

REVIEW, FINDINGS AND SUGGESTIONS

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CHAPTER V

REVIEW, FINDINGS AND SUGGESTIONS

5.1 Introduction

The present study was the first of its kind in many respects. On some aspects previous results were available for comparison but on several other aspects either there was no previous findings or the findings were not comparable. For future studies however this difficulty would stand removed as the gap has now been filled up to a great extent. The aim of the present research was to study the innovation proneness of secondary school teachers in relation to the leadership behaviour of Principals, the organisational climate of the schools and the job satisfaction of teachers. The aspects of innovation, innovativeness and innovation proneness have been investigated earlier and the results are available for different situations. The correlates of leadership behaviour and organizational climate were also investigated recently but the aspect of job satisfaction and its relationship with innovative proneness is a virgin land. The type and size of samples chosen by the earlier investigators were not as varied as taken for the present study. The Kendriya Vidyalaya and the medium of instruction schools run by different managements were spared so far.

The 3 tools used in this study were standard and were previously tested in Indian conditions. The tool "Job satisfaction Inventory" has been constructed and tested by the investigator as the available instruments did not serve the purpose. The I.P.S. was devised by Panchal (1977) for use on teacher educators of Gujrat and subsequently redesigned by Patel (1979) for use on secondary and higher secondary school teachers of Gujrat. Trivedi (1981) also used it successfully and testified

its reliability. The L.B.D.Q. and O.C.D.Q. are the standard tools in use abroad as well as in India. Halpin designed them abroad alongwith Winer and Craft, respectively, but these tools have been successfully adopted by several Indian Investigators, All the four tools have been used in the present study with success. The L.B.D.Q. has been used for getting responses of teachers as well as Principals.

With the establishment of Centre of Advanced Study in Education in the M.S.University, Baroda nearly two decades ago the gates for the study of educational innovations were opened in India and by now several studies have been concluded. The earlier studies of Patel (1973), Shelat (1974), Darji (1975) and Trivedi (1981) on the aspect of leadership behaviour came handy for planning this study though the variables of those studies were different. They had included the instructional leadership of Principals, organizational Climate, Leader morale, pupil motivation towards school, innovation of schools etc. Most of the personal variables were common in all these studies. As compared to these studies the present investigation focussed on the secondary school teachers and the correlate of job satisfaction of teachers was entirely new. Till recently job satisfaction had been investigated for industrial workers. In a few very recent studies the university teachers, Scientists, Research workers have also been tested for their job satisfaction but the relationship with innovative proneness was not examined. The secondary level teachers were also totally spared.

The studies of Panchal (1977) and Patel (1979) helped in designing the innovative proneness aspect of the present investigation. Anjanuyulu (1968), job satisfaction scale of Anand (1972) and Minnesota satisfaction

Education. Several innovations are on the way to make this level viable, useful and effective in the changing political and economic world.

5.2 Review

As stated earlier the present study dealt with educational innovation and was entitled "A study of innovative proneness and its correlates in the secondary schools". The correlates chosen for the study were the leadership behaviour of Principals, organisational climate of schools and the job satisfaction of teachers. Its main goals were to ascertain the factors influencing the innovative proneness of secondary schools teachers. Some of the variables under study have been studied abroad as well as in India but in different contexts and with different samples. The present study was planned with a wider sample and some new variables.

Education is indispensable to all social systems and cannot be overlooked for long. It is in fact a criticism of society in action. Without education society cannot be improved but the education has also to change according to the tune of time. Educational institutions, teachers, Principals, connected Government officials, parents and students must remain open minded and be ready to absorb and encourage the desirable changes. Education is a two-way traffic. Changes in a society are possible only through changes in education which in turn depends upon social change. Change is progress. There is nothing permanent than change. Innovations are needed for bringing change in any system. The factors responsible for innovation and the factors required for sustaining them must be identified and installed. Change should be introduced gradually and be reinforced for full absorption.

Next in importance are the change agents. Effective change agents are necessary for introducing the innovations. Teachers, Principals and schools are the most essential change agents. Teachers translate all educational theories into practice. No education system can rise higher than the quality of teachers. Their change proneness and professional satisfaction cannot be ignored. The role of research becomes important for identifying the change prone and innovation prone teachers, Principals and schools. Such human beings can be suitably trained and guided to absorb the future shocks first themselves and subsequently to prepare the society for it in the follow-through. The present investigation was an attempt in this direction. In short, the problem under study was the readiness to change in favour of new ideas and change related values.

The present investigation contributes a step forward in the study of innovative proneness and supports, the findings of several previous investigators on this aspect. The aspect of job satisfaction is a recently conceived factor in the field of teaching and education. Though a few studies have been conducted in isolation during the last decade, the relationship of Job satisfaction with innovative proneness of teachers have been examined for the first time. The size and type of the sample of the present study is also unique. The personal variable "other prior professional experience" has also been included in such a study for the first time.

Dissatisfaction among the workers in any occupation results in professional stagnation and deterioration. A dissatisfied teacher also spells disaster to the nation's future. The Education Commission (1964-66) suggested that nothing is more important than creating satisfying conditions of work in which teachers can fully be effective. Faith of teachers in the teaching profession must be real

otherwise their effectiveness ceases. To satisfy this requirement the state and society must promote the desirable qualities in the teachers, on one hand, and remove all factors of dissatisfaction, on the other. According to Professor K.G.Saiyedain anything that improves the efficiency and sense of satisfaction of teachers in his work will be repaid a hundred fold. A satisfied teacher becomes a devoted worker.

