

CHAPTER VII

REVIEW, MAJOR FINDINGS AND
SUGGESTIONS

Individuals and organizations give preferred treatment to alternatives that represent continuation of programmes over these that represent change..... Persistence comes about primarily because the individual or organization does not search for or consider alternatives to the present course of action unless that present course is in some sense "unsatisfactory".

- MARCH AND SIMONS.

Organizations, John Wiley and
Sons, Inc., New York, 1959,
p. 173

CONTENTS

7.1	REVIEW
7.2	MAJOR FINDINGS
7.3	SUGGESTIONS
7.4	FURTHER STUDIES

CHAPTER VII

REVIEW, MAJOR FINDINGS AND
SUGGESTIONS

7.1 REVIEW

Education is indispensable to any society. It is a criticism of society in action. It is also true that without education society does not fulfil its gracious promises. Education is a social economy too. But, as the determinants of education are integrated in the society and the forces that determine the activities in the field of education are ever-changing, education has also to be changed according to the tune of the time. Educational institutions and the persons working in these institutions have to be open-minded and to be ready to absorb the desirable changes. In order to change the teachers, the teacher-educators have to be changed first. Education is a two-way traffic in the sense that changes in the society will bring changes in the educational activities and it can also be used to change society because for certain objectives education should not wait for the society to change; it has to take the initiative. Let changes be inflicted in a programmed way as the human nature always resists change first, on the other side it craves for the change. So let the changes be introduced gradually, carefully. Let the change be duly assimilated and acknowledged and accepted by all those who

are concerned. For this purpose effective change agents are needed and from the researches it seems that in India adequate efforts have not been made to locate the change agents or to locate the persons prone to change and then to train them to absorb the future shocks themselves first and make society to do so in the followthrough. The present day colleges of education need to provide teachers who draw sustenance from new ideas and changes. The present study, therefore, aims primarily at preparing "Innovative Proneness Scale for Teacher-Educators" which intends to find out to what extent teacher show readiness to new ideas and changes, how they behave when the changes are to be assimilated in their institutions and where they stand on change related values scale. In its exploratory aspects it intends to find out the status of innovative proneness of teacher-educators of Secondary Teachers' Training Colleges and its relationship with other professional variables, viz., teaching experience, professional training, academic qualifications, frequency of change from one school to another school, foreign visits, inservice training, and exposition to researches in the field of education.

In the second chapter the available related researches and the literature is reviewed. The researches and other related publications that have been reviewed amounts to 130 approximately. The researches belong to other disciplines also. From the review, it is quite

4 evident that the efforts of the most of the research workers in India and abroad are concentrated more on innovations as such rather than on innovators, adopters, or the practitioners of innovations, to say in other way much work is done on organizations rather than on persons working in organizations. Some of the pertinent findings of these researches are summarised in the para given below.

The lead is taken by other disciplines viz., anthropology, sociology, medical sociology and industry. In this area the research workers of U.S.A. hold the place of pride, in India the initiative is taken by the Centre of Advanced Study in Education, Faculty of Education and Psychology, The M. S. University of Baroda, Baroda. Researches in this area owe much to the reports of the committees and commissions appointed by the government from time to time. Most of the researches have identified the innovative ideas as such, researchers say that the seminars, workshops and in-service courses organized at various places in India, have been the sources of innovative ideas. Organizationally, the organization, health, climate, morale and leadership pattern of the leader have been found responsible for flourishing or crushing the innovative ideas. Most of the researches relate to organizations rather than the personnel that makes the organization. Most of the studies are done in school situation, studies are seldome done in the past on the colleges of education. The research workers have

5 used the readymade tools, nobody has tried to construct his own tool. So the main purpose of the present investigation is to construct and standardized the tool for measuring innovative proneness of teacher-educators of Secondary Teachers' Training Colleges of Gujarat.

Chapter III deals with the plan and procedure of the present study. The procedure starts with reading the educational literature to map out the rationale for the construction of Innovative Proneness Scale for Teacher-Educators of the Secondary Teachers' Training Colleges of Gujarat. The scale is divided into three sections:

(i) Inventory of Attitudes to Innovation which contains further seven sub-scales, (ii) Section II contains two divisions: (A) Situational Characteristics Scale, (B) The Innovation Characteristics Scale which have three and five sub-scales respectively; and (iii) The Change-Related Values Questionnaire containing further six sub-scales. The "Scale" contains 150 items. After standardization, the copies of the "Scale" were distributed to all the 40 - Secondary Teachers' Training Colleges of Gujarat. In all 200 teacher-educators responded the I.P.S. Moreover, the personal information of about the teacher-educators necessary for the present investigation was gathered on the following counts: age, sex, teaching experience, academic qualifications, foreign visits, professional qualifications, mobility, inservice education, reading habits and professional

6 satisfaction. The statistical techniques employed were: univariate frequency distribution of variables involved in the study, intercorrelation matrix, t-test, percentile ranks, and factor analysis and varimax relation of 21 components of the "Innovative Proneness Scale" constructed by the investigator.

The problem for the investigation is "A Study of Innovative Proneness of Teacher-Educators of Secondary Teachers' Training Colleges of Gujarat State". The purpose of the present study is to measure innovative proneness of teacher-educators of Secondary Teachers' Training Colleges of Gujarat. There is no tool available for measurement of innovative proneness of teacher-educators. The investigator, therefore, decided to construct a tool according to Indian environment. Thus, the main objectives of the present study are: (1) To design and validate the Innovative Proneness Scale for teacher-educators that will measure the innovative proneness of the teacher-educators of the Secondary Teachers' Training Colleges of Gujarat, (2) To study the innovative proneness of the teacher-educators of the Secondary Teachers' Training Colleges of Gujarat, and (3) To study the factor analysis of the scale developed by the investigator.

