choice of words since the word means literally, "the very top". By comparing authoritative research and the findings of this survey, it is felt that many in the field of education think that other items also must have great influence on student growth and that there are other objectives in an effective program. It is felt, therefore, that the hypothetical assumption was, through choice of words,

⁸ Gilchrist, op. cit., p. 289.

too positive in its prediction and that its complete justification is not possible.

It is generally agreed that if a teacher learns new facts and techniques and effectively uses them in her teaching, student growth should follow. One example might be given as follows:

Improved psychological training of classroom teachers should result in the teacher being able to form a better, more objective picture of a child's surroundings and problems. It also helps to involve various school personnel in the process of working together on child problems so that actions and results can be determined more accurately.⁹

It is felt that for a sympathetic understanding of a child's problems, "a non-directive approach is necessary for constructive guidance and for the discovery of strength and correction of weaknesses."¹⁰ It is believed that these abilities should be developed to an optimum of teaching effectiveness. What better way to bring about such development than through an in-service program?

⁹ Henry C. Lindgren, Mental Health in Education, (New York:Henry Holt and Co., 1954), p. 465.

¹⁰ Emery Stoops, "Helping the Beginning Teacher", The Nation's Schools, Volume 56, Number 4.

F. Opinions on whether all programs should have self-evaluating techniques.

	Number	Per Cent
Agree	36	27.7
Agree with reservation	42	32.3
Undecided	24	18.5
Disagree with reservation	19	14.6
Disagree	9	6.9
	<u>130</u>	<u>100.0</u>

In the hypothesis, the term evaluating techniques was used. The use of this term might lead to a very broad interpretation of what was meant. Even so, it is evident from the results of the survey that the need for some sort of an evaluation is recognized by the respondents. The reaction revealed by the questionnaire, although not overly positive, seems to uphold this position.

It is strongly felt that an evaluation procedure must be present in an in-service program as in all other phases of school organization and endeavor. It is suggested that a program be evaluated not only by teachers and administrators, but also by "parents in the light of their observation and understanding of their own children and their accomplishments."¹¹

¹¹ Charles R. Spain and Harold D. Drummond, Educational Leadership and the Elementary School Principal, (New York:Rinehart and Company, Inc., 1956), p. 261.

Another opinion on evaluation is as follows:

Individual and group satisfactions are one of the best measurements of an effective group endeavor. The evaluations might vary with the type of program encountered. Evaluations at a midpoint when nothing but actual mechanical data is assimilated might lead to confusion and disillusionment of the results. Most in-service problems will be local and personal, without an evaluating method, thus the group must construct its own evaluating device.¹²

It would seem to the writer that a need lies in the identification of the evaluating technique to be used and utilization of the technique to further educational progress within the school.

Survey Part II: Presently Existing In-service Training Programs in the Individual School System. The following analysis is based upon only eighty-nine questionnaires, 67.9 per cent of those returned, since forty-two teachers indicated that no program existed in their school.

A. Opinions on whether the present in-service program is sufficient.

	Number	Per Cent
Agree	15	16.8
Agree with reservation	14	15.8
Undecided	29	32.6
Disagree with reservation	13	14.6
Disagree	18	20.2
	<u>89</u>	<u>100.0</u>

¹² Wilber A Yauch, Improving Human Relations in School Administration, (New York:Harper Brothers, 1949), p. 229.

When it was stated in the hypothesis that in-service training in most of the schools was sufficient, it was thought that although the programs were not really sufficient, that most of the teachers would deem them so. Evidently, the participating persons did not join in this type of interpretation. It is not possible to evaluate their definitions as to existing programs as that type of fact is not available. One can, however, draw a few conclusions from the restricted amount of research data available. Most participants, as defined by the reaction received, feel very undecided about their respective programs. Indecision usually implies inadequacies, or possibly, areas of needed expansion and development. It should, therefore, be said that the views toward the in-service program expressed in the hypothesis over-estimated the active existence of in-service training in many of the schools.

B. Opinions on whether adequate communication exists between working groups of the faculty.

	Number	Per Cent
Agree	14	15.8
Agree with reservation	16	18.0
Undecided	11	12.4
Disagree with reservation	27	30.2
Disagree	<u>21</u>	<u>23.6</u>
	89	100.0

The response to this question is indicative of a serious lack of communication between members of the

faculties. This is indeed, a condition that would greatly limit any school staff in an effort to work together as a well co-ordinated team. It is the writer's opinion that no group can carry on a worthwhile program without good communication through cooperation and an interplay of thoughts and ideas.