Job satisfaction according to Bluni and Naylor (1968) "is the result of various attitudes the employee holds towards his job, related factors, and towards life in general". It consists of liking for the activities involved and acceptance of all related pressures with conviction. It requires identification of one-self with the requirement of the job. Like other professions teaching also has several aspects leading to satisfaction and others which lead to dissatisfaction. Satisfaction as an attitude is mostly subjective. Several professional conditions are believed to create favourable state of mind. Satisfaction in the job gives courage, energy, vigour and vitality needed to perform every bit of work with interest and conviction. According to Prof. Richard Wyn a satisfied teacher becomes a dedicated worker. His interest becomes real and his motivation is natural and self-impelling. Some studies abroad have found several dissatisfying aspects in the teaching profession. Such factors may or may not remain common in all countries and at all times. To eradicate the dissatisfiers constant studies should be made.

Anjanuyulu divided dissatisfiers into three categories viz. strong, weak and conditional. On change of situation the conditional dissatisfiers cease to cause dissatisfaction. He found 3 common dissatisfiers in all

types of managements viz. inadequate salaries, lack of academic freedom and heavy work load. He also revealed some other dissatisfiers found in specific types of managements. These are : security in job, service conditions, too much domination by the management, low pupil standard, lack of parental cooperation, lack of bright prospects in job, political interference, low social status, lack of physical facilities and frequent transfers of teachers to distant places. The present research is being reported in five chapters.

Chapter I covers the introductory phase ~~phase~~ of the study e.g. education as a change agent, change as need of time, nature of change change-proneness of schools, teachers as change agents, theoretical background of job satisfaction, position in some other countries, school environment, Principals' leadership behaviour, importance of secondary level education, educational changes in India and the significance of the present study.

Some of the recently reported findings on job satisfaction also deserve consideration at this stage. Gupta (1980) found that attitude towards teaching as a career is positively related to their job satisfaction and material status, age and teaching experience do not have any significant effect on job satisfaction. Reddy and Babjan (1981) found that unmarried teachers are more satisfied with their job. Shukla and Shukla (1981) confirmed the earlier findings of Thrier (1954) and Vroom (1964) that job of higher level provide greater satisfaction. They found that High School teachers are more dissatisfied as compared to Junior High School teachers but are more satisfied when compared with the degree and Intermediate teachers. Indiresan (1981) in

relation to the Engineering teachers found that teachers as a group show greater satisfaction with content needs than context needs and the context job factors are perceived to be more important in contributing to the job satisfaction of the Indian teachers while content job factors are perceived to be more important for the English teachers. Khatoon and Verma (1982) found that majority of teachers are satisfied with their job and more of women teachers feel satisfied than men teachers. It confirmed Verma (1972) and Fisherman (1957). Rahman (1975) had found that the untrained teachers produce higher attitude scores than the trained teachers. Chopra (1982) found that the open climate schools show the highest overall teacher job satisfaction.

In the second chapter available related research and the literature has been reviewed. Sufficient material is available on the aspect of innovations, leadership behaviour and organizational climate but the job satisfaction of teachers is a very recent subject of research and very limited material is available for review. The researches in industrial field are plenty but all of them cannot be related to the teachers' Job satisfaction. Generally, it is found that in India as well as abroad efforts have been concentrated on the innovations rather than on the innovators, adopters, users^{etc.} who ultimately decide the fate of innovations. These studies have been classified as the foreign and Indian works covering the area already studied. In all 160 studies have been covered of which 50 have been dealt with in somewhat details. Their important conclusions and relevance to the present research have been recorded. In addition, the ~~particulars~~ peculiarities of the present study have been mentioned.

The lead in research on innovations was taken by other disciplines particularly anthropology, sociology, industry and agriculture, U.S.A. has the credit of pioneering as well as undertaking large number of research projects on innovations including the educational innovations. In India the initiative was taken by the C.A.S.E., Baroda and the filip was provided by the reports of the Committees and Commissions appointed by the Govt. from time to time. The seminars, workshops and in-service courses also provided the motivation for such researches. Most of the researches have, however, been undertaken in the school situations and the teachers particularly at secondary school level were conspicuously spared. The main purpose of the present study was therefore to concentrate on teachers of secondary schools of different types, run by different managements, having peculiarities with regard to students, mediums of instruction syllabus, geographical area, conditions of employment and working environment etc. Kendriya Vidyalaye have been particularly included to analyse their impact on innovative proneness of teachers as a result of their model aims, scientific syllabus, selection of teachers, regular in-service courses conducted for the teachers, better equipped libraries, buildings, and teaching aids, superior leadership, Central guidance, better facilities, very good fund position, all-India mobility of Principals and teachers etc.

Chapter III covered the plan and procedure of the present study and also the construction of tool for studying job satisfaction of teachers. It contains the scope of the study, explanation of terms, objectives, hypotheses, details of sample, variables, tools, scheme of analysis of data and organisation of chapters. The 3 existing tools viz I.P.S., L.B.D.Q. and O.C.D.Q. were

adopted but the J.S.I. had to be constructed by the investigator as no suitable instrument was available for adoption. 30 aspects of the teaching job and allied aspects were ultimately included in the tool. The details of tool construction has also been dealt with in this chapter.

Chapter IV gives the analysis of data yielded by the four tools viz, I.P.S., L.B.D.Q., O.C.D.Q. and J.S.I. The Innovative proneness of teachers has been studied in the context of their age, sex, teaching experience, academic qualifications, professional qualifications, mobility, prior professional experience in-service education, habits of reading professional literature, professional satisfaction as the personal variables, and innovative categories, leadership behaviour patterns of the Principals, Organisational Climate types of the School and Job Satisfaction of teachers as other variables. For studying this the technique of significance of difference between the means was employed. Correlation matrices were also prepared.