For developing the tool the various definitions of innovative proneness, as given by the experts, were studied. The different components of innovative proneness were

7

studied and finally the investigator arrived at seven main components of Section I. The Inventory of Attitudes to Innovation, eight main components of Section II - The Situational and Innovation Characteristics Scale and six main components of Section III - The Change-Related Values Questionnaires for the construction of the items. The seven main components of Section I - The I.A.I. are: Individualization, Curriculum Organization, Teaching-Learning Process, Teaching Resources, Internal School Organization, Staff Development and School Community Relationships. The eight main components of Section II - the S. & I. C. Scale are: Administrative Support, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Localiteness and Cosmopolitaness. The six main components of Section III - The C-R Values Questionnaires are: Traditionalism, Progressivism, Dogmatism, Venturesomeness, Conservatism and Change Proneness.

Keeping in view all these total twentyone components of Sections I, II and III, the investigator prepared total 250 items. - 50 items in Section I, 100 items in Section II and 100 items in Section III - showing various degree of agreement to disagreement. Out of total 250 items on innovative proneness for teacher-educators, 25 items were rejected on the basis of ambiguity. The remaining total 225 items - 45 items in Section I, 90 items in Section II and 90 items in Section III on innovative proneness for teacher-educators were given to fifteen judges. Out of

8 fifteen judges, ten judges responded. The judges were professors, readers, lecturers and educationists, etc. From the rating of the judges, 25 items were rejected and thereby the investigator prepared the pilot form of the inventory.

The pilot form consisted of 200 items, many of which were worded positively and some negatively, in order to avoid a possible constant biasing tendency in response. The items were randomized throughout the inventory. The inventory of 200 items was given for pre-tryout to fifty teacher-educators of five Secondary Teachers' Training Colleges from Gujarat. One of the objectives of this pre-tryout was to study the item for analysis. For each item, the teacher-educator was asked to respond along a six point scale: Strongly agree, Agree, Tendency to agree, Tendency to disagree, Disagree and Strongly disagree. The items from this administration were analysed with respect to level of favourable response and clarity of response. The analysis was done by Phi-coefficient method. After the item analysis, fifty items were rejected on the basis of low Phi-coefficient values. To make the tool more efficient and valid, it was thought to administer the second tryout. This version contained 150 items. This form was then administered to fifty teacher-educators from five Secondary Teachers' Training Colleges of Gujarat. The data obtained from the second administration

9

was analysed and reliability was found out by Test-Retest method and Split-Half Method. Validity was found out by (1) the content validity as all the items of the tool have relied principally on the definitions of innovative proneness given by experts, (2) the rating of teachers were correlated with rating of the principals, and (3) item analysis was done by Phi-coefficient formula. These proved that the inventory is valid. After the validity and reliability of the inventory, percentile norms were established. Then the inventory was ready for the administration. It is named as 'Innovative Proneness Scale for Teacher-Educators' (IPS) and consisted of 150 items. This process is given in Chapter IV.

One of the objectives of the present investigation is to study the internal structure of the inventory prepared by the investigator. All the 31 variables relating to innovative proneness, factor analysis technique has applied to identify various groups or clusters of items which correlate highly with items within that group, The principal component method was used for the analysis of the data. Intercorrelation matrix 31 x 31 was carried out. Five principal components were extracted out by the principal-axes method. Again, all the five factors were considered for varimax rotation. These five factors were identified and named. The factors named were: (1) The Situational and Innovation Characteristics, (2) Attitude to Innovation,

(3) The Change-Related Values, (4) The Change Proneness and Related Values, and (5) Change Proneness and Progressivism. It was found that 'Change Proneness and Progressivism' is the most dominating factor. This account is given in Chapter V.

After construction and standardization of the inventory, the tool was ready for administering the sample, as one of the objectives, was to measure the innovative proneness of the teacher-educators of the Secondary Teachers' Training Colleges. The entire forty Secondary Teachers' Training Colleges of Gujarat were selected as a sample for the present study.

For getting the above mentioned information, the investigator designed an inventory as stated earlier to cover the major aspects of innovative proneness of teacher-educators of the Secondary Teachers' Training Colleges of Gujarat State. For the collection of data, the investigator used Innovative Proneness Scale (IPS) for teacher-educators prepared by the investigator himself. It consists of 150 items under three main sections, viz., Section I - The Inventory of Attitudes to Innovation, Section II - The Situational and Innovation Characteristics Scale and Section III - The Change-Related Values Questionnaires. The Section I - The IAI consists of seven components, viz., Individualization, Curriculum Organization, Teaching-Learning Process,

Teaching Resources, Internal School Organization, Staff Development and School Community Relationships. The Section II - The S. & I.C. Scale consists of eight components, viz., Administrative Support, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Localiteness and Cosmopolitaness. The Section III - The C-R.V.Q. consists of six components, viz., Traditionalism, Progressivism, Dogmatism, Venturesomeness, Conservatism and Change Proneness. The investigator personally administered the tool so as to get reliable data in time. The work of data collection could be facilitated to a great extent by advanced intimations given to the college concerned. All the teacher-educators of all the colleges were given Innovative Proneness Scale (IPS). Thus, the data was collected from 200 teacher-educators of the Secondary Teachers' Training Colleges of Gujarat State.

All the teacher-educators of all the colleges were asked to indicate their responses to each of 150 items on a six point scale: Strongly agree, Agree, Tend to agree, Tend to disagree, Disagree, Strongly disagree - which were scored 5, 4, 3, 2, 1 and 0 respectively. If teacher-educators strongly agrees with the item, he has to put a circle around 'SA'. If teacher-educator only agrees with the item, he has to put a circle around 'A'. If teacher-educator tends to agree with the item, he has to put a circle around 'TA'. If teacher-educator tends to disagree

with the item, he has to put a circle around 'TD'. If teacher-educator only disagrees with the item, he has to put a circle around 'D'. If the teacher-educator strongly disagrees with the item, he has to put a circle around 'SD'. Inversely keyed items were scored 0, 1, 2, 3, 4, and 5 respectively.

