

APPENDIX A

Innovative Proneness Scale for Teacher-Educators

1. PURPOSE OF THE QUESTIONNAIRE

The questionnaire has been designed as part of a large-scale research study, whose purpose is to ascertain the opinions of teacher-educators in all the Secondary Teachers' Training Colleges of Gujarat State on various educational issues.

A particular focus of interest is the attitudes of teacher-educators towards innovation in education. For the purpose of the study an innovation is taken to mean a significant change in educational objectives, curriculum content, teaching method, pupil grouping, staff development, resource utilization or institution organization.

2. COMPLETION OF THE QUESTIONNAIRE

It will be greatly appreciated if you will be good enough to complete the questionnaire as fully and accurately as possible.

The following points should be carefully noted:

(A) All responses are merely matters of opinion. There are no right or wrong answers.

(B) In response to each item express your own

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genuine opinion. Do not respond as you think teachers generally might be likely to respond, or in a manner which you think might be considered desirable, if this is in conflict with your own personal opinion.

(C) Answer each question by selecting one response only from the alternatives offered. In some cases the choice of response may seem difficult,-even frustrating - but you will note that the response you choose is meant merely to represent the nearest approximation to your opinion.

(D) Try to answer every item, as each forms an important part of the total questionnaire.

(E) Do not dwell too long on any response. Give the answer which is uppermost in your mind.

3. ANONYMITY AND CONFIDENTIALITY

To preserve the anonymity of all respondents neither your name nor the name of your institution will appear on the questionnaire. All responses will be treated in complete confidence.

Thank you for your co-operation, which is much appreciated.

SECTION ONE

DEBATABLE CHANGES IN EDUCATION

Here is an arbitrary list of educational innovations which have been the subject of a good deal of debate and discussion. Some of them you may consider desirable and some undesirable, in varying degrees. Clearly there are no 'Right' or 'wrong' answers.

Consider each innovation in turn. Imagine that it is being considered for introduction into your school and that, if it were introduced you would be significantly affected by the change.

For each innovation independently indicate the extent to which you would regard the change as desirable or undesirable. Follow the same procedure even if the innovation is already in operation in your institution.

Use the following key and in response to each item circle the response which approximates most closely to your own personal opinion of the desirability of the change:

SA = I would strongly agree with the change

A = I would agree with the change

TA = I would tend to agree with the change

TD = I would tend to disagree with the change

D = I would disagree with the change

SD = I would strongly disagree with the change

Item	Proposed Change	Circle one	Response	Item
1	An experiment in coordinating various subjects, in which your subject(s) would be involved.	SA A TA TD D SD	1	1
2	A project in teach teaching, in which you would be involved.	SA A TA TD D SD	2	2
3	Teaching of various language method subjects with teaching of mother tongue approach.	SA A TA TD D SD	3	3

Item	Proposed Change	Circle one Response						Item
4	Special provision for socially or culturally disadvantaged pupils in your class (es).	SA	A	TA	TD	D	SD	4
5	Giving intensive subject matter knowledge with the help of colleges of other disciplines.	SA	A	TA	TD	D	SD	5
6	The use of non-teaching ancillary staff in your classroom.	SA	A	TA	TD	D	SD	6
7	Inclusion of Practice Teaching Seminar in the timetable and you have to take leadership in conducting this.	SA	A	TA	TD	D	SD	7
8	The use of programmed learning through text books or teaching machines in your subject(s).	SA	A	TA	TD	D	SD	8
9	Flexible size and composition of learning groups, in place of a reliance on 'the class' as the sole unit of organization for learning.	SA	A	TA	TD	D	SD	9
10	Teaching of your subject with seminar method.	SA	A	TA	TD	D	SD	10
11	A programme designed to encourage all staff to participate in inservice education.	SA	A	TA	TD	D	SD	11
12	Extensive use of educational film and television in your subject(s).	SA	A	TA	TD	D	SD	12
13	Provision of a special enrichment programme for the ablest pupils in your class(es).	SA	A	TA	TD	D	SD	13
14	Classroom teaching in collaboration with other staff members.	SA	A	TA	TD	D	SD	14