It is not within the scope of this paper to try to enumerate the various reasons why a lack of communication exists, but if the overall effectiveness of the staff is to be continually promoted toward desired educational ends, then it is the feeling of the writer that serious consideration should be given this apparent problem by administrators, and that the condition should be rectified if at all possible.

C. Opinions on whether the Board of Education cooperates with in-service activities.

	Number	Per Cent
Agree	20	22.4
Agree with reservation	26	29.2
Undecided	19	21.4
Disagree with reservation	10	11.2
Disagree	<u>14</u>	<u>15.8</u>
	89	100.0

The Board of Education apparently takes a passive view rather than active measures regarding the in-service program. Possibly this means that the board simply does not interfere with, or actively support,

the program. A negative reaction by a Board of Education could definitely handicap and, in some instances, certainly even stop this type of program. Also, teacher and board rapport usually are better if each is mutually interested in the professional development of the other. It would seem that the results obtained would support the belief that most Boards of Education do, to some extent, cooperate with in-service training. It is unfortunate that this cooperation may be just a "hands-off" sort of thing.

D. Opinions on whether administrative correlation of the program is utilized.

	Number	Per Cent
Agree	18	20.2
Agree with reservation	21	23.6
Undecided	19	21.4
Disagree with reservation	16	18.0
Disagree	15	16.8
	<u>89</u>	<u>100.0</u>

In considering the importance of administrative correlation, it has been previously noted as found in Item "D" of Part I, that there is a need for staff direction and evaluation. The rating established by the questionnaire reflects a feeling that this direction and evaluation exists to some degree. The percentages reflect agreement with the hypothesis to a limited extent. The thought is that the respondents to the questionnaire were somewhat hesitant in positively accepting this

statement. The net worth of the established per cents reveals that administrative assistance within the program is apparent but perhaps lacking in magnitude.

E. Opinions on whether professional growth is enough reward for participating in in-service training.

	Number	Per Cent
Agree	17	19.1
Agree with reservation	16	18.0
Undecided	25	28.1
Disagree with reservation	18	20.2
Disagree	13	14.6
	<u>89</u>	<u>100.0</u>

This is a financial question and may be somewhat affected by the apparent dislike of some teachers to admit that they are teaching primarily for the monetary remuneration involved. Most of the respondents did not agree. It should be noted that many were undecided, as the survey results indicate, as to just how they felt about being rewarded for such training. It seems that the hypothesis is neither strongly supported nor rebutted by this reaction. It is certainly very possible that perhaps other motivational factors or reasons such as self-improvement and child welfare really may have influenced this un-anticipated reaction.

F. Opinions on whether faculty accepts the training program as a team job.

	Number	Per Cent
Agree	10	11.2
Agree with reservation	14	15.8
Undecided	32	35.9
Disagree with reservation . . .	21	23.6
Disagree	<u>12</u>	<u>13.5</u>
	89	100.0

Most of the respondents do not agree. It can be seen, from the results obtained, that many were undecided. This should indicate, since it is not a positive reaction, that faculty members are indifferent and complacent toward the in-service training program as a team job. One could speculate as to the reasons for this apparent lack of enthusiastic team support and probably list other reasons suggested by research sources, but the important item, it seems, is that the survey data indicates such complacency.

G. Opinions on whether group unity is necessary.

	Number	Per Cent
Agree	42	47.3
Agree with reservation	37	41.5
Undecided	7	8.0
Disagree with reservation . . .	2	2.2
Disagree	<u>1</u>	<u>1.0</u>
	89	100.0

In regard to group unity, the word vital was used in developing the hypothesis. The survey substantially reaffirms the idea that practically all teachers,

even in their own schools, sense the tremendous importance of working together with ultimate unified goals established in their minds. This attitude contrasted with the reaction to Item "F", above, leaves a question--- why do they not give this degree of cooperation that they recognize as so very important?

Survey Part III. The survey revealed that forty-two of the one hundred thirty-one teachers participating felt that no in-service program was available to them in their particular school system. This is a per cent of 32.1. This percentage should not lead one to believe that almost one-third of the schools in the two counties do not have any form of in-service program. The sampling provisions used in the survey do not provide for this kind of conclusion. One can believe only that of the one hundred thirty-one teachers participating in the survey, forty-two or 32.1 per cent, respond that their school has no in-service program.

