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CHAPTER

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ANALYSIS AND INTERPRETATION

OF THE DATA

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4.1 INTRODUCTION :

This chapter is devoted to the analysis and the interpretation of the data collected by administering the six tools described in the previous chapter namely

- (1) The Inventory of Attitude to Innovation.
- (2) Process of change in Education. (3) Values and opinions in Education
- (4) Leadership Behaviour Description Questionnaire
- (5) Organisational climate Description Questionnaire and
- (6) Thurstone Temperament Schedule.

The purpose of the present study is to locate the dissonance-state in relation to the different personal variables of the secondary school teachers like, Age, Sex, Teaching Experience, Professional Qualification, academic qualification, Mobility, Inservice Education Programme, Professional reading habits, Job satisfaction, and temperament of teachers. The other personal variables for

the principals are the leadership behaviour of the principal and temperament of the principal. The institutional variables are organizational climate of the school, Leadership Behaviour of Principals, Types of School, and Innovativeness of the school. For this purpose, the data were collected from 540 secondary School teachers, 100 principals and from the Educational supervisors in the city of Madras. The data were collected by the investigator himself by visiting the sampled schools to establish rapport and get the data quickly. The analysis of the data is based on the responses from teachers.

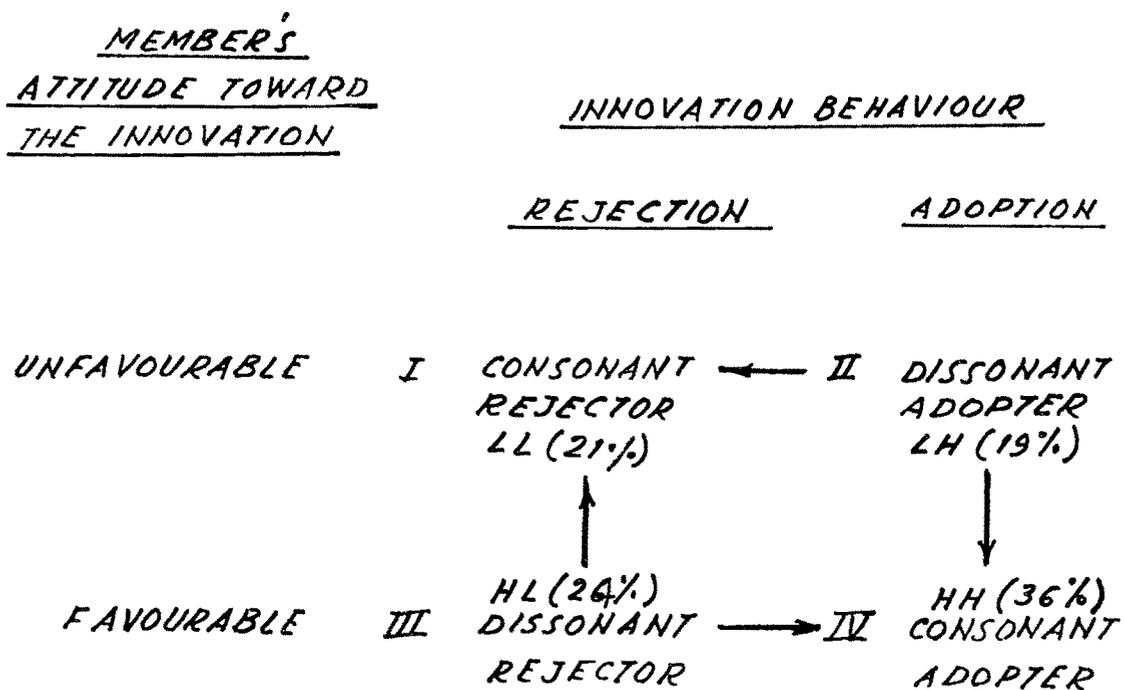
The data collected were analysed on the computer Centre through the services available at the Physical Research Laboratory, Ahmedabad. The hand scores collected from 540 secondary school teachers were also computerised. Percentage, Mean, Standard Deviation, t-value and correlation Matrix were found out while taking into consideration the personal variables, institutional variables and the various dimensions of the tools. All the above variables are used to locate the disequilibrium of mind of the Secondary School Teachers.

4.21 INNOVATION-ATTITUDE-BEHAVIOUR DISSONANCE :

The mean attitude of the sample towards innovation was calculated, as measured by Attitude to

TABLE: 4.1

FOUR DISSONANT - CONSONANT TYPES ON THE BASIS
OF INDIVIDUAL ATTITUDES TOWARD AN INNOVATION
AND THEIR BEHAVIOUR



Innovation a scale having 30 items with six point rating. Whenever an individual teacher respondent's attitude score was higher (or) lower than the sample mean, it was designated as H or L, as the case may be.

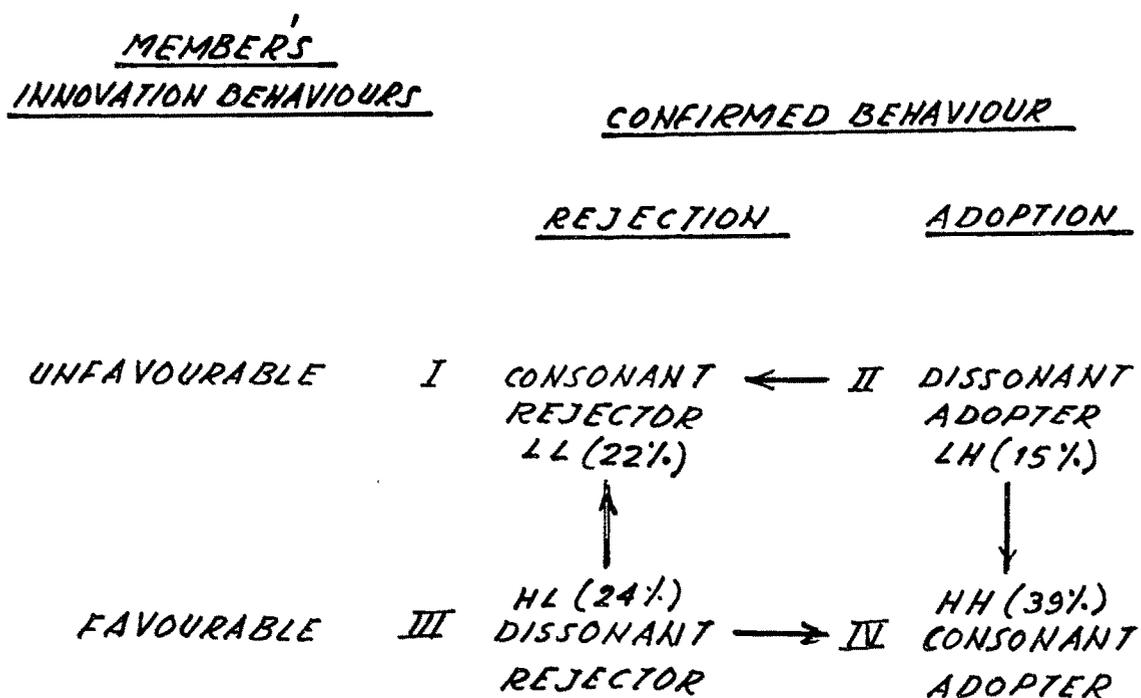
In this study of dissonance, a teacher's position in the matter of attitude to innovation was compared with his innovation-behaviour. Whenever the attitudinal position was not matching with innovation behaviour, such instances were considered to be cases of dissonance. In such cases, the obtained patterns on attitude to innovation and innovation behaviour were either HL or LH. All other cases of HH and LL patterns were deemed to be not having dissonance.

Based on this procedure, it was found that 45% of sample of teachers were in a state of dissonance.

TABLE : 4:0:1

FOUR DISSONANT-CONSONANT TYPES ON THE BASIS OF INDIVIDUAL ATTITUDES TOWARD AN INNOVATION AND THEIR BEHAVIOUR.

In this table, 21% in Type-I and 36% in Type-IV are consonant because the teachers' attitudes and beliefs are in accord with their behaviour. 19% in Type-II and 24% in Type III are dissonant because Secondary School

TABLE: 4.2FOUR DISSONANT- CONSONANT TYPES ON THE BASIS OF INNOVATION BEHAVIOUR & CONFIRMATION BEHAVIOUR

Teachers' attitude toward the Innovation is discrepant with his behaviour in the organisation.

4.22 INNOVATION-BEHAVIOUR-CONFIRMATION DISSONANCE :

The mean value for the sample on confirmed innovation behaviour was calculated based on Change Related Values. In all the cases, where individual teacher score was higher or lower than the mean value, they were represented as H or L, as the case may be.

Every teacher's Innovation Behaviour score was compared with Confirmed Innovation Behaviour score and when they matched either in the form HH or LL, they were treated as cases of consonance. Cases of HL and LH patterns were taken as states of dissonance. When the sample was treated following this procedure, it was found 39.5% of the sample were in a state of dissonance.

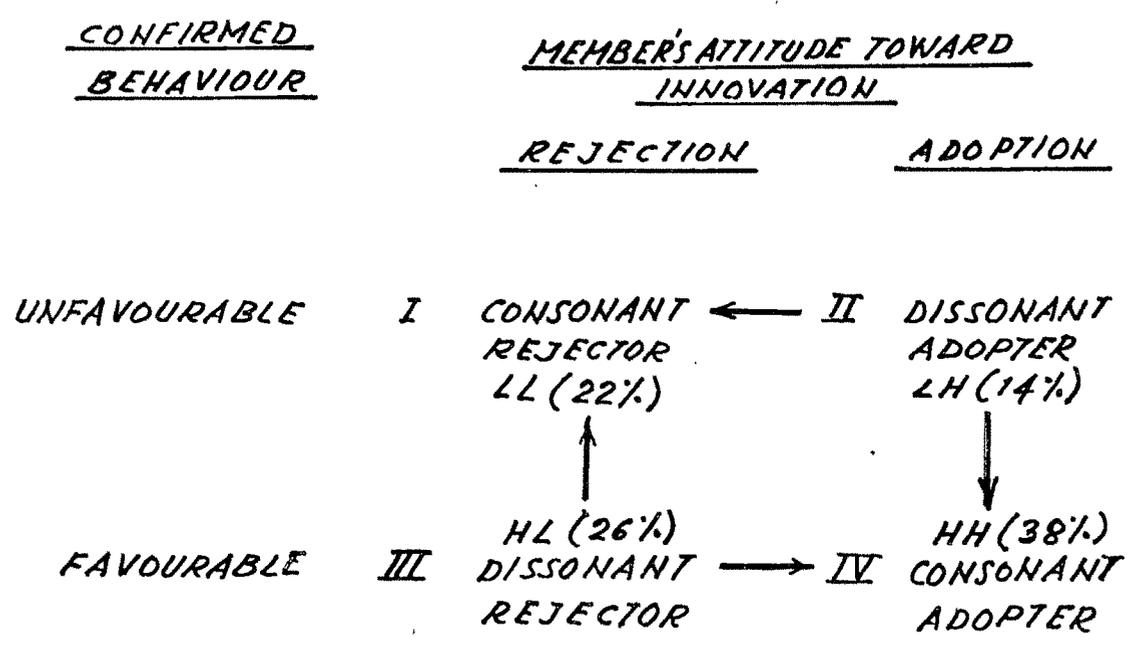
TABLE : 4:0:2

FOUR DISSONANT-CONSONANT TYPES ON THE BASIS OF INNOVATION BEHAVIOUR AND CONFIRMED INNOVATION BEHAVIOUR.

In this table 22% in Type I and 39% in Type IV

TABLE: 4.3

FOUR DISSONANT - CONSONANT TYPES ON THE BASIS
OF CONFIRMED BEHAVIOUR & INDIVIDUAL'S ATTITUDE
TOWARD INNOVATION



are consonant because the teachers attitudes and beliefs are in accord with their behaviour. 15% in Type II and 24% in Type III lead to cognitive dissonance because secondary school teachers attitude towards the Innovation is discrepant with his behaviour in the organisation.

4.23 CONFIRMED INNOVATION ATTITUDE-BEHAVIOUR

DISSONANCE :

Every teacher's attitude to innovation was compared with his confirmed Innovation Behaviour to study whether, it is a case of consonance or dissonance. In such cases, where teachers obtained HH and LL patterns in this regard, they were treated as cases of consonance. The rest of the cases having HL or LH patterns were considered to be in the state of dissonance.

TABLE : 4:0:3

FOUR DISSONANT-CONSSONANT TYPES ON THE BASIS OF INDIVIDUAL ATTITUDES TOWARD AN INNOVATION AND CONFIRMED INNOVATION-BEHAVIOUR.

In this table 22% in Type I and 38% in Type IV are consonant because the teachers' attitude and beliefs are in accord with their behaviour. 14% in Type II and

26% in Type III lead to cognitive dissonance because secondary school teachers' attitude toward the innovation is discrepant with his behaviour.

TABLE : 4:1:1

4.31 AGE OF SECONDARY TEACHERS AND PERCENTAGE OF DISSONANCE STATE

S. No.	Types of Dissonance	Percentage of Teachers		
		Below 35 Years	35 Years and above	Total Percentage
1)	Innovation Attitude-Behaviour Dissonance	19.8	25.18	45
2)	Innovation-Behaviour Confirmed Dissonance.	17.59	21.48	39.1
3)	Confirmed-Innovation attitude Dissonance.	19.4	20	39.4

Table No.4:1:1 presents the percentage of Innovation-Attitude Behaviour Dissonance, Innovation-Behaviour-Confirmed Dissonance and Confirmed Innovation Attitude Dissonance with respect to the age of teachers. It is observed that 19.8% of Secondary School Teachers below 35 years of age and 25.18% of teachers of 35 years and above were in Innovation Attitude Behaviour Dissonance and the total percentage of teachers in this type of dissonance was 45%.

It could be seen that 17.59% of teachers below 35 years of age and 21.48% teacher with age 35 years and above were in Innovation-Behaviour confirmed dissonance and the total percentage of teachers in this type of dissonance was 39.1%.

It is observed that 19.4% of teachers below 35 yrs. of age and 20% of teachers having age 35 yrs. and above, were in confirmed-Innovation Attitude Dissonance and the total percentage of teachers in this type was 39.4%.

The percentage of dissonance state is high for the teachers of age 35 and above 35 years of age compared to the teachers whose age is below 35 years in all three types of dissonance.

TABLE : 4:1:2

4.32 SEX OF SECONDARY SCHOOL TEACHERS AND PERCENTAGE OF DISSONANCE STATE.

S. No.	Types of Dissonance	Percentage of Dissonance		
		Male	Female	Total
1)	Innovation Attitude-Behaviour Dissonance.	27.04	17.96	45
2)	Innovation Behaviour-Confirmed Dissonance.	25.56	13.5	39.1
3)	Confirmed-Innovation Attitude Dissonance.	24.07	15.4	39.4

The table No.4:1:2 presents the three types of dissonance with respect to the sex of the Secondary School Teachers.

It is observed that 27.04% of male teachers and 17.96% of female teachers were in Innovation Attitude Behaviour Dissonance and the total percentage of both the sexes were 45%.

It further shows that 25.56% of male teachers and 13.5% of female teachers were in the Innovation Behaviour, Confirmed Dissonance group and the total percentage was 29.3%.

Sex seems to be the other factor responsible for the dissonance factor. The percentage of dissonance seems to be higher in the case of male teachers than the female teachers.

TABLE : 4:1:3

4.33 TEACHING EXPERIENCE OF SECONDARY SCHOOL TEACHERS AND THE PERCENTAGE OF DISSONANCE STATE.

S. No.	Types of Dissonance	Percentage of Dissonance		Total
		Teaching Experience Below 5 years	5 Years & above.	
1)	Innovation Attitude Behaviour Dissonance.	6.9	38.1	45
2)	Innovation Behaviour Confirmed Dissonance.	5.19	33.89	39.07
3)	Confirmed Innovation Attitude Dissonance.	6.08	33.3	39.4

The table No.4:1:3 indicates three types of dissonance with respect to the teachers having less than 5 years teaching experience and those having 5 years and more teaching experience.

It could be seen 6.9% of teachers having less than 5 years of experience and 38.1% of teachers having 5 years and more teaching experience were in the Innovation Attitude-Behaviour Dissonance group.

It further shows 5.9% of teachers having less than 5 years of experience and 33.88% having 5 and more years of teaching experience were in the Innovation Behaviour Confirmed Dissonance group and the total percentage was 39.07%.

It is observed 6.41% of teachers having less than 5 years of teaching experience and 33.03% having 5 years and more teaching experience were in the confirmed-Innovation Attitude Dissonance group and the total percentage was 39.4%.

The more experienced teachers having 5 years and above 5 years of teaching experience seem to suffer from the state of dissonance rather than teachers who are having less than 5 years of teaching experience.

TABLE : 4:1:4

4.34 PROFESSIONAL QUALIFICATION OF SECONDARY
SCHOOL TEACHERS AND DISSONANCE STATE.

S. No.	Types of Dissonance	<u>Percentage of Dissonance Professional Qualification</u>		
		Trained	Untrained	Total
1)	Innovation-Attitude Behaviour Dissonance.	44.25	0.75	45
2)	Innovation-Behaviour Confirmed Dissonance.	37.9	1.1	39.07
3)	Confirmed Innovation Attitude Dissonance	38.7	0.74	39.4

Table No.4:1:4 indicates the three types of dissonance with respect to the Professional Qualification of the Secondary School Teachers.

It is observed 44.25% of Trained teachers and 0.75% of Untrained teachers were in the Innovation-Attitude Behaviour Dissonance and the total percentage of teachers in this type of dissonance was 45%.

Again 37.9% of Trained teachers and 1.1% of Untrained teachers were in the Innovation-Behaviour confirmed Dissonance and the total percentage of teachers in this type of dissonance was 39.07%.

The table further shows 38.7% of Trained teachers and 0.74% of untrained teachers were in the confirmed

Innovation Behaviour Dissonance group and the total percentage of teachers in this type of dissonance was 39.4%.

Regarding professional Qualifications, the dissonance state seems to have heavy weightage in the case of Trained teachers rather than Untrained teachers where the dissonance state seems to be non-existent.

TABLE : 4:1:5

4.35 MOBILITY OF SECONDARY SCHOOL TEACHER AND
DISSONANCE STATE

S. No.	Types of Dissonance	Percentage of Dissonance		
		Mobile Teachers	Non-Mobile Teachers	Total
1)	Innovation Attitude Behaviour Dissonance.	32.77	12.03	45
2)	Innovation Behaviour Confirmed Dissonance.	30.74	8.33	39.07
3)	Confirmed Innovation Attitude Dissonance.	29.07	10.37	39.4

Table No.4:1:5 presents the three types of dissonance with respect to the mobile and non-mobile teachers of Secondary Schools.

It could be seen that 32.77% of mobile teachers and 12.03% non-mobile teachers were in the Innovation Attitude Behaviour Dissonance group and the total percentage of teachers in this type of dissonance was 45%.

30.74% of mobile teachers and 8.33% of non-mobile teachers were in the Innovation Behaviour Confirmed Dissonance group and the total percentage of teachers in this type of dissonance was 39.07%.

It further shows 29.07% of mobile teachers and 10.37% of non-mobile teachers were in the confirmed Innovation Attitude Dissonance group and the total percentage of teachers in this type of dissonance was 39.4%.

Teachers working in the same school over a long period of time tend to have a state of dissonance when compared with those who work for short period in different schools.

TABLE : 4:1:6

4.36 INSERVICE EDUCATION PROGRAMME OF SECONDARY SCHOOL TEACHERS AND DISSONANCE STATE.

S. No.	Type of Dissonance	Percentage of Dissonance		
		Some Inservice Education	No Inservice Education	Total
1)	Innovation Attitude Behaviour Dissonance.	35.9	9.1	45
2)	Innovation Behaviour Confirmed Dissonance.	30.9	8.17	39.07
3)	Confirmed Innovation Attitude Dissonance.	27.96	11.5	39.4

The table No.4:1:6 indicates the three types of dissonance and Inservice Education Programme of Secondary School Teachers.

It is observed 35.9% of teachers having Inservice Education Programme and 9.1% having no inservice education programme were in the Innovation Attitude Behaviour Dissonance group and the total percentage of teachers in this type of dissonance was 45%.

It further shows 30.9% of teachers having some Inservice Education Programme and 8.17% having no Inservice Education Programme were in the Innovation Behaviour confirmed Dissonance group and the total percentage of teachers in this type of dissonance was 39.07%.

It is observed 27.96% of teachers having some Inservice Education Programme and 11.5% having no Inservice Education Programme were in the confirmed Innovation Attitude Dissonance group and the total percentage of dissonance was 39.4%.

Teachers who have had experience in some Inservice Education Programme seem to have a greater percentage of dissonance than those teachers who have had no-Inservice Education Programme.

TABLE : 4:1:74.37 PROFESSIONAL READING HABITS OF SECONDARY SCHOOL
TEACHERS AND DISSONANCE STATE.

S. No.	Types of Dissonance	Percentage of Dissonance with Reading Habit		
		Some Reading Habits.	No Reading Habit	Total
1)	Innovation Attitude Behaviour Dissonance.	13.15	31.85	45
2)	Innovation Behaviour Confirmed Dissonance.	12.96	26.1	39.07
3)	Confirmed Innovation Attitude Behaviour.	10.92	28.5	39.4

The table No.4:1:7 presents the three types of dissonance and the Professional Reading Habits of Secondary School Teachers.

It is observed 13.15% of teachers having professional Reading Habits and 31.85% of teachers having no Professional Reading Habits were in the Innovation Attitude Behaviour Dissonance group and the total percentage of teachers in this type of dissonance was 45%.

The table further shows 12.96% of teachers having Professional Reading Habits and 26.1% having no Professional Reading Habits were in the Innovation Behaviour-confirmed Dissonance and the total percentage of teachers in this type of dissonance was 39.07%.

It could be seen that 10.92% of teachers having Professional Reading Habits and 28.51% having no Professional Reading Habits were in the confirmed Innovation Attitude Dissonance group and the total percentage of teachers in this type of dissonance was 39.4%.

Teachers who have the habit of reading professional literature have less dissonance state than those who do not have professional reading Habits.

TABLE : 4:1:8

4.38 PROFESSIONAL SATISFACTION OF SECONDARY SCHOOL TEACHERS AND PERCENTAGE OF DISSONANCE STATE.

S. No.	Type of Dissonance	Percentage of Dissonance with Job satisfaction		
		Satisfied	Not satisfied	Total
1)	Innovation Attitude Behaviour Dissonance.	29.81	15.18	45
2)	Innovation Behaviour Confirmed Dissonance.	25.37	13.70	39.07
3)	Confirmed Innovation Attitude Dissonance.	24.25	15.18	39.4

The table No.4:1:8 indicates the Professional Satisfaction of Secondary School Teachers and the three types of dissonance.

It shows 29.81% of teachers having satisfaction

towards their profession and 15.18% of teachers who are not satisfied towards their profession were in Innovation Attitude Behaviour Dissonance.

It is observed 25.37% of teachers having satisfaction towards their Profession and 13.7% of teachers who are not satisfied with their Profession were in the Innovation Behaviour confirmed Dissonance group.

The table further shows 24.25% of teachers having satisfaction towards their job and 15.18% of teachers who are not satisfied with their profession were in the confirmed Innovation Attitude Dissonance.

Teachers who are having sufficient job satisfaction show a tendency to have more dissonance than those who are not having satisfaction towards their profession.

TABLE : 4:1:94.39(a) LEADERSHIP BEHAVIOUR PATTERNS AND PERCENTAGE
OF TEACHERS IN DISSONANCE STATE.

S. No.	Leadership Behaviour Pattern	HH Pattern	LL Pattern	L.H Pattern	H.L. Pattern
1)	Total number of sampled Teachers	183	207	102	48
2)	Percentage of Teachers.	33.88	38.33	18.88	8.88
3)	Teachers in Dissonance among sampled teachers.	91	100	32	20
4)	Dissonance percentage in sampled teachers.	37.4	40.9	13.16	8.23
5)	Teachers Dissonance percentage of the total sampling.	16.85	18.5	5.92	3.7

The table No.4:1:9 presents the patterns of Leadership Behaviour, Percentage of Sampled teachers, and percentage of dissonance teachers in each pattern of Leadership Behaviour.

It is observed 18.51% of teachers of the sample, having LL-pattern of Principal Leadership in their school were found to be in the Dissonance state.

16.85% of teachers of the sample having HH-pattern of Principal Leadership in their school were found in the state of Dissonance.

5.92% of the sample of teachers having IH-pattern of Principal Leadership Behaviour were found to be in the dissonance state. 3.7% of the sample, under HL-pattern of Principal Leadership Behaviour were found to be in the state of dissonance.

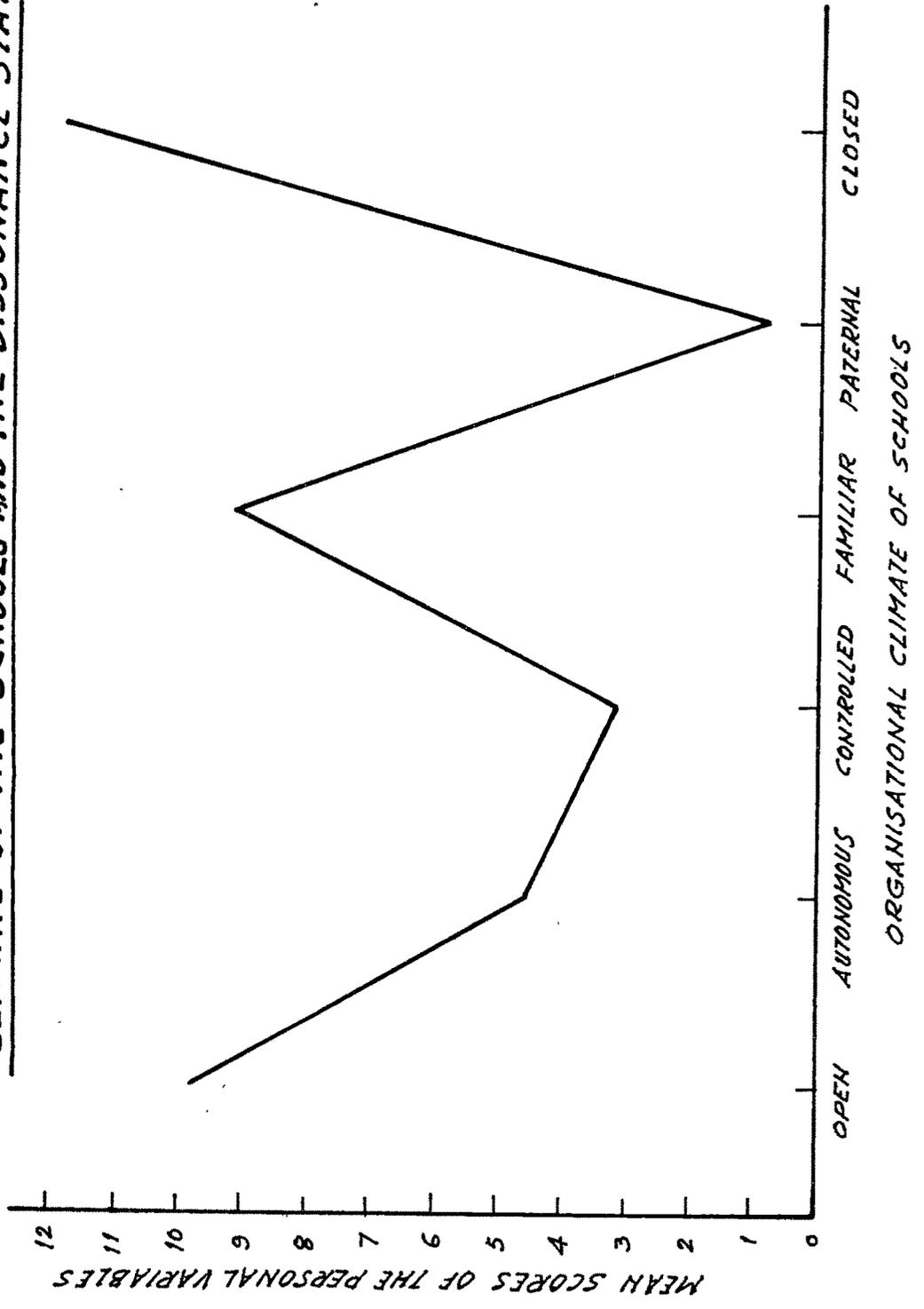
A higher percentage of teachers working under Principals having low initiating structure and consideration, showed a dissonance state than those working under the other type of Leadership Behaviour Patterns.

TABLE : 4:1:10

4.39(b) ORGANIZATIONAL CLIMATE OF THE SCHOOL AND THE PERCENTAGE OF TEACHERS HAVING DISSONANCE STATE.

S. No.	Types of Climate	Open	Autonomous	Controlled	Familier	Patternal	Closed
1)	Nos. of teachers (total)	124	58	33	92	72	160
2)	Percentage of Teachers.	22.9	10.7	6.1	17.04	13.3	29.6
3)	Number of teachers in Dissonant State	53	25	17	50	34	64
4)	Percentage of teachers in Dissonance.	21.8	10.3	6.9	20.6	13.9	26.4
5)	Percentage of Dissonance from total sampling.	9.8	4.62	3.2	9.3	6.7	11.9

GRAPH: VI
CLIMATE OF THE SCHOOLS AND THE DISSONANCE STATE



The Table No.4:1:10 presents the types of climate of the school, and percentage of teachers in dissonant state in each climate.

It could be seen 11.9% of teachers of the sample working in closed organisational climate type schools were found to be in dissonance state. 9.8% of the teachers of the sample working in open Climate Schools were in the state of dissonance. 9.3% of the teachers working in a Familier Climate were in a dissonance state. 4.62% of teachers of the sample working in Autonomous Climate schools were in the state of dissonance and 3.2% of the teachers of the sample working in controlled climate were in the state of dissonance.

Teachers working in "Closed Climate" schools show a tendency of a high dissonance state. This is represented in the graph VI in the opposite page.

TABLE : 4:1:114.39(c) PRINCIPAL'S TEMPERAMENT TRAIT AND PERCENTAGE
OF DISSONANCE OF TEACHERS.

S. No.	Principals' Temperament Trait	Active Trait	Vigorous Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
1)	Total Number of teachers.	42	1	74	100	30	193	100
2)	Percentage of teachers.	7.8	0.18	13.7	18.5	5.6	35.7	18.5
3)	Number of Dissonance Teachers	20	1	29	43	36	108	36
4)	Percentage of teachers from sample.	8.23	2.47	9.9	17.7	2.5	44.4	14.8
5)	Percentage of Dissonance Teachers.	3.7	0.2	5.4	7.96	1.1	20.0	6.76

The table 4:1:11 shows the temperament of Principals and percentage of their teachers in dissonance state.

It could be seen 20% of teachers of the sample working under sociable Trait Temperament principal were in the dissonance state. 7.69% of teachers of the sample who are working under the principal having Impulsive Trait were in the dissonance state. 6.7% of teachers of the sample working under Reflective Trait principal were in dissonance state. 5.4% of

teachers of the sample working under Impulsive trait principal were in the dissonance state. 3.7% of the teachers of the sample working under Active Trait principal were in dissonance state. 1.1% of teachers of the sample working under stable Trait of Principal were in dissonance State. 0.2% of teachers of the sample working under vigorous trait of Principal were in dissonance state.

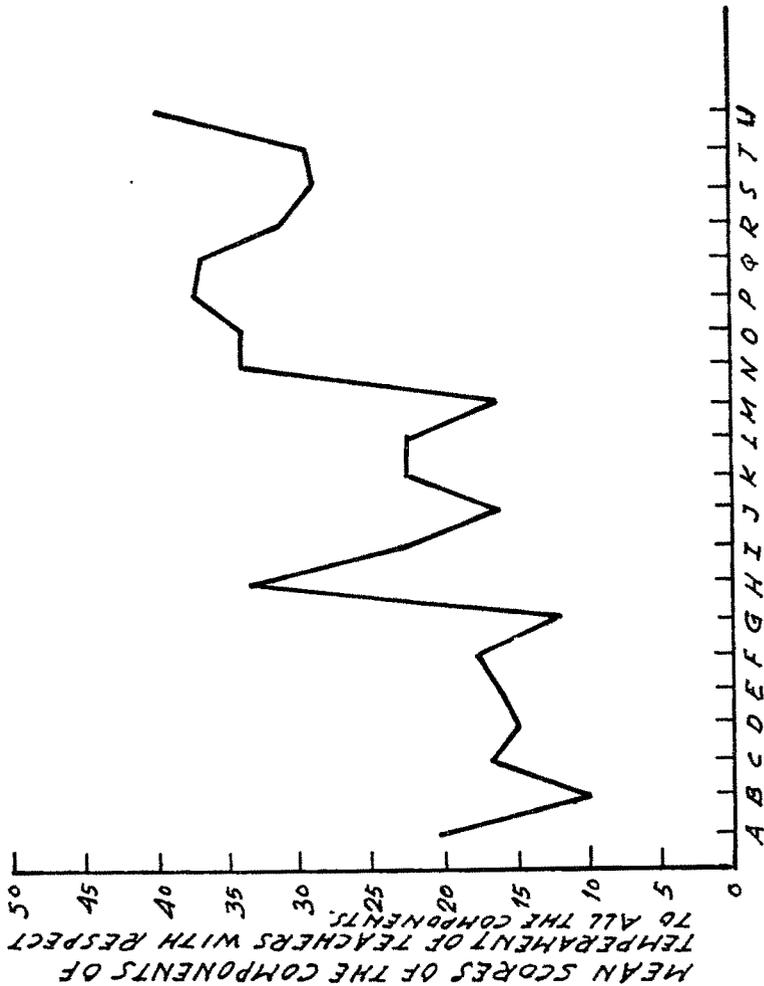
Teachers working under the Principal who possesses sociable and Impulsive Traits, have more dissonance state.

TABLE : 4:1:12

4.39(d) TEACHERS' TEMPERAMENT TRAIT AND THEIR PERCENTAGE OF DISSONANCE.

S. No.	Temperament of Teachers	Active Trait	Vigorous Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
1)	Number of sample teachers.	32	9	72	84	16	208	129
2)	Percentage of sample Teachers.	5.93	1.5	13.3	15.2	2.9	38.5	23.5
3)	Number of Dissonant Teachers	22	4	26	41	8	106	36
4)	Percentage of dissonance from the sample	9.1	1.6	10.7	16.8	3.3	43.7	14.8
5)	Percentage of dissonance teachers from the sample.	4.1	0.7	4.8	7.6	11.5	19.6	6.7

GRAPH: IV
SOCIABLE TRAIT OF SECONDARY SCHOOL TEACHERS AND THE MEAN
SCORES OF COMPONENTS OF INNOVATION AS A WHOLE



KEY

- | | |
|----------------------------------|----------------------|
| A. INDIVIDUALISATION | L. COMPATIBILITY |
| B. CURRICULUM ORGANISATION | M. RISKNESS |
| C. TEACHING LEARNING PROCESS | N. LOCALITNESS |
| D. TEACHING RESOURCES | O. COSMOPOLITENESS |
| E. INTERNAL SCHOOL ORGANISATION | P. TRADITIONALISM |
| F. STAFF DEVELOPMENT | Q. PROGRESSIVISM |
| G. SCHOOL COMMUNITY RELATIONSHIP | R. DOGMATISM |
| H. ADMINISTRATIVE SUPPORT | S. VENTURE-SOMENESS |
| I. STAFF NORMS | T. CONSERVATISM |
| J. SYSTEM NORMS | U. CHANGE PRONE-NESS |
| K. COMPLEXITY | |

TWENTYONE COMPONENTS OF INNOVATIVE PROMENESS

Table No.4:1:12 presents the temperament trait of teachers and their dissonance state.

It is observed 19.6% of teachers of the sample, having Sociable Trait were in the state of dissonance. 7.6% of teachers of the sample, having Dominant Trait were in the state of dissonance. 6.7% of teachers the sample, having Reflective Trait were in the state of dissonance. 4.8% of teachers of the Sample having Impulsive Trait were in the dissonant state. 4.1% of teachers of the sample, having Active Trait were in the state of dissonance, and 0.7% of teachers of the sample, having Vigorous Trait were in the state of dissonance.

Teachers possessing sociable Trait have more dissonance than those having other Traits. Sociable Trait of the teachers and the dissonant state is represented in the graph IV.

TABLE : 4:1:134.39(e) TYPES OF SCHOOLS AND PERCENTAGE OF DISSONANCE
STATE OF TEACHERS.

S. No.	Types of Schools	Missionary	Private Management.	Govt.	Corporation.
1)	No. of sample teachers.	240	99	99	101
2)	Percentage of Sample teachers	44.4	18.3	18.3	18.8
3)	No. of dissonant teachers from sample.	100	45	50	48
4)	Percentage of Dissonance teachers from sample.	41.2	18.5	20.6	19.8
5)	Percentage of Dissonance from sample.	18.5	8.3	9.3	8.9

The table No.4:1:13 presents the types of the school and percentage of teachers having dissonance state.