In the present Chapter (V) which is the last chapter, the remaining chapters are reviewed, hypotheses verified and major findings and suggestions recorded. Suggestions for future researches are also given.

5.3 Major Findings

In this section the important findings are recorded as per the analysis of data yielded by the tools of I.P.S., L.B.D.Q, O.C.D.Q., and J.S.I. The parallel findings of earlier researches are also mentioned where available. Based on the date of the I.P.S. schools were classified

into 3 innovative categories. Findings on this aspect are recorded first.

(A) - Innovative Category

- (1) Majority of teachers (47%) fell into moderate category and least in the highly innovative category (20%). This is in conformity with Patel (1979). English medium schools had 26%, Gujrati medium and Girls Schools 25%, and both types of K.V. and Urdu medium school 20% teachers in the highly innovative category. Remaining types of schools had less than 19% teachers in this category. Gujrati medium schools and K.V. in Gujrat had 27% teachers in the low innovative category and all other types of schools had above 30% teachers in this category.
- (2) All the relations were highly significant in favour of relatively higher innovative category for all the three sections of I.P.S.

(B) - Innovative Proneness

- (1) The overall innovative proneness of K.V. and boys school teachers was higher than others.
- (2) On the components of the section I of I.P.S. (attitude to innovation) the interse relationship of medium of instruction schools was highly significant for English and Urdu school teachers.
- (3) Considering only the section III of I.P.S. (Change related values) the English, Gujrati, Hindi and Marathi medium school teachers were also more innovative than the remaining medium schools. This is contrary to Patel (1979) in so far as the boys schools are concerned. He found Girls schools to be more innovative.

- (4) Outside K.V. were significantly related to the Component of individualisation and the K.V. in Gujrat to the situational and innovative characteristics and to the component of riskness.
- (5) In the medium of instruction group of schools highly significant relationship was in favour of English medium in relation to Gujrati and Urdu mediums on the components of curriculum organization and staff development. Similar relationship was also found on the components of individualisation, teaching-learning process and teaching resource but on these components significant relationship also existed for Urdu medium in relation to Marathi medium and Sindhi as compared to Hindi medium.
- (6) Significant relationship was in favour of the Boys schools in relation to the Girls and Mixed schools on the component of localiteness. In the medium of instruction group highly significant relationship was in favour of English in relation to Gujrati and Urdu mediums on the component of riskness. Significant relationship also existed in favour of Sindhi medium in relation to Hindi medium on the component of Complexity, in favour of English medium in relation to Gujrati, in favour of Gujrati in relation to Sindhi, and in favour of ~~Urdu medium~~ English in relation to Urdu medium on the component of compatibility. Similarly, on the component of Riskness significant relationship was in favour of Hindi in relation to Marathi, and Urdu in relation to Marathi medium. Further, on the component of localiteness the significant relationship was in favour of English, Hindi and Urdu in relation to

Gujrati and Marathi, respectively. Lastly, on the component of cosmopolitaness significant relationship was in favour of Hindi in relation to Marathi medium.

(C) - Personal Variables

- (1) More than two-third teachers (68%) were above 34 years of age. This group in general gave higher innovative proneness score than their younger counterparts. This is in confirmity with Patel (1979). The exception was for the components of teaching learning process, situation and innovation characteristics as a whole, administrative support, staff norms, system norm, compatibility and cosmopolitaness. Other than the girls and Gujrati medium schools all the schools had above 60% teachers with more than 34 years of age. The age of teachers was highly significantly and significantly related with several components of I.P.S. Higher age showed more relationships than the lower age.
- (2) Female teachers formed the majority (55%). The boys, English, Sindhi, Marathi, and Urdu medium schools however had majority of male teachers. Female teachers in general gave the higher mean score than the male teachers. This finding is in confirmity with Patel (1979). The components in exception were staff norms, system norms and cosmopolitaness. The sex of the teacher was significantly related with several components of the I.P.S. Female teachers showed positive relationship with more components than the male teachers.
- (3) Majority of teachers (60%) had above 5 years teaching experience. In the Girls and Urdu medium schools however the majority was of below 5 years experience. Teachers with higher teaching experience generally

manifested higher mean score than other. This is in confirmity with Patel (1979). The components in exception were staff development, administrative support, staff norms and cosmopoliteness. Teaching experience was highly significantly related with several components of I.P.S. Higher experience meant relationship with more components.

- (4) The academic qualification of 74% teachers was of graduate level of which B.Sc. formed the majority. Such teachers were also in majority in all types of schools. In Sindhi, Hindi and Urdu medium schools, however, the ratio of B.Sc. and B.A. was equal. In the post-graduate group the majority was of M.A. teachers. In the Boys and Girls schools, however, M.Sc. and M.A. teachers were in equal proportion. Out of the 25 components of the I.P.S., M.Com. gave the highest mean on 10, M.Sc. on 9, M.A. on 2, B.Sc. on 2, B.A. on 1 and B.Com. on 1. The order of lowest mean score was: B.Com. (15), B.Sc. (4), M.Sc. (3) B.A. (2) and M.A. (1). Academic qualification of teachers was significantly related with several components of IPS. The Commerce stream had the highest number of such relationships closely followed by the arts stream.
- (5) 83% teachers had graduate level professional qualification (B.Ed./B.T.) and the Diploma holders were 12%. The ratio of untrained, M.Ed. and Ph.D. teachers was negligible. The trend was similar in all types of schools. The highest mean was, however, produced by the diploma holders and the lowest by M.Ed. This finding is nearly similar to Patel (1979) who found that the untrained and diploma holders give the highest innovative proneness mean score. Professional qualification was significantly related to several components. Diploma holders had the highest number of relationships closely followed by the untrained and post-graduates (both equal).