Item scores for each respondent were summed to provide a global score ranging from 0 to 150 in Section I and from 0 to 300 in Sections II and III respectively. The total score was taken to yield a global measure of predisposition to adopt innovations. Thus, the responses were hand scored. Then the data was computerised to study -

- (i) The mean scores of the innovative proneness and its twentyone components.
- (ii) The innovative proneness scores of teacher-educators according to college, age, sex, teaching experience, academic qualification, foreign visits, professional qualifications, mobility, inservice education, reading habits and professional satisfaction.
- (iii) Innovative proneness of teacher-educators of Secondary Teachers' Training Colleges of Gujarat.
- (iv) The factor analysis of the prepared scale. The Means, SDs and 't' values of the collected data were found out.

Chapter VI gives the analysis of the data collected from the teacher-educators of Secondary Teachers' Training Colleges of Gujarat State with 'Innovative Proneness Scale'

devised and standardized by the investigator and the whole process for this has already been reviewed in the previous pages. Innovative proneness of teacher-educators were studied in the context of their (i) age, (ii) sex, (iii) teaching experience, (iv) academic qualifications, (v) professional qualifications, (vi) mobility, (vii) inservice education, (viii) habits of reading professional literature and (ix) job satisfaction. For studying this, the technique of 'significance of difference between the means' was employed. In this chapter, the intercorrelations among the twentyone components of "Innovative Proneness Scale" are given and interpreted with the help of intercorrelation matrix.

In this way, in this last chapter, the whole account of all the chapters is reviewed and the pages that follow give major findings and suggestions. The findings are summarized in the subsequent section and the general suggestions on the basis of this study and the suggestions for further study are also given in sections 7.3 and 7.4 respectively.

7.2 MAJOR FINDINGS

This section gives the summary of the major findings. The purpose of the present study is to measure innovative proneness of teacher-educators of Secondary Teachers' Training Colleges of Gujarat. For that, the

investigator constructed and standardized the inventory to measure innovative proneness of teacher-educators.

(A) The following are the major findings of the Tool Construction

1. After studying the various definitions of innovative proneness as given by the experts, the investigator determined twentyone components under Sections I, II and III.

The seven main components of innovative proneness of Section I - The Inventory of Attitudes to Innovation are: Individualization, Curriculum Organization, Teaching-Learning Process, Teaching Resources, Internal School Organization, Staff Development and School Community Relationships.

The eight main components of Section II - The Situational and Innovation Characteristics Scale are: Administrative Support, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Localiteness and Cosmopoliteness.

The six main components of Section III - The Change-Related Values Questionnaires are: Traditionalism, Progressivism, Dogmatism, Venturesomeness, Conservatism, and Change Proneness.

2. The validity of the inventory was found out by (1) the content validity as all the items of the inventory

15

were based on the definitions of innovative proneness, (2) the ratings of principals were correlated with the ratings of the teacher-educators, and (3) item analysis was done by Phi-coefficient formula. The Phi values of 200 items were ranging from .16 to .82.

3. The reliability of the inventory of Section I - The I.A.I. was found to be .89 by Test-Retest method, and .90 obtained by Split-Half Method. The reliability of the inventory of Section II - The S. & I.C. Scale was found to be .93 by Test-Retest method and .95 obtained by Split-Half Method. The reliability of the inventory of Section III - The C-R.V. Q. was found to be .90 by Test-Retest method and .92 obtained by Split-Half Method.

4. Norms in terms of percentiles have also been worked out with respect to each component of Section I - The I.A.I., Section II - The S. & I.C. Scale and Section III - The C-R Values Questionnaires respectively. (a) In Section I - The I.A.I., the components - Individualization, Teaching-Learning Process, Internal School Organization and Staff Development have the highest percentile (25.0) and the component - School Community Relationships has the lowest percentile (9.0). (b) In Section II - The S. & I.C. Scale, component - Staff Norms, has the highest percentile (58.0) and the component - System Norms has the lowest percentile (8.0). (c) In Section III - The C-R Values Questionnaires -

16

the components - Traditionalism, Progressivism and Change Proneness have the highest percentile (50.0) and the component - Conservatism has the lowest percentile (15.0).

5. The factor analysis was done by principal component technique. Five factors were extracted out. The factors named were: (1) The Situational and Innovation Characteristics, (2) Attitude to Innovation, (3) The Change-Related Values, (4) Change Proneness and Related Values, and (5) Change Proneness and Progressivism.

6. All the twentyone components of the 'Innovative Proneness Scale' devised and standardized by the investigator are mutually inclusive, cohesive and true to the purpose of the scale.

7. The innovative prones of teacher-educators in the Secondary Teachers' Training Colleges of Gujarat State for Section I - The I.A.I. is average (126.18), for Section II - The S. & I.C. Scale is average (212.47), and for Section III - The C-R Values Questionnaires is average (206.59).

On the basis of the tool constructed by the investigator, the following major results were obtained in the matter of innovative proneness of teacher-educators of Secondary Teachers' Training Colleges of Gujarat State.

(B) Innovative Proneness - Agewise

8. The teacher-educators of Gujarat who are above 35 years of age are bit more change proneness than those who are below 35.

9. The age of teacher-educators does not bear significant relationship with the components of "attitudes to innovation".

10. There is no significant relationship between age of the teacher-educators and situational characteristics and the characteristics of innovation itself. Same is the case between the age and the components of these two aspects taken separately.

11. The age of the teacher-educators has nothing to do with the change related values taken together.

12. Increase in age increases conservatism.

(C) Innovative Proneness - Sexwise

13. The sex difference does not make any significant difference in the attitudes of teacher-educators towards innovation.

14. Again there is no significant relationships between the sex and any of the components of 'attitudes of teacher-educators to innovations'.

18

15. Sex of the teacher-educators does not bear any significant relationship with either "situational characteristics" or and "Innovation characteristics". Similarly, it bears no significant relationship with any of the components of these two aspects.