It is observed 18.5% of teachers of the sample working in Missionary Schools were in the dissonance state. 9.3% of teachers of the sample working in Govt. Schools were in the dissonance state. 8.9% of teachers of the sample working in Corporation schools were in dissonance state. 8.3% of teachers working in Private Management Schools were in dissonance state.

Teachers working in Missonary schools seem to have a higher dissonance state than those who are working in other schools.

TABLE : 4:1:14

4.39(f) INNOVATIVE CHARACTERISTICS OF THE SCHOOL AND THE PERCENTAGE OF DISSONANCE STATE OF TEACHERS.

S.No.	Innovative Characteristics of Schools.	Innovative Schools.	Non-Innovative Schools.
1)	Total Number of Teachers.	243	297
2)	Percentage of teachers.	45	55
3)	Number of dissonant teachers.	110	133
4)	Percentage of dissonant teachers from the sample.	45.3	54.7
5)	Percentage of dissonance from the total sample.	20.4	24.6

The Table No.4:1:14 presents the Innovative Characteristics of school and percentage of dissonance state of teachers.

It is observed 24.6% of teachers of the sample working in Non-innovative schools were in the state of dissonance. 20.4% of teachers working in Innovative schools were in the state of dissonance.

Teachers working in Non-innovative schools tend to show a higher rate of dissonance.

TABLE : 4:01:1

4.41 MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF TWO AGE-GROUPS OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THE COMPONENTS OF ATTITUDE TO INNOVATION.

Age	Below 35 years		35 Years and above 35 Yrs.		"t" Value
	Mean	S.D.	Mean	S.D.	
Components of Attitude to Innovation					
1) Individualization.	20.624	3.088	20.704	3.235	0.295 NS
2) Curriculum organisation	11.087	2.166	11.375	2.304	1.495 NS
3) Teaching-Learning Process	17.871	3.519	17.087	4.975	0.580 NS
4) Teaching Resources	15.338	3.268	15.430	3.286	0.323 NS
5) Internal School Organization	16.213	4.261	16.289	4.403	0.203 NS
6) Staff Development.	17.791	3.221	18.134	3.803	1.127 NS
7) School Community relationship.	12.183	2.556	12.437	3.495	0.961 NS

From Table No.4:01:1, it can be inferred that mean difference is not significant between the two age groups of teachers with respect to different components of Attitude towards Innovation. This means age does not play a significant role on the components of Attitude to Innovation (viz.) Individualization, Curriculum Organisation, Teaching

Learning Process, Teaching Resources, Internal School Organization, Staff Development, School Community relationship, as all, the t-values are not significant.

TABLE : 4:01:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF TWO AGE-GROUPS OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO ATTITUDE TO INNOVATION.

Age	Below 35 years		35 Years and above 35 years		"t" Value
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation	111.091	14.763	112.935	19.780	1.223 NS

The above mentioned table No.4:01:2 shows that the age of the teachers of Secondary School has not played any significant role because t-value is not significant.

Patel (1979) in his study of Innovative Proneness of Secondary and Higher Secondary School Teachers of Gujarat State gets the same result.

TABLE : 4:01:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF TWO AGE-GROUPS
OF SECONDARY SCHOOL TEACHERS WITH RESPECT
TO THE COMPONENTS OF SITUATIONAL CHARACTERISTICS

Age	Below 35 Years		35 Years and above 35 Yrs.		"t" Value
	Mean	S.D.	Mean	S.D.	
Components of Situational Characteristics					
1) Administrative support.	33.304	13.581	33.993	13.371	0.504 NS
2) Staff Norms	23.916	8.963	23.267	7.780	0.900 NS
3) System Norms	16.418	7.903	16.621	7.067	0.314 NS

The table No.4:01:3 shows the significance of difference between the Mean Scores of two age groups (below 35 years and 35 years and above) with respect to the Components of Situational Characteristics.

The "t" values are not significant. This means the age of the Secondary School Teachers does not play any significant role with respect to the components of Situational Characteristics viz. Administrative Support, Staff Norms, System Norms.

Panchal (1977) in his study on Innovative Proneness of Teacher Educators of Secondary Teachers' Training Colleges of Gujarat State, gets the same results.

TABLE : 4:01:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF TWO AGE-GROUPS
OF SECONDARY SCHOOL TEACHERS WITH RESPECT
TO THE COMPONENTS OF INNOVATION CHARACTERISTICS

Age	Below 35 Years		35 Years and above.		"t" Value
	Mean	S.D.	Mean	S.D.	
Components of Innovation Characte- ristics.					
4) Comple- xity.	21.973	6.914	22.588	6.734	1.047 NS
5) Compati- bility.	21.817	6.414	22.570	6.425	1.362 NS
6) Riskness	16.970	6.792	16.895	7.151	0.124 NS
7) Localite- ness.	32.643	8.532	34.007	7.275	2.003 *
8) Cosmopo- liteness	32.964	7.854	34.065	7.768	1.9816*

From the above table No.4:01:4, it is observed that there is a significant mean difference between the two age groups of teachers (below 35 years of age, and above 35 years) with respect to Localiteness and Cosmopoliteness at .05 level. This table further shows that there is no significant mean difference between the age of Teachers (below 35 years and above 35 years) with respect to Complexity, compatibility and Riskness. It is strange to note that the mean is high in Localiteness and Cosmopoliteness for the same age group, that is above 35 years.

TABLE : 4:01:5

MEAN, S.D., AND SIGNIFICANCE OF
 DIFFERENCE BETWEEN THE MEAN SCORES
 OF TWO AGE-GROUPS OF SECONDARY
 SCHOOL TEACHERS WITH RESPECT TO
 SITUATIONAL AND INNOVATION
 CHARACTERISTICS.

Age	Below 35 Years		35 Years and above 35 Yrs.		"t" Value
	Mean	S.D.	Mean	S.D.	
Situational & Innovation Characteristics					
Situational and Innovation Characteristics as a whole.	198.285	42.131	205.549	51.229	1.794 NS.

The Table No.4:01:5 shows the significance of difference between the Mean Scores of the two age groups of teachers with respect to the Innovation Characteristics. The Mean difference is not significant. The age of the Secondary School Teachers does not play significant role with respect to Innovation Characteristics.

TABLE : 4:01:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN THE MEAN SCORES OF TWO AGE-GROUPS
 OF SECONDARY SCHOOL TEACHERS WITH RESPECT
 TO THE COMPONENTS OF CHANGE RELATED VALUES

Age	Below 35 Years		35 Years and Above		"t" Value
	Mean	S.D.	Mean	S.D.	
Components of Change Related Values					
1) Traditionalism.	36.909	6.608	37.874	6.264	1.742 NS
2) Progressivism.	37.122	6.582	37.123	7.779	0.002 NS
3) Dogmatism	32.156	7.322	31.574	7.222	0.930 NS
4) Venturesomeness.	29.863	5.035	29.523	5.220	0.769 NS
5) Conservatism	29.555	7.143	28.776	8.370	1.160 NS
6) Change Proneness	38.601	6.292	39.596	6.678	1.780 NS

The Table No. 4:01:6 indicates the significance of difference between the Mean Scores of the two age groups of teachers with respect to the components of change Related Values. It is found that the "t" values are not significant in the cases of all the six components viz. Traditionalism, Progressivism, Dogmatism, Venturesomeness.

ness, Conservatism, Change Proneness. It means the age of the Secondary School Teachers does not play a significant role with respect to the components of Change Related Values.

TABLE : 4:01:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF TWO AGE-GROUPS
OF SECONDARY SCHOOL TEACHERS WITH RESPECT
TO CHANGE RELATED VALUES AS A WHOLE.

Age	Below 35 Years		35 Years and Above.		"t" Value
	Mean	S.D.	Mean	S.D.	
Change Related Values as a whole.	204.205	25.612	204.52	26.123	0.141 NS

The Table No.4:01:7 shows the significance of difference between the Mean scores of two age groups of teachers in relation to Change Related Values. It is found that the 't' value is not significant. It means that the age of the Secondary School Teachers does not play a significant role with respect to the Change Related Values as a whole.

TABLE : 4:01:8

MEAN, S.D., AND SIGNIFICANCE OF
DIFFERENCE BETWEEN MEAN SCORES OF
TWO AGE-GROUPS OF SECONDARY SCHOOL
TEACHERS WITH RESPECT TO THE INNOVATIVE
PRONENESS AS A WHOLE

Age	Below 35 Years		35 Years and above .		"t" Value
	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole.	513.091	66.618	519.498	64.203	1.138 NS

The above table No.4:01:8 shows that there is no significant mean difference between the age of Secondary School Teachers below 35 years, and above 35 years, as the 't'-value is not significant. So it is inferred that the age does not play a significant role with Innovative Proneness as a whole. As far as the age of the teachers is concerned, the results were in accordance with Panchal (1977).

TABLE : 4:01:9

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF TWO AGE-GROUP
OF TEACHERS WITH RESPECT TO THE COMPONENTS
OF TEMPERAMENT TRAITS.

Age	Below 35 Years		35 Years and above.		"t" value
	Mean	S.D.	Mean	S.D.	
Components of Temperament Traits.					
1) Active Trait	10.030	3.067	9.823	3.368	0.747 NS
2) Vigorous Trait	7.430	3.626	7.433	3.733	0.011 NS
3) Impulsive Trait.	11.16	3.651	10.375	3.723	2.470 *
4) Dominant Trait	11.125	3.594	11.430	4.341	0.884 NS
5) Stable Trait	8.635	4.718	8.762	4.981	0.303 NS
6) Sociable Trait	12.730	4.109	12.863	3.688	0.396 NS
7) Reflective Trait	11.749	6.071	11.379	4.259	0.823 NS

The Table No.4:01:9 gives the significance of difference between the Means of two age groups of Secondary school Teachers with respect to their Temperament. The 't'-value of the two age groups is significant at .05 level. Impulsive Trait is significantly in favour of the teachers who are below 35 years.

The values of the other components of Temperament viz. Active Trait, Vigorous Trait, Dominant Trait, Stable Trait are not significant with the two Age groups of teachers.

TABLE : 4:01:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF TWO AGE-GROUP OF
TEACHERS WITH RESPECT ^{TO} THE COMPONENTS OF
LEADERSHIP BEHAVIOUR.

Age	Below 35 Years		35 Years and above.		"t"-value
	Mean	S.D.	Mean	S.D.	
Components of Leadership Behaviour.					
1) Initiating Structure.	41.357	9.868	41.708	8.589	0.445 NS
2) Consideration	38.217	10.951	38.108	10.075	0.12 NS

The Table 4:01:10 shows the significance of difference between the Means of two age groups of Secondary School Teachers with respect to the Components of Leadership Behaviour of the Principal. The "t" values are not significant. This means the age of the Secondary School Teachers does not play a significant role in their perception of the Components of Leadership Behaviour of their principals.

TABLE : 4:01:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF TWO AGE-GROUPS
OF TEACHERS WITH RESPECT TO THE COMPONENTS
OF ORGANIZATIONAL CLIMATES

Age	Below 35 Years		35 Years and above.		"t" Value
	Mean	S.D.	Mean	S.D.	
Organizational Climates.					
1) Disengagement	19.798	7.564	19.653	4.918	0.218 NS
2) Hindrance	14.034	3.826	14.097	4.918	0.166 NS
3) Esprit	25.757	6.326	25.123	7.256	1.080 NS
4) Intimacy	17.494	4.580	19.978	4.011	1.308 NS
5) Aloofness	19.494	4.580	19.978	4.011	1.308 NS
6) Production Emphasis	18.027	6.449	17.437	4.886	1.202 NS
7) Thrust	22.738	7.049	22.357	6.775	0.639 NS
8) Consideration	13.422	5.268	13.298	5.113	0.411 NS

The above table No.4:01:11 shows that the age of Secondary School Teachers has no influence on the components of organisational climate as all the "t" values are insignificant.

TABLE : 4:02:1

4.42 MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS WITH RESPECT TO COMPONENTS OF ATTITUDE TO INNOVATION.

SEX Components of Attitude to Innovation.	MALE		FEMALE		"t" Value
	Mean	S.D.	Mean	S.D.	
1) Individuali- zation.	20.698	2.990	20.614	3.410	0.304 NS
2) Curriculum Organization	11.197	2.318	11.293	2.121	0.488 NS
3) Teaching- Learning Process.	18.022	3.777	17.921	5.049	0.264 NS
4) Teaching Resources	15.508	3.289	15.200	3.251	1.069 NS
5) Internal School Organisation	16.489	4.290	15.893	4.376	1.568 NS
6) Staff Development	18.062	3.525	17.823	3.546	0.767 NS
7) School Community Relationship	12.375	2.674	12.219	3.600	0.580 NS

The Table No.4:02:1 shows the significance of difference between the means of male and female teachers on the Components of Attitude to Innovation. All the "t" values do not indicate significant results. This means sex of the

Secondary School Teachers do not play a significant role on the Components of Attitude to Innovation viz. Individualisation, Curriculum Organization, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship.

Panchal (1977) in the case of Teacher Educators in Gujarat gets the same results.

TABLE : 4:02:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF MALE & FEMALE SECONDARY
SCHOOL TEACHERS WITH RESPECT TO ATTITUDE TO
INNOVATION AS A WHOLE.

SEX	MALE		FEMALE		"t" Value
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation as a whole					
Attitude to Innovation.	112.342	15.171	111.577	20.610	0.496 NS

The Table No.4:02:2 presents the Mean, S.D., and significance difference of Mean Scores of Male and Female, teachers with respect to Attitude to Innovation as a whole.

The mean difference of Male and Female teachers is not significant with the Attitude to Innovation.

The sex of the Secondary School Teachers has no influence on Attitude to Innovation.

TABLE : 4:02:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF MALE AND FEMALE
SECONDARY SCHOOL TEACHERS WITH RESPECT TO
THE COMPONENTS OF SITUATIONAL CHARACTERISTICS

SEX	MALE		FEMALE		"t" Value
	Mean	S.D.	Mean	S.D.	
Components of Situational Characteristics					
1) Administrative Support.	34.486	12.962	32.405	14.131	1.762 NS
2) Staff Norms	24.160	7.745	22.712	9.197	1.972 *
3) System Norms	16.603	6.549	16.400	8.714	0.309 NS

The Table No.4:02:3 gives the significance of difference between mean scores of Male and Female teachers with respect to the components of Situational Characteristics. The t-value of the Male teachers to Female teachers is significant at .05 level, with respect to the Component Staff Norms. This means Male teachers are significantly in favour of Staff Norms.

The t-values of the other components viz. Administrative support and system Norms are not significant.

Panchal (1977) findings support this value.

TABLE : 4:02:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF MALE AND FEMALE
SECONDARY SCHOOL TEACHERS WITH RESPECT TO
THE COMPONENTS OF INNOVATION CHARACTERISTICS

<u>SEX</u> Components of Innovation Characteristics.	<u>MALE</u>		<u>FEMALE</u>		"t" Value
	Mean	S.D.	Mean	S.D.	
4) Complexity	22.363	5.143	22.177	8.785	0.310 NS
5) Compatibility	22.218	5.570	22.181	7.549	0.066 NS
6) Riskness	17.065	6.304	16.730	7.885	0.545 NS
7) Localithess	33.231	6.939	33.512	9.252	0.402 NS
8) Cosmopoliteness	33.172	7.301	33.921	8.558	1.058 NS

From this Table No.4:02:4, it is observed that sex of Secondary School Teachers has no influence with the components of Innovation Characteristics viz. Complexity, Compatibility, Riskness, Localithess, Cosmopoliteness, since all the t-values are not significant.

TABLE : 4:02:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN THE MEAN SCORES OF MALE AND FEMALE
 SECONDARY SCHOOL TEACHERS WITH RESPECT TO
 SITUATIONAL AND INNOVATION CHARACTERISTICS.

<u>SEX</u>	<u>MALE</u>		<u>FEMALE</u>		't'-value
	Mean	S.D.	Mean	S.D.	
Situational & Innovational Characteristics as a whole.					
Situational and Innovational Characteristics	203.052	39.645	200.437	56.630	0.631 NS.

The Table No.4:02:5 indicates the significance of difference between the Male and Female Teachers with respect to situational and Innovational Characteristics as a whole.

The t-value is not significant. It means the sex of the teachers does not affect the Situational and Innovation Characteristics.

TABLE : 4:02:6

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF MALE AND FEMALE
SECONDARY SCHOOL TEACHERS WITH RESPECT TO
THE COMPONENTS OF CHANGE RELATED VALUES

SEX	MALE		FEMALE		"t"-Value
	Mean	S.D.	Mean	S.D.	
Components of Change Related Values.					
1) Traditionalism	37.357	6.242	37.474	6.757	0.207 NS
2) Progressivism	36.545	6.846	37.995	7.761	2.297 *
3) Dogmatism	31.778	7.273	31.977	7.280	0.310 NS
4) Venturesomeness	29.877	5.183	29.405	5.043	1.048 NS
5) Conservatism	28.640	8.129	29.935	7.221	1.893 NS
6) Change Proneness	39.64	6.384	38.312	6.621	2.332 *

The Table No.4:02:6 indicates the significance of difference between the mean scores of male and female Secondary School Teachers with respect to the components of change related values. There is a significant mean difference between male and female teachers at .05 level with respect to Progressivism. The female teachers are in favour of the Component, Progressivism and the male teachers play significance role with respect to Change Proneness.

The t-value is significant at .05 level with respect to Change Proneness. The male teachers are significantly in favour of the Component, Change Proneness.

All the t-values are not significant. This means the Sex of the Secondary School Teachers does not play significant role in the Component viz. Traditionalism, Dogmatism, Venturesomeness, and Conservatism.

Patel (1979) supports this findings.

TABLE : 4:02:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF MALE AND FEMALE
SECONDARY SCHOOL TEACHERS WITH RESPECT TO
THE CHANGE RELATED VALUES.

SEX	MALE		FEMALE		't'-value
	Mean	S.D.	Mean	S.D.	
Change related values as a whole.	203.96	25.518	204.981	26.397	0.449 NS

The Table No.4:02:7 indicates the significance of difference between the mean scores of Male and Female Teachers with respect to change related values as a whole. Sex does not play a significant role with respect to change Related Values as the t-value is not significant.

TABLE : 4:02:8

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES OF MALE AND FEMALE
 SECONDARY SCHOOL TEACHERS WITH RESPECT TO
 INNOVATIVE PRONENESS AS A WHOLE.

SEX	MALE		FEMALE		'T'-Value
	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole.					
Innovative Proneness as a whole.	519.338	63.292	511.902	68.389	1.294 NS

The Table No.4:02:8 gives the significance of difference between the Mean Scores of Male and Female teachers of Secondary Schools with respect to Innovative Proneness.

The t-value is not significant. This means the sex of the Secondary School Teachers does not play significant role with respect to Innovative Proneness as a whole.

TABLE : 4:02:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF MALE AND FEMALE
SECONDARY SCHOOL TEACHERS WITH RESPECT TO
THE COMPONENTS OF TEMPERAMENT TRAITS.

SEX Components of Temperament Traits.	MALE		FEMALE		"t" Value
	Mean	S.D.	Mean	S.D.	
1) Active Trait	10.018	3.274	9.781	3.147	0.836 NS
2) Vigorous Trait	7.945	3.812	6.656	3.327	4.043 **
3) Impulsive Trait	10.957	3.721	10.456	3.671	1.540 NS
4) Dominant Trait	11.877	3.993	10.381	3.831	4.329 **
5) Stable Trait	9.055	4.818	8.163	4.862	2.100 *
6) Sociable Trait	13.132	3.512	12.293	4.374	2.462 *
7) Reflective Trait.	11.883	4.037	11.070	6.598	1.776 NS

The Table No.4:02:9 shows the significance of difference between mean scores of the Male and Female Teachers with respect to the Components of Temperament Traits.

There is a high significant mean difference between the Male and Female Teachers at .01 level with respect to the Component, Vigorous Trait.

There is a high significant difference between the mean scores of the Male and Female Teachers at .01 level with respect to the Component, Dominant Trait.

The Male teachers are significantly in favour of the components, Vigorous Trait and Dominant Trait.

The t-value is significant with respect to Stable Trait and Sociable Trait at .05 level. This means the male teachers are significantly in favour of the Component, Sociable Trait and Stable Trait.

The other- t-values are not significant. Sex does not play a significant role in the Component viz. Active Trait, Impulsive Trait, and Reflective Trait.

TABLE : 4:02:10

MEAN, S.D., and SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS WITH RESPECT TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR.

SEX	MALE		FEMALE		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Leadership Behaviour.					
1) Initiating Structure.	40.665	9.069	42.856	9.091	2.746 **
2) Consideration	37.018	10.561	39.888	10.193	3.134 **

The Table No.4:02:10 shows the significance of difference between mean scores of the Male and Female Teachers with respect to the Components of Leadership Behaviour of their Principals.

In the case of both the Components namely Initiating Structure and Consideration, the Principals are perceived significantly at higher level by the Female teachers, as both the t-values are significant at .01 level. This means the Principals of the Secondary Schools of Madras city greatly impress the Female teachers by their Leadership Behaviour.

Anthony Kochenash's (1973) study gives the same result.

TABLE : 4:02:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF MALE AND FEMALE SECONDARY
SCHOOL TEACHERS WITH RESPECT TO THE COMPONENTS
OF ORGANISATIONAL CLIMATE.

SEX Components of Organisational Climate.	MALE		FEMALE		t-value
	Mean	S.D.	Mean	S.D.	
1) Disengagement	20.465	7.733	18.605	7.602	2.754 **
2) Hindrance	14.618	4.803	13.233	3.611	3.610 **
3) Esprit	24.458	6.672	26.902	6.657	4.137 **
4) Intimacy	17.080	5.517	17.809	5.233	1.535 NS
5) Aloofness	20.148	4.390	19.130	4.096	2.707 **
6) Production Emphasis	17.566	4.960	17.963	6.677	0.791 NS
7) Thrust	21.640	7.078	23.907	6.416	3.780 **
8) Consideration	13.222	5.604	13.488	4.487	0.585 NS

The Table No.4:02:11 indicates the significance of difference between the Means of Male and Female teachers with respect to the components of Organisational Climate.

The t-values between Male and Female Teachers with respect to Disengagement, Hindrance, Esprit, Aloofness, and Thrust are significant at .01 level. This means the Male teachers give significantly higher mean Scores on Disengagement, Hindrance, Esprit. Further, they place their Principals significantly at a higher level on Aloofness and Thrust.

The t-values of Male and Female teacher with respect to Intimacy, Production, Emphasis and Consideration are not significant.

This means sex of the teachers have no significant role in the case of Intimacy, which is the component of Teacher Behaviour, and consideration which is the component of Principal's Behaviour.

TABLE : 4:03:1

4.43 MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY-SCHOOL TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING EXPERIENCE AND HAVING 5 OR MORE YEARS OF TEACHING EXPERIENCE WITH RESPECT TO THE COMPONENTS OF ATTITUDE TO INNOVATION.

Teaching Experience Components of Attitude to Innovation.	BELOW 5 YEARS		5 YEARS AND ABOVE 5 YRS.		t-value
	Mean	S.D.	Mean	S.D.	
1) Individuali- zation.	21.042	2.449	20.584	3.290	1.282 NS
2) Curriculum Organisation	11.000	2.109	11.285	2.266	1.127 NS
3) Teaching- Learning Process	18.179	3.436	17.939	4.494	0.490 NS
4) Teaching Resources	15.389	3.308	15.384	3.271	0.014 NS
5) Internal School Organisation.	16.284	4.060	16.245	4.390	0.080 NS
6) Staff Development.	18.000	3.436	17.960	3.556	0.101 NS
7) School Community Relationship.	12.242	2.323	12.328	3.213	0.247 NS

The Table No.4:03:1 shows the significance of difference between mean scores of teachers having less than 5 years of teaching experience and the teachers having 5 years or more teaching experience with respect to the components of Attitude to Innovation.

The teaching experience of the Secondary School Teachers does not play significant role in the Components of Attitude to Innovation.

Patel (1980) investigated that the more experienced teachers are highly significant in the case of Curriculum Organisation and Teaching Learning Process.

TABLE : 4:03:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING EXPERIENCE AND HAVING 5 OR MORE YEARS OF TEACHING EXPERIENCE WITH RESPECT TO ATTITUDE TO INNOVATION.

Teaching Experience	BELOW 5 YEARS		5 YEARS AND ABOVE 5 YRS.		t-Value
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation as a whole.	112.198	14.939	117.011	18.045	0.074 NS

The Table No.4:03:2 shows the significance of difference between the Mean Scores of Secondary School Teachers having less than 5 years of Teaching Experience and having 5 or more years of teaching Experience in relation to Attitude to Innovation.

The t-value is not significant. This means the Teaching Experience of the Secondary School Teachers does not play significant role in Attitude to Innovation, Teaching Experience of the Teachers and situational and Innovation Characteristics.

TABLE No.: 4:03:3

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING EXPERIENCE AND HAVING 5 OR MORE YEARS OF TEACHING EXPERIENCE WITH RESPECT TO COMPONENTS OF SITUATIONAL CHARACTERISTICS.

TEACHING EXPERIENCE Components of Situational Characteristics	BELOW 5 YEARS		5 YEARS AND ABOVE 5 YRS.		t-Value
	Mean	S.D.	Mean	S.D.	
1) Administrative support.	32.632	13.093	33.876	13.376	0.818 NS
2) Staff Norms	24.632	10.723	23.360	7.780	1.345 NS
3) System Norms	16.979	9.614	16.425	6.949	0.655 NS

The Table No.4:03:3 indicates the significance of difference between the Mean Scores of teachers who are having below 5 years of teaching experience and those who are having above 5 years of teaching experience with respect to the components of Situational Characteristics.

The t-values are not significant. This means the teaching experience does not play a significant role in the components of situational Characteristics viz. Administrative Support, Staff Norms and System Norms.

Panchal (1977) reveals that the teacher educators play an insignificant role towards Situational Characteristics.

TABLE : 4:03:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING EXPERIENCE AND HAVING 5 OR MORE YEARS OF TEACHING EXPERIENCE WITH RESPECT TO THE COMPONENTS OF INNOVATION CHARACTERISTICS.

<u>TEACHING EXPERIENCE</u> Components of Innovation Characteristics	<u>BELOW 5 YEARS</u>		<u>5 YEARS AND ABOVE 5 YRS.</u>		t-Value
	Mean	S.D.	Mean	S.D.	
4) Complexity	22.126	9.379	22.324	6.155	0.256 NS
5) Compatibility	21.695	7.714	22.312	6.119	0.850 NS
6) Riskness	17.200	8.221	16.874	6.684	0.413 NS
7) Localithess	32.716	10.991	33.476	7.123	0.848 NS
8) Cosmopoliteness	32.389	9.069	33.701	7.526	1.484 NS

The Table No.4:03:4 shows the significance of difference between the Means of Teachers who are having below 5 years of experience and those who are having above 5 years and above 5 years of teaching experience with respect to the

Components of Innovation Characteristics.

The t-values are not significant. This means the teaching experience of the teachers does not play significant role in the Components of Innovation Characteristics viz. Complexity, Compatibility, Riskness, Localithness and Cosmopoliteness.

TABLE : 4:03:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING EXPERIENCE & HAVING 5 OR MORE YEARS OF TEACHING EXPERIENCE WITH RESPECT TO THE SITUATIONAL AND INNOVATION CHARACTERISTICS.

TEACHING EXPERIENCE	BELOW 5 YEARS		5 YEARS AND ABOVE 5 YRS.		t-Value
	Mean	S.D.	Mean	S.D.	
Situational & Innovational Characteristics as a whole.	196.926	49.435	203.182	46.579	1.251 NS

The Table No.4:03:5 shows the Significance of difference between the Mean Scores of Teachers who are having below 5 years of experience and those who are having 5 years and above 5 years of teaching experience.

The t-value is not significant, therefore, teaching

experience does not play significant role in the case of Situational and Innovation Characteristics.

Bhagia (1974) finds that the Head-Masters perception of the utility under the situational Characteristics of the Innovation are significantly related with each other.

TABLE : 4:03:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING EXPERIENCE AND HAVING 5 OR MORE YEARS OF TEACHING EXPERIENCE WITH RESPECT TO THE COMPONENTS OF CHANGE RELATED VALUES.

<u>TEACHING EXPERIENCE</u> Components of Change Related Values.	<u>BELOW 5 YEARS</u>		<u>5 YEARS AND ABOVE 5 YRS.</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Traditionalism	36.579	6.457	37.580	6.437	1.375 NS
2) Progressivism	36.937	6.845	37.162	7.297	0.276 NS
3) Dogmatism	31.979	7.359	31.831	7.259	0.179 NS
4) Venturesomeness	29.347	4.617	29.762	5.233	0.715 NS
5) Conservatism	28.737	7.317	29.245	7.903	0.576 NS
6) Change Proneness	38.516	6.102	39.238	6.588	0.982 NS

The Table No.4:03:6 presents the significance of difference between the mean scores of teachers who are having below 5 years of teaching experience and those who are having

5 years and above 5 years of teaching experience with respect to the Components of Change Related Values.

The t-values are not significant. This means the teaching experience does not play a significant role on the Components viz. Traditionalism, Progressivism, Dogmatism, Venturesomeness, Conservatism, and Change Proneness.

TABLE : 4:03:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING EXPERIENCE AND HAVING 5 OR MORE YEARS OF TEACHING EXPERIENCE WITH RESPECT TO CHANGE RELATED VALUES AS A WHOLE.

<u>TEACHING EXPERIENCE</u> Change Related Values as a whole.	<u>BELOW 5 YEARS</u>		<u>5 YEARS AND ABOVE 5 YRS.</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Change related as a whole.	202.205	26.156	204.852	25.790	0.943 NS

From the above Table No.4:03:7, it is observed that the Mean difference between the Teachers having teaching experience below 5 years and having 5 years and above with respect to change Related Values as a whole is not significant.

This means the teaching experience of Secondary School Teachers does not play significant role in change Related Values.

Panchal (1977) findings support this result.

TABLE : 4:03:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING EXPERIENCE AND HAVING 5 OR MORE YEARS OF TEACHING EXPERIENCE WITH RESPECT TO INNOVATIVE PRONENESS AS A WHOLE.

<u>TEACHING EXPERIENCE</u>	<u>BELOW 5 YEARS</u>		<u>5 YEARS AND ABOVE 5 YRS.</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole.					
Innovative Proneness as a whole.	508.474	76.456	518.065	62.769	1.298 NS

From the above Table No.4:03:8, it could be seen that the Mean difference between the teachers having teaching experience of below 5 years and having 5 years and above with respect to Innovative Proneness as a whole is not significant.

That is the teaching Experience of Secondary School Teachers does not play significant role in the Innovative Proneness as a whole.

TEACHING EXPERIENCE OF SECONDARY SCHOOL
TEACHERS AND THEIR TEMPERAMENT TRAITS.

TABLE : 4:03:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOLS
TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING
EXPERIENCE AND HAVING 5 OR MORE YEARS OF
TEACHING EXPERIENCE WITH RESPECT TO COMPONENTS
OF TEMPERAMENT.

TEACHING EXPERIENCE Components of Temperament Traits.	BELOW 5 YEARS		5 YEARS AND ABOVE 5 YRS.		t-Value
	Mean	S.D.	Mean	S.D.	
1) Active Trait	9.632	2.873	9.987	3.293	0.976 NS.
2) Vigorous Trait.	7.126	3.574	7.497	3.700	0.891 NS.
3) Impulsive Trait.	10.821	3.605	10.744	3.730	0.184 NS.
4) Dominant Trait.	10.600	3.413	11.427	4.096	1.836 NS.
5) Stable Trait	9.116	6.124	8.611	4.537	0.920 NS.
6) Social Trait	12.621	4.787	12.836	3.683	0.488 NS.
7) Reflective Trait.	12.274	8.925	11.407	4.009	1.471 NS.

The Table No.4:03:9 indicates the significance of difference between the Means of Teachers who are having below 5 years of experience and those who are having above 5 years of experience in relation to Temperament of Teachers.

It is found from the t-values that there is no significant difference between the two groups of teachers in relation to the Components of Temperament viz. Active Trait, Vigorous Trait, Impulsive Trait, Dominant Trait, Stable Trait, Sociable Trait, and Reflective Trait.

TEACHING EXPERIENCE OF SECONDARY SCHOOL
TEACHERS AND LEADERSHIP BEHAVIOUR

TABLE : 4:03:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING
EXPERIENCE AND HAVING 5 OR MORE YEARS OF
TEACHING EXPERIENCE WITH RESPECT TO THE
COMPONENTS OF LEADERSHIP BEHAVIOUR

TEACHING EXPERIENCE	BELOW 5 YEARS		5 YEARS AND ABOVE 5 YRS.		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Leadership Behaviour.					
1) Initiating Structure.	41.905	11.148	41.458	8.655	0.433 NS
2) Consideration	37.821	12.400	38.234	10.064	0.347 NS

The Table No.4:03:10 indicates the significance of difference between the Means of Secondary School Teachers having less than 5 years of Teaching experience and having 5 or more years of Teaching Experience with respect to Components of Leadership Behaviour.

The t-values are not significant. The teaching experience of the Secondary School Teachers does not play a significant role in their perception of the Components of Leadership Behaviour of School Principals viz. Initiating Structure, and Consideration.

TEACHING EXPERIENCE OF SECONDARY SCHOOL
TEACHERS AND ORGANISATIONAL CLIMATE DESCRIPTION

TABLE : 4:03:11

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING LESS THAN 5 YEARS OF TEACHING
EXPERIENCE AND HAVING 5 OR MORE YEARS OF
TEACHING EXPERIENCE WITH RESPECT TO THE
COMPONENTS OF ORGANISATIONAL CLIMATE.

TEACHING EXPERIENCE	BELOW 5 YEARS		5 YEARS AND ABOVE 5 YRS.		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Organisational Climate.					
1) Disengagement	19.989	9.139	19.667	7.403	0.368 NS
2) Hindrance	14.158	4.193	14.047	4.467	0.222 NS
3) Esprit	25.832	6.793	25.346	6.830	0.630 NS
4) Intimacy	16.495	5.952	17.557	5.279	1.740 NS
5) Aloofness	19.411	4.336	19.813	4.294	0.829 NS
6) Production Emphasis	18.505	8.857	17.557	4.767	1.472 NS
7) Thrust	22.947	6.407	22.456	7.012	0.629 NS
8) Consideration	13.474	4.292	13.297	5.365	0.302 NS

The Table No.4:03:11 shows the significance of difference between the Means of Teachers who are having below 5 years of experience and those who are having above 5 years of experience with respect to the components of organisational Climate.

The results of the t-values indicate that Teaching Experience does not play significant role in the case of the Components of Organisational Climate.

4.44 PROFESSIONAL QUALIFICATIONS OF TEACHERS AND ATTITUDE TO INNOVATION

TABLE : 4:04:1

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES ACCORDING TO THE PROFESSIONAL QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THE COMPONENTS OF ATTITUDE TO INNOVATION.

PROFESSIONAL QUALIFICATION	TRAINED		UNTRAINED		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Attitude to Innovation.					
1) Individualization	20.669	3.163	20.444	3.245	0.211 NS
2) Curriculum Organisation.	11.277	2.211	8.778	2.728	3.350 **
3) Teaching-Learning Process	18.015	4.339	16.000	2.872	1.387 NS
4) Teaching Resources	15.420	3.256	13.333	3.937	1.98 *
5) Internal School Organisation	16.281	4.334	14.556	4.003	1.185 NS
6) Staff Development	18.004	3.528	15.778	3.232	1.987 NS
7) School Community Relationship.	12.339	3.084	11.111	2.205	1.183 NS

Table No.4:04:1 shows that the Mean Difference between the trained and untrained teachers in Secondary Schools with respect to Teaching Resources is significant at .05 level. This means trained teachers are in favour of the Components of Teaching Resources.

The Table indicates that the t-value is significant at .01 level in the case of trained and untrained teachers with respect to curriculum organization. This means the trained teachers are in favour of the Component Curriculum Organisation. The training of teachers play a significant role in curriculum organisation. In the rest of the cases the mean differences are not significant. This indicates that the training of teachers does not play significant role in the Components viz. Individualisation, Teaching-Learning Process, Internal School Organisation, Staff Development and School Community Relationship.

TABLE : 4:04:2

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE BETWEEN
MEAN SCORES ACCORDING TO PROFESSIONAL QUALIFICATIONS
OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO
ATTITUDE TO INNOVATION AS A WHOLE.