- (7) 88% teachers had no prior professional experience (other than teaching). The trend was similar in all types of schools. The higher innovative proneness mean was however given by the minority group (viz. with some experience). The same group had significant relationships with several components of I.P.S.
- (8) 98% teachers received no in-service education. The trend was similar in all types of schools. Higher innovative mean was, however, given by those who received in-service education (though in minority). The minority group also had significant relationship with several components of I.P.S.
- (9) 97% teachers were not in touch with the professional developments. Only 3% teachers had professional reading habit, the majority of whom (90%) were in the K.V. and remaining (10%) in the English medium schools. Teachers with such habit gave higher mean on innovative proneness. The only exception was on the component of administrative support. Such a habit was significantly related with several components of I.P.S.
- (10) Majority of teachers (60%) were not satisfied with their profession. In the K.V., Sindhi and Marathi medium schools however the trend was opposite. The higher innovative proneness mean was given by the satisfied group with the only exception of curriculum organisation. Professional satisfaction had significant relationship with several components of I.P.S.

(D) - Leadership Behaviour Pattern

- (1) There were 48% H.H., 31% L.L., 14% H.L. and 7% L.H. pattern Principals. This finding is in confirmity with the previous findings of Shelat (1974), Darji(1975), and Trivedi (1981).

- (2) The K.V. and English medium school had 60%, Girls, Gujrati and Sindhi medium schools 40% and Boys and Hindi medium schools 30% HH pattern(effective) Principals.
- (3) The ratio of LL Pattern (in-effective) Principals was 60% in Marathi medium, 50% in Sindhi and Hindi medium, 40% in Boys schools and Urdu medium, 30% in Gujrati medium, 20% in Girls school and English medium and 10% in K.V.
- (4) K.V. Boys, Girls and English medium schools had all the four patterns of leadership behaviour. Sindhi and Marathi medium schools did not have HL as well as LH patterns, and Gujrati and Urdu medium schools did not have LH pattern.
- (5) The ratio of effective Principals (HH) was higher than the ineffective Principals (LL) in the K.V., Girls school, English and Gujrati medium schools. K.V. also had the highest ratio of effective Principals. In Sindhi and Urdu medium schools the ratios of Principals with HH and LL patterns were equal and were lower than those of HH and LL pattern Principals. In the Boys, Hindi and Marathi medium schools the ratio of LL pattern Principals was higher than the Principals with other patterns. These schools also had the highest ratio of LL pattern Principals.
- (6) As compared to rest of the schools the two types of K.V. had higher HH and LH patterns and lower LL pattern Principals. The outside K.V. had lower ratio of HL pattern Principals than other pattern Principals.

(E) - Organizational Climate

- (1) 31% schools had closed climate, 20% Open climate, 18% Controlled climate, 13% Autonomous and Paternal climates and 5% Familiar climate. This finding is similar to that of Trivedi (1981).
- (2) Controlled and closed climates were found in all types of schools. The remaining four types of climate were not found in 3 or more types of schools. K.V. did not have Familiar and Paternal climates. English and Gujrati medium schools did not have Autonomous and Familiar climates. Hindi medium schools did not have Open, Autonomous, Familiar and Paternal climates. Marathi and Urdu medium schools did not have Open, Autonomous and Familiar climates. Boys and Girls schools had all the six types of climate.
- (3) The highest ratio of Open and Autonomous and the lowest ratio of Closed climates were found in the K.V. On the other hand, Hindi medium schools had the highest ratio of Closed climate and no Open climate. Also, the English and Sindhi medium schools had the higher ratio of closed climate as compared to open climate.
- (4) As compared to rest of the schools, both types of K.V. had higher ratio of Open and Autonomous climates and low ratio of Controlled and Closed climates. Boys schools had higher ratio of Controlled climate and the Girls schools had the higher ratio of Open and Familiar climates as Compared to other schools. Marathi and Urdu medium schools had higher ratio of Controlled, Familiar and Closed climates than the other schools.
- (5) Majority of the teachers (29%) was working in the Closed climate schools followed by Open climate

schools (22%), Controlled climate schools (18%), Autonomous climate schools (15%), Paternal climate schools (12%) and Familiar climate schools (4%).

(F) - Job Satisfaction

In this section the findings connected with the tool construction and the job satisfaction of teachers are recorded. On the basis of available tools for measuring the job satisfaction of industrial workers, limited literature on the job satisfaction of research workers, scientists, University teachers etc. and the items listed by Anjanuyulu (1968) a long list of job aspects was made. This list was reduced to 30 items after deliberations, consultation and trials. These items were field - tested and re-arranged on the J.S.I. as per their scores. The findings are as under :-

- (1) The 30 job aspects included on the J.S.I. were :
 Salary received, relations with colleagues, interest in work shown by dept. head, job security, relation with the dept. head, working conditions, nature of job, achievement in job, use of talents, responsibility in job, autonomy in job, professional competence of the dept. head, level of promotion reached, prestige of job, fairness of authority in job, freedom of expression in job, recognition of work, challenge in job, Fringe benefits, possibilities of advancement, involvement in job, help from administration for the job, status in job, leadership avenues in job, participation in decision making for the job, procedural formalities, sense of belonging, respect from colleagues, technical facilities for job and work load.
- (2) The validity of the Job Satisfaction Inventory was found by the content validity, the ratings of teachers and the items analysis methods. The

phi-values of these items were between 0.50 and 0.83 and the product moment coefficient correlation of the final test scores was 0.80. This indicated fairly high degree of reliability of the tool.