16. The mean difference between the two sexes of teacher-educators in the context of "change-related values" and its components is insignificant.

(D) Innovative Proneness - Teaching Experiencewise

17. There is no significant relationship between teaching experience of teacher-educators and their "attitudes to innovation".

18. More experienced teacher-educators perceive the importance of 'teaching resources' at a higher altitude.

19. Teaching experience of teacher-educators does not bear significant relationship with the situational as well as innovation characteristics. Same is the case with various components of these two aspects taken separately.

20. Teaching experience of teacher-educators have nothing to do with 'change related values and its components.

(E) Innovative Proneness - Academic Qualificationwise

21. The academic qualifications of teacher-

educators bears no significant relationship with "attitudes to innovation" taken as a whole.

Teacher-educators with B.A. degree manifest higher 'individualization' as compared with those having M.Sc. degree.

22. The teacher-educators possessing M.A. degree have significant relationship with 'situational characteristics' and 'innovation characteristics' taken separately.

23. There is a close and significant relationship between the teacher-educators possessing M.A. degree with 'administrative support', 'compatibility' and 'riskness' taken separately.

24. The teacher-educators having M.A. degree are significantly related with 'change-related values'.

25. M.A. and M.Sc. teacher-educators have significant relationship with 'progressivism', 'venturesomeness', 'conservatism' and 'change proneness'.

(F) Innovative Proneness - Foreign Visitwise

26. Foreign visits by the teacher-educators bear no significant relationship with their 'attitudes to innovation'.

27. The foreign visits by the teacher-educators is significantly related with 'teaching resources'.

20

28. The foreign visits and 'situational and innovative characteristics taken together do not bear significant relationship. Same is the case with various components of these two aspects.

29. The foreign visits by the teacher-educators do not have significant relationship with 'change-related values' and its components.

(G) Innovative Proneness - Professional Qualificationwise

30. The professional qualifications have nothing to do with "attitudes to innovation" as a whole.

31. M.Ed. degree shows significant concern with 'teaching-learning process'.

32. The professional qualifications have no significant relationship with 'situational Characteristics' and 'innovation characteristics' either taken together or taken separately.

33. The Ph.D. teacher-educators bears significant concern with 'riskness'.

34. The Ph.Ds. are significantly concerned with 'change-related values'; they are again significantly related with 'progressivism'.

(H) Innovative Proneness - the Mobility of Teacher-Educators

35. The mobility has nothing to do with the 'attitudes to innovation' taken as a whole.

36. The mobile teacher-educators show significant concern with 'teaching resources'.

37. The mobility of teacher-educators has no significant relationship with situational and innovation characteristics taken either together or taken separately; further it has also nothing to do with any of the components of these two aspects.

38. The mobile teacher-educators are more 'venturesome' and are more prone to change as compared to their immobile counterparts.

(I) Innovative Proneness - Inservice Education of Teacher-Educators

39. Inservice education of teacher-educators is significantly related with 'attitudes to innovation'.

40. Inservice education of teacher-educators shows significant concern with 'teaching-learning process', 'teaching resources' and 'school community relationship'.

41. Inservice education is significantly related with 'situational characteristics' and it is insignificantly related with the 'characteristics of innovation'.

42. Inservice education is significantly related with 'staff norms', 'system norms' and 'cosmopolitaness'.

43. Again, inservice education has shown significant concern with 'change-related values'.

44. Lastly, inservice education is very highly significantly related with 'dogmatism' and 'conservatism'.

(J) Innovative Proneness - Reading Habits of Teacher-Educators

45. Reading habits of teacher-educators do not make any significant difference in the context of 'attitudes to innovation' and its components.

46. Again, it has nothing to do with 'situational characteristics' and 'innovation characteristics' either taken jointly or separately.

47. Reading habits are significantly related with 'complexity' and 'compatibility'.

48. Reading of professional literature by the teacher-educators, again, has nothing to do with 'change-related values' and its components.

(K) Innovative Proneness - Professional Job Satisfaction

49. Professional job satisfaction is not significantly related with 'attitudes to innovation' and its

components.

50. Professional job satisfaction does not bear significant relationship with 'situational characteristics' and 'innovation characteristics' and with any of their components.

51. Professional job satisfaction is highly and significantly related with 'traditionalism'.

7.3 SUGGESTIONS

On the basis of the present study, it is in the fitness of the things to give some suggestions for boosting up the innovative proneness of teacher-educators of the Secondary Teachers' Training Colleges of Gujarat State. The Table given on the next page and the four profiles that follow throw flood light on the overall picture of the Secondary Teachers' Training Colleges of Gujarat State in the context of 'innovative proneness' of the teacher-educators of these colleges.

7.1,
At the outset, from the Table₄ it can be immediately said that the mean scores on 'The Inventory of Attitudes to Innovation', 'The Situational and the Innovation Characteristics' and 'The Change-Related Values Questionnaire' are 126.18, 212.47 and 206.59 respectively. These are the Gujarat means on these three scales. College No. 30 is the lowest (107.50) and college No.14 is the highest (145.25)

TABLE 7.1

Mean Score of Teacher-Educators of Each College and
Mean Score of Teacher-Educators of Gujarat

Sr.No. of the College	Mean Score of Teacher-Educators of		Gujarat U. Section I - The I.A.I. The S & I.C.Scale C-R. V. Q.	Gujarat on Section II - The S & I.C.Scale C-R. V. Q.	Gujarat on Section III - The I.A.I. The S & I.C.Scale C-R. V. Q.
	each college on Section I - The S. & I.C. Scale (out of 150)	each college on Section III - The S. & I.C. Scale (out of 300)			
1	125.00	208.56	218.31	(out of 500)	(out of 500)
2	118.50	202.88	183.38		
3	126.71	201.64	206.21		
4	120.33	213.78	204.44		
5	130.30	200.50	197.70		
6	134.50	208.50	189.50		
7	137.00	246.00	197.00		
8	131.00	155.00	177.00		
9	141.75	206.50	205.75		
10	130.14	223.14	194.43		
11	129.67	208.78	201.89		
12	127.25	224.50	176.50		
13	133.75	219.00	218.25		
14	145.25	220.50	232.25		
15	128.71	216.14	219.29		
16	125.00	212.17	198.67		
17	132.63	178.75	213.50		
18	133.44	217.11	207.44		
19	113.50	255.00	203.50		
20	137.00	207.00	200.00		
			126.18	212.47	206.59