<u>Professional Qualification</u>	<u>TRAINED</u>		<u>UNTRAINED</u>		<u>t-Value</u>
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
<u>Attitude to Innovation as a whole</u>	112.241	17.497	100.00	15.700	2.084 *

The above mentioned table No.4:04:2 shows that the professional Qualification of Secondary School Teachers plays a significant Role towards the Attitude to Innovation as the t-value is significant at 5% level. The mean difference is in favour of trained teachers. It can further be interpreted that training of teachers does play a significant role in the case of Attitude to Innovation as a whole.

PROFESSIONAL QUALIFICATION OF TEACHERS
AND SITUATIONAL & INNOVATION CHARACTERISTICS

TABLE : 4:04:3

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO PROFESSIONAL
QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS
WITH RESPECT TO COMPONENTS OF SITUATIONAL
CHARACTERISTICS.

PROFESSIONAL QUALIFICATION Components of Situational Characteristics.	TRAINED		UNTRAINED		t-Value
	Mean	S.D.	Mean	S.D.	
1) Administrative Support.	33.680	13.493	32.33	12.369	0.297 NS
2) Staff Norms	23.589	2.400	23.22	7.207	0.130 NS
3) System Norms	16.548	7.51	15.00	5.431	0.615 NS

The table No.4:04:3 presents the significance of difference between the Mean Scores of Trained and Untrained

Teachers with respect to the Components of Situational Characteristics. The t-values are not significant. The Professional Training of Teachers does not affect the components viz. Administrative Support, Staff Norms and System Norms.

TABLE : 4:04:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO PROFESSIONAL
QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS
TO THE COMPONENTS OF INNOVATION CHARACTERISTICS

<u>PROFESSIONAL QUALIFICATION</u> Components of Innovation Characteristics.	<u>TRAINED</u>		<u>UNTRAINED</u>		t-Value
	Mean	S.D.	Mean	S.D.	
4) Complexity	22.296	6.862	21.889	4.076	0.177 NS
5) Compatibility	22.217	6.448	21.444	5.053	0.357 NS
6) Riskness	16.96	6.976	15.222	6.870	0.741 NS
7) Localiteness	33.392	7.887	30.444	10.537	1.105 NS
8) Cosmpoliteness	33.537	7.781	29.556	9.901	1.515 NS

The Table No.4:04:4 shows the significance of difference between the means of Trained and Untrained teachers with respect to the Components of Innovation Characteristics.

The t-values are not significant. This means the Professional Training does not play significant role in

favour of the Component viz. Complexity, Compatibility, Riskness, Localiteness, and Cosmpopoliteness.

TABLE : 4:04:5

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO PROFESSIONAL
QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS
WITH RESPECT TO THE SITUATIONAL AND INNOVATION
CHARACTERISTICS.

PROFESSIONAL QUALIFICATION	TRAINED		UNTRAINED		t-Value
	Mean	S.D.	Mean	S.D.	
Situational and Innovational Characteristics as a whole.					
Situational and Innovational Characteristics as a whole.	202.224	47.118	189.444	47.969	0.807 NS

The Table No.4:04:5 presents the significance of difference between the Means of the Trained and Untrained teachers with respect to situational and Innovation Characteristics.

The t-value does not indicate significant result. The Professional Training of the Secondary School Teachers does not affect the situational and Innovation Characteristics.

PROFESSIONAL QUALIFICATION OF TEACHERS
AND CHANGE RELATED VALUES

TABLE : 4:04:5

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF PROFESSIONAL QUALIFICATIONS
ACCORDING TO SECONDARY SCHOOL TEACHERS IN RELATION
TO THE COMPONENTS OF CHANGE RELATED VALUES

PROFESSIONAL QUALIFICATION Components Change Related Value	TRAINED		UNTRAINED		t-Value
	Mean	S.D.	Mean	S.D.	
1) Traditionalism	37.439	6.454	35.333	5.895	0.972 NS
2) Progressivism	37.126	7.239	36.889	5.840	0.098 NS
3) Dogmatism	31.834	7.272	33.333	7.412	0.568 NS
4) Venturesomeness	29.665	5.121	31.111	5.711	0.839 NS
5) Conservatism	29.122	7.841	31.111	4.485	0.758 NS
6) Change Proneness	39.141	6.470	37.333	8.631	0.826 NS

The Table No. 4:04:6 indicates the significance of difference between the Means of Trained and Untrained teachers with respect to the Components of change related values.

The t-values are not significant. This means the Professional Training does not play significant role on the Components viz. Traditionalism, Progressivism, Dogmatism, Venturesomeness, Conservatism and Change Proneness.

TABLE : 4:04:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES ACCORDING TO PROFESSIONAL
 QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS
 WITH RESPECT TO THE CHANGE RELATED VALUES
 AS A WHOLE.

PROFESSIONAL QUALIFICATION	TRAINED		UNTRAINED		t-Value
	Mean	S.D.	Mean	S.D.	
Change Related Values as a whole					
Change related values as a whole.	204.356	25.838	205.00	28.243	0.074 NS

The table No.4:04:7 presents significance of difference between Trained and Untrained teachers with respect to change related values.

The result of t-value indicates that there is no significant role played by the Professional Training with respect to change Related Values as a whole.

TABLE : 4:04:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES ACCORDING TO PROFESSIONAL
 QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS
 WITH RESPECT TO CHANGE PRONENESS AS A WHOLE

<u>PROFESSIONAL QUALIFICATION</u> Change Proneness as a whole.	<u>TRAINED</u>		<u>UNTRAINED</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Change Proneness as a whole	516.753	65.385	454.111	66.690	1.030 NS

The above Table No. 4:04:8 shows that there is no significant mean difference between the Trained and Untrained Teachers of Secondary Schools with respect to change proneness as a whole.

As the t-value is not significant, the Professional Qualification of Secondary School Teachers has no influence on the change Proneness.

PROFESSIONAL QUALIFICATION OF TEACHERS AND
THEIR TEMPERAMENT TRAITS

TABLE : 4:04:9

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO PROFESSIONAL
QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS
WITH RESPECT TO THE COMPONENTS OF TEMPERAMENT
TRAITS.

PROFESSIONAL QUALIFICATION Temperament Traits	TRAINED		UNTRAINED		t-Value
	Mean	S.D.	Mean	S.D.	
1) Active Trait	9.947	3.242	8.556	1.236	1.285 NS
2) Vigorous Trait	7.450	3.668	6.333	4.301	0.903 NS
3) Impulsive Trait	10.755	3.707	10.889	3.855	0.107 NS
4) Dominant Trait	11.286	3.997	11.000	4.031	0.213 NS
5) Stable Trait	8.674	4.875	10.222	2.906	0.949 NS
6) Social Trait	12.819	3.910	11.556	2.833	0.965 NS
7) Reflective Trait	11.55	5.252	12.111	2.713	0.320 NS

The Table No.4:04:9 shows the significance of difference between the Means of Trained and Untrained Teachers with respect to Components of Temperament Traits.

It further indicates that the t-values of all the cases are not significant. This means the Professional Qualification of Secondary School Teachers do not affect

Temperament Components viz. Active Trait, Vigorous Trait, Impulsive Trait, Dominant Trait, Social Trait, Stable Trait and Reflective Trait.

PROFESSIONAL QUALIFICATION OF TEACHERS
AND THEIR LEADERSHIP BEHAVIOUR

TABLE : 4:04:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO PROFESSIONAL
QUALIFICATION OF SECONDARY SCHOOL TEACHERS
WITH RESPECT TO THE COMPONENTS OF LEADERSHIP
BEHAVIOUR.

PROFESSIONAL QUALIFICATION	TRAINED		UNTRAINED		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Leadership Behaviour					
1) Initiating Structure	41.621	9.106	36.556	9.863	1.653 NS
2) Consideration	38.267	10.476	31.889	10.706	1.811 NS

From this Table No.4:04:10 it could be seen that there is no significant difference between trained and untrained secondary School Teachers with the components of Leadership Behaviour viz. Initiating Structure and consideration structure.

The t-values are not significant. This means the professional training of teachers does not play significant

role in their perception of the leadership behaviour of their principals.

PROFESSIONAL QUALIFICATIONS AND ORGANISATIONAL CLIMATE

TABLE : 4:04:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES ACCORDING TO PROFESSIONAL QUALIFICATION OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO COMPONENTS OF ORGANIZATIONAL CLIMATE

Professional Qualification Components of Organizational Climate.	TRAINED		UNTRAINED		t-Value
	Mean	S.D.	Mean	S.D.	
1) Disengagement	19.798	7.756	15.333	4.031	1.722 NS
2) Hindrance	14.1	4.434	12.111	2.619	1.341 NS
3) Esprit	25.482	6.858	22.444	2.744	1.326 NS
4) Intimacy	17.422	5.436	14.333	2.449	1.700 NS
5) Aloofness	19.74	4.329	19.889	2.028	0.103 NS
6) Production of Emphasis	17.701	5.715	19.111	5.061	0.735 NS
7) Thrust	22.588	6.929	19.889	5.011	1.165 NS
8) Consideration	13.391	5.208	10.778	2.682	1.490 NS

The Table No.4:04:11 shows the significance of difference between the means of Trained and Untrained Teachers with respect to the Components of Organisational Climate.

The results of the t-values indicate the Professional training of teachers does not play any significant role in the components of Organizational Climate of their Schools.

4.45 INSERVICE EDUCATION OF TEACHERS AND ATTITUDE
TO INNOVATION.

TABLE : 4:05:1

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND HAVING NO INSERVICE EDUCATION
PROGRAMME WITH RESPECT TO COMPONENTS OF
ATTITUDE TO INNOVATION.

INSERVICE EDUCATION PROGRAMME Components Attitude to Innovation.	SOME INSERVICE EDUCATION		NON INSERVICE EDUCATION		t-Value
	Mean	S.D.	Mean	S.D.	
1) Individualization	20.666	3.256	20.662	2.890	0.012 NS
2) Curriculum Organisation	11.334	2.187	10.958	2.370	1.722 NS
3) Teaching-Learning Process	18.008	4.487	17.908	3.848	0.234 NS
4) Teaching Resources	15.389	3.251	15.373	3.353	0.051 NS
5) Internal School Organization	16.304	4.421	16.106	4.077	0.468 NS
6) Staff Development	18.040	3.585	17.761	3.383	0.810 NS
7) School Community Relationship.	12.339	3.205	12.239	2.679	0.332 NS

The Table No.4:05:1 presents the significance of
difference between mean scores of Secondary Teachers having
some Inservice Education Programme and having no Inservice
Education Programme with respect to the Components of Attitude
to Innovation.

All the t-values are not significant. Inservice Education Programmes do not play significant role with respect to the Components of Attitude to Innovation.

According to Panchal (1977), the teacher educators who have attended some inservice education are in favour of Teaching-Learning Process. The teachers of Madras city having some Inservice Education Programmes are in favour from the Component Teaching Learning Process, but not Significantly.

TABLE : 4:05:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND HAVING NO INSERVICE EDUCATION
PROGRAMME WITH RESPECT TO ATTITUDE TO
INNOVATION AS A WHOLE

<u>INSERVICE EDUCATION PROGRAMME</u>	<u>SOME INSERVICE EDUCATION</u>		<u>NON INSERVICE EDUCATION</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation as a whole.					
Attitude to Innovation as a whole	112.327	18.152	111.225	15.667	0.643 NS

The Table No.4:05:2 shows the significance of difference between the Means of Secondary School Teachers having some Inservice Education Programme and having Non-Inservice Education

Programme with respect to Attitude to Innovation.

The t-value is not significant. This means Inservice Education Programme does not play significant role with respect to Attitude to Innovation.

INSERVICE EDUCATION OF TEACHERS AND SITUATIONAL
AND INNOVATION CHARACTERISTICS

TABLE : 4:05:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND HAVING NO INSERVICE EDUCATION
PROGRAMME WITH RESPECT TO COMPONENTS OF
SITUATIONAL CHARACTERISTICS

<u>INSERVICE EDUCATION PROGRAMME</u> Components of Situational Characteristics	<u>SOME INSERVICE EDUCATION</u>		<u>NO INSERVICE EDUCATION</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Administrative Support.	33.771	13.667	33.338	12.927	0.329 NS
2) Staff Norms	23.256	7.743	24.500	9.910	1.521 NS
3) System Norms	16.299	6.803	17.148	9.111	1.161 NS

The Table No.4:05:3 shows the significance of difference between the Mean Scores of Secondary School Teachers having some Inservice Education Programme and having No-Inservice Education Programme with respect to the Components of Situational Characteristics.

The t-values are not significant. This means the Inservice Education Programme does not play a significant role with respect to the Components of Situational Characteristics viz. Administrative Support, Staff Norms and System Norms.

TABLE NO: 4:05:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING SOME INSERVICE EDUCATION PROGRAMME AND HAVING NO INSERVICE EDUCATION PROGRAMME WITH RESPECT TO THE COMPONENTS OF INNOVATION CHARACTERISTICS.

INSERVICE EDUCATION PROGRAMME Components of Innovation Characteristics	SOME INSERVICE EDUCATION		NO INSERVICE EDUCATION		t-Value
	Mean	S.D.	Mean	S.D.	
4) Complexity	22.055	5.402	22.944	9.757	1.333 NS
5) Compatibility	22.113	5.722	22.458	8.094	0.548 NS
6) Riskness	16.698	6.758	17.585	7.525	1.301 NS
7) Localithness	33.193	7.632	33.761	8.741	0.731 NS
8) Cosmopoliteness	33.686	7.811	32.866	6.637	1.072 NS

The Table No.4:05:4 shows the Significance of difference between the Mean Scores of Secondary School Teachers having some Inservice Education Programme with respect to the Components of Innovation Characteristics.

The results of the t-values indicate that the Inservice Education Programme does not play a significant role with respect to the five components of Innovation Characteristics viz. Complexity, Compatability, Riskness, Localithness and Cosmpoliteness.

TABLE : 4:05:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND NO INSERVICE EDUCATION
PROGRAMME WITH RESPECT TO SITUATIONAL AND
INNOVATION CHARACTERISTICS AS A WHOLE

<u>INSERVICE EDUCATION PROGRAMME</u>	<u>SOME INSERVICE EDUCATION</u>		<u>NOM INSERVICE EDUCATION</u>		t-Value
Situational and Innovational Characteristics as a whole.	Mean	S.D.	Mean	S.D.	
Situational and Innovation Characteristics as a whole	202.229	48.695	201.401	42.533	0.179 NS

The Table No.4:05:5 shows significance of difference between the Mean Scores of Teachers who have attended Inservice Education and those who have not attended Inservice Education in relation to situational and Innovation Characteristics.

The t-value is not significant. Inservice Education Programme does not play a significant role with respect to situational and Innovation Characteristics.

INSERVICE EDUCATION OF TEACHERS AND
CHANGE RELATION VALUES

TABLE : 4:05:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND NO INSERVICE EDUCATION PROGRAMME
WITH RESPECT TO THE COMPONENTS OF CHANGE
RELATED VALUES

<u>INSERVICE EDUCATION PROGRAMME</u> Components of Change Related Value.	<u>SOME INSERVICE EDUCATION</u>		<u>NOM INSERVICE EDUCATION</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Traditionalism	37.455	6.258	37.261	6.967	0.308 NS
2) Progressivism	36.862	6.758	37.852	8.303	1.406 NS
3) Dogmatism	31.492	7.115	32.880	7.621	1.958 *
4) Venturesomeness	29.417	5.142	30.451	5.030	2.068 *
5) Conservatism	29.198	7.945	29.042	7.399	0.201 NS
6) Change Proneness	39.073	6.621	39.218	6.192	0.229 NS

The Table No.4:05:6 shows the significance of difference between the mean scores of Secondary School Teachers having some Inservice Education Programme and having No Inservice Education Programme with respect to the Components of change related values.

The t-values of the teachers who have attended Inservice Education and who have not attended Inservice Education is

significant at .05 level with respect to Dogmatism and Venturesomeness. This means the teachers without Inservice Education give higher mean scores on Dogmatism and Venturesomeness.

The results of the other t-values indicate that the Inservice Education of the teachers does not play a significant role with respect to the components viz. Traditionalism, Progressivism, Conservatism and Change Proneness.

Patel (1980) findings support the result. According to Panchal's (1977) findings, the teacher educators of Gujarat who have attended Inservice Education Programme are highly in favour of Dogmatism.

TABLE : 4:05:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND HAVING NO INSERVICE EDUCATION
PROGRAMME WITH RESPECT TO CHANGE RELATED VALUES

<u>INSERVICE EDUCATION PROGRAMME</u>	<u>SOME INSERVICE EDUCATION</u>		<u>NO INSERVICE EDUCATION</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Change Related Value as a whole	203.545	25.592	206.669	26.523	1.237 NS

The Table No.4:05:7 shows the significance of Difference between the Mean Scores of Secondary School Teachers having some Inservice Education Programme and having No Inservice Education Programme with respect to the Change Related Values.

The insignificant t-value indicates that the Inservice Education Programme does not play significant role on Change Related Values.

TABLE : 4:05:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND NO INSERVICE EDUCATION PROGRAMME
WITH RESPECT TO INNOVATIVE PRONENESS AS A WHOLE

<u>INSERVICE EDUCATION PROGRAMME</u>	<u>SOME INSERVICE EDUCATION</u>		<u>NO INSERVICE EDUCATION</u>		<u>t-Value</u>
Innovative Proneness as a whole.	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole.	516.176	63.474	516.937	70.781	0.118 NS

The Table No.4:05:6 presents the significance of difference between the Mean Scores of Teachers who have attended Some Inservice Programme and those who have not attended Inservice Education Programme with respect to Innovative Proneness.

The result of the t-value indicates that Inservice Education Programme does not play a significant role in Innovative Proneness as a whole.

INSERVICE EDUCATION OF TEACHERS AND THEIR
TEMPERAMENT TRAITS

TABLE : 4:05:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN
MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING SOME
INSERVICE EDUCATION PROGRAMME AND HAVING NO INSERVICE
EDUCATION PROGRAMME WITH RESPECT TO COMPONENTS OF
TEMPERAMENT.

<u>INSERVICE EDUCATION PROGRAMME</u> Components of Temperament Traits	<u>SOME INSERVICE EDUCATION</u>		<u>NOM INSERVICE EDUCATION</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Active Trait	10.003	3.301	9.704	2.996	0.947 NS
2) Vigorous Trait	7.523	3.624	7.176	3.827	0.964 NS
3) Impulsive Trait	10.714	3.699	10.880	3.733	0.460 NS
4) Dominant Trait	11.342	4.147	11.113	3.537	0.586 NS
5) Stable Trait	8.648	5.226	8.845	3.611	0.415 NS
6) Sociable Trait	12.837	4.008	12.690	3.573	0.385 NS
7) Reflective Trait	11.487	5.714	11.761	3.486	0.535 NS

The Table No.4:05:9 shows the significance of
difference between the Means of Teachers having some
Inservice Education Programme and having No Inservice
Education Programme with respect to the Components of
Temperament.

It further indicates that the t-values of all the
cases are not significant. This means the Inservice Education
Programme of Secondary School Teachers does not affect the
Temperament Components, viz. Active Trait, Vigorous Trait,
Impulsive Trait, Dominant Trait, Sociable Trait, Stable Trait

and Reflective Trait.

INSERVICE EDUCATION OF TEACHERS AND THEIR
LEADERSHIP BEHAVIOUR

TABLE : 4:05:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND HAVING NO INSERVICE EDUCATION
PROGRAMME WITH RESPECT TO COMPONENTS OF
LEADERSHIP BEHAVIOUR

<u>INSERVICE EDUCATION PROGRAMME</u>	<u>SOME INSERVICE EDUCATION</u>		<u>NO INSERVICE EDUCATION</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Leadership Behaviour					
1) Initiating Structure.	41.372	9.030	42.000	9.431	0.703 NS
2) Consideration	38.156	10.585	38.176	10.301	0.020 NS

The table No.4:05:10 shows the significance of difference between the Mean Scores of the Teachers who have attended the Inservice Education Programme and those who have not attended Inservice Education Programme with respect to the Components of Leadership Behaviour.

It further indicates that t-values of the cases are not significant. This means Inservice Education Programme for the Secondary School Teachers does not play significant role with respect to the Components of Leadership Behaviour

viz. Initiating Structure and Consideration. Further, Inservice Education Programme of teachers does not affect their perception of the components of the Leadership Behaviour of their Principals.

INSERVICE EDUCATION OF TEACHERS AND
ORGANISATIONAL CLIMATE

TABLE : 4:05:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME INSERVICE EDUCATION
PROGRAMME AND HAVING NO INSERVICE EDUCATION
PROGRAMME WITH RESPECT TO COMPONENTS OF
ORGANISATIONAL CLIMATE

<u>INSERVICE EDUCATION PROGRAMME</u>	<u>SOME INSERVICE EDUCATION</u>		<u>NOM INSERVICE EDUCATION</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Organisational Climate					
1) Disengagement	19.698	8.316	19.796	5.796	0.129 NS
2) Hindrance	13.869	4.566	14.620	3.930	1.742 NS
3) Esprit	25.337	7.041	25.697	6.174	0.540 NS
4) Intimacy	17.322	5.121	17.507	6.174	0.350 NS
5) Aloofness	19.555	4.230	20.268	4.466	1.698 NS
6) Production Emphasis	17.603	6.033	18.063	4.660	0.825 NS
7) Thrust	22.239	7.008	13.775	5.548	1.197 NS
8) Consideration	13.168	5.003	13.775	5.548	1.197 NS

The Table No.4:05:11 shows the significance of Difference between the mean scores of the Teachers who have attended Inservice Training and those who have not attended Inservice Training, with respect to the Component of Organisational Climate.

All the t-values are not significant. Inservice Education Programme does not play significant role with respect to the Components of Organisational Climate.

4.46 PROFESSIONAL READING HABIT OF TEACHERS AND ATTITUDE TO INNOVATION

TABLE : 4:06:1

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING SOME PROFESSIONAL READING HABIT AND HAVING NO PROFESSIONAL READING HABIT WITH RESPECT TO THE COMPONENTS OF ATTITUDE TO INNOVATION.

<u>PROFESSIONAL READING HABIT</u> Components of Attitude to Innovation	<u>PROFESSIONAL READING HABIT</u>		<u>NO PROFESSIONAL READING HABIT</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Individualization	20.698	3.531	20.652	3.013	0.150 NS
2) Curriculum Organisation	11.329	2.323	11.199	2.210	0.599 NS
3) Teaching-Learning Process.	18.289	5.907	17.864	3.543	1.019 NS
4) Teaching Resources	15.255	3.528	15.435	3.176	0.570 NS
5) Internal School Organisation	16.718	4.574	16.074	4.227	1.547 NS
6) Staff Development	18.450	4.023	17.783	3.314	1.967 *
7) School Community Relationship.	12.517	4.191	12.235	2.524	0.951 NS

The Table No.4:06:1 shows the significance of difference between the Mean Scores of the teachers having some professional Reading habits and having no Professional Reading habits with respect to the Components of Attitude to Innovation.

The t-value is significant at .05 level. This means the teachers who are having Professional Reading habits are in favour of the Component Staff Development.

The results of the other t-values indicate that the Professional Reading Habits of the teachers does not play a significant role in the Components of Attitude to Innovation viz. Individualization Curriculum Organisation. Teaching-Learning Process, Teaching Resources, Internal School Organisation and School Community Relationship.

Panchal (1977) in his study on Innovative Proneness of Secondary and Higher Secondary School Teachers finds that the teachers who are having Professional Reading habits do not play significant role towards Staff development.

TABLE : 4:06:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES OF SECONDARY SCHOOL
 TEACHERS HAVING SOME PROFESSIONAL READING
 HABITS AND HAVING NO PROFESSIONAL READING
 HABIT WITH RESPECT TO ATTITUDE TO INNOVATION
 AS A WHOLE.

PROFESSIONAL READING HABIT	PROFESSIONAL READING HABIT		NO PROFESSIONAL READING HABIT		t-Value
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation as a whole	113.906	22.668	111.325	15.088	1.532 NS

The Table No.4:06:2 shows the significance of difference between the mean scores of teachers having of Professional Reading habits and having no Professional Reading habit in relation to Attitude to Innovation.

The t-value does not indicate a significant result. The Professional reading habit does not play a significant role in the Attitude to Innovation.

PROFESSIONAL READING HABITS OF TEACHERS
& SITUATIONAL & INNOVATION CHARACTERISTICS.

TABLE : 4:06:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY-SCHOOL
TEACHERS HAVING SOME PROFESSIONAL READING
HABITS AND HAVING NO PROFESSIONAL READING
HABIT WITH RESPECT TO THE COMPONENTS OF
SITUATIONAL CHARACTERISTICS

PROFESSIONAL READING HABIT	SOME READING HABIT		NON-READING HABIT		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Situational Characteristics					
1) Administrative support.	33.013	15.348	33.903	12.688	0.686 NS
2) Staff Norms	23.292	10.346	23.504	7.503	0.354 NS
3) System Norms	16.826	9.293	16.407	6.670	0.581 NS

The Table No.4:06:3 shows the significance of difference between the mean scores of the teachers having some Professional Reading Habits and No Professional Reading Habit with respect to the components of situational characteristics.

The results of the t-value indicates that the Professional Reading Habits of Teachers do not play a significant Role in the Components of situational Characteristics viz. Administrative Support, Staff Norms and System Norms.

TABLE : 4:06:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES OF SECONDARY SCHOOL
 TEACHERS HAVING SOME PROFESSIONAL READING
 HABITS AND HAVING NO PROFESSIONAL READING
 HABIT WITH RESPECT TO THE COMPONENTS OF
 INNOVATION CHARACTERISTICS.

PROFESSIONAL READING HABITS	SOME READING HABITS		NON-READING HABIT		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Innovation Characteristics					
4) Complexity	23.054	8.358	21.997	6.125	1.610 NS
5) Compatibility	22.980	7.472	21.908	5.962	1.736 NS
6) Riskness	17.523	7.908	16.706	6.577	1.219 NS
7) Localit ^e ness	33.577	11.048	33.253	6.376	0.424 NS
8) Cosmopoliteness	33.295	9.441	33.537	7.129	0.321 NS

The Table No.4:06:4 shows the significance of difference between the Mean scores of Teachers having some Professional Reading Habits and No Professional Reading Habit with respect to the Components of Innovation Characteristics.

The results of the t-value indicate that no significant role is played by the Professional Reading Habits of teachers with respect to the Components of Innovation Characteristics.

TABLE : 4:06:5

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES OF SECONDARY SCHOOL
 TEACHERS HAVING SOME PROFESSIONAL READING
 HABITS AND HAVING NO PROFESSIONAL READING
 HABIT WITH RESPECT TO THE SITUATIONAL AND
 INNOVATION CHARACTERISTICS AS A WHOLE.

PROFESSIONAL READING HABIT	SOME READING HABITS		NON READING HABIT		t-Value
	Mean	S.D.	Mean	S.D.	
Situational and Innovation Characteristics as a whole.	202.174	52.655	201.949	44.898	0.50 NS

The Table No.4:06:5 shows the significance of difference between Mean Scores of Teachers having some Professional Reading Habits and No Professional Reading Habit with respect to the Situational and Innovation Characteristics.

The result of the t-value indicates that the Professional Reading Habits of the Teachers does not play a significant role on Situational and Innovation Characteristics.

PROFESSIONAL READING HABITS OF TEACHERS
AND CHANGE RELATED VALUES

TABLE : 4:06:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME PROFESSIONAL READING
HABITS AND HAVING NO PROFESSIONAL HABIT WITH
RESPECT TO THE COMPONENTS OF CHANGE RELATED
VALUES

<u>PROFESSIONAL READING HABITS</u> Components of Change Related Value	<u>SOME READING HABITS</u>		<u>NON READING HABIT</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Traditionalism	37.02	6.676	37.550	6.359	0.853 NS
2) Progressivism	37.456	7.192	36.995	7.227	0.664 NS
3) Dogmatism	30.745	7.687	32.281	7.069	2.203 *
4) Venturesomeness	29.946	5.402	29.591	5.024	0.72 NS
5) Conservatism	27.570	8.486	29.760	7.444	2.936 **
6) Change Proneness	39.846	6.787	38.83	6.382	1.622 NS

The Table No.4:06:6 shows the significance of difference between Mean Scores of Teachers having some professional Reading habits and No Professional Reading habit with respect to the Components of Change related values.

The t-value is significant at .05 level in relation to Dogmatism. This means the teachers having no Professional

Reading Habits have significantly higher mean score on the Innovation Characteristic Component Dogmatism.

The other t-value in relation to Conservatism is significant at .01 level. This means teachers having no Professional Reading Habits have significantly higher mean on Conservatism.

The other t-values are not significant. This means the Professional Reading Habit does not play significant role on the Components of Innovation Characteristics viz. Traditionalism, Progressivism, Venturesomeness, and Change Proneness.

TABLE : 4:06:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME PROFESSIONAL READING
HABITS AND HAVING NO PROFESSIONAL READING
HABIT WITH RESPECT TO CHANGE RELATED VALUES
AS A WHOLE

<u>PROFESSIONAL READING HABIT</u>	<u>SOME READING HABITS</u>		<u>NON READING HABIT</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Change Related Values as a whole.					
Change related values as a whole	202.718	26.425	204.995	25.636	0.915 NS

The Table No.4:06:7 shows the significance of difference between the Mean Scores of the teachers having some Professional Reading Habits and No Professional Reading Habit with respect to Change Related Values.

The t-value is not significant. This means Professional Reading Habits of Secondary School Teachers does not play a significant role in relation to change Related Values as a whole.

TABLE : 4:06:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF SECONDARY SCHOOL TEACHERS HAVING SOME PROFESSIONAL READING HABITS AND HAVING NO PROFESSIONAL READING HABIT WITH RESPECT TO INNOVATIVE PRONENESS AS A WHOLE.

PROFESSIONAL READING HABIT	SOME READING HABITS		NON READING HABIT		t-Value
	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole.					
Innovative Proneness as a whole	515.839	70.772	516.583	63.339	0.118 NS

The Table No.4:06:8 presents the significant difference between the Mean Scores of Teachers having some Professional Reading Habits and No Professional Reading Habit with respect to Innovative Proneness as a whole.

The result of the t-value indicates that no significant role is played by the teachers with a habit of

Professional Reading with respect to the Innovative
Proneness as a whole.

PROFESSIONAL READING HABITS OF TEACHERS
AND THEIR TEMPERAMENT TRAIT

TABLE : 4:06:9

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME PROFESSIONAL READING
HABITS AND HAVING NO PROFESSIONAL READING
HABIT WITH RESPECT TO THE COMPONENTS OF
TEMPERAMENT TRAIT

<u>PROFESSIONAL READING HABIT</u> Components of Temperament Trait	<u>SOME READING HABITS</u>		<u>NON READING HABIT</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Active Trait	10.490	3.237	9.708	3.182	2.531 *
2) Vigorous Trait	7.893	3.849	7.256	3.600	1.802 NS
3) Impulsive Trait	11.134	3.65	10.614	3.721	1.46 NS
4) Dominant Trait	11.960	3.811	11.023	4.036	2.447 *
5) Stable Trait	8.658	3.339	8.716	5.391	0.125 NS
6) Sociable Trait	13.148	3.474	12.665	4.040	1.288 NS
7) Reflective Trait	11.477	2.999	11.591	5.85	0.227 NS

The Table No.4:06:9 shows the significance of
difference between the Mean Scores of Teachers having some
Professional Reading Habits and having no-Professional
Reading habits with respect to the Components of Temperament.

The t-values are significant at .05 level in relation to Active Trait and Dominant Trait. The teachers having Professional Reading Habit are having significantly higher mean scores ⁱⁿ Active Trait and Dominant Trait.

The other t-values are not significant. This means the Professional Reading habits does not play significant role in the Components of Temperament viz. Vigorous Trait, Impulsive Trait, Stable Trait, Social Trait and Reflective Trait.

PROFESSIONAL READING HABITS OF TEACHERS
AND THEIR LEADERSHIP BEHAVIOUR

TABLE : 4:06:19

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME PROFESSIONAL READING
HABITS AND HAVING NO PROFESSIONAL READING
HABIT WITH RESPECT TO COMPONENTS OF LEADERSHIP
BEHAVIOUR

<u>PROFESSIONAL READING HABITS</u> Components of Leadership Behaviour	<u>SOME READING HABITS</u>		<u>NON READING HABIT</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Initiatin Structure	39.396	9.791	42.353	8.745	3.396 **
2) Consideration	13.013	4.462	13.448	4.436	0.869 NS

The Table No.4:06:10 shows the significance of difference between the Mean Scores of the teachers having some Professional Reading Habits and having No-Professional Reading habit with respect to the Components of Leadership Behaviour.

The t-value is significant at .01 level in respect to Initiating Structure. This means score is higher in the case of teachers who have no Professional Reading Habit. Teachers without Professional Reading Habit perceive their principals significantly at higher level on Initiating Structure.

The other t-value is not significant. This means the Professional Reading Habit does not play a significant role on the Component consideration.

PROFESSIONAL READING HABIT OF TEACHERS
AND ORGANISATIONAL CLIMATE

TABLE : 4:06:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES OF SECONDARY SCHOOL
TEACHERS HAVING SOME PROFESSIONAL READING
HABITS AND HAVING NO PROFESSIONAL READING
HABIT WITH RESPECT TO THE COMPONENTS OF
ORGANISATIONAL CLIMATE

PROFESSIONAL READING HABIT Components of Organisational Climate.	SOME READING HABITS		NO READING HABIT		t-Value
	Mean	S.D.	Mean	S.D.	
1) Disengagement	19.913	5.906	19.652	8.324	0.350 NS
2) Hindrance	14.101	3.416	14.054	4.746	0.110 NS
3) Esprit	24.087	7.104	25.944	6.647	2.846 **
4) Intimacy	16.879	4.342	17.558	5.763	1.303 NS
5) Aloofness	20.181	3.944	19.575	4.422	1.975 NS
6) Production Emphasis	17.617	4.636	17.765	6.066	0.268 NS
7) Thrust	21.888	7.107	22.798	6.821	1.365 NS
8) Consideration	37.376	10.949	38.460	10.324	1.073 NS

The Table No.4:06:11 shows the significance of difference between the Mean Scores of teachers having some Professional Reading Habits and having No Professional Reading Habit with respect to the Components of Organisational Climates.

The t-value is significant at .01 level in relation to Esprit. The Professional Reading Habit give significantly

higher mean scores on the Component Esprit.

The other seven t-values are not significant. This means Professional Reading Habits does not play significant role on the Components of Organisational Climate viz. Disengagement, Hindrance, Intimacy, Aloofness, Product Emphasis, Thrust and Consideration.

4.47 MOBILITY OF TEACHERS AND ATTITUDE TO INNOVATION.

TABLE : 4:07:1

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES ACCORDING TO THE MOBILITY OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THE COMPONENTS OF ATTITUDE TO INNOVATION.

MOBILITY	WITH MOBILITY		WITHOUT MOBILITY		t-Value	
	Mean	S.D.	Mean	S.D.		
Components of Attitude to Innovation						
1) Individualization	20.847	3.114	20.188	3.245	2.172	*
2) Curriculum Organisation	11.322	2.283	11.007	2.113	1.465	NS
3) Teaching-Learning Process	18.161	4.528	17.510	3.712	1.566	NS
4) Teaching Resources	15.56	3.261	14.926	3.276	2.016	*
5) Internal School Organisation	16.45	4.306	15.732	4.366	1.727	NS
6) Staff Development.	18.146	3.591	17.497	3.340	1.813	NS
7) School Community Relationship.	12.473	3.274	11.893	2.431	1.967	*

The Table No.4:07:1 shows the significance of difference between the mean scores of Mobility and without Mobility of the Secondary School Teachers with respect to the Components of Attitude to Innovation.

There is a significant Mean difference at .05 level between Mobile Teachers and Non-Mobile Teachers with respect to Individualization, Teaching Resources and School Community are in favour of Mobile teachers. This means the Mobile teachers play a significant role in the Components of Attitude to Innovation viz. Individualization, Teaching Resources and School Community Relationship.

The other t-values are not significant. The Mobility of teachers do not play a significant role with respect to the rest of the Components of Attitude to Innovation viz. Curriculum Organisation, Teaching-Learning Process, Internal School Organisation, and Staff Development.

TABLE : 4:07:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES ACCORDING TO THE
 MOBILITY OF SECONDARY SCHOOL TEACHERS WITH
 RESPECT TO ATTITUDE TO INNOVATION AS A
 WHOLE

MOBILITY	WITH		WITHOUT		t-Value
	MOBILITY		MOBILITY		
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation as a whole					
Attitude to Innovation as a whole	113.210	17.876	108.960	16.220	2.531 *

The Table No.4:07:2 presents the significance of difference between mean scores of the mobile and non-mobile teachers of Secondary Schools with respect to Attitude to Innovation as a whole.