- (3) All the 30 aspects included in the J.S.I. are mutually inclusive, cohesive and true to the purpose of the inventory.
- (4) The school means of the K.V. were higher than the overall mean of the J.S.I. for satisfied as well as dissatisfied groups. The satisfied group mean of the Girls schools was also higher than the overall mean. On the other hand, the Urdu, Marathi and English medium school means of the dissatisfied group was higher than the over all mean.
- (5) In general, the percentage of satisfied teachers was higher than the dissatisfied teachers. This is contrary to Anjanuyulu (1968) but in confirmity with Khatoon and Verma (1982) Individually speaking the finding was reversed in case of English, Sindhi, Marathi and Urdu medium schools. Similar trend was found for the school mean scores. English medium school was however in exception.
- (6) Eight job aspects had above 49% job satisfaction rate. These were : Respect from colleagues (85%), Job involvement (80%), Leadership in job (80%), Relationship with colleagues (55%), Liking for the nature of job (55%), Possibility of advancement (51%), Prestige of job (50%), Technical facilities in Job (50%).
- (7) Below 50% job satisfaction rate was found on the aspect of Relations with colleagues for Gujrati (37%), Sindhi (31%), Hindi (36%) and Marathi (47%); on the aspect of liking for the job in the Boys (46%), Sindhi (24%), Hindi (32%) and Marathi and Urdu (Nil)

schools; on the aspect of Prestige of job, for K.V. (17%) Girls (47%) and English (28%); and on the aspect of Possibility of advancement for Boys (20%), Girls (31%), English (26%), Gujrati (38%), Sindhi (41%) and Hindi (39%).

- (8) Five job aspects had above 49% dissatisfaction rate. They were : Work load (73%), Autonomy in job (60%), Job Security (52%), Recognition of work (51%) and Help from administration (50%).
- (9) Below 50% dissatisfaction rate was on the aspect of Job security for K.V. (27%) and girls (31%); on the aspect of Autonomy in job for Girls (47%), Marathi (47%) and Urdu (40%); on the aspect of Recognition of work for Boys (32%), Girls (12%) and English medium schools (34%); on the aspect of Help from administration for English (17%), Gujrati (32%), Hindi (42%), Marathi (27%), and Urdu medium schools (30%); and on the aspect of Work load for Hindi (32%), Marathi (27%) and Urdu medium schools (20%).
- (10) The K.V. had below 50% satisfaction rate on 16 Job aspects which were : Relation with dept. head (38%), Achievement in job (41%), Use of talents (37%), Responsibility in job (40%), Autonomy in job (10%), Competence of dept. head (13%), Promotion level reached (20%), Prestige of job (17%), Freedom of expression (NIL), Recognition of work (13%), Challenge in assignment (40%), Help from administration (20%), Status in job (30%), Participation in decision making (14%), Procedural formalities (17%) and work load (3%).
- (11) The K.V. had above 49% dissatisfaction rate on 6 job aspects which were: Work Load (97%), Promotion Level reached in job (80%), Autonomy in Job (63%), Recognition of work (63%), Prestige in job (50%) and Help from administration (50%).

- (12) K.V. alone had above 66% satisfaction rate on 8 job aspects which were : Salary received, Interest in work by dept. head, Working conditions, Liking for the nature of job, Fairness of authority, Possibility of advancement, Sense of belonging and Technical facilities. On the aspect of Liking for the nature of job, Girls schools also had above 66% satisfaction rate. On the aspects of Involvement in job and Leadership in job all schools except Sindhi, Marathi and Urdu mediums had above 66% satisfied rate. On the aspect of Respect from colleagues except for the Gujrati and Sindhi mediums all schools had above 66% satisfied rate. In addition, English and Urdu medium schools had above 66% satisfied rate on the aspect of Relations with colleagues, Urdu alone on the aspect of Use of talents, all medium of instruction schools except English on Prestige in job and Sindhi, Marathi and Urdu medium schools on the aspect of Freedom of expression.
- (13) K.V. alone had above 66% dissatisfaction rate on the aspect of Promotion level reached in job and alongwith Boys, English, Gujrati, and Sindhi medium schools on Work load. Boys, Sindhi, Marathi and Urdu medium schools had above 66% dissatisfaction rate on the aspect of Job security. Marathi medium schools alone had similar dissatisfaction rate on the aspect of Working conditions; Boys alone on the aspect of Autonomy in job; Sindhi, Marathi and Urdu schools on the aspect of Recognition of work; Sindhi medium alone on the aspect of Help from administration; Marathi and Urdu mediums on the aspect of Status in job; all types of schools except Girls, Hindi, Marathi and Urdu mediums on the aspect of Work load.

- (14) The rate of dissatisfaction on the aspect of Salary was not very high. This finding is a deviation from the earlier findings. Anjanuyulu (1968) and several foreign investigators had found salary to be a strong dissatisfier. Similar findings were for the aspect of Possibility of advancement which was reported to be a strong dissatisfier.
- (15) Autonomy in job, and Work load remain to be strong dissatisfiers (above 59%) and Job security, Recognition of work, Help from administration, Promotion level reached and Status in job fairly dissatisfiers (above 44%).
- (16) The aspects of Respect from Colleagues, Leadership in job, Involvement in job were found to be strong satisfiers and Participation in decision making, Help from administration, Recognition of work, Competence of dept. head and Autonomy in job very weak satisfiers.