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Item	Proposed Change	Circle one Response						Item
15	Introduction of semester system and complete internal assessment.	SA	A	TA	TD	D	SD	15
16	Experimentation with problem-solving/enquiry/discovery approaches to learning in your subject(s).	SA	A	TA	TD	D	SD	16
17	Cooperative self-evaluation by staff of the objectives of their teaching.	SA	A	TA	TD	D	SD	17
18	The programme of felicitation of the distinct achievement by the students.	SA	A	TA	TD	D	SD	18
19	A programmed aimed at the development of an informal, non-authoritarian personal relationship between teachers and pupils.	SA	A	TA	TD	D	SD	19
20	A programme to develop community involvement in the life of the institution.	SA	A	TA	TD	D	SD	20
21	Remedial provision for the least able students in your class(es).	SA	A	TA	TD	D	SD	21
22	The use of technological and audio-visual aids as a normal feature of your teaching method.	SA	A	TA	TD	D	SD	22
23	Syllabuses based on the ascertained interests of students in your subject(s).	SA	A	TA	TD	D	SD	23
24	Flexible use of resources and accommodation in place of exclusive reliance on 'classroom based' learning.	SA	A	TA	TD	D	SD	24
25	Reformulation of curriculum on the basis of a close working liaison between teachers and students.	SA	A	TA	TD	D	SD	25

Item	Proposed change	Circle one	Response	Item
26	A systematic self-evaluation by staff of the appropriateness and effectiveness of the total curriculum of the school.	SA A TA TD D SD		26
27	The use of multi-media curriculum packages in your subject(s) such as developed by the N. C. E. R. T.	SA A TA TD D SD		27
28	A project designed to individualize student learning in your class(es).	SA A TA TD D SD		28
29	Experimentation with a programme designed to develop pupil creativity in your subject(s).	SA A TA TD D SD		29
30	Reformulation of curriculum in view of 10 + 2 + 3.	SA A TA TD D SD		30

SECTION TWO

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PROCESS OF CHANGE IN EDUCATION

One may choose to adopt or not to adopt an innovation in education for a variety of reasons. Some of these reasons may include the specific characteristics of the innovation itself or the process and circumstances of the introduction of the innovation.

Imagine that a major new curriculum innovation in your own subject/subjects is being considered for introduction into your institution, and that, if it were introduced, you would be likely to play a major part in its adoption and use. Now consider each of the following hypothetical statements independently and in response to each statement in turn indicate the degree to which you think it might be likely to adopt or not to adopt the innovation in question.

Remember that throughout you are considering a single innovation and assessing some of the 'Pros' and 'Cons' in so far as you would personally be involved in the change.

Use this key:

- A = I would take the initiative in asking to try out the innovation.
 B = I would respond to a request for volunteers to try out the innovation.
 C = I would try the innovation only if specifically requested to do so.
 D = I would prefer to continue with my current practices.
 E = I would tend to be opposed to the introduction of the innovation.
 F = I would definitely be opposed to the introduction of the innovation.

Item		Circle one Response						Item
1	If it would involve a major change in my current teaching methods.	A	B	C	D	E	F	1
2	If I thought that it might enhance the reputation of the school.	A	B	C	D	E	F	2

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 E = I would tend to be opposed to the introduction of the innovation.
 F = I would definitely be opposed to the introduction of the innovation.