The t-value between mobile and non-mobile is significant at .05 level between teachers with respect to Attitude to Innovation as a whole. The mean difference is significantly in favour of mobile teachers, i.e. mobility of teachers plays a significant role in the case of Attitude to Innovation as a whole.

MOBILITY OF TEACHERS AND SITUATIONAL AND
INNOVATION CHARACTERISTICS

TABLE : 4:07:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO MOBILITY OF
SECONDARY SCHOOL TEACHERS WITH RESPECT TO THE
COMPONENTS OF SITUATIONAL CHARACTERISTICS

<u>MOBILITY OF</u> <u>TEACHERS</u> Components of Situational Characteristics	<u>WITH</u> <u>MOBILITY</u>		<u>WITHOUT</u> <u>MOBILITY</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Administrative Support.	33.673	13.869	33.617	12.389	0.043 NS
2) Staff Norms	23.550	8.190	23.671	8.873	0.150 NS
3) System Norms	16.611	7.075	16.289	8.472	0.448 NS

The table No.4:07:3 presents the significance of difference between Mean Scores of Mobile and Non-Mobile teachers with respect to Situational Characteristics.

The results of the t-values indicate that Mobility of Secondary School Teachers does not play a significant role with respect to the Components of Situational Characteristics, viz. Administrative Support, Staff Norms and System Norms.

TABLE : 4:07:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO MOBILITY
OF SECONDARY SCHOOL TEACHERS WITH RESPECT
TO THE COMPONENTS OF INNOVATION CHARACTERISTICS

MOBILITY OF TEACHERS Components of Innovation Characteristics	WITH MOBILITY		WITHOUT MOBILITY		t-Value
	Mean	S.D.	Mean	S.D.	
4) Complexity	22.289	5.217	22.289	9.889	0.001 NS
5) Compatibility	22.345	5.767	21.831	7.905	0.829 NS
6) Riskness	17.161	6.867	16.329	7.229	1.241 NS
7) Localit ^e ness	33.512	7.503	32.889	8.980	0.801 NS
8) Cosmopoliteness	33.951	7.771	32.188	7.853	2.361 *

This Table No.4:07:4 presents the significance of difference between mean scores of Mobile and Non-mobile teachers with respect to the Components of Innovation Characteristics.

The t-value is significant at .05 level. The Mobile teachers play a significant role with respect to the Component Cosmopoliteness.

The other t-values are not significant. The mobility of teachers do not play significant role with respect to components viz. Complexity, Compatibility, Riskness and Localit^eness.

TABLE : 4:07:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES ACCORDING TO MOBILITY
 OF SECONDARY SCHOOL TEACHERS WITH RESPECT
 TO THE SITUATIONAL AND INNOVATION CHARACTERISTICS

<u>Mobility of Teachers</u> Situational and Innovation Characteristics as a whole.	<u>WITH MOBILITY</u>		<u>WITHOUT MOBILITY</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Situational and Innovation Characteristics as a whole.	204.271	50.010	196.081	38.015	1.809 NS

The Table No.4:07:5 shows the significance of difference between mean scores of Mobile Teachers and Non-mobile Teachers with respect to situational and Innovation Characteristics.

The t-value is not significant. This means the Mobility of teachers does not play a significant role with respect to Situational and Innovation Characteristics.

MOBILITY OF TEACHERS AND CHANGE RELATED VALUES

TABLE : 4:07:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO MOBILITY OF
SECONDARY SCHOOL TEACHERS WITH RESPECT TO
COMPONENTS OF CHANGE RELATED VALUES

MOBILITY OF TEACHERS Components of Change Related Values	WITH MOBILITY		WITHOUT MOBILITY		t- Value
	Mean	S.D.	Mean	S.D.	
1) Traditionalism	37.657	6.476	36.738	6.341	1.483 NS
2) Progressivism	37.486	6.492	36.168	8.786	1.903 NS
3) Dogmatism	31.990	7.22	31.510	7.412	0.635 NS
4) Venturesomeness	29.992	5.199	28.893	4.865	2.236 *
5) Conservatism	28.859	7.945	29.933	7.372	1.431 NS
6) Change Proneness	39.384	6.529	38.396	6.411	1.579 NS

The Table No.4:07:6 shows the significance of difference between mean scores of the Mobile and Non-mobile teachers with respect to change related values.

The t-values between Mobile and Non-mobile teachers is significant at .05 level with respect to Venturesomeness. The mobility of teachers plays a significant role with respect to the Component Venturesomeness.

All the other t-values are not significant. The

Mobility of teachers do not play a significant role with respect to Components viz. Tradionalism, Progressivism, Dogmatism, Conservatism, and Change Proneness.

TABLE : 4:07:7

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO MOBILITY
OF SECONDARY SCHOOL TEACHERS WITH RESPECT
TO CHANGE RELATED VALUES AS A WHOLE

MOBILITY OF TEACHERS	WITH MOBILITY		WITHOUT MOBILITY		t-Value
	Mean	S.D.	Mean	S.D.	
Change related Values as a whole					
Change related values as a whole	205.471	25.471	201.470	26.680	1.610 NS

The Table No.4:07:7 shows the significant difference between the Mean Scores of Mobile and Non-mobile teachers with respect to Change Related Values.

The t-value is not significant. This means Mobility of teachers does not play a significant role with respect to Change Related Values.

TABLE : 4:07:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN MEAN SCORES ACCORDING TO MOBILITY
 OF SECONDARY SCHOOL TEACHERS WITH RESPECT
 TO INNOVATION PRONENESS AS A WHOLE.

<u>MOBILITY OF TEACHERS</u>	<u>WITH MOBILITY</u>		<u>WITHOUT MOBILITY</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole.					
Innovative Proneness as a whole	520.739	64.467	504.933	66.687	2.522 *

The Table No.4:07:8 shows the significance of difference between mean scores of Mobile and Non-mobile teachers with respect to Innovative Proneness as a whole.

The t-value is significant at .05 level. The Mobile teachers play a significant role with respect to Innovative Proneness as a whole.

MOBILITY OF TEACHERS AND THEIR TEMPERAMENT TRAITS

TABLE : 4:07:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO MOBILITY OF
SECONDARY SCHOOL TEACHERS WITH RESPECT TO
THE COMPONENTS OF TEMPERAMENT

MOBILITY OF TEACHERS Components of Temperament Traits	WITH MOBILITY		WITHOUT MOBILITY		t-Value
	Mean	S.D.	Mean	S.D.	
1) Active Trait	10.082	3.185	9.510	3.295	1.847 NS
2) Vigorous Trait	7.545	3.538	7.134	4.018	1.160 NS
3) Impulsive Trait	10.76	3.650	10.752	3.861	0.022 NS
4) Dominant Trait	11.448	4.074	10.846	3.754	1.568 NS
5) Stable Trait	8.573	4.541	9.034	5.585	0.986 NS
6) Sociable Trait	12.926	3.633	12.463	4.511	1.234 NS
7) Reflective Trait	11.483	3.993	11.758	7.559	0.457 NS

The Table No.4:07:9 shows the significance of Difference between the Mean Scores of Mobile and Non-Mobile teachers with respect to the Components of Temperament.

It further indicates that the t-values of all the cases are not significant. This means the Mobility of teachers of Secondary Schools does not play a significant role with respect to the Components of Temperament viz. Active Trait, Vigorous Trait, Impulsive Trait, Dominant Trait, Sociable Trait, Stable Trait and Reflective Trait.

TABLE : 4:07:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO MOBILITY
OF SECONDARY SCHOOL TEACHERS WITH RESPECT
TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR

MOBILITY OF TEACHERS Components of Leadership Behaviour	WITH MOBILITY		WITHOUT MOBILITY		t-Value
	Mean	S.D.	Mean	S.D.	
1) Initiating Structure	41.570	8.930	41.456	9.676	0.137 NS
2) Consideration	38.148	10.303	38.195	11.042	0.046 NS

The above Table shows the Mean, S.D. and t-values between teachers with Mobility and the teachers without Mobility with respect to the Components of Leadership Behaviour. The t-value is not significant.

This means that Mobility of teachers does not play any significant role in their perception of the Components of Leadership Behaviour of their Principals, viz. Initiating Structure and Consideration.

MOBILITY OF TEACHERS AND ORGANISATIONAL CLIMATE

TABLE : 4:07:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN MEAN SCORES ACCORDING TO MOBILITY OF
SECONDARY SCHOOL TEACHERS WITH RESPECT TO
COMPONENTS OF ORGANISATIONAL CLIMATE

MOBILITY OF TEACHERS Components of Organisational Climate.	WITH MOBILITY		WITHOUT MOBILITY		t-Value
	Mean	S.D.	Mean	S.D.	
1) Disengagement	19.614	7.396	20.013	8.559	0.537 NS
2) Hindrance	14.169	4.503	13.799	4.183	9.870 NS
3) Esprit	25.215	6.872	26.000	6.671	1.196 NS
4) Intimacy	17.192	4.588	17.839	7.134	1.242 NS
5) Aloofness	19.578	3.881	20.174	5.233	1.442 NS
6) Production Emphasis	17.499	4.792	18.315	7.581	1.489 NS
7) Thrust	22.371	6.934	22.993	6.836	0.936 NS
8) Consideration	13.297	4.933	13.409	5.811	0.226 NS

The Table No.4:07:11 shows the significance of difference between mean scores of Mobile and Non-mobile teachers with respect to the Components of Organizational Climate.

All the t-values are not significant. This means Mobility of teachers does not play a significant role with respect to the Components of Organizational Climate.

4.48 PROFESSIONAL SATISFACTION OF TEACHERS AND
ATTITUDE TO INNOVATION

TABLE : 4:08:1

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO
PROFESSIONAL SATISFACTION OF SECONDARY
SCHOOL TEACHERS WITH RESPECT TO COMPONENTS
OF ATTITUDE TO INNOVATION

<u>PROFESSIONAL SATISFACTION</u> Components of Attitude to Innovation.	<u>HIGHLY SATISFIED</u>		<u>HIGHLY UNSATISFIED</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Individualization	20.773	2.913	20.466	3.524	1.098 NS
2) Curriculum Organisation	11.251	2.158	11.191	2.365	0.300 NS
3) Teaching- Learning Process	18.015	3.507	17.902	5.411	0.294 NS
4) Teaching Resources	15.552	3.057	15.088	3.586	1.599 NS
5) Internal School Organisation	16.397	4.369	15.985	4.257	1.071 NS
6) Staff Develop- ment	18.57	3.441	17.828	3.688	0.727 NS
7) School Community Relationship	12.448	2.399	12.098	3.940	1.281 NS

The Table No.4:08:1 presents the significance of difference between Mean Scores of Professionally Highly satisfied and Highly Unsatisfied Secondary School Teachers with respect to Attitude to Innovation.

The t-values of all the seven components are not significant. This means Professional Satisfaction of teachers does not play a significant role with respect to the Components of Attitude to Innovation viz. Individualisation Curriculum Organisation, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development and School Community Relationship.

TABLE : 4:08:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO PROFESSIONAL
SATISFACTION OF SECONDARY SCHOOL TEACHERS WITH
RESPECT TO ATTITUDE TO INNOVATION AS A WHOLE

<u>PROFESSIONAL SATISFACTION</u> Attitude to Innovation as a Whole	<u>HIGHLY SATISFIED</u>		<u>HIGHLY UNSATISFIED</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation as a whole	112.585	14.586	111.039	21.494	0.993 NS

The Table No.4:08:2 shows the significance of difference between the Mean Scores of Highly satisfied and Highly Unsatisfied teachers towards their job with respect to Attitude to Innovation. The result of the t-value indicates that Professional satisfaction does not play significant role with respect to Attitude to Innovation as a whole.

PROFESSIONAL SATISFACTION OF TEACHERS
AND SITUATIONAL AND INNOVATION CHARACTERISTICS

TABLE : 4:08:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO PROFESSIONAL
SATISFACTION OF SECONDARY SCHOOL TEACHERS WITH
RESPECT TO THE COMPONENTS OF SITUATIONAL
CHARACTERISTICS.

<u>PROFESSIONAL</u> <u>SATISFACTION</u> Components of Situational Characteristics	<u>HIGHLY</u> <u>SATISFIED</u>		<u>HIGHLY</u> <u>SATISFIED</u>		t-Value
	Mean	S.D.	Mean	S.D.	
1) Administrative Support.	34.40	13.335	32.368	13.612	1.703 NS
2) Staff Norms	23.937	8.835	22.936	7.504	1.349 NS
3) System Norms	16.534	7.913	16.446	6.698	0.133 NS

The Table No.4:08:3 shows the significance of difference between the Mean Scores of Highly satisfied and Highly unsatisfied teachers towards their professional with respect to the Components of situational Characteristics.

All the t-values are not significant. This means Professional Satisfaction does not play a significant role with respect to the Component. of Situational Characteristics viz. Administrative Support, Staff Norms and System Norms.

TABLE : 4:08:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN THE MEAN SCORES ACCORDING TO
 PROFESSIONAL SATISFACTION OF SECONDARY
 SCHOOL TEACHERS WITH RESPECT TO THE COMPONENTS
 OF INNOVATION CHARACTERISTICS

PROFESSIONAL SATISFACTION Components of Innovation Characteristics	HIGHLY SATISFIED		HIGHLY UNSATISFIED		t-Value
	Mean	S.D.	Mean	S.D.	
4) Complexity	22.397	7.539	22.088	5.470	0.509 NS
5) Compatibility	22.355	6.717	21.926	5.923	0.751 NS
6) Riskness	17.307	6.941	16.250	6.947	1.715 NS
7) Localit ^e ness	33.364	7.981	33.299	7.895	0.092 NS
8) Cosmopoliteness	33.430	8.179	33.603	7.242	0.287 NS

The Table No.4:08:4 shows the significance of difference between mean Scores of Professionally Highly satisfied and unsatisfied teachers with respect to Components of Innovation Characteristics.

The t-values are not significant. This means the job satisfaction does not play significant role with respect to the components of Innovation Characteristics.

TABLE : 4:08:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN THE MEAN SCORES ACCORDING TO
 PROFESSIONAL SATISFACTION OF SECONDARY SCHOOL
 TEACHERS WITH RESPECT TO SITUATIONAL AND
 INNOVATION CHARACTERISTICS AS A WHOLE

<u>PROFESSIONAL SATISFACTION</u>	<u>HIGHLY SATISFIED</u>		<u>HIGHLY UNSATISFIED</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Situational and Innovative Characteristics as a whole	203.466	50.262	199.328	41.341	0.989 NS

The Table No.4:08:5 presents the significance of difference between mean scores of the Professionally Highly satisfied and Highly unsatisfied teachers with respect to Situational and Innovation Characteristics as a whole.

The result of the t-value indicates that the professional satisfaction of teachers does not play a significant role with respect to the Situational and Innovation Characteristics as a whole.

PROFESSIONAL SATISFACTION AND CHANGE RELATED
VALUES

TABLE : 4:08:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO PROFESSIONAL
SATISFACTION OF SECONDARY SCHOOL TEACHERS WITH
RESPECT TO THE COMPONENTS OF CHANGE RELATED
VALUES

PROFESSIONAL SATISFACTION Components of Change Related Values	HIGHLY SATISFIED		HIGHLY UNSATISFIED		t-Value
	Mean	S.D.	Mean	S.D.	
1) Traditionalism	37.654	6.037	36.931	7.018	1.266 NS
2) Progressivism	37.349	7.384	36.686	6.883	1.037 NS
3) Dogmatism	32.122	7.359	31.333	7.014	1.229 NS
4) Venturesomeness	29.651	4.891	29.721	5.502	0.153 NS
5) Conservatism	29.331	7.871	28.809	7.661	0.751 NS
6) Change Proneness	39.322	6.375	38.765	6.731	0.964 NS

The Table No.4:08:6 shows the significance of difference between Mean Scores of Highly satisfied and Highly unsatisfied teachers towards their job with respect to the Components of Change related values.

The results of the t-value indicates that there is no significant difference between Highly satisfied and Highly unsatisfied teachers with respect to Change Related Values.

This means Professional satisfaction does not play significant role with respect to Components of Change related values.

TABLE : 4:08:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN THE MEAN SCORES ACCORDING TO
 PROFESSIONAL SATISFACTION OF SECONDARY SCHOOL
 TEACHERS WITH RESPECT TO CHANGE RELATED VALUES
 AS A WHOLE

PROFESSIONAL SATISFACTION	HIGHLY SATISFIED		HIGHLY UNSATISFIED		t-Value
	Mean	S.D.	Mean	S.D.	
Change related values as a whole					
Change related values as a whole.	205.504	25.622	202.196	25.861	1.449 NS

The Table No.4:08:7 presents the significance of difference between mean scores of Highly satisfied and Highly unsatisfied teachers towards their job with respect to change Related Values as a whole.

The t-value is not significant. This means Professional satisfaction does not play a significant role with respect to change related values as a whole.

Panchal (1977) findings support the value.

TABLE : 4:08:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN THE MEAN SCORES ACCORDING TO PROFESSIONAL
 SATISFACTION OF SECONDARY SCHOOL TEACHERS WITH
 RESPECT TO INNOVATIVE PRONENESS AS A WHOLE

<u>PROFESSIONAL SATISFACTION</u>	<u>HIGHLY SATISFIED</u>		<u>HIGHLY UNSATISFIED</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole					
Innovative Proneness as a whole.	519.146	64.771	511.127	65.688	1.387 NS

The Table No.4:08:8 presents the significance of difference between the Mean scores of highly satisfied and highly unsatisfied teachers towards their Profession with respect to Innovative Proneness as a whole.

This means Professional satisfaction does not play a significant role with respect to Innovative Proneness as a whole.

PROFESSIONAL SATISFACTION OF TEACHERS AND
THEIR TEMPERAMENT TRAIT

TABLE : 4:08:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO PROFESSIONAL
SATISFACTION OF SECONDARY SCHOOL TEACHERS WITH
RESPECT TO COMPONENTS OF TEMPERAMENT TRAITS

<u>PROFESSIONAL SATISFACTION</u>	<u>HIGHLY SATISFIED</u>		<u>HIGHLY UNSATISFIED</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Temperament Trait					
1) Active Trait	10.006	3.173	9.789	31.316	0.756 NS
2) Vigorous Trait	7.391	3.713	7.480	3.627	0.273 NS
3) Impulsive Trait	11.096	3.703	10.211	3.660	2.702 **
4) Dominant Trait	11.382	3.680	11.108	4.473	0.772 NS
5) Stable Trait	8.899	4.670	8.397	5.131	1.164 NS
6) Sociable Trait	13.104	3.337	12.294	4.644	2.350 *
7) Reflective Trait	11.496	3.819	11.691	6.939	0.422 NS

The Table No.4:08:9 presents the significance of difference between Mean Scores of Highly satisfied and Highly unsatisfied teachers with their job with respect to the components of Temperament.

There is a significant Mean Difference at .01 level between Highly satisfied and Highly unsatisfied teachers with their jobs with respect to Impulsive Trait. The Mean

Difference is in favour of Highly satisfied teachers.

This means Highly satisfied teachers with their job are more impulsive than the highly unsatisfied teachers towards their job.

Highly sociable people are sympathetic, co-operative, agreeable and they enjoy the company of other friends and high satisfaction with the job is obviously going along with sociability.

There is a significant Mean Difference at .05 level between Highly satisfied and Highly unsatisfied teachers with their jobs with respect to Sociable Trait. This means highly satisfied teachers are more Sociable than the unsatisfied teachers.

According to the definition of Impulsive Trait, persons who are high upon this Trait are happy going and they can take quick decisions. They are happy in their life and obviously, they are happy with their job also.

The other t-values are not significant. This means professional satisfaction does not play a significant role on the other five components of temperament.

PROFESSIONAL SATISFACTION OF TEACHERS AND
THEIR LEADERSHIP BEHAVIOUR

TABLE : 4:08:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO
PROFESSIONAL SATISFACTION OF SECONDARY SCHOOL
TEACHERS WITH RESPECT TO COMPONENTS OF LEADER-
SHIP BEHAVIOUR

PROFESSIONAL SATISFACTION Components of Leadership Behaviour	HIGHLY SATISFIED		HIGHLY UNSATISFIED		t-Value
	Mean	S.D.	Mean	S.D.	
1) Initiating Structure.	41.466	8.468	41.661	10.170	0.241 NS
2) Consideration	13.684	5.078	12.765	5.323	2.000 *

The Table No.4:08:10 shows the significance of difference between the Mean Scores of Highly satisfied and Highly unsatisfied teachers towards their job with respect to components of Leadership Behaviour.

There is a significant Mean difference at .05 level between Highly satisfied and Highly unsatisfied teachers with their jobs with respect to consideration. This means difference is in favour of Highly satisfied Teachers. Highly satisfied teachers perceive their principal at significantly higher level on consideration. This means the Professional Satisfaction does not play a significant role on the

Initiating Structure, and it does play a significant role with respect to consideration.

TABLE NO. 4:08:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ACCORDING TO PROFESSIONAL SATISFACTION OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THE COMPONENTS OF ORGANISATIONAL CLIMATE

PROFESSIONAL SATISFACTION Components of Organisational Climate	HIGHLY SATISFIED		HIGHLY UNSATISFIED		t-Value
	Mean	S.D.	Mean	S.D.	
1) Disengagement	19.075	6.654	20.784	9.159	2.501 *
2) Hindrance	13.785	3.444	14.529	5.650	1.901 NS
3) Esprit	25.800	6.824	24.833	6.803	1.597 NS
4) Intimacy	17.499	4.946	17.147	6.118	0.730 NS
5) Aloofness	19.591	4.017	19.961	4.720	0.969 NS
6) Product Emphasis	17.504	5.910	18.103	6.813	1.181 NS
7) Thrust	22.573	7.164	22.505	6.493	0.111 NS
8) Consideration	38.224	9.897	38.064	11.472	0.171 NS

The Table No.4:08:11 shows the significance of difference between the Mean Scores of Highly satisfied and Highly unsatisfied teachers towards their jobs with respect to the Components of Organisational climate.

There is a significant Mean difference at .05 level between Highly satisfied and Highly unsatisfied teachers with their jobs with respect to disengagement. The mean difference is in favour of Highly unsatisfied teachers in their job. This means highly unsatisfied teachers in their jobs gives significantly higher score on disengagement, they show significantly higher disengagement, compared to professionally satisfied teachers.

The other t-values are not significant. There is no significant difference between the highly satisfied and highly unsatisfied teachers with their jobs with respect to the components viz. Hindrance, Esprit, Intimacy, Aloofness, Product^{ion} Emphasis, Thrust and Consideration.

4.49 (a) LEADERSHIP BEHAVIOUR AND ATTITUDE TO INNOVATION

TABLE : 4:09:1

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO
COMPONENTS OF LEADERSHIP BEHAVIOUR WITH
RESPECT TO THE COMPONENTS OF ATTITUDE TO
INNOVATION

COMPONENTS OF LEADERSHIP BEHAVIOUR	INITIATING STRUCTURE		CONSIDERA- TION		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Attitude to Innovation					
1) Individualization	20.652	3.085	20.9	2.932	1.971 *
2) Curriculum Organisation	11.173	2.238	11.330	2.241	0.778
3) Teaching-Learning Process	18.663	3.504	17.520	3.870	1.647
4) Teaching Resources	15.499	3.168	15.225	3.322	0.941
5) Internal School Organisation	16.320	4.283	16.173	4.305	0.381
6) Staff Development	17.833	3.237	13.099	3.667	0.871
7) School Community Relationship.	12.271	2.518	12.194	2.710	0.331

The Table No.4:09:1 presents the significance of difference between the mean scores of the components of Leadership Behaviour, Initiating Structure and Consideration with respect to the Components of Attitude to Innovation.

The t-value is significant at .05 level between Initiating Structure and consideration with respect to the Component, Individualisation. This means consideration of Leadership Behaviour of the Principal is playing a significant role with respect to the Component Individualisation.

The other t-values are not significant. The two dimensions of the Leadership Behaviour of principals do not play a significant role with respect to the other components of Attitude to Innovation.

The other t-values are not significant. This means the Initiating structure and Consideration of Leadership Behaviour is not significant with respect to the Components of Attitude to Innovation viz. Curriculum Organization, Teaching Resources, Internal School Organisation, Staff Development and School Community Relationship.

TABLE : 4:09:2

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ACCORDING TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR WITH RESPECT TO THE ATTITUDE TO INNOVATION AS A WHOLE.

COMPONENTS OF LEADERSHIP BEHAVIOUR	INITIATING STRUCTURE		CONSIDERATION		t-Value
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation as a whole					
Attitude to Innova- tion as a whole.	111.617	14.619	111.633	16.210	0.012

The Table No.4:09:2 presents the significance of difference between mean scores of the Initiating Structure and Consideration with respect to the Attitude to Innovation as a whole

The t-value is not significant. Initiating Structure and consideration of Leadership Behaviour of Principal does not play a significant role with respect to Attitude to Innovation as a whole.

LEADERSHIP BEHAVIOUR AND SITUATIONAL AND INNOVATION CHARACTERISTICS

TABLE : 4:09:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ACCORDING TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR WITH RESPECT TO THE COMPONENTS OF SITUATIONAL CHARACTERISTICS AND INNOVATION CHARACTERISTICS

COMPONENTS OF LEADERSHIP BEHAVIOUR	INITIATING STRUCTURE		CONSIDERATION		t-Value
	Mean	S.D.	Mean	S.D.	
Components of Situational and Innovation Characteristics					
1) Administrative Support.	33.890	13.173	33.319	13.861	0.472
2) Staff Norms	24.101	8.487	22.633	8.048	1.954 *
3) System Norms	16.628	7.570	16.293	7.312	0.497
4) Complexity	22.199	6.283	22.377	7.716	0.290
5) Compatibility	21.971	5.947	22.492	7.090	0.907
6) Riskness	17.124	6.790	16.382	7.025	1.198
7) Localithness ^e	33.127	7.536	33.466	7.879	0.491
8) Cosmopoliteness	33.115	7.848	34.042	7.691	1.320

The Table No.4:09:3 presents the significance of difference between the Mean Scores of Initiating Structure and consideration of Leadership Behaviour with respect to components

of situational and Innovation Characteristics.

There is a significant mean difference at .05 level between Initiating Structure and Consideration with respect to staff norms. This means Initiating Structure of Leadership Behaviour is in favour of staff norms, as it shows significantly higher mean.

The other t-values are not significant. This means the two dimensions of the Leadership Behaviour are not significant with respect to the components of situational and Innovation Characteristics viz. Administrative Support, System Norms, Complexity, Compatibility, Riskness, Localit^eness, and Cosmopolitaness.

TABLE : 4:09:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ACCORDING TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR WITH RESPECT TO SITUATIONAL AND INNOVATION CHARACTERISTICS.

COMPONENTS OF LEADERSHIP BEHAVIOUR	INITIATING STRUCTURE		CONSIDERATION		t-Value
	Mean	S.D.	Mean	S.D.	
Components of situational & Innovation Characteristics as a whole.	202.251	47.350	200.429	45.386	0.433

The Table No.4:09:4 presents the significance of

difference between mean scores of the Components of Leadership Behaviour of Principals, Initiating Structure and Consideration with respect to the Components of Situational and Innovation Characteristics as a whole.

The t-value is not significant. Initiating Structure and consideration of Leadership Behaviour of Principal do not play significant role with respect to the situational and Innovation Characteristics.

LEADERSHIP BEHAVIOUR AND CHANGE RELATED VALUE.

TABLE : 4:09:5

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ACCORDING TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR WITH RESPECT TO THE COMPONENTS OF CHANGE RELATED VALUES.

COMPONENTS OF LEADERSHIP BEHAVIOUR Change Related Values	INITIATING STRUCTURE		CONSIDERATION		t-Value
	Mean	S.D.	Mean	S.D.	
1) Traditionalism	37.533	6.502	37.073	6.305	0.739 NS
2) Progressivism	36.994	6.825	37.272	7.863	0.428 NS
3) Dogmatism	31.911	7.491	31.691	6.765	0.336 NS
4) Venturesomeness	29.908	4.887	29.262	5.535	1.399 NS
5) Conservatism	29.061	7.739	29.215	7.835	0.220 NS
6) Change Proneness	39.308	6.425	38.723	6.669	0.998 NS

The Table No.4:09:5 presents the significance of difference between mean scores of components of Leadership Behaviour of Principal, Initiating Structure and Consideration

with respect to the components of the Change Related Values.

The t-values of all the cases are not significant. Initiating structure and consideration of Leadership Behaviour of Principal do not play significant role in the component of change Related Values.

TABLE : 4:09:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO THE
COMPONENTS OF LEADERSHIP BEHAVIOUR WITH
RESPECT TO CHANGE RELATED VALUES

<u>COMPONENTS OF LEADERSHIP BEHAVIOUR</u>	<u>INITIATING STRUCTURE</u>		<u>CONSIDERATION</u>		t-Value
	Mean	S.D.	Mean	S.D.	
Change Related Values as a whole.					
Change related values as a whole.	204.686	26.353	203.366	24.662	0.568 NS

The Table No.4:09:6 presents the significance difference between mean scores of Initiating Structure and consideration of Leadership Behaviour with respect to Change Related Values.

The t-value is not significant. This means the two dimensions of Leadership Behaviour do not play a significant role in Change Related Values as a whole.

TABLE : 4:09:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
 BETWEEN THE MEAN SCORES ACCORDING TO THE
 COMPONENTS OF LEADERSHIP BEHAVIOUR WITH
 RESPECT TO INNOVATIVE PRONENESS AS A WHOLE

COMPONENTS OF LEADERSHIP BEHAVIOUR	INITIATING STRUCTURE		CONSIDERA- TION		t-Value
	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole	204.686	26.353	203.366	24.662	0.568 NS

The t-value is not significant. Initiating Structure and Consideration do not play a significant role with respect to the Innovative Proneness as a whole.

LEADERSHIP BEHAVIOUR AND TEMPERAMENT TRAIT
OF TEACHERS

TABLE : 4:09:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO THE
COMPONENTS OF LEADERSHIP BEHAVIOUR WITH
RESPECT TO COMPONENTS OF TEMPERAMENT

COMPONENTS OF LEADERSHIP BEHAVIOUR Temperament Trait	INITIATING STRUCTURE		CONSIDERATION		t-Value
	Mean	S.D.	Mean	S.D.	
1) Active Trait	9.899	3.221	9.953	3.245	0.185 NS
2) Vigorous Trait	7.386	3.759	7.503	3.544	0.368 NS
3) Impulsive Trait	10.735	3.567	10.801	3.970	0.198 NS
4) Dominant Trait	11.265	4.112	11.272	3.778	0.020 NS
5) Stable Trait	8.709	4.902	8.691	5.421	0.041 NS
6) Sociable Trait	12.594	3.975	13.147	3.742	1.576 NS
7) Reflective Trait	11.735	5.648	11.293	4.334	0.939 NS

The Table No.4:09:8 shows the significance of difference between the Mean Scores of Components of Leadership Behaviour, Initiating-Structure and Consideration with respect to the components of Temperament.

The results of the t-values indicate that Initiating Structure and Consideration of Leadership Behaviour of Principals do not play a significant role with respect to the Components of Temperament.

LEADERSHIP BEHAVIOUR AND ORGANIZATIONAL CLIMATE

TABLE : 4:09:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE
BETWEEN THE MEAN SCORES ACCORDING TO THE
COMPONENTS OF LEADERSHIP BEHAVIOUR WITH RESPECT
TO THE COMPONENTS OF ORGANISATIONAL CLIMATE

COMPONENTS OF LEADERSHIP BEHAVIOUR Components of Organisational Climates	INITIATING STRUCTURE		CONSIDERATION		t-Value
	Mean	S.D.	Mean	S.D.	
1) Disengagement	20.294	7.751	18.660	7.627	2.353 *
2) Hindrance	14.484	4.766	13.304	3.612	2.983 **
3) Esprit	25.086	6.767	26.099	6.904	1.650
4) Intimacy	17.150	5.434	17.764	5.390	1.259
5) Aloofness	19.810	4.400	19.592	4.119	0.568
6) Production emphasis	18.046	6.090	17.141	4.907	1.762
7) Thrust	22.121	6.789	23.314	7.100	1.914 *
8) Consideration	13.084	4.852	13.764	5.730	1.459

The Table No.4:09:9 shows the significance of difference between the Mean Scores of Components of Leadership Behaviour of Principals, Initiating Structure and consideration with respect to the Components of Organisational climate.

There is a significant Mean difference at.01 level between Initiating Structure and consideration with respect to Hindrance. This means the Initiating structure of

Leadership Behaviour is in favour of Hindrance. Initiating Structure of Leadership Behaviour plays a significant role with respect to Hindrance.

There is a significant Mean difference at .05 level between Initiating Structure and consideration with respect to Disengagement and Thrust. This

This means Initiating Structure plays a significant role with respect to Disengagement and consideration plays a significant role with respect to Thrust.

The other t-values are not significant. This means the two dimensions of Leadership Behaviour do not play a significant role with respect to other components of organisational climate viz. Esprit, Intimacy, Aloofness, Production Emphasis and Consideration.

4.49 (b) TEMPERAMENT OF PRINCIPALS AND ATTITUDE TO INNOVATION

TABLE : 4:10:1

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF PRINCIPAL WITH RESPECT TO THE COMPONENTS OF

ATTITUDE TO INNOVATION

Components of Attitude to Innovation	Temperament	Active Trait 1	Impulsive Trait 2	Dominant Trait 3	Stable Trait 4	Sociable Trait 5	Reflective Trait 6	ATTITUDE TO INNOVATION	
								MEAN	S.D.
INDIVIDUALIZATION	MEAN	20.23	41.00	20.29	21.03	20.60	20.55		
	S.D.	4.19	0.00	3.09	2.79	2.97	2.85		
	t-Value	$t_{3-5}=0.73$	$t_{1-3}=0.08$	$t_{2-4}=1.91^*$	$t_{1-5}=0.66$	$t_{1-6}=0.51$	$t_{3-4}=1.75$		
		$t_{36}=0.55$	$t_{45}=1.32$	$t_{46}=1.30$	$t_{56}=0.14$	-	-		
CURRICULUM ORGANISATION	MEAN	11.28	11.00	11.09	11.46	11.11	11.24		
	S.D.	2.45	0.00	2.24	1.98	2.43	2.09		
	t-Value	$t_{13}=0.42$	$t_{14}=0.49$	$t_{15}=0.40$	$t_{16}=0.11$	$t_{34}=1.23$	$t_{35}=0.07$		
		$t_{36}=0.44$	$t_{45}=1.36$	$t_{46}=0.84$	$t_{56}=0.42$	-	-		

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	1	2	3	4	5	6
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TEACHING-
LEARNING
PROCESS

MEAN	18.26	12.00	17.52	18.27	17.74	17.73
S.D.	3.25	0.00	3.92	3.29	3.39	3.47
t-value	$t_{13}=1.02$	$t_{14}=0.02$	$t_{15}=0.79$	$t_{16}=0.34$	$t_{34}=1.45$	$t_{35}=0.40$
	$t_{36}=0.36$	$t_{45}=1.26$	$t_{45}=1.22$	$t_{56}=0.03$	-	-

TEACHING
RESOURCES

MEAN	14.81	2.00	15.66	15.30	15.04	15.62
S.D.	4.04	0.00	2.66	3.44	3.25	3.73
t-value	$t_{13}=1.32$	$t_{14}=0.78$	$t_{15}=1.02$	$t_{16}=1.28$	$t_{34}=0.75$	$t_{35}=0.59$
	$t_{36}=0.98$	$t_{45}=0.25$	$t_{46}=0.74$	$t_{56}=0.56$	-	-

STAFF
DEVELOPMENT

MEAN	18.33	41.00	17.93	18.14	17.73	17.82
S.D.	3.00	0.00	3.15	3.39	3.71	3.08
t-value	$t_{13}=0.68$	$t_{14}=0.31$	$t_{15}=0.97$	$t_{16}=0.91$	$t_{34}=0.44$	$t_{35}=0.40$
	$t_{36}=0.23$	$t_{45}=1.00$	$t_{46}=0.75$	$t_{56}=0.19$	-	-

	1	2	3	4	5	6
MEAN	17.23	2.00	16.09	16.44	15.90	16.52
S.D.	4.34	0.00	4.15	4.22	4.36	4.29
t-Value	$t_{13}=1.40$	$t_{14}=1.04$	$t_{15}=2.07$	$t_{16}=0.90$	$t_{34}=0.57$	$t_{35}=0.32$
	$t_{36}=0.65$	$t_{45}=1.11$	$t_{46}=0.13$	$t_{56}=1.11$	-	-

	1	2	3	4	5	6
MEAN	11.23	51.00	12.28	12.49	12.45	11.90
S.D.	3.37	0.00	2.63	2.51	2.35	2.59
t-Value	$t_{13}=1.95^*$	$t_{14}=2.57^*$	$t_{15}=2.77^*$	$t_{16}=1.26$	$t_{34}=0.56$	$t_{35}=0.50$
	$t_{36}=0.95$	$t_{45}=0.15$	$t_{46}=1.74$	$t_{56}=1.83$	-	-

The Table No.4:11:1 gives the significance of difference between the mean scores of the components of Temperament of Principals with respect to the components of Attitude to Innovation.