5.4 Verification of Hypotheses

In this section the nine hypotheses of the present study are being verified with the findings. Six of these hypotheses are confirmed and 3 disconfirmed. The details as per these hypotheses are given below :-

- (1) "Innovative proneness of secondary school teachers has positive relationship with some personal variables". This hypothesis is confirmed. All the 10 personal variables have been found to be positively or negatively related with the innovative proneness. The reason behind it seems to be some common aspects behind these variables viz. advancement in knowledge, exposure to latest professional research, motivation, leadership style of Principal, accountability of performance etc.

- (2) "Innovative proneness is significantly related with the L.B.pattern of the Principal, the type of O.C. of school and the job satisfaction of teachers". This hypothesis is disconfirmed in so far as the relationship of innovative proneness with L.B. pattern and organization climate is concerned but the job satisfaction on some aspects seems to be related with the innovative proneness. 90 positive and 15 negative correlations were found between the components of I.P.S. and job aspects. The reasons for this require further investigation. Probably job satisfaction in turn is related to the L.B.pattern and O.C. among other factors.
- (3) "Innovative proneness of teachers is not significantly related with the medium of instruction followed by the school and to the type of school viz. boys, girls or mixed". This hypothesis is disconfirmed. English and Hindi mediums and the K.V. using both of these mediums seem to be related with the innovative proneness of teachers. Reasons for this conclusion require further investigation. Probably the type of school management has some influence. Hindi medium alongwith Gujrati medium gave negative results though with English medium in K.V. it revealed positive results. Also the I.P. score of the Boys schools was higher than Girls schools. The reason for this probably lies in the sex of the teachers and not the sex of the students. In the Girls schools female teachers were 94% and in the Boys Schools they were only 30%. This conclusion is in confirmity with the position in English medium schools where 57% teachers were male. The position in Gujrati and Hindi medium schools were however opposite. These schools had higher I.P. score though the ratio of female teachers was higher than male teachers. The hypothesis is

therefore partially confirmed.

- (4) "There is no difference in the scores of the K.V. located in Gujrat and the other K.V. in respect of L.B.pattern, O.C. and job Satisfaction". This hypothesis is confirmed. The scores of both types of K.V. were nearly similar on all the tools. Differences on a few components were marginal. This may be due to the common management and model aims and standard procedures, policies, facilities, pay and allowances and recruitment criteria etc.
- (5) "K.V. teachers are more satisfied from their job than the others teachers". This hypothesis is confirmed. The teacher mean as well as the job aspect mean of the K.V. teachers were relatively higher. This may be due to the better teaching facilities, properly equipped school libraries, access to latest professional literature, pattern of in-service education, travel opportunities, availability of latest equipments, pay, promotion opportunities, job security, work recognition fringe benefits, student motivation, support by parents etc. K.V. being run in model lines on all India basis cannot ignore the aspect of job satisfaction of teachers.
- (6) "The organizational climate of the K.V. is more open than other schools". This hypothesis is confirmed. In general the ratio of open climate was 20% but the ratio of the K.V. group was 40%. Also, 44% of the open climate schools were among the K.V. The ratio of teachers working in the open climate schools was also similar. 50% of the teachers working in the open climate schools were from the K.V. This may be because of more exposure to better material, opportunities for experimentation, higher motivation, recognition of talents, transferability of staff and accountability for performance etc.

- (7) *The Principals of K.V. are more job oriented than other schools Principals*. This hypothesis is disconfirmed. The Principals of English, Gujrati Sindhi and Hindi medium schools scored higher mean on the initiating structure than the K.V. Principals. Further, the Marathi and Urdu medium schools also had higher scores on the initiating structure as compared to their consideration score. The reason for higher emphasis on work seems to lie in the general accountability of the Principals to the management and their careful appointment. The reasons for exception in the Unisex schools may also lie in the outlook of the management.
- (8) *In general the ratio of effective Principals (HH) is higher than the ineffective Principals (LL)*. This hypothesis is confirmed though the Boys, Hindi and Marathi medium schools were in exception where the ratio of ineffective Principals was higher. Also, 48% teachers were working under effective Principals, 34% of which were in the K.V. The reason for this also lies in the accountability of the Principals in their managerial functions and their exposure to the modern management techniques.
- K.V.
- (9) *The/teachers form the highest ratio of highly innovative category*. This hypothesis is confirmed. Although only 20% of the teachers working in the K.V. belong to H.I. Category, the highest proportion of this category (27%) was from the K.V. English and Gujrati medium schools and the Girls schools/^{had}more than 20% ~~had~~ teachers in this category but their over all proportion was far below 27%. This may be due to the organisational reasons not explained by this study. Even though K.V. are planned to function on model lines

and are backed by the latest researches, broad-based teacher recruitment system, in-service courses etc. the ratio of teachers in the H.I. group is disappointing. Reasons for the State schools fairing better require investigation.

5.5 Suggestions

The present study has revealed that inspite of relatively higher rate of satisfaction among the secondary schools teachers a significant ratio of teachers (25.23%) is expressly dissatisfied on several aspects of teaching job. It is also known that job satisfaction can improve innovative proneness and involvement of teachers which are necessary for the growth of society. The crux of this study is found in the 5 tables which should be appreciated before considering any suggestion.