Sr.No. of the College	Mean Score of Teacher-Educators of		
	each college on Section I - The I.A.I. (out of 150)	each college on Section II - The S & I.C. Scale (out of 300)	each college on Section III - The C-R.V.Q. (out of 300)
21	125.00	190.38	191.63
22	128.33	208.33	198.33
23	113.80	212.80	202.60
24	131.75	213.88	188.38
25	118.00	211.25	225.63
26	135.00	182.00	231.00
27	137.00	255.00	222.67
28	124.00	169.00	208.00
29	132.85	229.00	218.67
30	107.50	183.50	178.00
31	119.14	231.14	217.86
32	141.25	278.50	257.50
33	108.00	197.25	220.75
34	120.67	213.67	217.67
35	127.00	214.80	219.40
36	113.50	224.00	208.50
37	120.00	200.00	190.00
38	110.00	199.00	221.00
39	109.00	250.00	200.00
40	119.00	210.00	201.00

on the first scale; college No. 8 is the lowest (155.00) and college No. 32 is the highest (278.50) on the second scale; and college No. 12 is the lowest (176.50) and college No. 32 is the highest (257.50) on the third scale. College No. 32 has maintained the consistency in remaining at high level on the second and the third scale.

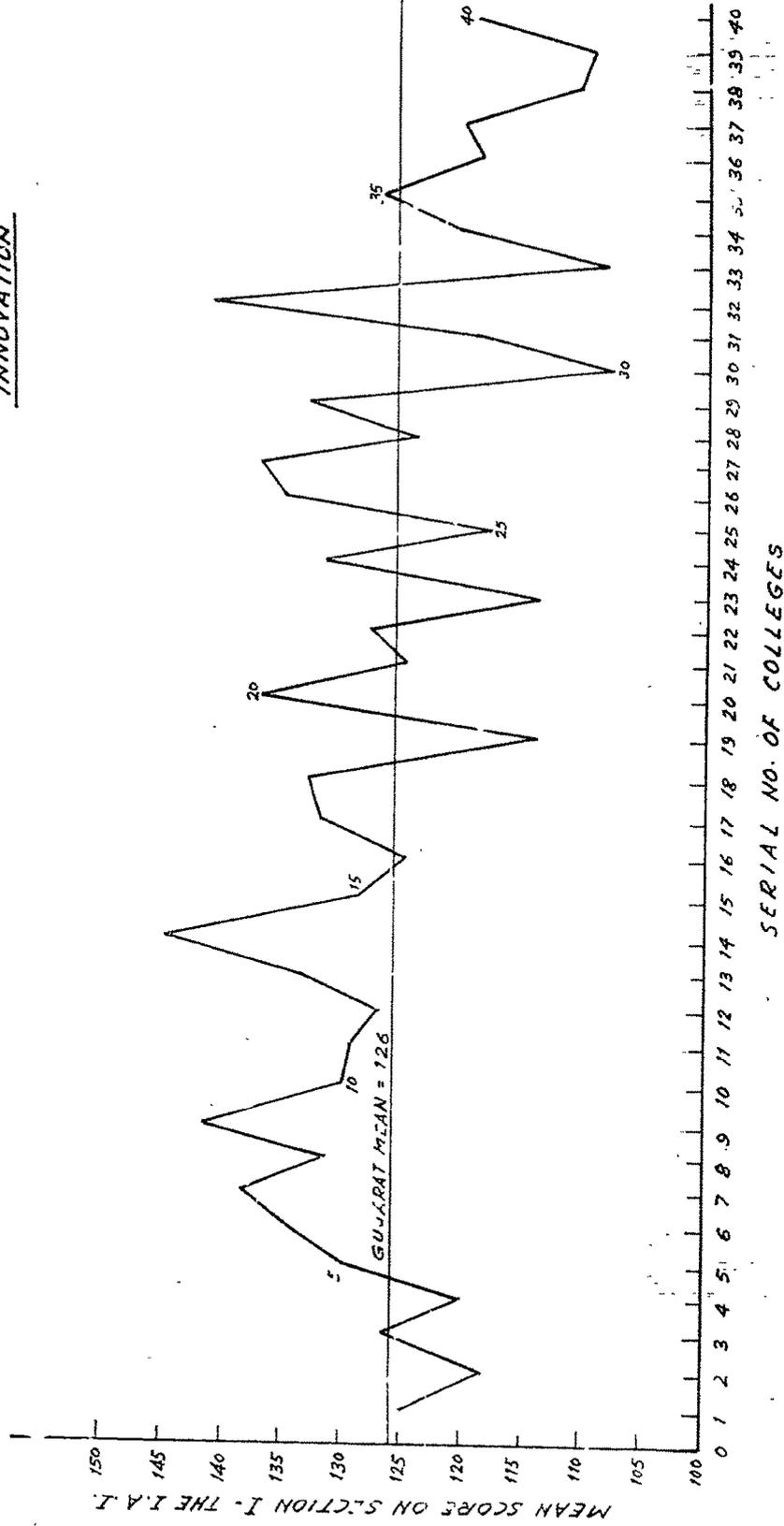
Profile No. 1 says that 22 colleges are above the mean on I.A.I. Scale and 18 colleges are below the mean; Profile No. 2 says that 20 colleges are above and exactly 20 colleges are below the mean on S[&]I.C. Scale; and Profile No. 3 gives 17 colleges above the mean and 23 colleges below the mean score on C-R.V.Q. Scale.