FOR THE COMPONENT INDIVIDUALIZATION :

As far as Individualization is concerned, the mean difference between Impulsive (2) and Stable Trait (4) is significant at 0.5 level. Impulsive Trait of the Principal plays a significant role with respect to Individualization.

All the other "t" values are insignificant. Other traits of the Principal do not play a significant role with respect to Individualization.

As far as the Components of Curriculum Organisation, Teaching-Learning Process, and Teaching Resources are concerned, the t-values are not significant. The temperament traits of Principal do not play significant role with respect to the above components.

FOR THE COMPONENT STAFF DEVELOPMENT AND INTERNAL SCHOOL ORGANIZATION :

As far as the Staff Development and Internal School Organisation are concerned, the t-values are insignificant. The Temperament Traits of Principal do not play significant role with respect to Staff-Development and Internal School Organisation.

FOR THE COMPONENT COMMUNITY RELATIONSHIP :

As far as the School Community Relationship is concerned, the mean difference between Active (1) and Sociable Trait (5) is significant at .01 level with respect to Community Relationship. The Sociable Trait of temperament of Principal plays significant role with respect to Community Relationship.

It is observed, the mean difference between Active (1) and Dominant Trait (3) and Active (1) and Stable Trait (4) is significant at 0.5 level. Dominant (3) and Stable (5) Trait of Principal Play a significant role with respect to Community Relationship. All the other t-values are insignificant.

TABLE : 4:10:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF PRINCIPAL WITH RESPECT TO ATTITUDE TO INNOVATION

	Active Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
Attitude to Innovation as a whole						
MEAN	111.40	315.00	110.89	113.17	111.10	111.44
S.D.	18.40	0.00	13.57	14.69	15.79	14.48
t-Value	$t_{13}=0.17$	$t_{14}=0.63$	$t_{15}=0.10$	$t_{16}=0.01$	$t_{34}=1.09$	$t_{35}=0.10$
	$t_{36}=0.25$	$t_{45}=1.18$	$t_{46}=0.89$	$t_{56}=0.17$	-	-

From the table, it is observed that, all the t-values are not significant. Components of Temperament of Principals do not play a significant role with respect to Attitude to Innovation as a whole.

TEMPERAMENT OF PRINCIPALS AND COMPONENTS OF SITUATIONAL AND INNOVATION CHARACTERISTICS

TABLE : 4:10:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF PRINCIPAL WITH RESPECT TO COMPONENTS TO SITUATIONAL CHARACTERISTICS AND INNOVATION CHARACTERISTICS.

Situational & Innovation Characteristics	Temperament					
	Active Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
	1	2	3	4	5	6
MEAN	35.40	3.00	30.87	33.97	33.67	34.84
S.D.	13.16	0.00	13.60	12.60	13.48	13.50
t-VALUE	$t_{13}=0.07$ $t_{36}=1.90^*$	$t_{14}=0.63$ $t_{45}=0.20$	$t_{15}=0.74$ $t_{46}=0.49$	$t_{16}=0.22$ $t_{55}=0.69$	$t_{34}=1.64$	$t_{35}=1.48$

MEAN	23.81	12.00	22.47	23.73	23.52	24.33
S.D.	7.55	9.00	7.90	7.68	9.23	8.20
t-VALUE	$t_{13}=0.88$ $t_{36}=1.95^*$	$t_{14}=0.05$ $t_{45}=2.14^*$	$t_{15}=0.18$ $t_{46}=0.56$	$t_{16}=0.35$ $t_{56}=0.73$	$t_{34}=1.12$	$t_{35}=0.86$

	1	2	3	4	5	6
MEAN	17.42	12.00	16.01	16.06	16.61	16.99
S.D.	6.05	0.00	7.56	6.61	8.32	7.37
t-VALUE	$t_{13}=1.03$	$t_{14}=1.18$	$t_{15}=0.60$	$t_{16}=0.34$	$t_{34}=0.04$	$t_{35}=0.53$
	$t_{36}=0.85$	$t_{45}=0.63$	$t_{46}=1.00$	$t_{56}=0.38$		

MEAN	21.57	32.00	22.08	21.79	23.23	21.47
S.D.	4.10	0.00	5.04	5.53	8.57	6.41
t-VALUE	$t_{13}=0.55$	$t_{14}=0.23$	$t_{15}=1.22$	$t_{16}=0.09$	$t_{34}=0.37$	$t_{35}=1.08$
	$t_{36}=0.67$	$t_{45}=1.69$	$t_{46}=0.40$	$t_{56}=1.98*$		

MEAN	21.31	42.00	21.82	22.29	22.75	21.49
S.D.	4.65	0.00	5.14	5.67	7.56	6.15
t-VALUE	$t_{13}=0.37$	$t_{14}=1.01$	$t_{15}=1.18$	$t_{16}=0.17$	$t_{34}=0.58$	$t_{35}=0.97$
	$t_{36}=0.37$	$t_{45}=0.58$	$t_{46}=1.02$	$t_{56}=1.43$		

	1	2	3	4	5	6
MEAN	16.64	42.00	16.82	16.55	16.86	17.53
S.D.	6.42	0.00	6.29	6.28	7.23	7.64
t-VALUE	$t_{13}=0.14$	$t_{14}=0.07$	$t_{15}=0.18$	$t_{16}=0.63$	$t_{34}=0.29$	$t_{35}=0.04$
	$t_{36}=0.62$	$t_{45}=0.40$	$t_{46}=1.03$	$t_{56}=0.69$		

MEAN	32.26	33.00	33.04	33.30	33.51	33.24
S.D.	7.21	0.00	6.61	7.47	6.58	7.34
t-VALUE	$t_{13}=0.62$	$t_{14}=0.79$	$t_{15}=0.88$	$t_{16}=0.72$	$t_{34}=0.26$	$t_{35}=0.43$
	$t_{36}=0.19$	$t_{45}=0.20$	$t_{46}=0.06$	$t_{56}=0.27$		

MEAN	31.35	52.00	32.89	33.55	33.81	33.88
S.D.	7.83	0.00	6.31	7.15	7.35	9.71
t-VALUE	$t_{13}=1.15$	$t_{14}=1.63$	$t_{15}=1.93$	$t_{16}=1.46$	$t_{34}=0.46$	$t_{35}=0.95$
	$t_{36}=0.72$	$t_{45}=0.72$	$t_{46}=0.30$	$t_{56}=0.01$		

From the Table No.4:10:3 we infer the following.

FOR THE COMPONENT ADMINISTRATIVE SUPPORT :

As far as Administrative Support is concerned, the mean difference between Dominant (3) and Reflective (6) and Active and Dominant Traits of the Principals is significant at 0.5 level. Reflective Trait of Principal's Temperament plays a significant role with respect to Administrative Support. All the other t-values are insignificant.

FOR THE COMPONENT - STAFF NORMS :

As far as Staff Norms is concerned, the mean difference between Sociable (5) and Stable Traits (4) and Dominant and Reflective Traits of Principal is significant at .05 level. Stable Trait of the Principal plays a significant role with respect to staff Norms. The other t-values are insignificant. For the Component, all other traits do not play a significant role with respect to Staff Norms.

FOR THE COMPONENT - SYSTEM NORMS :

As far as System Norms is concerned, all the t-values are not significant, which means, the Temperament Traits of Principals of Secondary schools do not play a significant role with respect to System Norms.

FOR THE COMPONENT - COMPLEXITY :

As far as Complexity is concerned, the mean difference between Reflective (6) and Sociable Trait (5) of the principal differ significantly at .05 level. This means difference is in favour of Sociable Trait. The Principal having Sociable Trait plays significant role with respect to Complexity. The other t-values are not significant.

FOR THE COMPONENT - COMPATIBILITY, RISKNESS & LOCALITNESS^E:

As far as Compatibility, Riskness and Localithness^E are concerned, the t-values are not significant. The Temperament Traits of Principal do not play significant role with respect to the Compatability, Riskness and Localitensess.

FOR THE COMPONENT COSMOPOLITENESS :

As far as Cosmopoliteness is concerned, the mean difference between Active (1) and Sociable (5) Traits is significant at .05 level. All the other t-values are insignificant. The Principal possessing more Sociable Trait, plays a significant role with respect to Cosmopoliteness.

TABLE : 4:10:4

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF COMPONENTS
OF TEMPERAMENT OF PRINCIPAL WITH RESPECT TO THE COMPONENTS OF INNOVATION CHARACTERISTICS

Situational & Innovation Characteristics	Temperament Of Principals	Active Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
MEAN	200.02	361.00	196.78	201.27	201.59	206.88	
S.D.	39.23	0.00	37.48	41.49	39.48	69.59	
t-VALUE	t ₁₃ =0.44	t ₁₄ =0.17	t ₁₅ =0.23	t ₁₆ =0.59	t ₃₄ =0.77	t ₃₅ =0.90	
	t ₃₆ =1.13	t ₄₅ =0.07	t ₄₆ =0.75	t ₅₆ =0.82			

This Table No.4:10:4 presents the significance of difference between the mean scores of the Components of Temperament trait with respect to Situational and Innovation Characteristics as a whole. The t-values are not significant. The Temperament Trait of Principals does not play a significant role with respect to Situational and Innovation Characteristics as a whole.

TEMPERAMENT OF PRINCIPALS CHANGE RELATED VALUES

TABLE : 4:10:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF PRINCIPAL WITH RESPECT TO THE SITUATIONAL AND INNOVATION CHARACTERISTICS

Change related Values	Temperament of Principals					
	1	2	3	4	5	6
TRADITIONALISM	36.85	43.00	37.71	37.80	37.13	37.34
S.D.	1.65	0.00	4.89	6.85	6.56	6.72
t-VALUE	$t_{13}=0.84$	$t_{14}=0.79$	$t_{15}=0.24$	$t_{16}=0.39$	$t_{34}=0.10$	$t_{35}=0.69$
	$t_{36}=0.40$	$t_{45}=0.88$	$t_{46}=0.51$	$t_{56}=0.25$		
PROGRESSIVISM	36.35	40.00	36.66	36.74	37.82	36.89
S.D.	6.54	0.00	6.58	7.49	7.74	6.51
t-VALUE	$t_{13}=0.24$	$t_{14}=0.30$	$t_{15}=1.14$	$t_{16}=0.44$	$t_{34}=0.08$	$t_{35}=1.14$
	$t_{36}=0.22$	$t_{45}=1.24$	$t_{46}=0.15$	$t_{56}=1.03$		

	1	2	3	4	5	6
MEAN	30.31	27.00	32.25	32.25	31.39	32.64
S.D.	6.90	0.00	6.62	7.76	7.25	8.24
t-VALUE	$t_{13}=1.49$ $t_{36}=0.38$	$t_{14}=1.44$ $t_{45}=1.01$	$t_{15}=0.88$ $t_{46}=0.38$	$t_{16}=1.77$ $t_{56}=1.39$	$t_{34}=0.03$	$t_{35}=0.89$
DOGMATISM						
MEAN	28.85	29.00	30.31	29.92	29.65	29.34
S.D.	5.18	0.00	5.03	4.72	5.44	5.11
t-VALUE	$t_{13}=1.47$ $t_{36}=1.24$	$t_{14}=1.24$ $t_{45}=0.45$	$t_{15}=0.87$ $t_{46}=0.89$	$t_{16}=0.51$ $t_{56}=0.48$	$t_{34}=0.55$	$t_{35}=0.89$
VENTURESOMENESS						
MEAN	27.71	33.00	30.12	27.86	29.11	30.71
S.D.	8.15	0.00	6.73	8.01	7.97	7.46
t-VALUE	$t_{13}=1.71$ $t_{36}=0.53$	$t_{14}=0.10$ $t_{45}=1.38$	$t_{15}=1.02$ $t_{46}=2.75^{**}$	$t_{16}=2.12^*$ $t_{56}=1.65$	$t_{34}=2.04^*$	$t_{35}=0.96$
CONSERVATISM						

	1	2	3	4	5	6
MEAN	38.47	45.00	38.47	39.80	39.71	37.72
CHANGE PRONENESS S.D.	7.70	0.00	6.99	5.95	6.15	7.00
t-VALUE	$t_{13}=0.02$ $t_{36}=0.71$	$t_{14}=1.16$ $t_{45}=0.13$	$t_{15}=1.12$ $t_{46}=2.44^*$	$t_{16}=0.57$ $t_{56}=2.50^*$	$t_{34}=1.47$	$t_{35}=1.44$

The Table No.4:10:5 on the following shows the Mean, S.D., and t-values of the Temperament of Principals with respect to the Change Related Values.

For the Components Traditionalism, Progressivism, Dogmatism and Venturesomeness.

As far as the above four components of the Change Related Values are concerned, the t-values are insignificant. The Temperament Traits of Principal do not play a significant role with respect to the Components of Traditionalism, Progressivism, Dogmatism and Venturesomeness.

FOR THE COMPONENT-CONSERVATISM :

As far as the Conservatism is concerned, the Mean difference between Stable (4) and Reflective Trait (6) is significant at .01 level. Stable Trait of Temperament plays a significant role with respect to conservatism.

It could be seen Active (1) and Reflective Trait (6), and Dominant (3) and Stable (4) Trait are significant at .05 level. Dominant and Reflective Traits of the Principal play a significant role with respect to Conservatism. All the other t-values are not significant.

FOR THE COMPONENT - CHANGE PRONENESS :

As far as Change Proneness is concerned, Stable (4) and Reflective Trait (6), and Sociable (5) and Reflective (6) are significant, at .05 level. Stable and Sociable Trait of the principal play a significant role with respect to change proneness. All the other t-values are insignificant.

TEMPERAMENT OF PRINCIPALS

TABLE : 4:10:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF PRINCIPAL WITH RESPECT TO THE COMPONENTS OF CHANGE RELATED VALUES AS A WHOLE

Change related Values	Temperament of Principles	Active Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
MEAN	198.57	223.00	206.98	214.40	204.76	204.54	
S.D.	29.02	0.00	23.04	27.53	24.20	27.45	
t-VALUE	t ₁₃ =1.53	t ₁₄ =1.17	t ₁₅ =1.44	t ₁₆ =1.62	t ₃₄ =0.44	t ₃₅ =0.40	
as a whole	t ₃₆ =0.39	t ₄₅ =0.12	t ₄₆ =0.03	t ₅₆ =0.07			

The Table No.4:10:6 presents the Mean, S.D., and Significance of difference between mean scores of the Temperament Traits of Principals with respect to Change Related Values.

The t-values are not significant. This means the Temperament Traits of Principals do not play a significant role with respect to Change Related Values as a whole.

TABLE : 4:10:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE
 COMPONENTS OF TEMPERAMENT OF PRINCIPAL WITH RESPECT TO THE CHANGE
 RELATED VALUES.

Innovative Proneness as a whole	Temperament of Principals	Active Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
	MEAN	510.50	590.00	511.68	517.30	518.25	516.75
	S.D.	71.23	0.00	57.43	67.07	59.63	76.85
	t-VALUE	t ₁₃ =0.09 t ₃₆ =0.47	t ₁₄ =0.56 t ₄₅ =0.13	t ₁₅ =0.73 t ₄₆ =0.05	t ₁₆ =0.45 t ₅₆ =0.18	t ₃₄ =0.60	t ₃₅ =0.81

The Table No.4:10;7 on the following page shows the Mean, S.D., and Significance of Difference between Mean Scores of the Temperament Traits of Principal with respect to Innovative Proneness as a whole.

The t-values are not significant. This means the Temperament Traits of Principals do not play a significant role with respect to the Innovative Proneness as a whole.

From the Table No.4:10:9, it is observed that as far as Initiating Structure is concerned, the mean difference between Stable (4) and Dominant Trait (3) and Dominant (3) and Sociable (5) Traits of Principals are significant at .05 level. All other t-values are not significant. Sociable and Stable Trait of Principal (as teachers) play significant role with respect to Initiating Structure.

As far as Consideration is concerned, the difference between Reflective Trait (6) and Sociable Trait(5) Reflective (6) and Stable Trait (4) are significant at .05 level. The stable Trait Principal plays significant role with result to Consideration. All other t-values are not significant.

TEMPERAMENT OF PRINCIPALS AND ORGANISATIONAL CLIMATE

TABLE : 4:10:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF PRINCIPAL WITH RESPECT TO THE DIMENSIONS OF ORGANISATIONAL CLIMATE.

Components of Organizational Climate	Temperament of Principals	Dimensions of Organizational Climate					
		1	2	3	4	5	6
MEAN	20.45	24.00	20.62	20.45	18.70	19.73	
S.D.	11.32	0.00	9.24	3.92	5.85	5.93	
t-VALUE	$t_{13}=0.08$	$t_{14}=0.00$	$t_{15}=0.44$	$t_{16}=0.49$	$t_{34}=0.12$	$t_{35}=2.01*$	
	$t_{36}=0.77$	$t_{45}=2.12*$	$t_{46}=0.70$	$t_{56}=1.41$			

MEAN	15.07	15.00	13.64	13.99	13.80	14.54	
S.D.	9.73	0.00	3.63	4.10	3.40	3.43	
t-VALUE	$t_{13}=1.12$	$t_{14}=1.01$	$t_{15}=1.44$	$t_{16}=0.48$	$t_{34}=0.59$	$t_{35}=0.33$	
	$t_{36}=1.65$	$t_{45}=0.47$	$t_{46}=1.07$	$t_{56}=1.73$			

	1	2	3	4	5	6
MEAN	27.90	19.00	24.59	25.72	25.34	24.87
S.D.	7.99	0.00	6.04	5.63	7.11	6.34
t-VALUE	$t_{13}=2.51^{**}$	$t_{14}=1.75$	$t_{15}=2.06^{*}$	$t_{16}=2.40^{*}$	$t_{34}=1.20$	$t_{35}=0.79$
	$t_{36}=0.78$	$t_{45}=0.48$	$t_{46}=0.98$	$t_{56}=0.55$		
MEAN	17.69	16.00	17.77	18.53	16.65	16.83
S.D.	3.97	0.00	4.44	7.20	4.33	3.87
t-VALUE	$t_{13}=0.07$	$t_{14}=0.72$	$t_{15}=1.42$	$t_{16}=1.19$	$t_{34}=0.75$	$t_{35}=1.63$
	$t_{36}=1.19$	$t_{45}=2.92^{**}$	$t_{46}=2.13^{*}$	$t_{56}=0.34$		
MEAN	18.88	19.00	19.56	19.79	19.86	19.94
S.D.	4.49	0.00	4.09	4.92	4.03	4.07
t-VALUE	$t_{13}=0.84$	$t_{14}=1.06$	$t_{15}=1.40$	$t_{16}=1.87^{*}$	$t_{34}=0.33$	$t_{35}=0.53$
	$t_{36}=0.59$	$t_{45}=0.14$	$t_{46}=0.24$	$t_{56}=0.15$		

	1	2	3	4	5	6
MEAN	16.85	21.00	18.73	18.61	17.20	17.15
S.D.	4.00	0.00	5.72	7.92	4.63	4.45
t-VALUE	$t_{13}=2.18^*$	$t_{14}=1.38$	$t_{15}=0.45$	$t_{16}=0.36$	$t_{34}=0.10$	$t_{35}=2.24^*$
	$t_{36}=2.04^*$	$t_{45}=2.01^*$	$t_{46}=1.65$	$t_{56}=0.10$		
MEAN	21.76	24.00	23.31	23.16	22.13	22.26
S.D.	6.98	0.00	6.81	7.19	6.87	6.67
t-VALUE	$t_{13}=1.16$	$t_{14}=1.11$	$t_{15}=0.31$	$t_{16}=0.40$	$t_{34}=0.13$	$t_{35}=1.25$
	$t_{36}=1.01$	$t_{45}=0.30$	$t_{46}=0.98$	$t_{56}=0.14$		
MEAN	12.50	19.00	14.05	13.94	12.75	13.38
S.D.	4.27	0.00	6.70	6.12	4.32	4.27
t-VALUE	$t_{13}=1.35$	$t_{14}=1.42$	$t_{15}=0.34$	$t_{16}=1.11$	$t_{34}=0.11$	$t_{35}=1.86$
	$t_{36}=0.80$	$t_{45}=2.04^*$	$t_{46}=0.78$	$t_{56}=1.17$		

From the table No.4:10:10, we infer the following.

FOR THE COMPONENT DISENGAGEMENT :

As far as Disengagement is concerned, the mean difference between Dominant (3) and Sociable Trait (5) Sociable (5) and Stable Trait (4) are significant at 0.05 level. Dominant and Stable Traits of principals play a significant role with respect to Disengagement. All the other t-values are not significant.

FOR THE COMPONENT - HINDRANCE:

As far as Hindrance is concerned, all the t-values are not significant. The Components of temperament of Principal do not play a significant role with respect to Hindrance.

FOR THE COMPONENT - ESPRIT :

As far as Esprit is concerned, the mean difference between Active (1) and Dominant Traits (3) of Principals is highly significant at .01 level. Active Trait plays a significant role with respect to Esprit. Also the mean differences between Active (1) and Stable (4), Active (1) and Sociable Traits (5) of Principals are significant at .05 level. Again Active Trait plays a significant role with respect to Esprit.

FOR THE COMPONENT - INTIMACY :

As far as Intimacy is concerned, the mean difference

between Sociable (5) and Stable Traits (4) of Principals is highly significant at .01 level. Stable Trait play a significant role with respect to Intimacy. The mean difference between Stable (4) and Reflective (6) Traits of principals is significant at .05 level. Stable Trait plays a significant role with respect to Intimacy. The rest of the t-values are insignificant for the component.

ALOOFNESS :

As far as Aloofness is concerned, the mean difference between Active (1) and Reflective Traits (6) of principal Temperament is significant at 0.5 level. Reflective Trait plays a significant role with respect to Aloofness. The other t-values are insignificant for the components.

FOR THE COMPONENT - PRODUCTION EMPHASIS :

As far as Production Emphasis is concerned, the mean difference between Active (1) and Dominant (3), and Sociable Traits (5), Dominant (3) and Reflective Traits(6) Sociable (5) and Stable Traits (4) are significant, at .05 level. This means that the Sociable and Dominant Trait of Principal play a significant role with respect to Production Emphasis.

FOR THE COMPONENT - THRUST :

As far as Thrust is concerned, all the t-values are

not significant, so it would be seen that the Temperament of Principals do not play significant role with respect to Thrust.

FOR THE COMPONENT - CONSIDERATION :

As far as Consideration is concerned, the mean difference between Sociable (5) and Stable Traits (4) of Principals is significant at .05 level. Stable Trait of the Principal's Temperament play a significant role with respect to Consideration. The rest of the t-values are insignificant.

4.49(C) TEMPERAMENT OF SECONDARY SCHOOL TEACHERS & ATTITUDE TO INNOVATION

TABLE : 4:11:1

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE AMONG THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE COMPONENTS OF ATTITUDE TO INNOVATION

Components of Attitude to Innovation	Active Trait	Vigorous Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
Teachers	1	2	3	4	5	6	7
MEAN	20.59	20.50	20.61	21.50	19.00	20.74	20.16
S.D.	2.69	4.17	3.77	2.65	5.17	2.72	3.36
t-VALUE	t ₁₂ =0.07	t ₁₃ =0.02	t ₁₄ =1.63	t ₁₅ =1.40	t ₁₆ =0.29	t ₁₇ =0.52	t ₂₃ =0.07
	t ₂₄ =0.96	t ₂₅ =0.71	t ₂₆ =0.24	t ₂₇ =0.19	t ₃₄ =1.70	t ₃₅ =1.43	t ₃₆ =0.33
	t ₃₇ =0.67	t ₄₅ =2.87**	t ₄₆ =2.12*	t ₄₇ =2.28**	t ₅₆ =2.72*	t ₅₇ =1.32	t ₆₇ =1.44
MEAN	10.93	10.25	11.29	11.37	9.87	11.42	11.11
S.D.	2.43	3.19	1.75	2.03	3.11	2.23	2.34
t-VALUE	t ₁₂ =0.67	t ₁₃ =0.83	t ₁₄ =0.98	t ₁₅ =1.29	t ₁₆ =1.14	t ₁₇ =0.37	t ₂₃ =1.44
	t ₂₄ =1.41	t ₂₅ =0.27	t ₂₆ =1.44	t ₂₇ =0.98	t ₃₄ =0.28	t ₃₅ =2.48*	t ₃₆ =0.47
	t ₃₇ =0.57	t ₄₅ =2.45*	t ₄₆ =0.17	t ₄₇ =0.84	t ₅₆ =2.59*	t ₅₇ =1.98*	t ₆₇ =1.23

	1	2	3	4	5	6	7
MEAN	18.00	19.12	18.83	18.36	17.25	17.36	17.90
S.D.	3.64	5.05	7.15	3.55	4.98	3.58	3.70
t-VALUE	t ₁₂ =0.72	t ₁₃ =0.66	t ₁₄ =0.49	t ₁₅ =0.59	t ₁₆ =0.64	t ₁₇ =0.12	t ₂₃ =0.09
	t ₂₄ =0.55	t ₂₅ =0.86	t ₂₆ =1.18	t ₂₇ =0.88	t ₃₄ =0.58	t ₃₅ =0.86	t ₃₆ =2.02*
	t ₃₇ =1.27	t ₄₅ =1.07	t ₄₆ =1.71	t ₄₇ =0.89	t ₅₆ =0.32	t ₅₇ =0.64	t ₆₇ =0.83
MEAN	15.78	17.12	15.34	15.81	13.93	15.41	15.04
S.D.	3.44	3.87	3.76	2.79	4.68	3.11	3.20
t-VALUE	t ₁₂ =0.96	t ₁₃ =0.55	t ₁₄ =0.05	t ₁₅ =1.54	t ₁₆ =0.60	t ₁₇ =1.14	t ₂₃ =1.26
	t ₂₄ =1.21	t ₂₅ =1.65	t ₂₆ =1.50	t ₂₇ =1.75	t ₃₄ =0.88	t ₃₅ =1.29	t ₃₆ =0.15
	t ₃₇ =0.59	t ₄₅ =2.17*	t ₄₆ =1.00	t ₄₇ =1.98*	t ₅₆ =1.75	t ₅₇ =1.23	t ₆₇ =1.04
MEAN	16.28	18.62	17.12	16.61	15.81	16.13	15.61
S.D.	4.22	5.90	4.71	4.01	4.90	4.36	4.02
t-VALUE	t ₁₂ =1.29	t ₁₃ =0.86	t ₁₄ =0.38	t ₁₅ =0.34	t ₁₆ =0.17	t ₁₇ =0.83	t ₂₃ =0.83
	t ₂₄ =1.29	t ₂₅ =1.23	t ₂₆ =1.56	t ₂₇ =1.99*	t ₃₄ =0.73	t ₃₅ =1.00	t ₃₆ =1.62
	t ₃₇ =2.38*	t ₄₅ =0.70	t ₄₆ =0.85	t ₄₇ =1.74	t ₅₆ =0.28	t ₅₇ =0.18	t ₆₇ =1.08

TEACHING LEARNING PROCESS

TEACHING RESOURCES

INTERNAL SCHOOL ORGANIZATION

	1	2	3	4	5	6	7
MEAN	17.37	19.00	17.68	18.78	17.25	17.68	18.23
S.D.	3.69	4.84	4.57	2.79	4.64	3.50	2.95
t-VALUE	$t_{12}=1.04$	$t_{13}=0.33$	$t_{14}=2.19^*$	$t_{15}=0.10$	$t_{16}=0.45$	$t_{17}=1.39$	$t_{23}=0.77$
	$t_{24}=0.19$	$t_{25}=0.85$	$t_{26}=1.02$	$t_{27}=0.68$	$t_{34}=1.98^*$	$t_{35}=0.34$	$t_{36}=0.00$
	$t_{37}=1.04$	$t_{45}=1.77$	$t_{46}=2.53^*$	$t_{47}=1.32$	$t_{56}=0.46$	$t_{57}=1.17$	$t_{67}=1.48$
MEAN	12.21	12.12	12.77	12.46	10.87	12.45	11.94
S.D.	2.44	3.22	5.31	2.43	3.75	2.41	2.65
t-VALUE	$t_{12}=0.09$	$t_{13}=0.56$	$t_{14}=0.48$	$t_{15}=1.49$	$t_{16}=0.50$	$t_{17}=0.53$	$t_{23}=0.33$
	$t_{24}=0.36$	$t_{25}=0.80$	$t_{26}=0.37$	$t_{27}=0.18$	$t_{34}=0.48$	$t_{35}=1.35$	$t_{36}=0.69$
	$t_{37}=1.47$	$t_{45}=2.16^*$	$t_{46}=0.03$	$t_{47}=1.42$	$t_{56}=2.40^*$	$t_{57}=1.44$	$t_{67}=1.79$

STAFF-
DEVELOPMENT

SCHOOL
COMMUNITY
RELATIONSHIP

From the Table No.4:11:1 we infer the following:

FOR THE COMPONENT - INDIVIDUALIZATION :

So far as the Individualization is concerned, there is a highly significant Mean difference at .01 level between Dominant Trait (4) and Stable Trait (5), Dominant Trait (4) and Reflective Trait, (7), of Secondary School Teachers. These mean differences are in favour of Dominant Trait and Reflective Trait. Dominant and Reflective Trait of Teachers play significant role with respect to Individualization.

There is significant Mean difference at .05 level between Dominant Trait (4) and Social Trait (6) Stable Trait (5) and Sociable Trait (6), of Secondary School Teachers. These mean differences are in favour of Dominant Trait and Sociable Trait. Dominant and Sociable Trait of temperament of teachers play a significant role with respect to Individualization. All the other t-values are insignificant.

FOR THE COMPONENT - CURRICULUM ORGANISATION :

As far as Curriculum Organisation is concerned, there is a significant Mean difference at .05 level between Impulsive Trait (3) and Stable Trait (5), Dominant Trait (4) and Stable Trait (5), Stable Trait (5) and Sociable Trait, (6) Stable Trait (5) and Reflective Trait (7) of Secondary School Teachers.

These mean differences are in favour of Dominant Trait, Sociable Trait and Impulsive Trait respectively.

Social Trait, Dominant and Impulsive Traits of teachers play a significant role with respect to the component Curriculum Organisation.

FOR THE COMPONENT - TEACHING-LEARNING PROCESS :

As far as Teaching Learning Process is concerned, the Mean Difference between Impulsive Trait (3) and Sociable Trait (6) is significant at .05 level. This means difference is in favour of Impulsive Trait. Impulsive Trait of the temperament of teachers plays a significant role with respect to Teaching-Learning Process. The other t-values are insignificant.

FOR THE COMPONENT - TEACHING RESOURCES :

As far as Teaching Resources is concerned, the Mean differences between Dominant Trait (4) and Stable Trait (5), Dominant Trait (4) and Reflective Trait (7) are significant at .05 level.

These Mean differences are in favour of Dominant Trait and Reflective Trait respectively. Dominant and Reflective Traits of temperament of teachers play a significant role with respect to the Teaching-Learning Process. All the other t-values are insignificant.

FOR THE COMPONENT - STAFF DEVELOPMENT :

As far as Staff Development is concerned, the Mean difference between Active Trait (1) and Dominant Trait (4), Impulsive Trait (3) and Dominant Trait (4), Dominant Trait (4) and Social Trait (6) are significant at .05 level.

These Mean differences are in favour of Dominant Trait and Impulsive Trait. Dominant and Impulsive Trait of temperament of teachers play a significant role with respect to Staff Development. All the other t-values are insignificant.

FOR THE COMPONENT - SCHOOL COMMUNITY RELATIONSHIP:

As far as School Community Relationship is concerned, the mean difference between Dominant Trait (4) and Stable Trait (5), Stable Trait (5) and Sociable Trait (6) are significant at .05 level.

These mean differences are in favour of Dominant Trait and Social Trait. Dominant Trait of temperament of teachers plays a significant role with respect to School Community Relationship. All the other t-values are insignificant.

TABLE : 4:11:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE ATTITUDE TO INNOVATION AS A WHOLE

Attitude to Innovation as a whole	Temperament of Teachers	Active Trait	Vigorous Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
MEAN	111.18	116.75	115.04	114.91	104.00	11.59	110.11	
S.D.	14.29	16.30	28.15	12.91	26.06	15.11	14.94	
t-VALUE	t ₁₂ =0.95	t ₁₃ =0.73	t ₁₄ =1.34	t ₁₅ =1.23	t ₁₆ =0.14	t ₁₇ =0.36	t ₂₃ =0.00	
	t ₂₄ =0.37	t ₂₅ =1.25	t ₂₆ =0.94	t ₂₇ =1.21	t ₃₄ =0.03	t ₃₅ =1.43	t ₃₆ =1.29	
	t ₃₇ =1.61	t ₄₅ =2.54*	t ₄₆ =1.74	t ₄₇ =2.38*	t ₅₆ =1.81	t ₅₇ =1.39	t ₆₇ =0.86	

As far as Attitude to Innovation as a whole is concerned, the mean difference between Dominant Trait (4) and Stable Trait (5), Dominant Trait (4) and Reflective Trait (7) are significant at .05 level. These mean differences are in favour of Dominant Trait in both the cases.

Dominant Trait of temperament of teachers plays a significant role with respect Attitude to Innovation as a whole. All the other t-values are insignificant.

TABLE : 4:11:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO SITUATIONAL CHARACTERISTICS

Situational Characteristics	Temperament of Teachers						
	1	2	3	4	5	6	7
Active Trait	29.43	30.25	32.51	36.09	33.81	33.51	34.21
Vigorous Trait	15.67	17.18	13.30	13.06	8.79	12.33	14.77
Impulsive Trait	t ₁₂ =0.12	t ₁₃ =1.03	t ₁₄ =2.30*	t ₁₅ =1.30	t ₁₆ =1.65	t ₁₇ =1.61	t ₂₃ =0.44
Dominant Trait	t ₂₄ =1.17	t ₂₅ =0.67	t ₂₆ =0.71	t ₂₇ =0.72	t ₃₄ =1.68	t ₃₅ =0.37	t ₃₆ =0.57
Stable Trait	t ₃₇ =0.80	t ₄₅ =0.66	t ₄₆ =1.55	t ₄₇ =0.99	t ₅₆ =0.09	t ₅₇ =0.10	t ₆₇ =0.45
Administrative Support	MEAN	23.37	24.09	24.87	25.62	23.06	23.73
S.D.	8.29	5.55	6.71	7.43	8.78	9.26	8.33
Staff Norms	t ₁₂ =0.81	t ₁₃ =2.11*	t ₁₄ =2.51*	t ₁₅ =1.98*	t ₁₆ =1.27	t ₁₇ =1.75	t ₂₃ =0.29
	t ₂₄ =0.78	t ₂₅ =0.95	t ₂₆ =0.22	t ₂₇ =0.61	t ₃₄ =1.14	t ₃₅ =1.37	t ₃₆ =0.16
	t ₃₇ =0.77	t ₄₅ =0.57	t ₄₆ =1.29	t ₄₇ =0.40	t ₅₆ =1.12	t ₅₇ =0.77	t ₆₇ =1.04

	1	2	3	4	5	6	7
MEAN	15.03	15.37	16.25	17.42	18.50	16.06	17.01
S.D.	7.10	9.16	5.75	6.86	6.65	8.40	7.24
t-VALUE	$t_{12}=0.11$	$t_{13}=0.92$	$t_{14}=1.65$	$t_{15}=1.62$	$t_{16}=0.66$	$t_{17}=1.39$	$t_{23}=0.38$
	$t_{24}=0.78$	$t_{25}=0.95$	$t_{26}=0.22$	$t_{27}=0.61$	$t_{34}=1.14$	$t_{35}=1.37$	$t_{36}=0.16$
	$t_{37}=0.77$	$t_{45}=0.57$	$t_{46}=1.29$	$t_{47}=0.40$	$t_{56}=1.12$	$t_{57}=0.77$	$t_{67}=1.04$

From the Table No.4:11:3, we infer the following:

FOR THE COMPONENT - ADMINISTRATIVE SUPPORT :

As far as Administrative Support is concerned, the Mean difference between Active Trait (1) and Dominant Trait (4), is significant at .05 level. This difference is in favour of Dominant Trait. Dominant Trait of temperament of teachers plays significant role with respect to Administrative support. All the other t-values are insignificant.

FOR THE COMPONENT - STAFF NORMS :

As far as Staff Norms is concerned, the mean difference between Active Trait (1), and Impulsive Trait (3) Active Trait (1) and Dominant Trait (4), Active Trait (1) and Stable Trait (5) are significant at .05 level. These mean differences are in favour of Impulsive Trait, Dominant Trait and Stable Trait respectively. Impulsive, Dominant and Stable Trait of temperament of teachers play a significant role with respect to staff Norms. All the other t-values are insignificant.