Item		Circle one Response						Item
3	If it required special re-training through attendance at inservice courses.	A	B	C	D	E	F	3
4	If I got real professional satisfaction from working on the idea for its own sake,	A	B	C	D	E	F	4
5	If I were not given a full understanding of the aims and likely consequences of the change.	A	B	C	D	E	F	5
6	If its superiority over existing practices had not been demonstrated conclusively.	A	B	C	D	E	F	6
7	If it appeared to be incompatible with the values and expectations of my colleagues.	A	B	C	D	E	F	7
8	If I thought that failure with the innovation might in any way jeopardise my career prospects.	A	B	C	D	E	F	8
9	If the educational system did not seem to encourage experimental, innovative practices.	A	B	C	D	E	F	9
10	If it were to require some change in my professional values and beliefs.	A	B	C	D	E	F	10

Item		Circle one Response						Item
11	If I thought that it might improve the quality of pupil learning.	A	B	C	D	E	F	11
12	If it required keeping abreast of research and reading on the subjects.	A	B	C	D	E	F	12
13	If it was in a field in which I had a really special professional interest.	A	B	C	D	E	F	13
14	If my roles and responsibilities in the innovation were not clearly defined.	A	B	C	D	E	F	14
15	If I had not had an opportunity to see it in operation elsewhere.	A	B	C	D	E	F	15
16	If I did not feel free to discuss my new ideas freely with colleagues without some risk of their resentment or opposition.	A	B	C	D	E	F	16
17	If the norms and values of the institution did not appear to favour innovation.	A	B	C	D	E	F	17
18	If I felt that I did not receive support for change from the local community.	A	B	C	D	E	F	18
19	If it involved teaching pupils in mixed ability groups.	A	B	C	D	E	F	19
20	If I felt that it might help to achieve the goals of the institution.	A	B	C	D	E	F	20
21	If it required a large amount of daily preparation.	A	B	C	D	E	F	21

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Item		Circle one Response						Item
22	If it would give me the opportunity to undertake some good research in the subject.	A	B	C	D	E	F	22
23	If there were not adequate means whereby I could readily discuss problems I might have with the innovation.	A	B	C	D	E	F	23
24	If there seemed to be any risk that the innovation might fail.	A	B	C	D	E	F	24
25	If it were seen to be in conflict with the attitudes and priority of my colleagues.	A	B	C	D	E	F	25
26	If experimentation and creativity among staff were not actively encouraged by the institution.	A	B	C	D	E	F	26
27	If there appeared to be official administrative resistance to new ideas.	A	B	C	D	E	F	27
28	If it entailed the use of considerably free discipline in the classroom.	A	B	C	D	E	F	28
29	If I thought it might improve the morale of my students.	A	B	C	D	E	F	29

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Item	Circle one Response						Item
30	A	B	C	D	E	F	30
	If it involved a radical reappraisal of the objectives of my teaching.						
31	A	B	C	D	E	F	31
	If the idea was original and creative.						
32	A	B	C	D	E	F	32
	If adequate material resources for the innovation were not assured.						
33	A	B	C	D	E	F	33
	If very little were known about the consequences of its use.						
34	A	B	C	D	E	F	34
	If I felt that my colleagues generally were resistant towards innovation in education.						
35	A	B	C	D	E	F	35
	If I did not feel assured that any mistakes I might make in introducing new ideas would be accepted as a normal part of the process of professional growth.						
36	A	B	C	D	E	F	36
	If there appeared to be little public recognition of innovativeness.						
37	A	B	C	D	E	F	37
	If it involved planning and carrying out a major part of my teaching along with other teachers.						

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 F = I would definitely be opposed to the introduction of the innovation.

Item		Circle one Response						Item
38	If I felt that it might improve the institution's standing in the eyes of the community.	A	B	C	D	E	F	38
39	If it involved extensive use of audio-visual or technological aids.	A	B	C	D	E	F	39
40	If the idea had theoretical relevance to existing knowledge in the field.	A	B	C	D	E	F	40
41	If I felt that staff were not helped to adjust to the demands of new roles and relationships arising from innovations.	A	B	C	D	E	F	41
42	If teacher-educators and students in some other institution were not responding very favourably to it.	A	B	C	D	E	F	42
43	If I thought it might be difficult to convince my colleagues of the value of the innovation.	A	B	C	D	E	F	43
44	If teacher-educators were not encouraged by the educational system to develop initiative and creativity.	A	B	C	D	E	F	44

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 F = I would definitely be opposed to the introduction of the innovation.