Profile No. 4 gives the comparison of two colleges with the Gujarat means on these three scales.

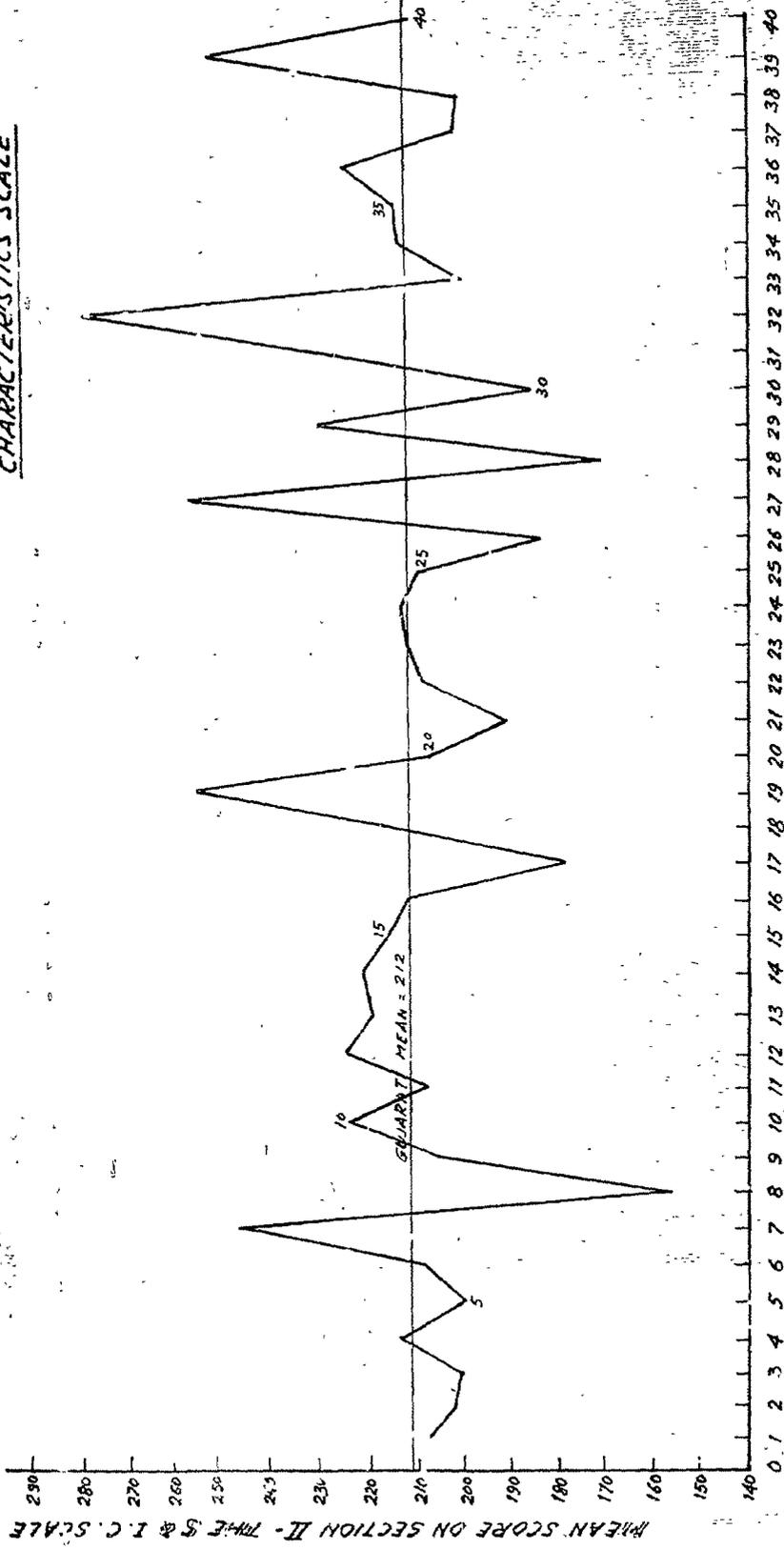
It has already been observed that about 50 per cent colleges are above the Gujarat means on all the three scales. This means 50 per cent colleges are below these means. These colleges should make some efforts to raise up themselves on these scales. This is possible when the innovative prones of the staff members themselves should be raised up. From the findings of this study it can be suggested that the teacher-educators should be made mobile so that they can see their professional world outside their institutions. They should be made continuously in touch with the recent trends their professional world and the world outside through the