FOR THE COMPONENT - SYSTEM NORMS :

As far as System Norms is concerned, all the values are not significant. The Temperament Trait of teachers does not play a significant role with respect to System Norms.

TABLE : 4:11:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE AMONG THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE COMPONENTS OF INNOVATION CHARACTERISTICS

Components to Innovation Characteristics	Temperament of Teachers						Stable Trait	Sociable Trait	Reflective Trait
	1	2	3	4	5	6			
MEAN	21.59	22.25	21.89	22.89	22.68	22.71	21.51		
S.D.	5.43	5.00	4.83	5.23	5.90	8.68	5.72		
t-VALUE	$t_{12}=0.31$	$t_{13}=0.36$	$t_{14}=1.17$	$t_{15}=0.63$	$t_{16}=0.71$	$t_{17}=0.07$	$t_{23}=0.14$		
	$t_{24}=0.33$	$t_{25}=0.17$	$t_{26}=0.15$	$t_{27}=0.35$	$t_{34}=1.10$	$t_{35}=0.50$	$t_{36}=0.68$		
	$t_{37}=0.58$	$t_{45}=0.13$	$t_{46}=0.16$	$t_{47}=1.74$	$t_{56}=0.01$	$t_{57}=0.76$	$t_{67}=1.38$		
MEAN	22.46	23.87	21.84	22.65	21.75	22.51	21.49		
S.D.	3.85	3.94	5.98	5.72	6.10	7.44	6.02		
t-VALUE	$t_{12}=0.91$	$t_{13}=0.53$	$t_{14}=0.17$	$t_{15}=0.49$	$t_{16}=0.03$	$t_{17}=0.86$	$t_{23}=0.93$		
	$t_{24}=0.58$	$t_{25}=0.89$	$t_{26}=0.51$	$t_{27}=1.09$	$t_{34}=0.85$	$t_{35}=0.05$	$t_{36}=0.68$		
	$t_{37}=0.39$	$t_{45}=0.57$	$t_{46}=0.15$	$t_{47}=1.38$	$t_{56}=0.40$	$t_{57}=0.15$	$t_{67}=1.30$		

	1	2	3	4	5	6	7
MEAN	14.31	15.75	18.13	16.91	18.50	16.58	17.34
S.D.	6.18	6.43	7.29	6.34	6.11	7.45	6.56
t-VALUE	$t_{12}=0.58$	$t_{13}=2.58^*$	$t_{14}=1.98^*$	$t_{15}=2.21^*$	$t_{16}=1.63$	$t_{17}=2.36^*$	$t_{23}=0.88$
	$t_{24}=0.49$	$t_{25}=1.02$	$t_{26}=0.31$	$t_{27}=0.66$	$t_{34}=1.11$	$t_{35}=0.18$	$t_{36}=1.52$
	$t_{37}=0.78$	$t_{45}=0.92$	$t_{46}=0.35$	$t_{47}=0.47$	$t_{56}=0.99$	$t_{57}=0.66$	$t_{67}=0.94$
MEAN	35.53	33.00	32.86	34.24	30.31	34.10	31.66
S.D.	5.26	5.04	9.30	6.09	8.39	8.29	7.73
t-VALUE	$t_{12}=1.22$	$t_{13}=1.51$	$t_{14}=1.05$	$t_{15}=2.64^{**}$	$t_{16}=0.94$	$t_{17}=2.61^{**}$	$t_{23}=0.04$
	$t_{24}=0.55$	$t_{25}=0.82$	$t_{26}=0.37$	$t_{27}=0.47$	$t_{34}=1.10$	$t_{35}=1.00$	$t_{36}=1.06$
	$t_{37}=0.96$	$t_{45}=2.21^*$	$t_{46}=0.13$	$t_{47}=2.65^{**}$	$t_{56}=1.76$	$t_{57}=0.63$	$t_{67}=2.265^{**}$
MEAN	35.18	33.83	32.75	34.47	31.12	34.20	31.89
S.D.	5.78	6.01	10.20	6.91	9.25	6.97	8.26
t-VALUE	$t_{12}=0.57$	$t_{13}=1.26$	$t_{14}=0.51$	$t_{15}=1.86$	$t_{16}=0.75$	$t_{17}=2.12^*$	$t_{23}=0.30$
	$t_{24}=0.26$	$t_{25}=0.76$	$t_{26}=0.13$	$t_{27}=0.66$	$t_{34}=1.24$	$t_{35}=0.58$	$t_{36}=1.33$
	$t_{37}=0.64$	$t_{45}=1.67$	$t_{46}=0.30$	$t_{47}=2.34^*$	$t_{56}=1.65$	$t_{57}=0.34$	$t_{67}=2.71^{**}$

The Table No.4:11:4 gives, Complexity and Compatibility. As far as Complexity and Compatibility are concerned, all the t-values are insignificant. This means temperament of teachers does not play a significant role with respect to Complexity and Compatibility.

FOR THE COMPONENT - RISKNESS :

As far as Riskness is concerned, the mean differences between the Active Trait (1), and Impulsive Trait (3), Active Trait (1) and Dominant Trait (4), Active Trait (1) and Stable Trait (5), Active Trait (1) and Reflective Trait (7) are significant at .05 level. These mean differences are in favour of Impulsive Trait, Dominant Trait, Stable Trait and Reflective Trait respectively. Impulsive, Dominant, Stable, and Reflective Trait of temperament of teachers play a significant role with respect to Riskness. All the other t-values are not significant.

FOR THE COMPONENT - LOCALITNESS^e :

As far as Localithness is concerned, the Mean difference between Dominant Trait (4) and Reflective Trait (7), Sociable Trait (6) and Reflective Trait (7), and Active Trait (1) and Stable Trait (5) are highly significant at .01 level. These mean differences are in favour of Dominant Trait and Sociable Trait. Dominant and Sociable Trait of Temperament of Teachers play significant role with respect to Localithness^e.

The mean difference between Dominant Trait (4) and

Stable Trait (5) are significant at .05 level. These mean differences are in favour of Active Trait and Dominant Trait respectively. Active and Dominant Trait of temperament of teachers play a significant role with respect to Localithess. All the other t-values are not significant.

FOR THE COMPONENT - COSMOPOLITENESS :

As far As Cosmopoliteness is concerned, the mean difference between Sociable Trait (6) and Reflective Trait (7) is highly significant at .01 level. The mean difference is in favour of Sociable Trait. Sociable Trait of temperament of teachers play significant role with respect to Cosmopoliteness.

The mean differences between Active Trait (1) and Reflective Trait (7), Dominant Trait (4) and Reflective Trait (7) are significant at .05 level. These mean differences are in favour of Active Trait and Dominant Trait respectively. Active and Dominant Trait of temperament play a significant role with respect to Cosmopoliteness. All the other t-values are insignificant.

TABLE : 4:11:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE AMONG THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE SITUATIONAL AND INNOVATION CHARACTERISTICS

	Active Trait	Vigorous Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
Situational and Innovation characteristics as a whole	194.40	197.75	207.13	209.58	203.12	200.03	199.42
MEAN							
Situational and Innovation Characteristics	37.64	35.09	69.58	39.78	34.66	31.19	38.00
S.D.							
t-VALUE	t ₂ = 0.22	t ₁₃ = 0.97	t ₁₄ = 1.85	t ₁₅ = 0.71	t ₁₆ = 0.72	t ₁₇ = 0.55	t ₂₃ = 0.37
Characteristics as a whole	t ₂₄ = 0.81	t ₂₅ = 0.30	t ₂₆ = 0.15	t ₂₇ = 0.09	t ₃₄ = 0.27	t ₃₅ = 0.22	t ₃₆ = 1.93
	t ₃₇ = 0.92	t ₄₅ = 0.58	t ₄₆ = 1.79	t ₄₇ = 1.59	t ₅₆ = 0.28	t ₅₇ = 0.29	t ₆₇ = 0.12

From the Table No.4:11:5, it could be seen that all the Mean differences are not significant with respect to Situational and Innovation Characteristics, as a whole is concerned. The temperament of teachers does not play a significant role with respect to Situational and Innovation Characteristics as a whole.

TABLE : 4:11:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE AMONG THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE COMPONENTS OF CHANGE RELATED VALUES

Components of Change related Values	Active trait		Vigorous trait		Impulsive trait		Dominant trait		Stable trait		Sociable trait		Reflective trait	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
MEAN	37.75	40.37	37.43	38.43	32.93	37.53	36.78							
TRADITIONALISM														
S.D.	5.96	3.92	6.61	6.78	5.55	6.25	6.56							
t-VALUE	t ₁₂ =1.17	t ₁₃ =0.20	t ₁₄ =0.50	t ₁₅ =2.69**	t ₁₆ =0.18	t ₁₇ =0.76	t ₂₃ =1.21							
	t ₂₄ =0.79	t ₂₅ =3.37	t ₂₆ =1.27	t ₂₇ =1.52	t ₃₄ =0.89	t ₃₅ =2.54*	t ₃₆ =0.06							
	t ₃₇ =0.71	t ₄₅ =3.64**	t ₄₆ =1.08	t ₄₇ =1.76	t ₅₆ =2.84*	t ₅₇ =2.24*	t ₆₇ =1.04							
MEAN	37.00	38.12	36.95	37.90	34.12	37.06	37.14							
PROGRESSIVISM														
S.D.	7.97	5.22	6.14	6.64	9.48	9.97	6.45							
t-VALUE	t ₁₂ =0.37	t ₁₃ =0.02	t ₁₄ =0.61	t ₁₅ =0.10	t ₁₆ =0.04	t ₁₇ =0.10	t ₂₃ =0.51							
	t ₂₄ =0.09	t ₂₅ =1.10	t ₂₆ =0.37	t ₂₇ =0.42	t ₃₄ =0.91	t ₃₅ =1.49	t ₃₆ =0.10							
	t ₃₇ =0.19	t ₄₅ =1.93	t ₄₆ =0.83	t ₄₇ =0.82	t ₅₆ =1.40	t ₅₇ =1.66	t ₆₇ =0.08							

	1	2	3	4	5	6	7
MEAN	30.93	29.75	34.11	31.50	24.25	31.69	32.38
S.D.	5.38	8.73	7.05	6.83	6.24	7.22	7.55
t-VALUE	$t_{12}=0.58$	$t_{13}=2.26^*$	$t_{14}=0.41$	$t_{15}=3.84^{**}$	$t_{16}=0.57$	$t_{17}=1.02$	$t_{23}=1.62$
	$t_{24}=0.67$	$t_{25}=1.78$	$t_{26}=0.74$	$t_{27}=0.94$	$t_{34}=2.33^*$	$t_{35}=5.15^{**}$	$t_{36}=2.44^*$
	$t_{37}=1.58$	$t_{45}=3.93^{**}$	$t_{46}=0.21$	$t_{47}=0.85$	$t_{56}=4.00^*$	$t_{57}=4.12^{**}$	$t_{67}=0.82$
MEAN	29.09	28.25	29.18	30.48	27.81	29.48	30.26
S.D.	6.88	2.49	4.10	5.08	5.33	5.30	4.91
t-VALUE	$t_{12}=0.33$	$t_{13}=0.08$	$t_{14}=1.18$	$t_{15}=0.65$	$t_{16}=0.36$	$t_{17}=1.10$	$t_{23}=0.62$
	$t_{24}=1.22$	$t_{25}=0.21$	$t_{26}=0.65$	$t_{27}=1.14$	$t_{34}=1.73$	$t_{35}=1.13$	$t_{36}=0.43$
	$t_{37}=1.58$	$t_{45}=1.90$	$t_{46}=1.46$	$t_{47}=0.32$	$t_{56}=1.21$	$t_{57}=1.86$	$t_{67}=1.34$
MEAN	28.90	33.75	30.02	27.82	22.81	29.53	29.84
S.D.	5.94	9.42	6.39	8.09	9.01	7.75	8.16
t-VALUE	$t_{12}=1.82$	$t_{13}=0.84$	$t_{14}=0.68$	$t_{15}=2.80^{**}$	$t_{16}=0.43$	$t_{17}=0.37$	$t_{23}=1.48$
	$t_{24}=1.04$	$t_{25}=2.76^{**}$	$t_{26}=1.49$	$t_{27}=1.42$	$t_{34}=1.82$	$t_{35}=3.72^{**}$	$t_{36}=0.48$
	$t_{37}=0.49$	$t_{45}=2.22^*$	$t_{46}=1.66$	$t_{47}=1.43$	$t_{56}=2.95^*$	$t_{57}=3.04^{**}$	$t_{67}=0.06$

	1	2	3	4	5	6	7
MEAN	38.13	41.62	39.20	41.00	35.25	39.80	37.25
S.D.	4.38	6.47	6.33	4.88	10.95	5.77	7.69
t-VALUE	$t_{12}=1.73$	$t_{13}=0.72$	$t_{14}=2.71^{**}$	$t_{15}=1.38$	$t_{16}=1.40$	$t_{17}=0.74$	$t_{23}=1.02$
	$t_{24}=0.33$	$t_{25}=1.50$	$t_{26}=0.86$	$t_{27}=1.57$	$t_{34}=1.97$	$t_{35}=1.94$	$t_{36}=0.73$
	$t_{37}=1.88$	$t_{45}=3.37^{**}$	$t_{46}=1.64$	$t_{47}=3.92^{**}$	$t_{56}=2.89^{**}$	$t_{57}=0.93$	$t_{67}=3.43^{**}$

CHANGE
PRONENESS

From the Table No.4:11:6 it is inferred.

FOR THE COMPONENT - TRADITIONALISM :

As far as Traditionalism is concerned, the mean differences between Active Trait (1) and Stable Trait (5), Stable Trait (5) and Sociable Trait (6), Dominant Trait (4) and Stable Trait (5) are highly significant at .01 level. Active, Sociable and Dominant Trait of teachers play a significant role with respect to Traditionalism. The mean differences between Impulsive Trait (3) and Stable Trait (5), Stable Trait (5) and Reflective Trait (7) are significant at .05 level. Impulsive and Reflective Trait of temperament of teachers play a significant role with respect to Traditionalism. All the other t-values are insignificant.

FOR THE COMPONENT - PROGRESSIVISM :

As far as Progressivism is concerned, all the t-values are not significant. This means the temperament of teachers does not play significant role with respect to Progressivism.

FOR THE COMPONENT - DOGMATISM :

As far as Dogmatism is concerned, the mean differences between Active Trait (1) and Stable Trait (5), Impulsive Trait (3) and Stable Trait (5), Dominant Trait (4) and Stable Trait (5), Stable Trait (5) and Sociable Trait (6), Stable Trait (5) and Reflective Trait (7) are highly significant at .01 level. Active, Sociable and Reflective Trait of temperament of teachers play a significant role with respect to Dogmatism.

Also the Mean difference between Active Trait (1) and Impulsive Trait (3), Impulsive Trait (3) and Dominant Trait (4), Impulsive Trait (3) and Social Trait (6) are significant at .05 level.

These mean differences are in favour of Impulsive Trait, Dominant Trait and Sociable Trait respectively. Impulsive, Dominant and Sociable Trait of Temperament of teachers play significant role with respect to Dogmatism. All the other t-values are insignificant.

FOR THE COMPONENT - VENTURESOMENESS:

As far as Venturesomeness is concerned all the t-values are insignificant. This means the temperament of teachers does not play significant role with respect to Venturesomeness.

FOR THE COMPONENT - CONSERVATISM :

As far as Conservatism is concerned, the mean difference between Active Trait (1) and Stable Trait (5), Vigorous Trait (2) and Stable Trait (5), Sociable Trait (6) and Stable Trait (5), Reflective (7) and Stable Trait (5) and Impulsive Trait (3) and Stable Trait (5) are highly significant at .01 level. These mean differences are in favour of Vigorous Trait, Impulsive Trait, Sociable Trait and Reflective Trait respectively. Vigorous, Impulsive, Sociable and Reflective Traits of Temperament of teachers are play a

significant role with respect to conservatism.

Also the Mean differences between Dominant Trait (4) and Stable Trait (5) are significant at .05 level. Vigorous and Stable Trait of temperament of teachers play a significant role with respect to conservatism. All the other t-values are not significant.

FOR THE COMPONENT - CHANGE PRONENESS:

As far as Change Proneness is concerned, Active Trait (1) and Dominant Trait (4), Dominant Trait (4) and Stable Trait (5), Dominant Trait (4) and Reflective Trait (7) Stable Trait (5) and Social Trait (6) and Social Trait (6) and Reflective Trait (7) are highly significant at .01 level. These mean differences are in favour of Dominant Trait, Sociable Trait and Active Trait respectively. Dominant, Sociable and Active Traits of temperament of Teachers play significant role with respect to Change Proneness. All the other t-values are insignificant.

TABLE : 4:11:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE AMONG THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE CHANGE RELATED VALUES

Change Related values as a whole	Temperament of Teachers	Active Trait	Vigorous Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
MEAN	202.00	211.87	206.95	207.52	177.18	205.04	203.32	
Change Related values as a whole	21.94	21.29	22.93	23.46	32.52	35.04	28.59	
t-VALUES	t ₁₂ =1.14	t ₁₃ =1.03	t ₁₄ =1.15	t ₁₅ =3.13**	t ₁₆ =0.64	t ₁₇ =0.24	t ₂₃ =0.27	
	t ₂₄ =0.50	t ₂₅ =2.72**	t ₂₆ =0.76	t ₂₇ =0.82	t ₃₄ =0.15	t ₃₅ =4.33**	t ₃₆ =0.56	
	t ₃₇ =0.92	t ₄₅ =4.42**	t ₄₆ =0.77	t ₄₇ =1.10	t ₅₆ =4.18*	t ₅₇ =3.38**	t ₆₇ =0.057	

From the above Table (4:11:7) as far as Change Related Values is concerned it is clear that the mean difference between Active Trait (1) and Stable Trait (5), Vigorous Trait (2) and Stable Trait (5), Impulsive Trait (3) and Stable Trait (5), Dominant Trait (4) and Stable Trait (5), Stable Trait (5) and Sociable Trait (6) and Stable Trait (5) and Reflective Trait (7) are highly significant at .01 level. These mean differences are in favour of Active Trait, Vigorous Trait, Impulsive Trait, Dominant Trait, Sociable Trait and Reflective Trait respectively. These traits play a significant role with respect to Change Related Values as a whole. All the other t-values are insignificant.

TABLE : 4:11:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE AMONG THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE INNOVATIVE PRONENESS

	Temperament of Teachers	Active Trait	Vigorous Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
Innovative Proneness as a whole								
	MEAN	507.93	526.37	513.58	531.01	483.75	516.89	513.29
	S.D.	60.74	55.98	63.55	62.36	83.64	61.99	7.174
	t-VALÚE	$t_{12}=0.77$	$t_{13}=0.42$	$t_{14}=1.78$	$t_{15}=1.14$	$t_{16}=0.76$	$t_{17}=0.68$	$t_{23}=0.54$
		$t_{24}=0.20$	$t_{25}=1.29$	$t_{26}=0.42$	$t_{27}=0.50$	$t_{34}=1.71$	$t_{35}=1.59$	$t_{36}=0.38$
		$t_{37}=0.12$	$t_{45}=2.61^*$	$t_{46}=1.73$	$t_{47}=1.83$	$t_{56}=2.00^*$	$t_{57}=1.52$	$t_{67}=0.48$

From the Table No.4:11:8, as far as Innovative Proneness as a whole is concerned, we observed that the mean differences between Dominant Trait (4) and Stable Trait (5), Stable Trait (5) and Sociable Trait (6) are significant at .05 level. These mean differences are in favour of Dominant Trait and Sociable Trait, respectively. Dominant and Sociable Trait of temperament of teachers play a significant role with respect to Innovative Proneness as a whole. All the other t-values are insignificant.

TABLE : 4:11:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE AMONG THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR

Components of Leadership Behaviour	Temperament of Teachers	Active Trait	Vigorous Trait	Impulsive Trait	Dominant Trait	Stable Trait	Sociable Trait	Reflective Trait
MEAN	40.96	48.00	42.95	42.59	39.62	41.90	39.43	
S.D.	11.18	14.30	8.17	9.02	7.81	8.95	8.92	
t-VALUE	t ₁₂ =1.50	t ₁₃ =1.02	t ₁₄ =0.80	t ₁₅ =0.43	t ₁₆ =0.52	t ₁₇ =0.82	t ₂₃ =1.52	
	t ₂₄ =1.52	t ₂₅ =1.87	t ₂₆ =1.84	t ₂₇ =2.53*	t ₃₄ =0.34	t ₃₅ =1.49	t ₃₆ =0.87	
	t ₃₇ =2.76**	t ₄₅ =1.22	t ₄₆ =0.58	t ₄₇ =2.49*	t ₅₆ =0.99	t ₅₇ =0.08	t ₆₇ =2.44*	
MEAN	40.59	41.62	39.41	37.97	35.12	39.50	35.03	
S.D.	8.77	18.28	8.44	10.35	12.19	10.93	9.83	
t-Value	t ₁₂ =0.22	t ₁₃ =0.70	t ₁₄ =1.26	t ₁₅ =1.78	t ₁₆ =0.53	t ₁₇ =2.91**	t ₂₃ =0.62	
	t ₂₄ =0.87	t ₂₅ =1.01	t ₂₆ =0.52	t ₂₇ =1.71	t ₃₄ =0.87	t ₃₅ =1.64	t ₃₆ =0.12	
	t ₃₇ =3.10**	t ₄₅ =3.97**	t ₄₆ =1.08	t ₄₇ =2.07*	t ₅₆ =1.52	t ₅₇ =0.03	t ₆₇ =3.75**	

From the Table (4:11:9), as far as Initiating Structure is concerned, it is observed that the mean difference between Impulsive Trait (3) and Reflective Trait (7) is highly significant at .01 level. Also the Impulsive Trait of Temperament of teachers play significant role with respect to their perception of the initiating structure. Mean difference between Vigorous Trait (3) and Reflective Trait (7), Dominant (4) Trait and Reflective Trait (7), Sociable Trait (6) and Reflective Trait (7) are significant at .05 level. Vigorous, Dominant and Sociable Traits of teachers play significant role with respect to their perception of their Initiating Structure.

As far as Consideration Structure is concerned, the mean difference between Active Trait (1) and Reflective Trait (7), Impulsive Trait (3) and Reflective Trait (7), Sociable Trait (6) and Reflective Trait (7) are highly significant at .01 level. Impulsive and Sociable Traits play significant role with respect to consideration. Also the mean difference between Dominant Trait (4) and Reflective Trait (7) and Active (1) and Reflective Trait (7) are significant at .05 level. The mean differences are in favour of Active Trait, Dominant Trait respectively. This means these traits help them to perceive their principal significantly at a higher level with respect to consideration. All the other t-values are insignificant.

TABLE : 4:11:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE AMONG THE MEAN SCORES OF THE COMPONENTS OF TEMPERAMENT OF TEACHERS WITH RESPECT TO THE DIMENSIONS OF ORGANISATIONAL CLIMATE

Organisational Climate Components	Temperament of Teachers						
	1	2	3	4	5	6	7
MEAN	19.53	29.50	19.56	20.17	18.18	18.77	20.66
S.D.	6.68	21.98	6.11	10.12	7.02	5.81	7.88
t-VALUE	t ₁₂ =2.25*	t ₁₃ =0.02	t ₁₄ =0.33	t ₁₅ =0.65	t ₁₆ =0.66	t ₁₇ =0.74	t ₂₃ =2.02*
	t ₂₄ =2.18*	t ₂₅ =1.90	t ₂₆ =4.25**	t ₂₇ =2.64**	t ₃₄ =0.43	t ₃₅ =0.79*	t ₃₆ =0.67
	t ₃₇ =1.01	t ₄₅ =0.74	t ₄₆ =1.45	t ₄₇ =0.39	t ₅₆ =0.38	t ₅₇ =1.19	t ₆₇ =2.49*
MEAN	14.65	24.12	14.90	13.40	13.68	13.58	14.05
S.D.	3.88	20.01	14.10	3.32	3.96	3.61	3.22
t-VALUE	t ₁₂ =2.50*	t ₁₃ =0.28	t ₁₄ =1.72	t ₁₅ =0.81	t ₁₆ =1.54	t ₁₇ =0.90	t ₂₃ =3.45**
	t ₂₄ =4.46**	t ₂₅ =2.05*	t ₂₆ =5.72**	t ₂₇ =4.96**	t ₃₄ =2.50*	t ₃₅ =1.70	t ₃₆ =2.55*
	t ₃₇ =1.61	t ₄₅ =0.30	t ₄₆ =0.39	t ₄₇ =1.41	t ₅₆ =0.10	t ₅₇ =0.41	t ₆₇ =1.19

	1	2	3	4	5	6	7
MEAN	26.18	25.00	26.22	25.79	23.56	25.65	24.47
S.D.	6.83	15.24	6.09	6.48	5.86	6.82	6.75
t-VALUE	$t_{12}=0.33$	$t_{13}=0.02$	$t_{14}=0.28$	$t_{15}=1.31$	$t_{16}=0.41$	$t_{17}=1.28$	$t_{23}=0.44$
	$t_{24}=0.28$	$t_{25}=0.33$	$t_{26}=0.24$	$t_{27}=0.19$	$t_{34}=0.42$	$t_{35}=1.58$	$t_{36}=0.62$
	$t_{37}=1.81$	$t_{45}=1.27$	$t_{46}=1.16$	$t_{47}=1.40$	$t_{56}=1.18$	$t_{57}=0.51$	$t_{67}=1.53$
MEAN	17.53	14.87	17.58	18.30	17.81	17.39	16.66
S.D.	4.06	2.80	3.66	6.20	4.72	5.74	5.53
t-VALUE	$t_{12}=1.74$	$t_{13}=0.06$	$t_{14}=0.64$	$t_{15}=0.21$	$t_{16}=0.12$	$t_{17}=0.83$	$t_{23}=2.01*$
	$t_{24}=1.51$	$t_{25}=1.61$	$t_{26}=1.23$	$t_{27}=0.90$	$t_{34}=0.55$	$t_{35}=0.21$	$t_{36}=0.25$
	$t_{37}=1.26$	$t_{45}=0.29$	$t_{46}=1.17$	$t_{47}=1.98$	$t_{56}=0.28$	$t_{57}=0.79$	$t_{67}=1.51$
MEAN	19.56	22.75	18.68	19.89	20.93	19.61	20.15
S.D.	4.04	4.80	3.79	4.69	0.95	0.31	0.36
t-VALUE	$t_{12}=1.92$	$t_{13}=1.07$	$t_{14}=0.34$	$t_{15}=1.13$	$t_{16}=0.06$	$t_{17}=0.73$	$t_{23}=2.60**$
	$t_{24}=1.64$	$t_{25}=1.00$	$t_{26}=1.95$	$t_{27}=1.72$	$t_{34}=1.74$	$t_{35}=1.15$	$t_{36}=1.59$
	$t_{37}=2.51*$	$t_{45}=0.83$	$t_{46}=0.46$	$t_{47}=0.43$	$t_{56}=1.15$	$t_{57}=0.72$	$t_{67}=1.11$

	1	2	3	4	5	6	7
MEAN	16.65	16.25	18.40	19.15	17.25	17.41	17.32
S.D.	4.00	4.74	4.86	9.31	3.17	4.35	5.56
t-VALUE	$t_{12}=0.24$	$t_{13}=1.77$	$t_{14}=1.46$	$t_{15}=0.51$	$t_{16}=0.93$	$t_{17}=0.63$	$t_{23}=1.18$
	$t_{24}=0.86$	$t_{25}=0.71$	$t_{26}=0.74$	$t_{27}=0.53$	$t_{34}=0.61$	$t_{35}=0.90$	$t_{36}=1.59$
	$t_{37}=1.37$	$t_{45}=0.80$	$t_{46}=1.14$	$t_{47}=1.78$	$t_{56}=0.15$	$t_{57}=0.05$	$t_{67}=0.17$
MEAN	21.96	20.62	24.19	22.57	20.00	23.44	20.72
S.D.	7.32	5.44	6.20	6.95	7.72	7.06	6.47
t-VALUE	$t_{12}=0.48$	$t_{13}=1.59$	$t_{14}=0.41$	$t_{15}=0.86$	$t_{16}=1.09$	$t_{17}=0.94$	$t_{23}=1.55$
	$t_{24}=0.76$	$t_{25}=0.20$	$t_{26}=1.11$	$t_{27}=0.04$	$t_{34}=1.51$	$t_{35}=2.33^*$	$t_{36}=0.79$
	$t_{37}=3.68^{**}$	$t_{45}=1.33$	$t_{46}=0.95$	$t_{47}=1.95$	$t_{56}=1.86$	$t_{57}=0.41$	$t_{67}=3.51^{**}$
MEAN	12.93	12.12	14.80	12.85	10.50	13.78	12.59
S.D.	4.59	4.99	3.92	4.42	4.27	5.54	5.68
t-VALUE	$t_{12}=0.44$	$t_{13}=2.12^{**}$	$t_{14}=0.09$	$t_{15}=1.77$	$t_{16}=0.82$	$t_{17}=0.32$	$t_{23}=1.78$
	$t_{24}=0.43$	$t_{25}=0.83$	$t_{26}=0.83$	$t_{27}=0.22$	$t_{34}=2.78^{**}$	$t_{35}=3.90^{**}$	$t_{36}=1.43$
	$t_{37}=2.93^*$	$t_{45}=1.95$	$t_{46}=1.36$	$t_{47}=0.35$	$t_{56}=2.31^*$	$t_{57}=1.42$	$t_{67}=1.89$

From the Table No.4:11:10 it is inferred

FOR THE COMPONENT - DISENGAGEMENT :

As far as Disengagement is concerned, the mean differences between Vigorous Trait (2) and Social Trait (6), Vigorous Trait (2) and Reflective Trait (7) are highly significant at .01 level. Vigorous Trait of temperament of teachers plays a significant role with respect to Disengagement. Also the mean differences between Active Trait (1) and Vigorous Trait (2), Vigorous Trait (2) and Dominant Trait (4) Social Trait (6) and Reflective Trait (7), Vigorous Trait (2) and Impulsive Trait (3) are significant at .05 level. Vigorous and Reflective Traits of temperament play a significant role with respect to Disengagement. All the other t-values are insignificant.

FOR THE COMPONENT HINDRANCE :

As far as Hindrance is concerned, the mean difference between Vigorous Trait (2) and Impulsive Trait (3), Vigorous Trait (2) and Dominant Trait (4), Vigorous Trait (2) and Sociable Trait (6), Vigorous Trait (2) and Reflective Trait (7) are highly significant at .01 level. Vigorous Traits of temperament plays significant role with respect to Hindrance. Also the mean difference between Active Trait (1) and Vigorous Trait (2), Impulsive (3) and Sociable Traits(6), Impulsive Trait (3) and Dominant Trait (4) are significant at .05 level. Vigorous and Impulsive Trait of temperament play a significant role with respect to Hindrance. All the other

t-values are insignificant.

FOR THE COMPONENT -ESPRIT :

As far as Esprit is concerned, all the t-values are insignificant. This means the temperament of teachers does not play significant role with respect to Esprit.

FOR THE COMPONENT - INTIMACY :

As far as Intimacy is concerned, the mean difference between Impulsive (3) and Vigorous Trait (2) is significant at .05 level. Impulsive Trait of temperament of teachers plays a significant role with respect to Intimacy. All other t-values are not significant.

FOR THE COMPONENT - ALOOFNESS :

As far as Aloofness is concerned, the mean difference between Vigorous (2) and Impulsive Traits (3) is highly significant at .01 level. Also the mean differences between Impulsive (3) and Stable Trait (5), Impulsive (3) and Reflective Trait (7) are significant at .05 level. These mean differences are in favour of Vigorous, Stable and Reflective Traits respectively. Vigorous, Stable and Reflective Trait of temperament of teachers play a significant role with respect to Aloofness. All the other t-values are insignificant.

FOR THE COMPONENT - THRUST :

As far as Thrust is concerned, the mean differences between Impulsive Trait (3) and Reflective Trait (7), Sociable Trait (6) and Reflective Trait (7) are highly significant at .01 level and the mean difference between Impulsive (3) and Stable Trait (5) is significant at .05 level. These mean differences are in favour of Stable, Reflective and Sociable Traits respectively. These three traits of temperament of teachers play a significant role with respect to Thrust. All the other t-values are insignificant.

FOR THE COMPONENT CONSIDERATION :

As far as Consideration is concerned, the mean differences between Active (1) and Impulsive (3), Impulsive (3) and Dominant (4), Impulsive (3) and Stable (5), Impulsive (3) and Reflective Traits (7) are highly significant at .01 level. Active, Dominant, Impulsive Trait of temperament play significant role with respect to Consideration. Also the mean difference between Stable (5), and Sociable Trait (6), is significant at .05 level. These mean differences are in favour of Dominant, Active, Stable and Reflective Traits respectively. These traits of temperament play a significant role with respect to Consideration. All the other t-values are insignificant.

ORGANISATIONAL CLIMATE OF THE SCHOOL-ATTITUDE TO INNOVATION

TABLE : 4:12:1

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE ORGANISATIONAL CLIMATE OF THE SCHOOLS WITH RESPECT TO THE COMPONENTS OF ATTITUDE INNOVATION

Components of Attitude to Innovation	Open	Autonomous	Controlled	Familiar	Paternal	Closed
School	1	2	3	4	5	6
MEAN	20.07	21.46	20.78	21.18	20.52	20.66
S.D.	3.45	3.63	2.47	2.70	3.27	2.99
t-VALUE	$t_{12}=2.49^*$	$t_{13}=1.11$	$t_{14}=2.56^*$	$t_{15}=0.92$	$t_{16}=1.29$	$t_{23}=0.95$
	$t_{24}=0.95$	$t_{25}=1.54$	$t_{26}=1.84$	$t_{34}=0.73$	$t_{45}=1.39$	$t_{46}=1.62$
MEAN	11.08	11.81	11.12	11.29	11.12	11.18
S.D.	1.88	2.24	2.27	2.58	2.44	2.17
t-VALUE	$t_{12}=2.26^*$	$t_{13}=0.8$	$t_{14}=0.67$	$t_{15}=0.11$	$t_{16}=0.37$	$t_{23}=1.40$
	$t_{24}=1.25$	$t_{25}=1.65$	$t_{26}=1.98^*$	$t_{34}=0.33$	$t_{45}=0.43$	$t_{46}=0.36$

	1	2	3	4	5	6
MEAN	17.02	18.94	17.60	18.79	18.01	17.96
S.D.	3.72	8.02	3.50	3.91	3.22	3.49
t-VALUE	$t_{12}=2.21^*$	$t_{13}=0.80$	$t_{14}=3.37^{**}$	$t_{15}=1.89$	$t_{16}=2.19^*$	$t_{23}=0.91$
	$t_{26}=1.25$	$t_{34}=1.53$	$t_{35}=0.58$	$t_{36}=0.54$	$t_{45}=1.32$	$t_{46}=1.72$
MEAN	15.05	15.41	15.21	15.93	14.97	15.53
S.D.	3.14	3.44	3.65	3.37	3.66	2.96
t-VALUE	$t_{12}=0.69$	$t_{13}=0.24$	$t_{14}=1.96^*$	$t_{15}=0.17$	$t_{16}=1.32$	$t_{23}=0.91$
	$t_{25}=0.70$	$t_{34}=1.03$	$t_{36}=0.55$	$t_{45}=1.75$	$t_{46}=0.97$	$t_{56}=1.15$
MEAN	15.41	16.27	16.12	16.88	16.45	16.46
S.D.	4.22	4.81	4.64	4.22	4.83	3.93
t-VALUE	$t_{12}=1.23$	$t_{13}=0.84$	$t_{14}=2.52^*$	$t_{15}=1.58$	$t_{16}=2.60^*$	$t_{24}=0.80$
	$t_{25}=0.20$	$t_{26}=0.30$	$t_{34}=0.86$	$t_{36}=0.44$	$t_{45}=0.60$	$t_{46}=0.77$

	1	2	3	4	5	6
MEAN	17.58	18.27	17.84	18.15	17.78	18.15
S.D.	3.20	4.55	3.06	3.44	3.64	3.45
t-VALUE	$t_{12}=1.18$ $t_{24}=0.18$	$t_{13}=0.43$ $t_{25}=0.69$	$t_{14}=1.25$ $t_{26}=0.20$	$t_{15}=0.40$ $t_{34}=0.44$	$t_{16}=1.43$ $t_{45}=0.67$	$t_{23}=0.48$ $t_{46}=0.75$
MEAN	11.86	13.19	12.36	12.97	11.80	12.19
S.D.	2.53	5.57	2.44	2.57	3.02	2.43
t-VALUE	$t_{12}=2.21^*$ $t_{24}=1.31$	$t_{13}=1.01$ $t_{25}=1.80$	$t_{14}=3.17^{**}$ $t_{26}=1.85$	$t_{15}=0.13$ $t_{34}=1.19$	$t_{16}=1.07$ $t_{45}=2.68^{**}$	$t_{23}=0.80$ $t_{46}=2.44^*$

STAFF DEVELOPMENT

SCHOOL COMMUNITY RELATIONSHIP

These are the observations from the Table No.4:12:1.