Item		Circle one Response						Item
45	If I felt assured that my work in general was considered by the institution to be important and valuable.	A	B	C	D	E	F	45
46	If it involved a significant integration of the traditional subjects of the institution curriculum.	A	B	C	D	E	F	46
47	If it was in line with the preference of the administration of the institution.	A	B	C	D	E	F	47
48	If I felt that my colleagues generally favoured more traditional educational practices.	A	B	C	D	E	F	48
49	If I thought it would be likely to contribute towards my professional development.	A	B	C	D	E	F	49
50	If I were not given a clear understanding of the need for change.	A	B	C	D	E	F	50
51	If I had not been involved in making major decisions that affected my role in the innovation.	A	B	C	D	E	F	51
52	If I thought that by adopting it I might alienate some of my colleagues.	A	B	C	D	E	F	52

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 F = I would definitely be opposed to the introduction of the innovation.

Item		Circle one Response						Item
53	If I felt that by adopting it I would be seen to be making a significant contribution to the institution.	A	B	C	D	E	F	53
54	If I thought that it might adversely affect the morale of some of my colleagues.	A	B	C	D	E	F	54
55	If I thought it would make effective use of my professional skills and talents.	A	B	C	D	E	F	55
56	If staff generally were not helped to develop the ability to accept new challenges and experiences.	A	B	C	D	E	F	56
57	If there were inadequate provision for consultation and communication regarding change.	A	B	C	D	E	F	57
58	If it were likely to entail evaluation of my progress with the innovation.	A	B	C	D	E	F	58
59	If I felt that it would make for the effective use of my professional time.	A	B	C	D	E	F	59
60	If I felt that the educational system were not materially helping the dissemination and adoption of new ideas.	A	B	C	D	E	F	60

SECTION THREE

VALUES AND OPINIONS IN EDUCATION

The following statements express debatable opinions on various educational issues. Clearly there are no right or wrong answers. Indicate whether on the whole you agree or disagree with each statement by circling the one response which most closely approximates to your own honest opinion on the issue.

Use the following key:

SA = I strongly agree. TD = I rather tend to disagree
 A = I agree. D = I disagree.
 TA = I rather tend to agree. SD = I strongly disagree.

Item	Statement	Circle one Response						Item
1	Colleges of education are neglecting the programme of practice teaching.	SA	A	TA	TD	D	SD	1
2	It is of the utmost importance to develop a good understanding of the process of change in education.	SA	A	TA	TD	D	SD	2
3	The goals of education should be dictated by students' interests and needs.	SA	A	TA	TD	D	SD	3
4	Innovations in education cause negative attitudes towards good traditional teaching methods.	SA	A	TA	TD	D	SD	4
5	One should constantly question well established ways of teaching.	SA	A	TA	TD	D	SD	5
6	Everything on the earth is changeable.	SA	A	TA	TD	D	SD	6
7	The student-teacher relationship is the relationship between a child who needs direction, guidance and control and a teacher who is an expert in supplying direction, guidance and control.	SA	A	TA	TD	D	SD	7

SA = I strongly agree. TD = I rather tend to disagree.
 A = I agree. D = I disagree.
 TA = I rather tend to agree. SD = I strongly disagree.