Table 5.1 : Mean Scores of Innovative Proneness of Teachers of Different Types of Schools

Type of School	Section I I.A.I.S.	Section II S & I.C.S.	Section III C.R.V.S.	Total
K.V.	128.32	215.45	238.13	581.90
Boys	109.93	171.12	222.15	503.20
Girls	120.13	205.03	221.57	546.73
English	122.11	203.42	224.21	549.74
Gujrati	119.73	204.81	222.13	546.67
Sindhi	110.22	200.42	110.05	420.69
Hindi	108.79	194.46	201.77	505.02
Marathi	99.05	180.64	181.08	460.77
Urdu	101.01	191.51	192.63	485.15
Average	113.25	196.32	201.52	511.10
Maximum	150	300	300	750
Highest	128.32 (KV)	215.45 (KV)	238.13 (KV)	581.90 (KV)
Lowest	99.05 (Mara.)	171.12 (Boys)	110.05 (Sind)	420.69 (Sind)

Table 5.1 reveals that the average mean scores on all the sections of I P S was around two third of the maximum score. This is not enough. Further, the means of 44% schools and 26% teachers were below the overall mean. This is not an encouraging trend. The difference between the highest and lowest means of different sections of IPS ranged between 15% and 43% of the maximum score. In an effective school system the mean score should be sufficiently higher with very low difference between the highest and lowest scores.

Table 5.2 : Mean scores of Principals on the Two Dimensions of Leadership Behaviour.

Type of School	Initiating Structure	Consideration
K.V.	37.34	34.04
Boys	34.31	35.19
Girls	36.24	37.58
English	39.17	37.56
Gujrati	38.72	37.19
Sindhi	38.32	39.11
Hindi	37.75	34.54
Marathi	36.78	34.82
Urdu	36.30	34.02
Average	37.21	36.01
Maximum	60	60
Highest	39.17 (English)	39.11 (Sindhi)
Lowest	34.31 (Boys)	34.02 (Urdu)

Table 5.2 reveals that the average mean of the Initiating Structure was 37.21 and on Consideration 36.01.

Also, 33% Principals having 32% teachers under them had below the average score on the Initiating Structure and

56% Principals having 59% teachers under them scored below the average on Consideration. Even though the difference between the highest and lowest means on both dimensions was nearly 8% of the maximum score the situation cannot be stated to be encouraging.

Table 5.3 : Rate of Job Satisfaction of Secondary School Teachers

Type of School	Satisfied	Dissatisfied	Undecided
K.V.	45.20	27.37	27.43
Boys	26.93	26.40	46.67
Girls	38.60	19.17	42.23
English	21.33	32.17	46.50
Gujrati	33.50	22.50	45.00
Sindhi	19.97	23.43	56.60
Hindi	30.40	20.87	48.73
Marathi	21.87	29.90	48.23
Urdu	23.00	30.33	46.67
Overall	33.43	25.23	41.34
Highest	45.20 K.V.	32.17 English	56.60 Sindhi
Lowest	19.97 Sindhi	19.17 Girls	24.43 K.V.

Table 5.3 reveals the highest rate of satisfaction as 45.20% only. The lowest rate was as low as 20% approximately. Further, the range of undecided response was between 24% and 57% which cannot, in any way, be included with the satisfied rate. This group can at the most be regarded as partially or conditionally dissatisfied which can be converted into the satisfied group by eliminating the dissatisfiers involved. Even if half of the undecided group is included with the dissatisfied group nearly 45% would be below the satisfaction level. The existing conditions cannot therefore be accepted. Much is yet to be done for having the desirable rate particularly in the state schools.

Table 5.5 - School-wise Significance of Difference between the Satisfied and Dissatisfied Groups

Schools	t-values	infavour of
K.V.in Gujrat	3.63**	Sat
Outside K.V.	4.41**	Sat
Girls	2.27*	Sat
Marathi	4.62**	Dissat
Urdu	9.81**	Sat
Overall	2.97*	Sat

** Highly significant at 0.01 level.

* Significant at 0.05 level.

Table 5.5 shows that out of the 10 types of school studied 5 types have shown no significant relationship and if one more type of school with dissatisfaction bias is included the majority of schools would be found having no satisfaction bias. This by no means is an encouraging feature. The State schools require special attention to improve the rate of job satisfaction.

The existing level of innovative proneness score, leadership behaviour dimension scores, open climate types and job satisfaction rate are by no means healthy for our society. The first and foremost requirement therefore is to improve the mean scores in general and more so of those schools which scored below the overall average. Following suggestions are offered to improve the effectiveness of the education system in India :-

- (1) Teachers' economic, social and professional conditions must be improved. The rate and types of emoluments, qualification requirements, in-service training pattern, conditions of service in vogue for the K.V. teachers should be applied for teachers

working under other managements also. The effect of the recently announced Fourth Pay Commission and Chattopadhyaya Commission has further widened the gap between the K.V. and the other types of schools.

- (2) The conditions of K.V. teachers in particular need improvement from the angle of reward, recognition of innovative ideas, reduction in the work-load and academic freedom (autonomy). Teachers must not function like other govt. employees. Their social role should be made known to all and their authority over the students should not be compromised in any manner.
- (3) As far as possible mobility especially in the early stages of service say first 10 years - be encouraged. This causes automatic exposure to different environments and necessitates adjustments for survival which acts as a blessing in disguise for their growth.
- (4) Innovative prone teachers should be identified and motivated to gradually seek self-actualisation and others should be motivated to seek guidance from the innovative teachers irrespective of their local status and seniority level. Monetary awards, publicity, mention of work done in the magazines, syllabus books etc. would be good in this direction. This should be done without favour or fear.
- (5) Facilities like staff rooms, better furniture, individual almirah, separate bath rooms for female teachers, latest and sufficient professional literature in the school libraries, and local compulsory seminars with the teachers of other school be provided.