FOR THE COMPONENT - INDIVIDUALIZATION :

As far as Individualization is concerned the mean difference between the Open Climate (1) and Autonomous Climate (2), Open Climate (1) and Familiar Climate (4) are significant at .05 level. These mean differences are in favour of Autonomous Climate and Familiar Climate respectively. Autonomous Climate and Familiar Climate play a significant role with respect to Individualisation. The other t-values are not significant.

FOR THE COMPONENT - CURRICULUM ORGANISATION :

As far as Curriculum Organisation is concerned the mean difference between the Open Climate (1) and Autonomous Climate (2), Autonomous Climate (2) and Closed Climate (6) are significant at .05 level. The mean differences are favour of Autonomous Climate. Autonomous Climate plays a significant role with respect to Curriculum Organization. All the other t-values are insignificant.

FOR THE COMPONENT - TEACHING LEARNING PROCESS:

As far as Teaching-Learning Process is concerned, the mean difference between Open Climate (1) and Familiar Climate (4) is highly significant at .01 level. Autonomous

Climate plays a significant role with respect to Teaching-Learning Process. Also the mean difference between the Open Climate (1) and Autonomous Climate (2) Open Climate (1) and Closed Climate (6) are significant at .05 level. Closed Climate and Autonomous Climate play a significant role with respect to the Teaching-Learning Process. These mean differences are in favour of Autonomous, Familiar and Closed Climates. All the other t-values are insignificant.

FOR THE COMPONENT - TEACHING RESOURCES :

As far as Teaching Resources is concerned, the mean difference between Open Climate (1) and Familiar Climate (4) is significant at .05 level. Familiar Climate plays a significant role with respect to Teaching Resources. All other t-values are not significant.

FOR THE COMPONENT - INTERNAL SCHOOL ORGANISATION:

As far as Internal School Organisation is concerned, the mean difference between the Open Climate (1) and Familiar Climate (4) Open Climate (1) and Closed Climate (6) are significant at .05 level. Familiar and Closed Climate play a significant role with respect to Internal School Organisation. This mean differences are in favour of Familiar and Closed Climates. All the other t-values are not significant.

FOR THE COMPONENT - STAFF DEVELOPMENT :

As far as Staff Development is concerned, all the

t-values are not significant. The Climate of the school does not play a significant role with respect to Staff Development.

FOR THE COMPONENT - SCHOOL COMMUNITY RELATIONSHIP:

As far as School Community Relationship is concerned, the mean difference between Open Climate (1) and Familiar Climate (4), Familiar Climate (4) and Paternal Climate (5) are highly significant at .01 level. Familiar Climate plays a significant role with respect to School Community Relationship. Also the mean difference between the Open Climate (1) and Autonomous Climate (2), Familiar Climate (4) and Closed Climate (6) are significant at .05 level. Autonomous Climate and Closed Climate play significant role with respect to the Staff Development. All the other t-values are insignificant.

TABLE : 4:12:2

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF TYPES OF THE ORGANISATIONAL CLIMATE OF THE SCHOOLS WITH RESPECT TO ATTITUDE TO INNOVATION AS A WHOLE.

Attitude to Innovation	Climate of School	Open	Autonomous	Controlled	Familiar	Paternal	Closed
MEAN		108.3	117.01	111.06	115.21	116.68	112.09
S.D.		15.96	30.26	15.70	15.75	15.81	13.56
t-VALUE		t ₁₂ =2.53*	t ₁₃ =0.87	t ₁₄ =3.15**	t ₁₅ =1.00	t ₁₆ =2.14*	t ₂₃ =1.05
		t ₂₄ =0.47	t ₂₅ =1.54	t ₂₆ =1.65	t ₃₄ =1.30	t ₄₅ =1.83	t ₄₆ =1.65

From this Table, as far as Attitude to Innovation as a whole is concerned the mean difference between the Open Climate (1) and Familiar Climate (4) is highly significant at .01 level. Familiar Climate plays a significant role with respect to Attitude to Innovation. Also the mean difference between Open Climate (1) and Autonomous Climate (2) Open Climate (1) and Closed Climate (6) are significant at .05 level. Autonomous Climate and Closed Climate play a significant role with respect to Attitude to Innovation. All the other t-values are insignificant.

ORGANIZATIONAL CLIMATE OF THE SCHOOL AND SITUATIONAL AND INNOVATION CHARACTERISTICS

TABLE : 4:12:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE ORGANISATIONAL CLIMATE OF THE SCHOOLS WITH RESPECT TO THE COMPONENTS OF SITUATIONAL CHARACTERISTICS.

Situational Characteristics	Climate of		Autonomous		Controlled		Familiar		Paternal		Closed	
	1	2	3	4	5	6	7	8	9	10	11	12
MEAN	34.49	33.58	36.24	34.09	31.69	33.14						
S.D.	12.91	14.26	11.84	12.90	14.45	13.80						
t-VALUE	t ₁₂ =0.42	t ₁₃ 0.70	t ₁₄ 0.22	t ₁₅ 1.40	t ₁₆ 0.83	t ₂₃ =0.90						
	t ₂₄ =0.22	t ₂₅ =0.74	t ₃₄ =0.83	t ₃₅ =1.58	t ₃₆ =1.20	t ₄₅ =1.12						
MEAN	23.21	24.20	26.06	22.27	23.30	24.01						
S.D.	7.75	7.88	6.89	7.94	8.47	9.38						
t-VALUE	t ₁₂ =0.79	t ₁₃ =1.99*	t ₁₄ =0.87	t ₁₅ =0.07	t ₁₆ =0.76	t ₂₃ =1.12						
	t ₂₄ =1.45	t ₂₅ =0.62	t ₃₄ 2.42*	t ₃₅ =1.64	t ₃₆ =1.18	t ₄₆ =1.49						

	1	2	3	4	5	6
MEAN	16.58	16.24	18.00	16.51	15.84	16.58
S.D.	6.99	6.57	6.41	6.94	7.12	8.75
t-VALUE	$t_{12}=0.31$ $t_{24}=0.23$ $t_{45}=0.60$	$t_{13}=1.05$ $t_{25}=0.32$ $t_{46}=0.07$	$t_{14}=0.07$ $t_{26}=0.27$ $t_{56}=0.63$	$t_{15}=0.70$ $t_{34}=1.07$	$t_{16}=0.00$ $t_{35}=1.48$	$t_{23}=1.23$ $t_{36}=0.87$

From the Table No.4:12:4, as far as Administrative Support is concerned, all the t-values are not significant. The climate of the school does not play a significant role with respect to Administrative Support.

FOR THE COMPONENTS - STAFF NORMS :

As far as Staff Norms are concerned the mean difference between Open Climate (1) and Controlled Climate (3) are significant at .05 level. Controlled (3) and Familiar (4) Climate play a significant role with respect to Staff Norms. All the other t-values are insignificant.

FOR THE COMPONENT - SYSTEM NORMS :

As far as the System Norms are concerned all the t-values are not significant. The Climate of the school does not play a significant role with respect to System Norms.

TABLE : 4:12:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE ORGANISATIONAL CLIMATE OF THE SCHOOLS WITH RESPECT TO THE COMPONENTS TO INNOVATION CHARACTERISTICS

Innovation Characteristics	Climate of Schools	Open 1	Autonomous 2	Controlled 3	Familial 4	Paternal 5	Closed 6
MEAN		22.37	21.39	24.54	21.84	21.46	22.71
S.D.		8.04	5.97	3.75	4.98	6.54	7.52
t-VALUE		t ₁₂ =0.82	t ₁₃ =1.50	t ₁₄ =0.55	t ₁₅ =0.81	t ₁₆ =0.83	t ₂₃ =2.73*
		t ₂₄ =0.49	t ₂₅ =0.06	t ₂₆ =1.20	t ₃₄ =2.83**	t ₃₅ =2.52*	t ₃₆ =1.36
		t ₄₅ =0.42	t ₄₆ =0.98	t ₅₆ =1.22			
MEAN		21.88	22.63	20.90	22.84	20.97	22.36
S.D.		7.00	6.07	5.72	5.34	6.56	6.71
t-VALUE		t ₁₂ =0.70	t ₁₃ =0.77	t ₁₄ =1.09	t ₁₅ =0.90	t ₁₆ =0.55	t ₂₃ =0.20
		t ₂₄ =0.22	t ₂₅ =1.49	t ₂₆ =0.29**	t ₃₄ =0.05	t ₃₅ =1.46	t ₃₆ =0.40
		t ₄₅ =2.02*	t ₄₆ =0.62	t ₅₆ =1.54			

	1	2	3	4	5	6
MEAN	16.67	16.82	19.09	17.03	16.39	16.90
S.D.	6.94	8.56	3.43	5.77	7.03	7.25
t-VALUE	$t_{12}=0.12$	$t_{13}=1.85$	$t_{14}=0.39$	$t_{15}=0.27$	$t_{16}=0.26$	$t_{23}=1.36$
	$t_{24}=0.17$	$t_{25}=0.31$	$t_{26}=0.06$	$t_{34}=1.78$	$t_{35}=1.95^*$	$t_{36}=1.63$
MEAN	33.27	33.27	34.06	34.14	31.86	33.48
S.D.	6.73	10.23	6.24	6.01	8.65	8.75
t-VALUE	$t_{13}=0.60$	$t_{14}=0.97$	$t_{15}=1.25$	$t_{16}=0.22$	$t_{23}=0.40$	$t_{24}=0.65$
	$t_{25}=0.85$	$t_{26}=0.15$	$t_{34}=0.06$	$t_{35}=1.31$	$t_{45}=1.99^*$	$t_{56}=1.31$
MEAN	33.16	34.48	33.84	34.13	31.89	33.60
S.D.	7.44	10.12	6.64	6.15	8.76	7.79
t-VALUE	$t_{12}=0.98$	$t_{13}=0.47$	$t_{14}=1.01$	$t_{15}=1.09$	$t_{16}=0.47$	$t_{23}=0.32$
	$t_{24}=0.26$	$t_{25}=1.56$	$t_{26}=0.68$	$t_{35}=1.14$	$t_{45}=1.94^*$	$t_{56}=1.49$

From the Table No.4:12:4, it could be seen:

FOR THE COMPONENT - COMPLEXITY :

The mean difference between Autonomous Climate (2) and Controlled Climate (3), Controlled Climate (3) and Familiar (4) Climate are highly significant at .01 level. Controlled Climate plays a significant role with respect to Complexity. Also the mean difference between Controlled Climate (3) and Paternal Climate (5) is significant at .05 level. These mean differences are in favour of Controlled Climate. Controlled Climate plays a significant role with respect to Complexity of Innovation. All the other t-values are insignificant.

FOR THE COMPONENT - COMPATIBILITY :

As far as Compatibility is concerned, the mean difference between Autonomous Climate (2) and Closed Climate (6) is highly significant at .01 level. Autonomous Climate plays a significant role with respect to Compatibility. Also the mean difference between (4) Familiar and Paternal Climate (5) is significant at .05 level. Familiar Climate plays a significant role with respect to Compatibility. All the other t-values are insignificant.

FOR THE COMPONENT - RISKNESS :

As far as Riskness is concerned the mean difference between Controlled (3) and Paternal Climate (5) is significant at .01 level. This mean difference is in favour of controlled Climate. Controlled Climate plays a significant role with respect to Riskness. All the other t-values are insignificant.

FOR THE COMPONENT - LOCALIT^eNESS :

As far as the Localit^eness is concerned the mean difference between Familiar Climate (4) and Paternal Climate (5) is significant at .05 level. This mean difference is in favour of Familiar Climate. Familiar Climate and Localit^eness go together. All the other t-values are insignificant.

FOR THE COMPONENT - COSMOPOLITENESS :

As far as Cosmopoliteness is concerned the mean difference between Familiar Climate (4) and Paternal Climate (5) is significant at .05 level. This mean difference is in favour of Familiar Climate. Familiar Climate and Cosmopoliteness go together. All the other t-values are insignificant.

TABLE NO.4:12:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE ORGANISATIONAL CLIMATE OF THE SCHOOLS WITH RESPECT TO THE SITUATIONAL AND INNOVATION CHARACTERISTICS AS A WHOLE.

Situational and Innovation Characteristics	Climate of School					
	1	2	3	4	5	6
MEAN	201.01	210.96	214.69	202.88	193.16	200.46
S.D.	39.96	79.85	33.19	36.86	49.54	42.31
t-VALUE	t ₁₂ =1.12	t ₁₃ =1.80	t ₁₄ =0.35	t ₁₅ =1.21	t ₂₄ =0.84	t ₂₅ =1.56
as a whole	t ₂₆ =1.25	t ₃₄ =1.62	t ₃₅ =2.27*	t ₃₆ =1.98*	t ₄₅ =1.44	t ₅₆ =1.15

From the Table No.4:12:5, it is clear that the mean difference between Controlled Climate (3) and Paternal Climate (5) Controlled Climate (3) and Closed Climate (6) are significant at .05 level. The Controlled Climate plays a significant role with respect to Situational and Innovation Characteristics as a whole. All the other t-values are insignificant.

ORGANIZATIONAL CLIMATE OF THE SCHOOL AND CHANGE RELATED VALUES

TABLE : 4:12:6

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE ORGANISATIONAL CLIMATE OF THE SCHOOL WITH RESPECT TO THE COMPONENTS OF CHANGE RELATED VALUES

Components of Change Related Values	Autonomous Controlled Familiar Paternal Closed					
	1	2	3	4	5	6
MEAN	36.50	38.25	39.45	38.20	37.00	37.09
S.D.	6.21	6.52	5.54	6.20	6.76	6.66
t-VALUE	t ₁₂ =1.75	t ₁₃ =2.47*	t ₁₄ =1.99*	t ₁₅ =0.52	t ₁₆ =0.76	t ₂₅ =1.07
	t ₂₆ =1.14	t ₃₅ =1.98*	t ₃₆ =1.98*	t ₄₅ =1.19	t ₄₆ =1.30	t ₅₆ =0.09
MEAN	37.37	38.58	37.09	37.04	36.20	36.86
S.D.	8.60	6.31	6.97	7.14	6.61	6.68
t-VALUE	t ₁₇ =0.95	t ₁₃ =0.17	t ₁₄ =0.30	t ₁₅ =1.00	t ₁₆ =0.56	t ₂₃ =1.04
	t ₂₄ =1.34	t ₂₅ =2.08*	t ₂₆ =1.70	t ₃₄ =0.03	t ₃₆ =0.17	t ₅₆ =0.69

	1	2	3	4	5	6
MEAN	31.16	31.89	33.06	32.56	31.98	31.66
S.D.	7.89	5.73	8.76	6.84	7.11	7.27
t-VALUE	$t_{12}=0.63$	$t_{13}=1.20$	$t_{14}=1.36$	$t_{15}=0.73$	$t_{16}=0.56$	$t_{23}=0.76$
	$t_{24}=0.61$	$t_{25}=0.07$	$t_{26}=0.21$	$t_{34}=0.33$	$t_{36}=0.96$	$t_{46}=0.96$
MEAN	29.56	29.13	30.69	29.37	29.06	30.24
S.D.	4.80	5.10	6.20	5.40	5.15	4.96
t-VALUE	$t_{12}=0.54$	$t_{13}=1.12$	$t_{14}=0.28$	$t_{15}=0.68$	$t_{16}=1.16$	$t_{23}=1.29$
	$t_{24}=0.26$	$t_{25}=0.07$	$t_{26}=1.44$	$t_{34}=1.16$	$t_{46}=1.30$	$t_{56}=1.65$
MEAN	27.90	31.46	27.87	29.04	28.95	29.70
S.D.	7.78	7.77	7.45	8.93	6.24	8.24
t-VALUE	$t_{12}=2.87^{**}$	$t_{13}=0.01$	$t_{14}=1.05$	$t_{15}=0.98$	$t_{16}=1.87$	$t_{23}=2.14^{*}$
	$t_{24}=1.98^{*}$	$t_{25}=2.04^{*}$	$t_{26}=1.41$	$t_{34}=0.72$	$t_{36}=1.17$	$t_{56}=0.68$

	1	2	3	4	5	6
MEAN	38.33	41.27	40.39	39.67	37.13	39.12
S.D.	6.91	5.12	7.04	5.62	6.43	6.72
t-VALUE	t ₁₂ =2.88** t ₂₅ =3.99**	t ₁₃ =1.99* t ₂₆ =1.41	t ₁₄ =1.51 t ₃₄ =1.03	t ₁₅ =1.820 t ₃₅ =2.73**	t ₁₆ =0.96 t ₄₅ =2.69**	t ₂₄ =1.75 t ₅₆ =2.12*

CHANGE PRONENESS

The Table No.4:12:6 shows the significance of difference between mean scores of six components of the Organisational Climate with respect to the Components of Change Related Values.

FOR THE COMPONENT - TRADITIONALISM :

As far as Traditionalism is concerned the mean difference between Open (1) and Controlled Climate (3) Open (1) and Familiar Climate (4), Controlled Climate and Paternal Climate (3), Controlled Climate (3) and Closed Climate (6) are significant at .05 level. These mean differences are in favour of Controlled and Familiar Climate. Controlled and Familiar Climate play a significant role with respect to Traditionalism. All the other t-values are not significant.

FOR THE COMPONENT - PROGRESSIVISM :

As far as Progressivism is concerned the mean difference between Autonomous (2) and Paternal Climate (5) is significant at .05 level. The mean difference is in favour of Autonomous Climate. Autonomous Climate plays a significant role with respect to Progressivism. All the other t-values are insignificant.

FOR THE COMPONENTS - DOGMATISM & VENTURESOMENESS:

As far as Dogmatism and Venturesomeness are concerned, all the t-values are insignificant. The climate of the school does not play a significant role with respect to Dogmatism and Venturesomeness.

FOR THE COMPONENT - CONSERVATISM:

As far as Conservatism is concerned, the mean difference between Open (1) and Autonomous Climate (2) is highly significant at .01 level. Open Climate plays a significant role with respect to Conservatism.

The mean difference between Autonomous (2) and Familiar Climate (4), Autonomous (2) and Paternal (5) and Autonomous (2) and Controlled (3) Climate are significant at .05 level. Autonomous Climate plays a significant role with respect to Conservatism. All the other t-values are insignificant.

FOR THE COMPONENT - CHANGE PRONENESS :

As far as Change Proneness is concerned, the mean difference between Open (1) and Autonomous Climate (2), Autonomous Climate (2) and Paternal Climate (5), Controlled(3) Climate and Paternal (5) Climate, Familiar Climate (4) and Paternal (5) Climate are highly significant at .01 level. Autonomous, Paternal Climates play a significant role with respect to Change Proneness. Also mean difference between Open Climate (1) and Controlled Climate (5) Paternal (5) and Closed Climate (6) are significant at .05 level. Controlled Climate and Closed Climate play a significant role with respect to Change Proneness.

All the other t-values are insignificant.

ORGANISATIONAL CLIMATE OF THE SCHOOLS WITH RESPECT TO THE CHANGE RELATED VALUES

TABLE : 4:12:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE

ORGANISATIONAL CLIMATE OF THE SCHOOL WITH RESPECT TO THE CHANGE RELATED VALUES AS A WHOLE

Change Related Values	Climate of Open Schools			Autonomous Controlled			Familiar Paternal Closed								
	MEAN	S.D.	t-VALUE	MEAN	S.D.	t-VALUE	MEAN	S.D.	t-VALUE						
	200.80	27.59	$t_{12}=2.36^*$	210.62	22.44	$t_{13}=1.55$	205.90	26.22	$t_{15}=0.11$	200.35	24.14	$t_{16}=1.26$	204.82	25.67	$t_{23}=0.28$
			$t_{24}=1.13$			$t_{25}=2.49^*$			$t_{34}=0.60$			$t_{35}=1.67$			$t_{56}=1.25$

From the above table No.4:12:7, we infer the following change related values:

As far as Change Related Values is concerned, the mean difference between Autonomous (2) and Open (1), Climate, Autonomous (2) and Paternal Climate (5) are significant at .05 level. Autonomous Climate does play a significant role with respect to Change Related Values. Other t-values are not significant. The other Climates do not play a significant role with respect to Change Related Values.

TABLE : 4:12:8

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE

ORGANISATIONAL CLIMATE OF THE SCHOOL WITH RESPECT TO THE INNOVATIVE PRONENESS AS A WHOLE

Innovative Proneness as a whole	Climate of Schools					Paternal	Closed
	Open	Autonomous	Controlled	Familial	Paternal		
MEAN	509.34	524.39	535.48	526.08	500.30	516.73	
S.D.	68.16	57.19	57.47	57.63	77.36	64.40	
t-VALUE	t ₁₂ =1.45 t ₂₄ =0.17 t ₄₅ =2.45*	t ₁₃ =2.01* t ₂₅ =1.98	t ₁₄ =1.98* t ₂₆ =0.97 t ₅₆ =1.69	t ₁₅ =0.85 t ₃₄ =0.80	t ₁₆ =0.93 t ₃₅ =2.33*	t ₂₃ =0.88 t ₃₆ =1.55	

From the Table No.4:12:8, we infer that the mean difference between Open (1) and Controlled Climate(3), Open (1) and Familiar Climate (4), Controlled (3) and Paternal (5) Climate, Familiar (4) and Paternal (5) Climate are significant at .05 level. Open and Paternal Climate play a significant role with respect to Innovative Proneness as a whole. All the other-t-values are insignificant.

ORGANISATIONAL CLIMATE OF THE SCHOOL AND LEADERSHIP BEHAVIOUR

TABLE : 4:12:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE ORGANISATIONAL CLIMATE OF THE SCHOOL WITH RESPECT TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR

Components of Leadership Behaviour	Climate of School	Open	Autonomous	Controlled	Familial	Paternal	Closed
MEAN	43.23	42.00	40.87	40.85	39.34	41.58	
S.D.	7.71	7.78	6.90	11.58	10.11	8.79	
t-VALUES	t ₁₂ =1.00	t ₁₃ =1.59	t ₁₄ =1.80	t ₁₅ =3.03**	t ₁₆ =1.65	t ₂₃ =0.68	
	t ₂₅ =1.64	t ₃₅ =0.79	t ₃₆ =0.43	t ₄₅ =0.88	t ₄₆ =0.55	t ₅₆ =1.71	
MEAN	41.01	40.10	36.72	38.15	37.50	35.84	
S.D.	8.17	8.89	9.95	11.89	9.73	11.68	
t-VALUE	t ₁₂ =0.68	t ₁₃ =2.56*	t ₁₄ =2.09*	t ₁₅ =2.70**	t ₁₆ =4.19**	t ₂₃ =1.67	
	t ₂₄ =1.07	t ₂₅ =1.57	t ₂₆ =2.52*	t ₃₄ =0.61	t ₄₆ =1.50	t ₅₆ =1.09	

This table No.4:12:9 gives the significance of difference between the mean scores of Climate types of Secondary Schools with respect to the Components of Leadership Behaviour.

FOR THE COMPONENT - INITIATING STRUCTURE :

As far as Initiating Structure is concerned the mean difference between Open (1) and Paternal Climate (5) is highly significant at .01 level. Open Climate plays a significant role with respect to Initiating Structure. This mean difference is in favour of Open Climate. All other t-values are not significant. The other climates do not play a significant role with respect to Initiating Structure.

FOR THE COMPONENT - CONSIDERATION :

As far as Consideration Structure is concerned, the mean difference between Open (1) and Paternal (5), Open (1) and Closed Climates (6) are highly significant at .01 level. Open Climate plays a significant role with respect to Consideration. Also the mean difference between Open (1) and Controlled (3) Climate, Autonomous (2) and Closed Climates (3) are significant at .05 level. Open and Autonomous Climates play a significant role with respect to Consideration. Other t-values are insignificant.

ORGANIZATIONAL CLIMATE OF THE SCHOOL AND TEMPERAMENT OF TEACHERS

TABLE : 4:12:10

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE ORGANIZATIONAL CLIMATE OF THE SCHOOL WITH RESPECT TO THE COMPONENTS OF TEMPERAMENT

Components of Temperament Trait	Climate of School					
	1	2	3	4	5	6
MEAN	9.95	9.29	10.24	10.35	9.42	10.04
S.D.	3.27	3.73	2.94	2.75	3.30	3.21
t-VALUE	t ₁₂ =1.20	t ₁₃ =0.46	t ₁₄ =0.96	t ₁₅ =1.08	t ₁₆ =0.23	t ₂₃ =1.25
	t ₂₄ =1.99*	t ₂₅ =0.21	t ₂₆ =1.49	t ₃₄ =0.20	t ₃₅ =1.21	t ₃₆ =0.32
	t ₄₅ =1.96*	t ₄₆ =0.78	t ₅₆ =1.35			
MEAN	6.95	6.50	6.81	8.03	7.35	7.93
S.D.	3.67	3.50	3.19	3.59	3.47	3.88
t-VALUE	t ₁₂ =0.88	t ₁₃ =0.22	t ₁₄ =2.11*	t ₁₅ =0.71	t ₁₆ =2.12*	t ₂₃ =0.42
	t ₂₄ =2.56 *	t ₂₅ =1.39	t ₂₆ =2.47*	t ₃₄ =1.71	t ₃₅ =0.75	t ₃₆ =1.55
	t ₄₅ =1.21	t ₄₆ =0.19	t ₅₆ =1.09			

	1	2	3	4	5	6
MEAN	10.54	10.36	11.36	10.67	11.09	10.34
S.D.	3.41	3.79	2.82	3.71	4.48	3.67
t-VALUE	$t_{12}=0.31$	$t_{13}=1.22$	$t_{14}=0.27$	$t_{15}=0.97$	$t_{16}=0.71$	$t_{23}=1.28$
	$t_{24}=0.49$	$t_{25}=0.99$	$t_{26}=0.84$	$t_{34}=0.92$	$t_{35}=0.35$	$t_{36}=0.72$
MEAN	11.07	10.41	11.15	12.16	10.67	11.41
S.D.	3.92	4.11	3.23	4.74	3.73	3.73
t-VALUE	$t_{12}=1.04$	$t_{13}=0.10$	$t_{14}=1.84$	$t_{15}=0.17$	$t_{16}=0.75$	$t_{23}=0.88$
	$t_{24}=2.31^{**}$	$t_{25}=0.81$	$t_{26}=1.07$	$t_{34}=1.13$	$t_{35}=0.23$	$t_{36}=0.38$
	$t_{45}=1.75$	$t_{46}=1.37$	$t_{56}=0.84$			
MEAN	8.81	8.00	8.36	9.46	7.69	8.95
S.D.	3.69	3.05	3.12	7.56	2.87	5.13
t-VALUE	$t_{12}=1.46$	$t_{13}=0.64$	$t_{14}=0.83$	$t_{15}=2.21$	$t_{16}=0.24$	$t_{23}=0.54$
	$t_{24}=1.40$	$t_{25}=0.58$	$t_{26}=1.32$	$t_{34}=0.81$	$t_{35}=1.07$	$t_{36}=1.36$
	$t_{45}=1.89$	$t_{46}=0.64$	$t_{56}=1.94^*$			

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	1	2	3	4	5	6
ITRAN	12.83	12.00	12.72	13.52	11.90	13.06
SOCIABLE TRAIT	3.52	3.34	2.67	4.32	3.15	4.49
S.D.						
t-VALUE	$t_{12}=1.50$	$t_{13}=0.15$	$t_{14}=1.29$	$t_{15}=1.85$	$t_{16}=0.48$	$t_{23}=1.06$
	$t_{24}=2.28^*$	$t_{25}=0.16$	$t_{26}=1.65$	$t_{34}=0.98$	$t_{35}=1.30$	$t_{36}=0.42$
	$t_{45}=2.67^{**}$	$t_{46}=0.78$	$t_{56}=2.00^*$			

The Table No.4:12:10 gives the significance of difference among the mean scores of schools with various types of Climate with respect to the Components of the Temperament.

FOR THE COMPONENT ACTIVE TRAIT :

As far as the Active Trait is concerned the mean difference between Autonomous climate (2) Familiar Climate (4) and Paternal Climate (5) are significant at .05 level. These mean differences are in favour of Familiar Climate (4). Familiar Climate plays a significant role with respect to Active Trait. All the other t-values are insignificant.

FOR THE COMPONENT-VIGOROUS TRAIT :

As far as Vigorous Trait is concerned the mean difference between Open (1) and Familiar (4), Autonomous (2) and Familiar (4), Open (1) and Closed (6), Autonomous (2) and Closed Climate (6) are significant at .05 level. Familiar and Closed Climate play a significant role with respect to Vigorous Trait. All the other t-values are insignificant.

FOR THE COMPONENT ; IMPULSIVE TRAIT :

As far as Impulsive Trait is concerned all the t-values are not significant. Climate of a school does not

play a significant role with respect to Impulsive Trait.

FOR THE COMPONENT - DOMINANT TRAIT :

As far as Dominant Trait is concerned, the mean difference between Autonomous Climate (2) and Familiar Climate (4) is significant at .05 level. This mean difference is in favour of Familiar Climate. All the other t-values are insignificant. Familiar Climate plays significant role with respect to Dominant Trait.

FOR THE COMPONENT - STABLE TRAIT :

As far as Stable Trait is concerned the mean difference between Paternal Climate (5) and Closed Climate (6) is significant at .05 level. Closed Climate plays a significant role with respect to Stable Trait. All other t-values are not significant.

FOR THE COMPONENT-SOCIABLE TRAIT :

As far as Sociable Trait is concerned, the mean difference between Familiar (4) and Paternal Climate (5) is highly significant at .01 level. Familiar Climate plays a significant role with respect to Sociable Trait. Further the t-values between Autonomous (2) and Familiar (4), Paternal(5) and Closed Climates (6) are significant at .05 level. Familiar and Closed Climate play a significant role with respect to Social Trait. All the other t-values are insignificant. Other Climates do not play a significant role with respect to the Sociable Trait.

TABLE : 4:12:11

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE TYPES OF THE ORGANISATIONAL CLIMATE OF SCHOOL WITH RESPECT TO THE DIMENSIONS OF ORGANISATIONAL CLIMATE

Components of Organisational Climate	Open	Autonomous	Controlled	Familial	Paternal	Closed
	1	2	3	4	5	6
MEAN	17.42	17.65	17.48	22.19	19.98	21.17
S.D.	4.90	6.74	5.17	11.03	5.29	8.21
t-VALUE	$t_{12}=0.25$	$t_{13}=0.05$	$t_{14}=4.27^{**}$	$t_{15}=3.43^{**}$	$t_{16}=4.49^{**}$	$t_{23}=0.12$
	$t_{24}=2.81^{**}$	$t_{25}=2.21^*$	$t_{26}=2.92^{**}$	$t_{34}=2.35^*$	$t_{35}=2.27^{**}$	$t_{36}=2.47^*$
MEAN	13.04	13.06	15.60	14.59	13.49	13.85
S.D.	3.71	3.52	3.77	7.10	3.70	3.22
t-VALUE	$t_{12}=0.03$	$t_{13}=3.50^{**}$	$t_{14}=2.07^*$	$t_{15}=0.81$	$t_{16}=4.38^{**}$	$t_{23}=3.21^{**}$
	$t_{24}=1.52$	$t_{25}=0.66$	$t_{26}=3.52^{**}$	$t_{34}=0.77$	$t_{35}=2.70^{**}$	$t_{56}=2.85^{**}$

	1	2	3	4	5	6
MEAN	28.35	28.03	26.66	24.28	23.56	23.48
S.D.	6.22	6.93	5.93	7.51	5.71	6.37
t-VALUE	$t_{12}=0.31$	$t_{13}=1.39$	$t_{14}=4.35^{**}$	$t_{15}=5.37^{**}$	$t_{16}=6.45^{**}$	$t_{23}=0.95$
	$t_{24}=3.06^{**}$	$t_{25}=4.04^{**}$	$t_{26}=4.55^{**}$	$t_{34}=1.64$	$t_{35}=2.55^*$	$t_{36}=2.64^{**}$
MEAN	17.65	18.41	16.30	18.31	16.23	16.96
S.D.	4.10	5.01	3.72	8.33	3.74	5.13
t-VALUE	$t_{12}=1.08$	$t_{13}=1.70$	$t_{14}=0.76$	$t_{15}=2.42^*$	$t_{16}=1.21$	$t_{23}=2.10^*$
	$t_{24}=0.08$	$t_{25}=2.84^*$	$t_{26}=1.84$	$t_{34}=1.33$	$t_{35}=1.98$	$t_{36}=1.58$
MEAN	18.51	22.37	19.57	19.59	18.37	20.48
S.D.	3.52	5.05	3.75	4.91	3.37	4.12
t-VALUE	$t_{12}=5.97^{**}$	$t_{13}=1.51$	$t_{14}=1.88$	$t_{15}=0.28$	$t_{16}=4.24^{**}$	$t_{23}=2.77^{**}$
	$t_{24}=3.34^{**}$	$t_{25}=5.42^{**}$	$t_{26}=2.82^*$	$t_{34}=0.02$	$t_{46}=1.52$	$t_{56}=3.82^{**}$

	1	2	3	4	5	6
MEAN	17.70	17.03	19.12	16.78	18.08	18.08
S.D.	4.24	4.63	3.68	5.87	4.55	7.44
t-VALUE	$t_{12}=0.95$ $t_{24}=0.27$	$t_{13}=1.75$ $t_{25}=1.29$	$t_{14}=1.33$ $t_{26}=1.00$	$t_{15}=0.59$ $t_{34}=2.13^*$	$t_{16}=0.50$ $t_{46}=1.43$	$t_{23}=2.21^*$ $t_{56}=0.00$

PRODUCTION
EMPHASIS

The Table No.4:12:11 gives mean scores of Climate of Secondary Schools in respect to the components of Organizational Climate.

FOR THE COMPONENT - DISENGAGEMENT :

As far as the Disengagement is concerned the mean differences between Open (1) and Familiar (4), and Open (1) and Paternal (5), Open (1) and Closed (6), Autonomous (2) and Familiar (4), Autonomous (2) and Closed (6), Controlled (3) and Paternal Climates (5) are highly significant at 0.01 level. Familiar, Paternal and Closed Climates play a significant role with respect to Disengagement. Also the mean differences between Autonomous (2) and Paternal (5), Controlled (3) and Familiar (4), Controlled (3) and Closed Climates (6) are significant at .05 level. Again Paternal, Familiar and Closed Climates play a significant role with respect to Disengagement.

FOR THE COMPONENT - HINDRANCE :

As far as Hindrance is concerned the mean difference between Open (1) and Controlled (3), Open (1) Closed (6) Autonomous (2) and Controlled (3), Autonomous (2) and Closed (6) Controlled (3) and Paternal (5) and Paternal (5) and Closed (6) Climate are highly significant at .01 level. Controlled, Paternal and Closed Climate play a significant role with respect to Hindrance. Also mean difference between

Open (1) and Familiar (4) climate is significant at .05 level. This also implies that Familiar Climate plays a significant role with respect to Hindrance.

FOR THE COMPONENT - ESPRIT :

As far as Esprit is concerned, the mean difference between Open (1) and Familiar (4), Open (1) and Paternal (5), Open (1) and Closed (6), Autonomous (2) and Familiar (4), Autonomous (2) and Paternal (5), Autonomous (2) and Closed (6), Controlled (3) and Closed Climates (6) are highly significant at .01 level. Open, Autonomous and Controlled Climate play significant role with respect to Esprit. Also the mean difference between Controlled (3) and Paternal (5) Climate is significant at .05 level. This shows the Controlled Climate plays significant role with respect to Esprit.

FOR THE COMPONENT - INTIMACY :

As far as Intimacy is concerned, the mean difference between Autonomous (2) and Paternal Climate (5) is highly significant at .01 level. Autonomous Climate play significant role with respect to Intimacy. Also open (1) and Paternal (5) Climate, Autonomous (2) and Controlled Climate (3) are significant at .05 level. Open, and Autonomous Climate play a significant role with respect to Intimacy.

FOR THE COMPONENT - ALOOFNESS :

As far as Aloofness is concerned the mean difference

between Open (1) and Autonomous (2), Open (1) and Closed (6), Autonomous (2) and Controlled (3), Autonomous (2) and Familiar (4), Autonomous (2) and Paternal (5), Autonomous (2) and Closed (6) Paternal (5) and Closed (6) are highly significant at .01 level. Autonomous and Closed Climate play a significant role with respect to Aloofness.