Item	Statement	Circle one Response						Item
8	Teacher-educators today must have a disposition of open-minded optimism towards innovation in education.	SA	A	TA	TD	D	SD	8
9	No subject is more important than the personalities of the students.	SA	A	TA	TD	D	SD	9
10	We should proceed in education on the basis of the proven 'good' rather than the hypothetical 'better'.	SA	A	TA	TD	D	SD	10
11	It is unwise to take professional risks by introducing new ideas in one's teaching.	SA	A	TA	TD	D	SD	11*
12	A group which tolerates too many differences of opinion among its members cannot exist for long.	SA	A	TA	TD	D	SD	12
13	The backbone of the college of education curriculum is practice teaching and the activities should be useful mainly to facilitate the teaching practice.	SA	A	TA	TD	D	SD	13
14	Institution should be more innovative because change is a common characteristic of our way of life.	SA	A	TA	TD	D	SD	14
15	Teacher-educators should have freedom to teach what they think is right and best.	SA	A	TA	TD	D	SD	15
16	We should put more effort into consolidating gains in education than in trying new practices.	SA	A	TA	TD	D	SD	16

SA = I strongly agree. TD = I rather tend to disagree.
 A = I agree. D = I disagree.
 TA = I rather tend to agree. SD = I strongly disagree.

Item	Statement	Circle one Response						Item
17	One should be willing to try an innovation even though it is realized that it may not be altogether successful.	SA	A	TA	TD	D	SD	17
18	Of all the philosophies which exist in this world there is probably only one which is correct.	SA	A	TA	TD	D	SD	18
19	The curriculum consists of subject matter to be learned and skills to be acquired.	SA	A	TA	TD	D	SD	19
20	It is very important to continually question the objectives of one's teaching.	SA	A	TA	TD	D	SD	20
21	Teacher-educators should encourage students to study and criticize our own and other economic systems and practices.	SA	A	TA	TD	D	SD	21
22	Most innovations are not worth the time and effort they require.	SA	A	TA	TD	D	SD	22
23	To improve our educational system some innovations need to be initiated before they have been fully researched.	SA	A	TA	TD	D	SD	23
24	Most of the ideas that get printed now-a-days aren't worth the paper they are printed on.	SA	A	TA	TD	D	SD	24
25	The true view of education is so arranging learning that the child gradually builds up a store-house of knowledge that he can use in the future.	SA	A	TA	TD	D	SD	25

SA = I strongly agree. TD = I rather tend to disagree.
 A = I agree D = I disagree.
 TA = I rather tend to agree. SD = I strongly disagree.

Item	Statement	Circle one Response						Item
26	Educational institution should be more responsive to contemporary changes in society.	SA	A	TA	TD	D	SD	26
27	The traditional moral standards of our students should not just be accepted, they should be examined and tested in solving the present problems of students.	SA	A	TA	TD	D	SD	27
28	One should generally stick with familiar ways if doing things in one's work.	SA	A	TA	TD	D	SD	28
29	One should be wary of being associated with the introduction of an unsuccessful new practices as it might jeopardize one's professional career.	SA	A	TA	TD	D	SD	29*
30	A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.	SA	A	TA	TD	D	SD	30
31	One of the big difficulties with modern colleges is that discipline is often sacrificed to the interests of the students.	SA	A	TA	TD	D	SD	31
32	One should take the initiative in contacting other colleges trying out interesting new ideas.	SA	A	TA	TD	D	SD	32
33	Learning is experimental; the student should be taught to test alternatives before accepting any of them.	SA	A	TA	TD	D	SD	32
34	Most new ideas in education are a fad.	SA	A	TA	TD	D	SD	34

SA = I strongly agree. TD = I rather tend to disagree.
 A = I agree. D = I disagree.
 TA = I rather tend to agree. SD = I strongly disagree.