PROFILE - I

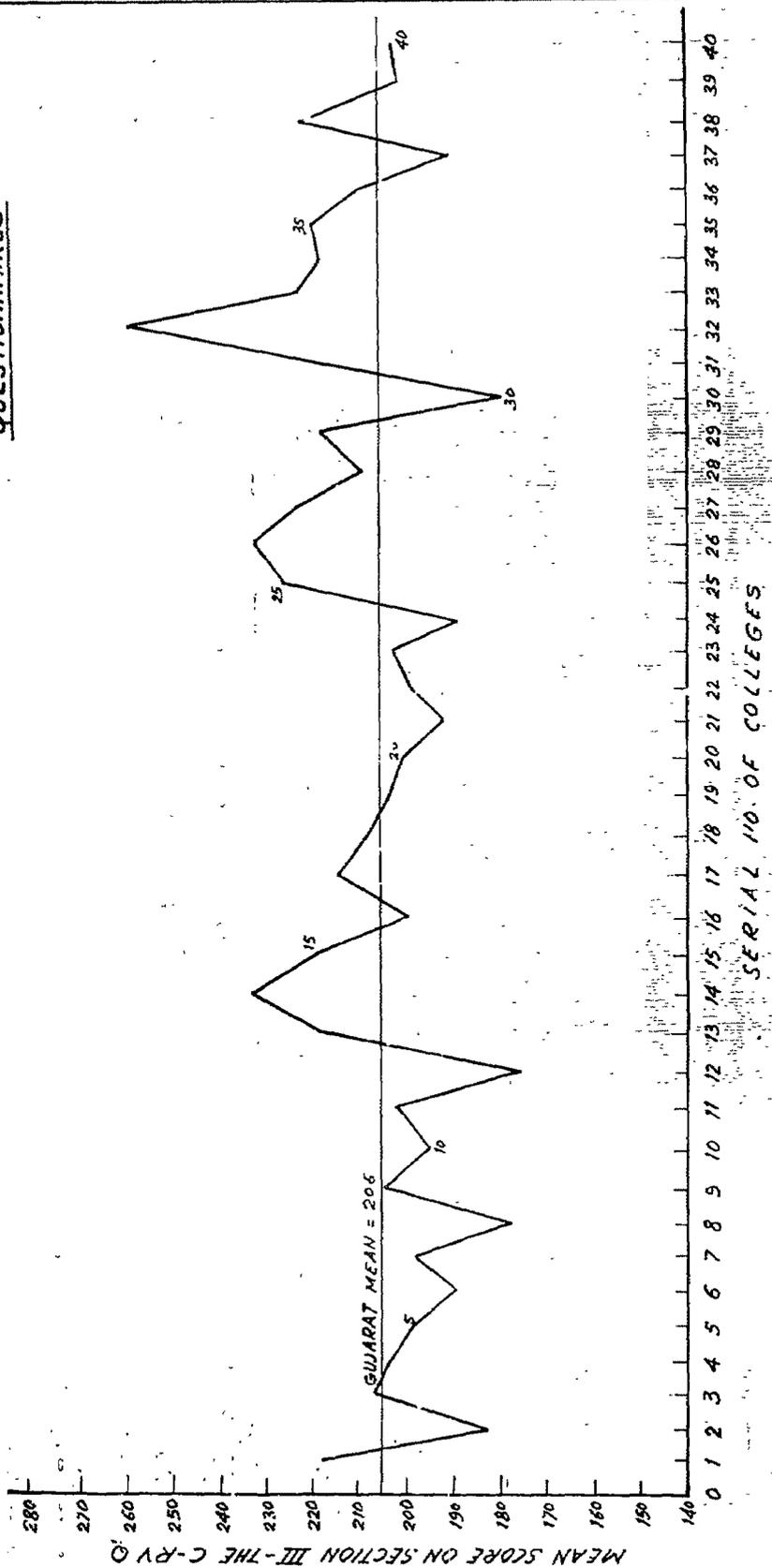
COLLEGE PRONENESS ON INNOVATIVE
PRONENESS ON SECTION I
THE INVENTORY OF ATTITUDES TO
INNOVATION