- (6) Weekly lectures by the same and other school teachers on professional matters, forum for sharing of peculiar job experiences and new solutions found etc. be arranged in each school where ideas could be exchanged. Selected job performances of innovative nature be reported for central publication and general dissemination.
- (7) Number of ministerial staff and teacher aids should be increased to reduce non-instructional work-load of teachers.
- (8) Number of effective teachers should always be retained as per the accepted scale. Adhoc external relief should be immediately provided to overcome long leave, unfilled vacancies, delays in postings etc. For this purpose adequate number of regular teachers should be kept in a reserve pool district-wise or regionwise to avoid overloading of available teachers. K.V. States and organisations running several schools can easily form the reserve pool. Single unit schools can resort to availing the services of the retired teachers on honorary basis for the required duration.
- (9) Leave rules should provide for full or partly paid leave for acquiring high professional qualifications after every 6-10 years of service.
- (10) Curriculum changes, introduction of new methods of teaching and reorganisation of classes etc. should be done after prior consultation with teacher representatives and the information circulated to all the teachers immediately thereafter. Recognised innovative teachers should also be consulted.

- (11) Selection of teachers for professional training should be on aptitude basis only and mushroom growth of training institutions particularly those encouraging private degrees or postal tuitions should be closed down to maintain professional standards and social status of teachers.
- (12) Retirement age of meritorious teachers be extended upto 65 years at their own choice.
- (13) A few suitable teachers should be deputed to R & D organisations for 2-5 years to make the researches in education realistic.
- (14) Environment of the schools should be retained at a level where innovative proneness particularly attitude to innovation proneness; change proneness, and venturesomeness are not discouraged. For this purpose the Principals must be specially reminded frequently and all channels of vertical and horizontal communication should be kept barrier-free.
- (15) Selection of right type of Principals at not too old ages and their training pattern requires frequent review by the R & D department under Ministry of Education at the Centre for all types of schools. This should also have the participation of States.
- (16) The school inspections should be quality oriented. Pupil performance, teacher caliber and involvement must be assessed and openly reported for general information. The success or failure of the newly introduced programmes should be evaluated with reasons behind them and suitably reported upwards for improvement. Such inspections should be of a long duration and be conducted by a team as against one or two officials.

- (17) Teachers should be encouraged to try their innovative ideas and submit reports thereon for repetition elsewhere.
- (18) A few schools in each State should be earmarked as R & D laboratories for testing and evaluating new ideas under the control of experts in education.
- (19) Accountability of teachers should be clearly established and it should be at a fairly higher level.

5.6 - Further Research

The present investigation requires review and restrengthening of ideas at periodical intervals. Certain new vistas have also come to light requiring detailed investigations. For this purpose the following are suggested:-

- (1) Short investigations in different States be conducted having the K.V. in their ambit with a view to locate the factors responsible for innovative proneness, job satisfaction of teachers and pupil performance.
- (2) Job satisfaction of teachers be studied exclusively from teachers angle as different from industrial and commercial angles. Interview method be also used in such studies. Efforts should be made to ascertain the optimum level of satisfaction for best performance and results and for the growth of teachers themselves.
- (3) Contents of the teachers' training curriculum be studied periodically, say every 5 years, to eliminate outmoded aspects and include modern themes. Exposure to the latest techniques and mechanical aids should form a significant part.

- (4) Studies on innovative proneness and teacher job satisfaction be extended to Primary school also to locate the contributory factors and suitable teachers to serve as examples for secondary level also.
- (5) Causes of attitude behaviour discrepancy commonly known as 'Innovation dissonance' be located by extensive research to ensure success for the innovative programmes.
- (6) Case ~~xxx~~ studies, situational researches and Interviews be also inducted for selective use in future investigations for increasing in-depth knowledge and reasons behind each response.
- (7) The relationship of Hindi medium of instruction with innovative proneness be re-confirmed elsewhere.
- (8) The relationship of secondary school teachers' job satisfaction with the leader behaviour styles and the organizational climate types be examined with a varied sample of schools.
- (9) Job Satisfaction of Principals and its relationship with their innovative proneness and organizational climates be examined.

5.7 - Conclusion

The researches on educational innovation and teachers' Job satisfaction are of very recent origin. Kendriya Vidyalaye had been totally spared from research so far. The CASE, Baroda which has conducted researches on educational innovations in India for the last two decades or so had also left the Kendriya Vidyalaye and teacher job satisfaction outside its purview of investigation. K.V. are functioning on model lines and should be included in all meaningful and far reaching researches.

The present investigation is a step forward and can serve as a pioneering research for future studies. With the rapidly changing social values, tools, procedures, ideas and requirements such studies should be repeated periodically for the growth of the research itself and also to be in touch with the latest needs.

The attitude of employers and parents towards the utility of education, their requirements, expectations and extent of co-operation for researches e.g. feedback, evaluation of relative performance etc. should also be considered while planning future researches on educational innovations. New tools, areas, concepts and techniques can be built up on the basis of present study.

The present study has made it clear that teachers' effectiveness as well as the Principals' performance and the role of management cannot be separated for encouraging innovative proneness of the schools and teachers. The educational administration has to be kept alive to the changing social needs and the motivation for innovation should spring from within the school system as against being introduced externally. The environment of the school should be kept conducive to absorb needs of future growth systematically.

When consciousness for research, needs of evaluation of results and willingness to accept suggestions of the researchers reach such a level that co-operation starts flowing voluntarily for educational researches it can be presumed that the present study has fulfilled its role.