Item	Statement	Circle one Response	Item
35	One should try out new ways in education even if it's uncertain how they will work out.	SA A TA TD D SD	35
36	In the long run the best way to live is to pick friends whose tastes and beliefs are the same as one's own.	SA A TA TD D SD	36
37	The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	SA A TA TD D SD	37
38	One of the characteristics of a good teacher-educator today is readiness to adopt innovations.	SA A TA TD D SD	38
39	Education and educational institutions must be sources of new social ideas.	SA A TA TD D SD	39
40	The introduction of innovations in education disrupts the institution too much.	SA A TA TD D SD	40
41	It just does not pay to take any professional risks in trying to change established ways of doing things.	SA A TA TD D SD	41*
42	To compromise with one's opponents is dangerous because it usually leads to betrayal of one's own side.	SA A TA TD D SD	42
43	Discipline should be governed by long-range interests and well-established standards.	SA A TA TD D SD	43
44	Regular self-evaluation of the effectiveness of one's teaching is of the utmost importance.	SA A TA TD D SD	44

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Item	Statement	Circle one Response						Item
45	Right from the very first class, teacher-educators must teach the student at his own level and not at the level of the class he is in.	SA	A	TA	TD	D	SD	45
46	There is little evidence that innovations really improve the quality of learning.	SA	A	TA	TD	D	SD	46
47	One should be wary of introducing new practices lest it might alienate one's colleagues.	SA	A	TA	TD	D	SD	47 *
48	It is often necessary to be more on one's guard against ideas put out by people in one's own camp than by those in the opposing camp.	SA	A	TA	TD	D	SD	48
49	Children need and should have more supervision and discipline than they usually get.	SA	A	TA	TD	D	SD	49
50	Teacher-educators today should try to bring new ideas and developments to the attention of one's colleagues.	SA	A	TA	TD	D	SD	50
51	Children should be allowed more freedom than they usually get in the execution of learning activities.	SA	A	TA	TD	D	SD	51
52	One should be sceptical about adopting unusual ideas.	SA	A	TA	TD	D	SD	52
53	One should not accept new ideas which are not consolidated in the field of education.	SA	A	TA	TD	D	SD	53

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 A = I agree. D = I disagree.
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Item	Statement	Circle one Response						Item
54	There are two kinds of people in this world: those who are for the truth and those who are against it.	SA	A	TA	TD	D	SD	54
55	Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	SA	A	TA	TD	D	SD	55
56	It is essential to keep abreast of research on innovation in education.	SA	A	TA	TD	D	SD	56
57	In a democracy, teacher-educators should help students understand not only the meaning of democracy but also the meaning of other political system.	SA	A	TA	TD	D	SD	57
58	There is little incentive in education to experiment with new ideas.	SA	A	TA	TD	D	SD	58
59	One should exercise persistence in sticking with an innovation despite some initial set-backs.	SA	A	TA	TD	D	SD	59
60	It is only natural that a person would have a much better acquaintance with ideas he believes in rather than with ideas he opposes.	SA	A	TA	TD	D	SD	60

* Inversely Scored - 0, 1, 2, 3, 4, 5.

Your cooperation in completing this questionnaire is much appreciated.

SECTION FOUR

PERSONAL INFORMATION

For each question please tick the appropriate box. Do not write your name or the name of the institution.

Q.				Q.
1	Age	Under 35 years	35 years or over	1
2	Sex	Male	Female	2
3	Teaching Experience (count completed years only)	Less than 5 years	5 or more years	3
4	Other Academic Qualification	Degree completed	Degree not completed	4
		S.S.C.		
		B.A.		
		B.Com.		
		B.Sc.		
		M.A.		
		M.Com.		
		M.Sc.		
		Foreign visit		
5	Professional Teacher Training	Trained	Not trained	5
		T.D. or Dip.Ed.		
		B.T. or B.Ed.		
		M. Ed.		
		Ph. D.		
6	Have you taught in another institution for at least one year?	Yes	No	6

Q.		Some	None	Q.
7	Have you had teaching or other first hand professional experience in any educational system?	Some	None	7
8	In the past three years have you attended in-service courses in education organized by Extension Department, CASE, NCERT.	Some	None	8
9	In the past three years have you read any research studies in education?	Some	None	9
10	Considering teaching as a whole how satisfying do you find it?	Very satisfying	Not very satisfying	10

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