One might be inclined to believe that the respondents: (1) Were confused over a definition of in-service training. (2) Felt that the program in their school was not all-inclusive. (3) Stressed authoritarian domination, rendering the program useless.

(4) Were hurried in filling out the questionnaire, and rather than throwing it away, took the "no program" route as the quickest and easiest way out.

Even with taking the above into account, it is still felt that this proportion is significant enough to warrant investigation by the school administrations.

CHAPTER III

THE CONCLUSIONS

General Aspects of In-service Training. The conclusions below are arrived at from the general consensus of opinion gathered by Part I of the survey.

It is strongly agreed that in-service training is applicable to all teachers and that teacher participation in some form of in-service program should be desirable and beneficial both to the teacher and to his or her future students.

The respondents to the survey agree with reservation that a "bloc" of school time should be allotted to an in-service program and that responsibility for a good in-service program rests with the administrative staff. Possibly some teachers have concluded as has the writer, that some of the responsibility rests with the teaching staff.

As indicated by the survey, it is concluded that professional improvement of the teacher should result in growth of his or her students.

Results of the survey lead to the conclusion, again with reservation, that all professional training programs should have self-evaluating techniques. The

reason for this reservation can only be surmised.

As pertains to Part I of the survey, the above conclusions, based upon the computed results of the questionnaires, uphold at varying degrees, the hypothetical assumption stated on page three of this paper.

Presently Existing In-service Training Programs in the Individual School System. Results of the survey reveal that teachers are generally undecided as to whether or not the present in-service program in their own school is sufficient. From this reaction, it can be concluded generally, that in most schools the program is not deemed sufficient. This conclusion is in disagreement with the hypothesis pertinent to Survey Part II.

It is to be concluded that existing communication between groups of faculty is inadequate. Possibly this means that teachers view faculty meetings, institutes, and chance meetings with their fellows with distaste, class them as necessary evils of the game, and continue to operate as individuals. This conclusion is in direct conflict with the hypothesis.

It is concluded that Boards of Education recognize and cooperate with in-service activities to some

extent. It is noted with interest that this agreement with the hypothesis may be just a laissez faire attitude on the part of the board.

Survey results would lend themselves with strong reservation to the conclusion that most administrators exercise some degree of utilization of the in-service program. This conclusion agrees with the applicable hypothetical assumption.

No conclusion regarding whether or not professional growth is reward enough for participation in an in-service program can be drawn from the results of the survey. The survey reveals that a majority of the respondents do not agree. Neither does a majority disagree. Results of the survey show that 28.1 per cent were undecided in their opinions.

In the respective schools, most faculty members do not accept the training program as a team job. Individualism and a desire to leave the building as soon as the children are gone may affect the teamwork of the staff. Better correlation of the knowledge of what one's fellow teachers are doing might help the situation. Administrative attention should be directed toward building up teamwork and cooperation in today's schools. The hypothesis is rebutted. It should be noted that more than one-third of the respondents were

undecided on this particular item.

As a last conclusion pertaining to presently existing programs, it is strongly agreed that group unity is necessary. The hypothesis is substantially supported.

Responsibilities of the Future. Of the teachers responding to the questionnaire, 32.1 per cent or forty-two of the one hundred thirty-one respondents, indicated that no in-service program existed in their school. In view of the need for keeping up with advancing technological developments and improved educational methods, the writer is led to conclude that this percentage is much too high. An examination of the number of non-degree teachers who are doing little or nothing about gaining their degrees would indicate a need for training at school insistence.

Most school administrations, Boards of Education included, should take stock of the present level of teacher preparation in their respective units. They should examine the records and classroom methods of those teachers with no recent training. They should, in the opinion of the writer, take steps toward formulating some sort of plan that would keep each and every individual teacher advancing educationally throughout his

or her career. To this end, school utilization of a sound in-service education program, seems to be a partial answer.

Change is certain. For those people who seemingly will not do much of their own volition to improve educationally, in-service education seems to be a must.

"Teacher advancement beyond the preparation provided in pre-service education is one of the significant problems facing education today."¹³

¹³ Supra, p. 3.

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APPENDIX

THE QUESTIONNAIRE