PROFILE
COLLEGE PROFILE ON INNOVATIVE
PRONENESS ON SECTION II
THE SITUATIONAL AND THE INNOVATION
CHARACTERISTICS SCALE



COLLEGE PROFILE ON INNOVATIVE
PRONENESS ON SECTION III
THE CHANGE-RELATED VALUES
QUESTIONNAIRES



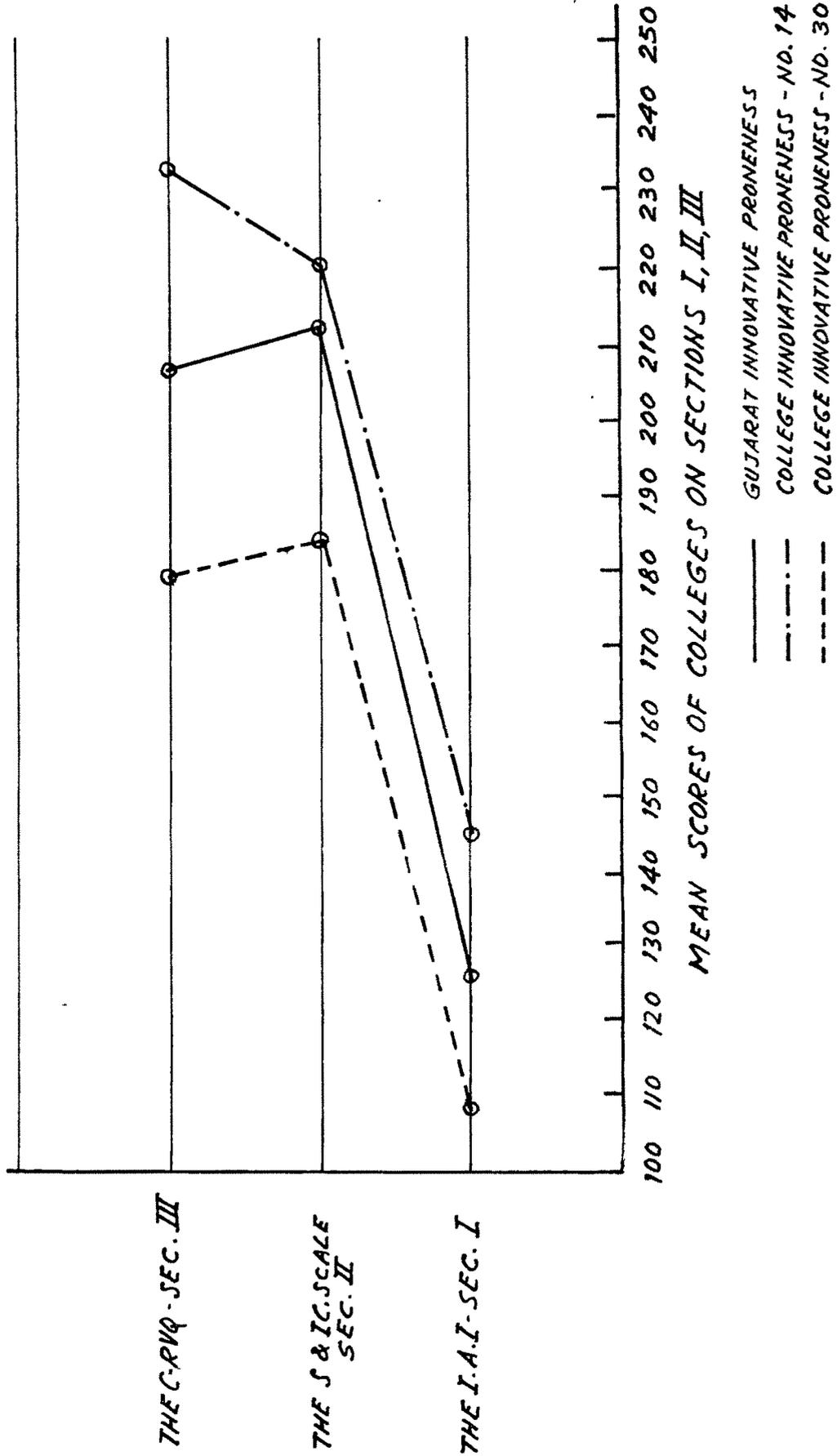
PROFILE - A

COLLEGE PROFILE ON INNOVATIVE PRONENESS ON SECTIONS I, II, III

SECTION I - THE INVENTORY OF ATTITUDES TO INNOVATION

SECTION II - THE SITUATIONAL AND INNOVATION CHARACTERISTICS SCALE

SECTION III - THE CHANGE-RELATED VALUES QUESTIONNAIRES



MEAN SCORES OF COLLEGES ON SECTIONS I, II, III

organization of inservice education programmes for them.

Many times, it happens that the teacher or teacher-educators show favourable attitude towards innovation, but at the time of the implementation of innovation they manifest behaviour which shows that they move away from innovations. This type of attitude behaviour discrepancy should be done away with. Here the health of organization should be maintained by the management and the administrators and also by the teachers. In healthy organization, members are reasonably clear about goals and their acceptability. The members of the school should have the information they need and they have gotten it without exerting undue efforts. There should be distortion-free communication vertically, horizontally and across the boundary of the system to and from the surrounding environment. The communication between the teachers and administrators, and between the teachers and children should be distortion-free. In the school there should be optimum power utilization. Every part of the school works upto its optimum. Again a healthy organization like a healthy individual, works to its potential, teachers are neither overloaded nor idling; there is a close correspondence between their personal characteristics and the demands of the system. The teachers - the members of the organization feel attracted to membership. They take pride in being the members of their organization. Prevalence of cohesiveness among the members leads the organization on the path of

progress. Schools with qualities of trust and openness - as measured by interpersonal relations and norms perceived to exist in the system by the school personnel tend to create a psychological climate favouring change and innovation. A healthy system would tend to invent new procedures, move towards new goals, produce new kinds of products. Such system could be said to grow, develop and change, rather than remain routinized, traditional and standard. The school is also an organization, it is true in the case of schools also. School systems with these properties could be expected to institutionalize innovation. School as healthy organization is independent from the environment in the sense that it does not respond passively to demands from without nor destructively or rebelliously to perceived demands. A healthy school system is autonomous. The ability of the healthy school to bring about corrective change should be faster than the change cycle in the community. In healthy organizations the problems stay solved. In healthy school systems problem solving mechanisms is not simply maintained only, but it is also strengthened.

The things treated in the above paragraphs will make the educational organizations more and more innovative which, in turn, will increase the innovativeness of the personnel working in them. The management and the administrator should be watchful in maintaining the health of the school to make it innovative and progressive.

Professional training helps much in making the teacher or teacher-educators change prone. In consonance with this finding, it is desirable that every staff member is professionally trained which includes preservice education and inservice education.

7.4. FURTHER STUDIES

The present investigation has extended the horizon for further studies.

The similar study could be extended to the primary, secondary and higher secondary school personnel and to the personnel of higher education organizations.

A correlational study of leadership behaviour of the principal of the school and the innovative proneness of the teachers could be done. Similarly, a correlational study of organizational climate of the school and innovative proneness of the teachers.

A healthy organization is always innovative and their members are highly prone to change. So the various components of the health of the schools could be defined and a tool should be constructed to know the health of the school and then correlational study of the health of the school and innovative proneness would be of immense utility for all concerned with education.

As mentioned earlier the causes of 'attitude-

behaviour' discrepancy prevailing among the school teachers in the context of innovations should be located and efforts should be made in the schools to wipe out these causes. In the professional literature this discrepancy is known as 'innovation-dissonance' and the individual and organizational factors responsible for this 'innovation-dissonance' should be located and studied. Unless these factors are not done away with the members of a particular organization will not be able to make it innovative. In main studies of 'innovation-dissonance' and its correlates in various educational institutions are very much desirable.

LITERATURE CONSULTED

- Carver, Fred D., and Sergiovanni, (1969) (Eds.), Organization and Human Behaviour: Focus on Schools, McGraw-Hill Book Co., New York.
- Darji, D. R., (1975), 'A Study of Leadership Behaviour and Its Correlates in the Secondary Schools of Panchmahals District', Ph. D. Thesis, M. S. University of Baroda, Baroda.
- Griffin, W.H. and Pareek, Udai, (1970), The Process of Planned Change in Education, Somaiya Publications Pvt. Ltd., Bombay.
- Havelock, R. G., (1975), Planning for Change: Through Dissemination and Utilization of Knowledge, CRUSK, The University of Michigan, Ann Arbor, Michigan.
- Huberman, A.M.(1973), Understanding Change in Education: An Introduction, UNESCO, Paris.
- Miles, M.B.,(1964),(Ed.), Innovation in Education, Bureau of Publications, Teachers' College, Columbia University, New York.

Miller, R. I., (1967), (Ed.), Perspectives on Educational Change, Appleton-Century-Crofts, New York.

Rogers, E. M. and Shoemaker, F. F.; (1971), Communication of Innovations: A Cross-Cultural Approach, The Free Press, New York, Collier-Macmillan Ltd., London.