FOR THE COMPONENT - PRODUCTION EMPHASIS :

As far as Production Emphasis is concerned, the mean difference between Autonomous (2) and Controlled (3) Controlled (3) and Familiar (4) Climate are significant at .05 level. Controlled Climate plays a significant role with respect to Production Emphasis. The mean differences are in favour of Controlled Climate(3). Controlled Climate plays a significant role with respect to Production Emphasis.

4.49(e) TYPES OF SECONDARY SCHOOLS & ATTITUDE TO INNOVATION

TABLE : 4:13:1

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO THE COMPONENTS OF ATTITUDE TO INNOVATION

Components of Attitude to Innovation	Type of School	Missionary School I	Corporation School II	Private School III	Government School IV
INDIVIDUALIZATION	MEAN	20.662	20.732	20.192	21.020
	S.D.	3.031	3.005	3.389	3.356
	t-VALUE	$t_{12}=0.20$	$t_{23}=1.19$	$t_{34}=1.73$	
		$t_{13}=1.25$	$t_{14}=0.96$	$t_{24}=0.62$	
CURRICULUM ORGANISATION	MEAN	11.167	11.374	11.222	11.238
	S.D.	2.355	2.297	2.345	1.750
	t-VALUE	$t_{12}=0.74$	$t_{23}=0.45$	$t_{34}=0.05$	
		$t_{13}=0.19$	$t_{14}=0.27$	$t_{24}=0.47$	
TEACHING-LEARNING PROCESS	MEAN	18.017	17.929	17.343	13.396
	S.D.	3.6458	3.737	3.772	6.369
	t-VALUE	$t_{12}=0.32$	$t_{23}=1.08$	$t_{34}=1.41$	
		$t_{13}=1.65$	$t_{14}=0.59$	$t_{24}=0.63$	
TEACHING RESOURCES	MEAN	15.258	15.919	15.657	14.851
	S.D.	3.246	2.854	3.426	3.500
	t-VALUE	$t_{12}=1.76$	$t_{23}=0.58$	$t_{34}=1.64$	
		$t_{13}=1.01$	$t_{14}=1.03$	$t_{24}=2.36^*$	

		I	II	III	IV
	MEAN	15.962	17.040	16.364	16.000
INTERNAL SCHOOL ORGANISATION	S.D.	4.380	3.923	4.570	4.297
	t-VALUE	$t_{12}=2.12^*$	$t_{23}=1.11$	$t_{34}=0.58$	
		$t_{13}=0.75$	$t_{14}=0.07$	$t_{24}=1.78$	
	MEAN	17.771	18.222	18.040	18.129
STAFF DEVELOPMENT	S.D.	3.594	2.812	3.434	4.105
	t-VALUE	$t_{12}=1.11$	$t_{23}=0.40$	$t_{34}=0.16$	
		$t_{13}=0.63$	$t_{14}=0.80$	$t_{24}=0.18$	
	MEAN	12.275	12.404	12.020	12.614
SCHOOL COMMUNITY RELATIONSHIP	S.D.	2.618	2.535	2.714	4.563
	t-VALUE	$t_{12}=0.41$	$t_{23}=1.02$	$t_{34}=1.11$	
		$t_{13}=0.80$	$t_{14}=0.86$	$t_{24}=0.40$	

From the Table No.4:13:1 it is observed:

INDIVIDUALIZATION, CURRICULUM ORGANISATION & TEACHING-LEARNING PROCESS :

As far as Individualization, Curriculum Organisation and Teaching-Learning Process are concerned, all the t-values are not significant. These types of school do not play a significant role with respect to Individualization, Curriculum Organisation and Teaching-Learning Process.

TEACHING RESOURCES :

As far as Teaching Resources is concerned there is significant mean difference between types of Secondary schools and the components of attitude to Innovation. It shows that there is significant mean difference between Corporation Schools and Government School. Corporation schools play a significant role with respect to Teaching Resources. All other t-values are not significant.

INTERNAL SCHOOL ORGANISATION :

As far as Internal School Organisation is concerned, there is significant mean difference at .05 level between Missionary Schools (1) and Corporation Schools (2). Corporation School Teachers play a significant role with respect to Internal School Organisation. All the other t-values are insignificant.

STAFF DEVELOPMENT & SCHOOL COMMUNITY RELATIONSHIP :

As far as Staff Development and School Community Relationship are concerned, all the t-values are insignificant. The types of Schools do not play significant role with respect to Staff Development and School Community Relationship.

TABLE : 4:13:2

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN
MEAN SCORES OF TYPES OF SECONDARY SCHOOLS WITH
RESPECT TO ATTITUDE TO INNOVATION AS A WHOLE

Attitude to Innovation as a whole	Types of School	Missionary School	Corpora- tion School	Private School	Govern- ment School
	MEAN	111.28	113.68	110.84	113.19
	S.D.	15.35	13.43	17.17	24.82
	t-VALUE	$t_{12}=1.35$	$t_{23}=1.30$	$t_{34}=0.78$	
		$t_{13}=0.24$	$t_{14}=0.86$	$t_{24}=0.17$	

This Table No.4:13:2 presents the Mean, S.D. and Significance of Difference between mean scores of types of schools with respect to Attitude to Innovation as a whole.

The t-value indicates that the types of schools do not play a significant role with respect to Attitude to Innovation as a whole.

TYPES OF SECONDARY SCHOOLS AND SITUATIONAL & INNOVATION
CHARACTERISTICS.

TABLE : 4:13:3

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN
SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO THE
COMPONENTS OF SITUATIONAL CHARACTERISTICS.

Components of Situational Characteri- stics	Types of Schools	Missionary School	Corpora- tion School	Private School	Govern- ment School
	MEAN	33.492	32.434	35.515	33.287
ADMINISTRA- TIVE SUPPORT	S.D.	13.372	14.362	13.128	13.104
	t-VALUE	$t_{12}=0.64$	$t_{23}=1.57$	$t_{34}=1.20$	
		$t_{13}=1.27$	$t_{14}=0.13$	$t_{24}=0.43$	
	MEAN	23.242	24.556	23.333	23.554
STAFF NORMS	S.D.	7.656	11.017	7.300	7.986
	t-VALUE	$t_{12}=1.25$	$t_{23}=0.92$	$t_{34}=0.20$	
		$t_{13}=0.10$	$t_{14}=0.34$	$t_{24}=0.73$	
	MEAN	16.271	16.337	16.354	17.356
SYSTEM NORMS	S.D.	6.809	10.304	5.920	7.078
	t-VALUE	$t_{12}=0.06$	$t_{23}=0.01$	$t_{34}=1.08$	
		$t_{13}=0.10$	$t_{14}=1.32$	$t_{24}=0.82$	

The Table No.4:13:3 presents the Mean, S.D. and
Significance of difference between mean scores of the types of
the schools with respect to the Components of Situational
Characteristics.

The t-values are insignificant. This means the types of the school do not play a significant role with respect to the Component viz. Administrative Support, Staff Norms and System Norms.

TABLE : 4:13:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN
MEAN SCORES OF TYPES OF SECONDARY SCHOOLS WITH
RESPECT TO THE COMPONENTS OF INNOVATION CHARACTERISTICS

Components of Innovation Characteri- stics	Types of School	Missionary	Corpora-	Private	Govern-
		School	tion	School	ment
		I	II	III	IV
	MEAN	22.658	22.111	21.626	22.188
COMPLEXITY	S.D.	6.763	9.444	5.124	5.240
	t-VALUE	$t_{12}=0.60$	$t_{23}=0.44$	$t_{34}=0.76$	
		$t_{13}=1.36$	$t_{14}=0.62$	$t_{24}=0.07$	
	MEAN	22.433	22.000	21.576	22.416
COMPATIBILITY	S.D.	6.533	7.787	5.023	5.949
	t-VALUE	$t_{12}=0.52$	$t_{23}=0.45$	$t_{34}=1.07$	
		$t_{13}=1.17$	$t_{14}=0.02$	$t_{24}=0.42$	
	MEAN	16.742	16.990	16.990	17.139
RISKNESS	S.D.	6.515	8.800	6.009	6.886
	t-VALUE	$t_{12}=0.28$	$t_{23}=0.$	$t_{34}=0.16$	
		$t_{13}=0.32$	$t_{14}=0.50$	$t_{24}=0.13$	

		I	II	III	IV
	MEAN	33.076	34.040	32.434	34.158
LOCALITNESS ^E	S.D.	7.125	10.380	7.048	7.483
	t-VALUE	$t_{12}=0.98$	$t_{23}=1.27$	$t_{34}=1.63$	
		$t_{13}=0.76$	$t_{14}=1.23$	$t_{24}=0.09$	
	MEAN	6.977	10.798	7.293	6.807
COSMOPOLITNESS ^E	S.D.	6.977	10.798	7.293	6.807
	t-VALUE	$t_{12}=0.05$	$t_{23}=0.21$	$t_{34}=1.26$	
		$t_{13}=0.40$	$t_{14}=1.11$	$t_{24}=0.76$	

The Table No.4:13:4 shows the Mean, S.D. and significance of difference between the mean scores of the types of School with respect to the Components of Innovation Characteristics.

The t-values are insignificant. The types of the school do not play significant role with respect to the components viz. Compatibility, Riskness, Localithness and Cosmopoliteness.

TABLE : 4:13:5

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN
SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO
THE SITUATIONAL AND INNOVATION CHARACTERISTICS.

Situational and Innovation Characteris- tics as a whole	Types of Schools	Missionary School	Corpora- tion School	Private School	Govern- ment School
	MEAN	200.92	201.22	201.58	205.22
SITUATIONAL AND INNOVA- TION CHARACTERI- STICS AS A WHOLE	S.D.	38.63	72.41	36.16	43.90
	t-VALUE	$t_{12}=0.05$	$t_{14}=10.90$	$t_{23}=0.04$	$t_{24}=0.47$
		$t_{34}=0.64$	$t_{13}=0.15$		

The Table No.4:13:5 indicates the Mean, S.D. and significance of difference between mean scores of the types of the schools with respect to the Situational and Innovational Characteristics as a whole.

The t-value is not significant. The types of the school do not play a significant role with respect to Situational and Innovation Characteristics as a whole.

TYPES OF SCHOOL AND CHANGE RELATED VALUE

TABLE : 4:13:6

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO THE COMPONENTS OF CHANGE RELATED VALUES.

Components of Change Related Values	Types of Schools	Missionary School	Corporation School	Private School	Government School
		I	II	III	IV
TRADITIONALISM	MEAN	37.990	37.374	37.141	36.386
	S.D.	6.323	5.98	6.568	6.899
	t-VALUE	$t_{12}=0.70$	$t_{23}=0.26$	$t_{34}=0.79$	
		$t_{13}=0.99$	$t_{14}=1.96^*$	$t_{24}=1.08$	
PROGRESSIVISM	MEAN	37.667	36.697	36.545	36.683
	S.D.	7.806	6.760	6.861	6.394
	t-VALUE	$t_{12}=1.08$	$t_{23}=0.15$	$t_{34}=0.14$	
		$t_{13}=1.24$	$t_{14}=1.11$	$t_{24}=0.01$	
DOGMATISM	MEAN	31.779	32.414	32.212	30.970
	S.D.	6.695	7.516	6.840	7.949
	t-VALUE	$t_{12}=0.74$	$t_{23}=0.19$	$t_{34}=1.18$	
		$t_{13}=0.52$	$t_{14}=0.93$	$t_{24}=1.31$	
VENTURESOMENESS	MEAN	29.608	30.162	29.162	29.871
	S.D.	5.357	5.074	4.971	4.772
	t-VALUE	$t_{12}=0.87$	$t_{23}=1.40$	$t_{34}=1.03$	
		$t_{13}=0.71$	$t_{14}=0.42$	$t_{24}=0.41$	

		I	II	III	IV
	MEAN	29.792	28.566	28.596	28.653
CONSERVATISM	S.D.	7.795	8.049	8.170	8.481
	t-VALUE	$t_{12}=1.37$	$t_{23}=0.02$	$t_{34}=0.04$	
		$t_{13}=1.33$	$t_{14}=1.26$	$t_{24}=0.07$	
	MEAN	39.487	39.626	37.565	39.287
CHANGE PRONENESS	S.D.	6.465	6.431	6.889	6.169
	t-VALUE	$t_{12}=0.18$	$t_{23}=2.24^*$	$t_{34}=1.92^*$	
		$t_{13}=2.51^*$	$t_{14}=0.26$	$t_{24}=0.38$	

From the Table No.4:13:6 it is observed.

TRADITIONALISM :

As far as Traditionalism is concerned, there is significant mean difference at .05 level, between Government schools (4) and missionary schools (1). Missionary School teachers are in favour of Traditionalism. Missionary School teachers play a significant role with respect to Traditionalism. All the other t-values are insignificant.

PROGRESSIVISM, DOGMATISM, VENTURESOMENESS & CONSERVATISM :

As far as Progressivism, Dogmatism, Venturesomeness and Conservatism are concerned, the t-values are not significant. The types of schools do not play a significant role with respect to Progressivism, Dogmatism, Venturesomeness and Conservatism.

CHANGE PRONENESS :

As far as Change Proness is concerned there is significant mean difference at .05 level between Corporation School (2) and Management School (3), Management School (3) and Government (4) and Missionary (1) and Management School, (3). Corporation, Government and Missionary School teachers play a significant role with respect to Change Proneness. Teachers in Corporation, Government, and Missionary Schools are change Proneness. All the other t-values are insignificant.

TABLE : 4:13:7

MEAN, S.D. & SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO THE COMPONENTS OF CHANGE RELATED VALUES AS A WHOLE

Change Related Values as a whole	Types of School	Missionary School	Corporation School	Private School	Government School
Change Related Values as a Whole	MEAN	206.09	204.84	201.36	202.15
	S.D.	25.00	25.22	26.54	27.13
	t-VALUE	$t_{12}=0.42$	$t_{14}=0.13$	$t_{23}=0.94$	
		$t_{34}=0.21$	$t_{13}=1.55$	$t_{24}=0.73$	

The Table No.4:13:7 presents the Mean, S.D. and significance of difference between the mean scores of the types of the school with respect to Change Related Values as a whole.

The t-values are insignificant. The types of the schools do not play a significant role with respect to Change Related Values as a whole.

TYPES OF SECONDARY SCHOOLS IN RELATION TO
INNOVATIVE PRONENESS AS A WHOLE.

TABLE : 4:13:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN
SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO THE
INNOVATIVE PRONENESS AS A WHOLE.

Innovative Proneness As a whole	Types of Schools	Missionary School	Corpora- tion School	Private School	Govern- ment School
	MEAN	518.54	514.23	512.16	516.05
Innovative Proneness as a whole	S.D.	61.23	73.06	64.94	67.07
	t-VALUE	$t_{12}=0.56$	$t_{23}=0.21$	$t_{34}=0.42$	
		$t_{13}=0.86$	$t_{14}=0.33$	$t_{24}=0.13$	

From the Table No.4:13:8, it is observed that the types of the schools do not play a significant role with respect to Innovation Proneness as a whole, as the t-values are insignificant.

TYPES OF SECONDARY SCHOOLS AND COMPONENTS
OF LEADERSHIP BEHAVIOUR

TABLE : 4:13:9

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN
SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO THE
COMPONENTS OF LEADERSHIP BEHAVIOUR.

Components of Leader- ship Behaviour	Types of Schools	Missionary School	Corpora- tion School	Private School	Govern- ment School
INITIATING STRUCTURE	MEAN	40.925	41.071	42.182	42.832
	S.D.	8.984	10.303	8.934	3.436
	t-VALUE	$t_{12}=0.13$ $t_{13}=1.17$	$t_{23}=0.81$ $t_{14}=1.82$	$t_{34}=0.52$ $t_{24}=1.32$	
CONSIDERATION	MEAN	38.462	36.273	38.636	38.842
	S.D.	10.297	11.716	10.047	10.154
	t-VALUE	$t_{12}=1.70$ $t_{13}=0.14$	$t_{23}=1.52$ $t_{14}=0.31$	$t_{34}=0.14$ $t_{24}=1.65$	

This Table No.4:13:9 shows the significance of difference between mean scores of the types of schools with respect to the Components of Leadership Behaviour.

The t-values are not significant. The types of schools do not play a significant role with respect to the Components of Leadership Behaviour.

TYPES OF SECONDARY SCHOOLS AND TEMPERAMENT OF TEACHERS

TABLE : 4:13:10

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO THE COMPONENTS OF TEMPERAMENT.

Components of Temperament Trait	Types of Schools	Missionary School I	Corporation School II	Private School III	Government School IV
ACTIVE TRAIT	MEAN	10.150	9.404	9.576	10.238
	S.D.	3.520	2.714	2.949	3.169
	t-VALUE	$t_{12}=1.88^*$ $t_{13}=1.42$	$t_{23}=0.42$ $t_{14}=0.21$	$t_{34}=1.52$ $t_{24}=1.99^*$	
VIGOROUS TRAIT	MEAN	7.629	7.960	7.192	6.644
	S.D.	3.797	3.902	3.590	3.116
	t-VALUE	$t_{12}=0.72$ $t_{13}=0.97$	$t_{23}=1.44$ $t_{14}=2.30^*$	$t_{34}=1.15$ $t_{24}=2.63^{**}$	
IMPULSIVE TRAIT	MEAN	10.704	11.273	10.469	13.683
	S.D.	3.692	6.522	3.598	4.025
	t-VALUE	$t_{12}=1.30$ $t_{13}=0.54$	$t_{23}=1.59$ $t_{14}=0.04$	$t_{34}=0.40$ $t_{24}=1.10$	
DOMINANT TRAIT	MEAN	11.117	11.717	10.990	11.515
	S.D.	3.926	3.634	3.924	4.547
	t-VALUE	$t_{12}=1.30$ $t_{13}=0.27$	$t_{23}=1.35$ $t_{14}=0.81$	$t_{34}=0.87$ $t_{24}=0.34$	

	I9	II	III	IV	
STABLE TRAIT	MEAN	8.096	9.576	8.808	9.218
	S.D.	3.233	7.019	6.351	3.448
	t-VALUE	$t_{12}=2.65^{**}$	$t_{23}=2.80^{**}$	$t_{34}=0.56$	
		$t_{13}=1.36$	$t_{14}=2.86^{**}$	$t_{24}=0.45$	
SOCIABLE TRAIT	MEAN	12.767	12.980	12.545	12.541
	S.D.	3.608	3.869	4.916	3.498
	t-VALUE	$t_{12}=0.48$	$t_{23}=0.61$	$t_{34}=0.65$	
		$t_{13}=0.45$	$t_{14}=0.41$	$t_{24}=0.07$	
REFLECTIVE TRAIT	MEAN	11.137	12.000	11.697	12.050
	S.D.	3.553	4.794	3.741	4.253
	t-VALUE	$t_{12}=1.52$	$t_{23}=0.30$	$t_{34}=0.36$	
		$t_{13}=0.83$	$t_{14}=2.03^{*}$	$t_{24}=0.77$	

The Table No.4:13:8 presents the Mean, S.D. and significance of difference between mean scores of the types of the schools with respect to the Temperament Trait of teachers.

The t-values between Missionary (1) and Corporation (2) Corporation (2) and Government (4) schools with respect to Active Trait are significant at .05 level. Missionary and Government Schools have teachers are with Active Trait. All the other t-values are insignificant.

As far as Vigorous Trait is concerned, the mean

difference between Corporation (2) and Government (4) is significant at .01 level. Corporation School teachers are in favour of Vigorous Trait. The Corporation schools have teachers with Vigorous Trait. The mean difference between Missionary (1) and Government (4) School is significant at .05 level. Government School Teachers have also the tendency of having Vigorous Trait.

All other t-values are insignificant. As far as the Impulsive Trait and Dominant Trait are concerned, t-values are not significant. The types of schools do not play a significant role with respect to Impulsive and Dominant Trait.

As far as Stable Trait is concerned, the mean difference between Missionary (1) and Corporation (2), Corporation (2) and Private Management (3) Missionary (1) and Government (2) are highly significant of .01 level. Private Management, Corporation and Government Schools have teachers with Stable Trait.

As far as Sociable Trait is concerned, the t-values are insignificant. The types of the schools do not play a significant role with respect to Sociable Trait.

As far as Reflective Trait is concerned, the Mean difference between Missionary and Government is significant at .05 level. Government School Teachers significantly possess Reflective Trait. All the other t-values are insignificant.

TYPES OF SECONDARY SCHOOLS AND ORGANISATIONAL CLIMATE

TABLE : 4:13:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF TYPES OF SECONDARY SCHOOLS WITH RESPECT TO THE DIMENSIONS OF ORGANISATIONAL CLIMATE.

Dimensions of Organizational Climate.	Type of School	Missionary School	Corporation School	Private School	Government School
		I	II	III	IV
DISENGAGEMENT	MEAN	19.438	20.283	19.323	20.238
	S.D.	6.178	8.573	8.963	8.886
	t-VALUE	$t_{12}=1.01$ $t_{13}=0.13$	$t_{23}=0.77$ $t_{14}=0.95$	$t_{34}=0.72$ $t_{24}=0.03$	
HINDRANCE	MEAN	13.750	14.071	13.768	15.109
	S.D.	3.613	3.372	3.416	7.065
	t-VALUE	$t_{12}=0.75$ $t_{13}=0.04$	$t_{23}=0.62$ $t_{14}=2.30^*$	$t_{34}=1.70$ $t_{24}=1.32$	
ESPRIT	MEAN	25.779	23.475	25.657	26.317
	S.D.	6.594	6.477	6.721	7.535
	t-VALUE	$t_{12}=2.94^{**}$ $t_{13}=0.15$	$t_{23}=2.32^*$ $t_{14}=0.65$	$t_{34}=0.65$ $t_{24}=2.85^{**}$	
INTIMACY	MEAN	17.769	17.222	16.778	17.056
	S.D.	5.406	6.072	5.856	4.166
	t-VALUE	$t_{12}=0.85$ $t_{13}=1.53$	$t_{23}=0.52$ $t_{14}=1.22$	$t_{34}=0.39$ $t_{24}=0.022$	

		I	II	III	IV
	MEAN	20.354	19.323	19.010	19.366
ALOCFNESS	S.D.	4.700	5.328	4.124	3.898
	t-VALUE	$t_{12}=1.94^*$	$t_{23}=0.56$	$t_{34}=0.62$	
		$t_{13}=2.47^*$	$t_{14}=1.85$	$t_{24}=0.08$	
	MEAN	17.437	17.545	18.121	18.228
PRODUCTION EMPHASIS	S.D.	4.695	5.826	8.493	4.233
	t-VALUE	$t_{12}=0.17$	$t_{23}=0.55$	$t_{34}=0.11$	
		$t_{13}=0.94$	$t_{14}=1.46$	$t_{24}=0.94$	
	MEAN	22.342	20.697	23.970	23.455
THRUST	S.D.	7.121	6.974	6.583	6.380
	t-VALUE	$t_{12}=1.95^*$	$t_{23}=3.21^{**}$	$t_{34}=0.56$	
		$t_{13}=1.95^*$	$t_{14}=1.35$	$t_{24}=2.94^{**}$	
	MEAN	13.525	12.778	13.495	13.277
CONSIDERATION	S.D.	5.432	6.149	4.514	4.094
	t-VALUE	$t_{12}=1.10$	$t_{23}=0.93$	$t_{34}=0.35$	
		$t_{13}=0.04$	$t_{14}=0.41$	$t_{24}=0.67$	

From the Table No.4:13:11 we infer the following:

FOR THE COMPONENT - DISENGAGEMENT :

As far as Disengagement is concerned, there is no significant mean difference among the types of Secondary with respect to disengagement as the t-values are not significant.

FOR THE COMPONENT - HINDRANCE :

As far as Hindrance is concerned, there is significant mean difference at .05 level between Government Schools (4) and Missionary Schools (1) Government Schools teachers are significantly higher on Hindrance. All other t-values are not significant.

FOR THE COMPONENT - ESPRIT :

As far as Esprit is concerned there is highly significant mean difference at .01 level between Government schools (4) and Corporation (2) Schools, and Corporation Schools (2) and Missionary Schools (1). Missionary and Government School teachers are significantly higher on Esprit. There is significant mean difference. There is significant mean difference at .05 level between Corporation School (2) and Private Management (3) Schools. Private Management School teachers a significantly on Esprit compared to their Counterparts in Corporation Schools. All the other t-values are not significant.

FOR THE COMPONENT-INTIMACY :

Here all the t-values are not significant. Types

of schools do play significant role with respect to Intimacy.

FOR THE COMPONENT - ALOOFNESS :

As far as Aloofness is concerned there is significant mean difference between Missionary (1) and Corporation Schools (2) and Missionary (1) and Pvt. Management Schools (3). Missionary School Teachers perceive their Principals significantly higher on Aloofness.

FOR THE COMPONENT - PRODUCTION EMPHASIS :

As far as Production Emphasis is concerned all the t-values are insignificant. The types of the schools do not play a significant role with respect to Production Emphasis.

FOR THE COMPONENT - THRUST :

As far as Thrust is concerned, there is highly significant mean difference at .01 level between Corporation Schools(2) and Private Management(3), and Corporation Schools (2), and Government (4) Schools. Private Management and Govt. School teachers perceive their Principals significantly higher on Thrust.

Further there is significant mean difference at .05 level between Missionary (1) and Corporation Schools (2) and Missionary Schools (1) and Management Schools (3). Missionary and Private Management Schools teachers perceive their principals significantly higher on Thrust. All other t-values are not significant.

FOR THE COMPONENT - CONSIDERATION :

As far as Consideration is concerned, all the t-values are insignificant. The types of school do not play a significant role with respect to Consideration.

4.49(f) INNOVATIVE CHARACTERISTICS OF SECONDARY
SCHOOLS AND ATTITUDE TO INNOVATION

TABLE : 4:14:1

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN
SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES OF SCHOOLS
WITH RESPECT TO THE COMPONENTS OF ATTITUDE TO INNOVATION

Components of Attitude to Innovation	INNOVATIVE SCHOOLS		NON-INNOVATIVE SCHOOLS		t-Value
	Mean	S.D.	Mean	S.D.	
Individualization	20.576	2.682	20.737	3.508	0.589
Curriculum Organisation	11.391	2.083	11.108	2.357	1.463
Teaching-Learning Process	17.564	3.417	18.323	5.924	2.036*
Teaching Resources	15.556	3.001	15.246	3.481	1.094
Internal School Organization	16.214	3.901	16.283	4.659	0.184
Staff Development	17.987	2.987	17.956	3.928	0.076
School Community Relationship.	12.556	2.186	12.114	3.635	1.662

From the above Table No.4:14:1, it is observed that the mean difference between the Innovative and Non-Innovative Characteristics of Secondary Schools is significant at .05 level with respect to the Teaching-Learning Process. Non-innovative school, teachers are significantly higher on Teaching-Learning Process. For all other components the mean differences are not significant.

TABLE NO. 4:14:2

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN
MEAN SCORES OF THE INNOVATIVE AND NON-INNOVATIVE
TYPES OF SCHOOLS WITH RESPECT TO THE ATTITUDE TO
INNOVATION AS A WHOLE

Innovative Characteristics of School	INNOVATIVE		NON-INNOVATIVE		t-Value
	Mean	S.D.	Mean	S.D.	
Attitude to Innovation as a whole.					
Attitude to Innovation as a whole	111.881	10.873	112.165	21.508	0.187

The Table No.4:14:2 shows the significance of
difference between mean scores of Innovative Schools and
Non-Innovative Schools with respect to Attitude to
Innovation as a whole.

The t-values is not significant. Innovativeness
of the school does not play a significant role with respect
to Attitude to Innovation as a whole.

TABLE : 4:14:3

MEAN, S.D., & SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES OF SCHOOLS WITH RESPECT TO THE COMPONENTS OF SITUATIONAL CHARACTERISTICS.

Innovative Characteristics of School	INNOVATIVE SCHOOLS		NON-INNOVATIVE SCHOOLS		t-VALUE
	Mean	S.D.	Mean	S.D.	
Situational Characteristics					
Administrative Support.	31.535	13.809	35.394	12.944	3.344 **
Staff Norms	22.716	8.714	24.293	8.033	2.184 *
System Norms	16.646	7.905	17.904	6.904	2.474 *

The above Table No.4:14:3 shows that the mean difference between Innovative and Non-innovative Characteristics of Secondary Schools is highly significant with respect to Administrative Support at 0.01 level. Non-Innovative schools play a significant role with respect to Administrative Support. Also the mean difference between the Innovative and Non-innovative Characteristics of Secondary School Teachers is significant at .05 level with respect to the Component Staff Norms, and System Norms. Non-innovative schools play a significant role with respect to Staff Norms and System Norms.

TABLE : 4:14:4

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN
SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES OF SCHOOLS
WITH RESPECT TO THE COMPONENTS OF INNOVATION CHARACTERISTICS

Innovative Characteristics of School <u>Innovation</u> Characteristics	INNOVATIVE		NON-INNOVATIVE		t-VALUE
	Mean	S.D.	Mean	S.D.	
Complexity	22.078	6.722	22.461	6.911	0.649
Compatibility	22.107	6.240	22.283	6.581	0.318
Riskness	16.144	9.969	17.576	6.919	2.394*
Localiteness	33.267	8.433	33.404	7.515	0.199
Cosmopoliteness	33.634	8.038	33.537	7.660	0.438

The mean difference between Innovative and Non-innovative Schools is significant at .05 level with respect to Riskness. Non-innovative school plays significant role with respect to Riskness.

All the other t-values are insignificant. Innovative Characteristics of the school do not play a significant role with respect to the Components viz. Complexity, Compatibility, Localiteness and Cosmopoliteness.

TABLE : 4:14:5

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE INNOVATIVE CHARACTERISTICS OF SCHOOLS WITH RESPECT TO THE SITUATIONAL AND INNOVATION CHARACTERISTICS AS A WHOLE.

Innovative Characteristics of School	INNOVATIVE		NON-INNOVATIVE		t-Value
	Mean	S.D.	Mean	S.D.	
Situational and Innovation Characteristics					
Situational and Innovation Characteristics as a whole	197.160	49.808	205.984	44.484	2.171*

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From the above table No.4:14:5, it is observed that there is significant mean difference between Innovative and Non-innovative Characteristics of Secondary Schools with respect to Situational and Innovative Characteristics as a whole at .05 level.

The mean is in favour of the Non-innovative Schools. The Non-innovative schools play a significant role with respect to Situational and Innovation Characteristics.

TABLE : 4:14:6

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN
SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES OF SCHOOL
WITH RESPECT TO COMPONENTS OF CHANGE RELATED VALUES.

Innovative Characteristics of School <u>Components of Change Related Values</u>	INNOVATIVE SCHOOLS		NON-INNOVATIVE SCHOOLS		t-Value
	Mean	S.D.	Mean	S.D.	
Traditionalism	37.473	6.107	37.347	6.271	0.227
Progressivism	36.679	6.503	37.485	7.739	1.292
Dogmatism	31.395	6.392	32.236	7.927	1.338
Venturesomeness	29.300	4.980	30.007	5.234	1.595
Conservatism	29.539	7.100	28.842	8.326	1.034
Change Proneness	38.996	5.783	39.205	7.050	0.372

From the above Table No.4:14:6, it could be seen that it is insignificant mean difference between the Innovative and Non-innovative Characteristics of Secondary School with respect to Traditionalism, Progressivism, Dogmatism, Venturesomeness, Conservatism, and Change Proneness.

TABLE : 4:14:7

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN
 MEAN SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES
 OF SCHOOLS WITH RESPECT TO CHANGE RELATED VALUES AS A
 WHOLE.

Innovative Characteristics of School	INNOVATIVE SCHOOLS		NON-INNOVATIVE SCHOOLS		t-Value
	Mean	S.D.	Mean	S.D.	
Change Related Value as a whole	203.506	22.471	205.071	32.338	0.699

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The Table No.4:14:7 presents the mean, S.D. and
 significance of difference between mean scores of the Innovative
 and Non-innovative Characteristics of School with respect to
 Change Related Values as a whole.

The t-values is not significant. The Innovative
 Characteristic of the school do not play a significant role
 with respect to Change Related Values as a whole.

TABLE : 4:14:8

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES OF SCHOOLS WITH RESPECT TO INNOVATIVE PRONENESS AS A WHOLE

Innovative Characteristics of School	INNOVATIVE		NON-INNOVATIVE		t-Value
	Mean	S.D.	Mean	S.D.	
Innovative Proneness as a whole	510.259	43.813	521.384	78.518	1.972*

The Table No.4:14:8 shows the Mean, S.D. and Significance of difference between the mean scores of the Innovative and Non-innovative schools with respect to Innovative Proneness as a whole.

The t-value is significant at .05 level. The mean is in favour of Non-innovative schools. The Non-innovative schools play a significant role with respect to Innovation Proneness as a whole.

TABLE : 4:14:9

MEAN, S.D. AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES OF SCHOOLS WITH RESPECT TO THE COMPONENTS OF TEMPERAMENT.

Innovative Characteristics of Schools Components of Temperament	INNOVATIVE SCHOOLS		NON-INNOVATIVE SCHOOLS		t-Value
	Mean	S.D.	Mean	S.D.	
Active Trait	9.819	3.221	10.010	3.228	0.685
Vigorous Trait	7.523	3.583	7.357	3.758	0.521
Impulsive Trait	10.774	3.564	10.744	3.823	0.092
Dominant Trait	11.181	3.437	11.364	4.402	0.528
Stable Trait	8.160	4.912	9.141	4.763	2.347 *
Sociable Trait	12.564	3.314	12.990	4.310	1.265
Reflective Trait	11.222	4.019	11.835	6.019	1.358

From the Table (4:14:9), it could be seen that there is significant mean difference between the Innovative and Non-innovative Characteristics of Secondary School at .05 level with respect to Stable Trait. Non-Innovative type schools have teachers significantly higher on Stable Trait.

Further it is observed that there is insignificant mean difference between the Innovative and Non-innovative Characteristics of Secondary School with respect to Active Trait, Vigorous Trait, Impulsive Trait, Dominant Trait, Sociable Trait, and Reflective Trait.

INNOVATIVE CHARACTERISTICS OF SECONDARY
SCHOOLS AND LEADERSHIP BEHAVIOUR

TABLE : 4:14:10

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN
SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES OF
SCHOOLS WITH RESPECT TO THE COMPONENTS OF LEADERSHIP BEHAVIOUR

Innovative Characteristics of School Components of Leadership Behaviour	INNOVATIVE		NON-INNOVATIVE		t-Value
	Mean	S.D.	Mean	S.D.	
INITIATING STRUCTURE	40.868	9.027	42.084	9.197	1.541
CONSIDERATION	37.243	10.396	38.912	10.545	1.978 *

From the above Table (4:11:10) it is observed that there is significant mean difference between the Innovative and Non-innovative Characteristics of Secondary Schools with respect to Consideration at .05 level. The mean is in favour of Non-innovative Schools. The Non-innovative School teachers perceive their principals significantly higher on Consideration.

Further, it is observed that there is insignificant mean difference between the Innovative and Non-innovative characteristics of Secondary School with respect to Initiating Structure. Innovativeness of the school does not play significant role with respect to Initiating Structure.

TABLE : 4:14:11

MEAN, S.D., AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF THE INNOVATIVE AND NON-INNOVATIVE TYPES OF SCHOOLS WITH RESPECT TO THE DIMENSIONS OF ORGANISATIONAL CLIMATE.

Innovative Characteristics of School Organisational Climate Components	INNOVATIVE SCHOOLS		NON-INNOVATIVE SCHOOLS		t-VALUE
	Mean	S.D.	Mean	S.D.	
Disengagement	19.136	7.344	20.205	8.009	1.602
Hindrance	13.798	3.475	14.286	5.053	1.278
Esprit	25.379	6.897	25.475	6.768	0.163
Intimacy	17.225	4.977	17.465	5.752	0.447
Aloofness	19.695	4.651	19.781	4.500	0.230
Production Emphasis	17.272	5.061	18.094	6.164	1.670
Thrust	21.938	6.934	23.038	6.855	1.84
Consideration	13.416	5.339	13.356	5.064	0.356

The Table No.4:14:11 presents the Mean, S.D. and significance of difference between the mean scores of the Innovative and Non-innovative characteristics of the school with respect to the dimensions of the Organisational Climate.

The t-values are not significant. The Innovative Characteristics of the school does not play a significant role with respect to the component, Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration.

PERSONAL VARIABLES OF TEACHERS.

TABLE: 4.15 516

36	37	38	39	40	41	42	VARIABLES
.23	.06	-.0	-.05	-.01	.01	-.02	1 INDIVIDUALIZATION
-.02	-.02	.06	-.02	.01	.04	.03	2 CURRICULAM ORGANISATION
.05	-.06	-.02	-.02	.0	-.0	.06	3 TEACHING LEARNING PROCESS
.11	-.01	.01	.01	-.03	.03	.0	4 TEACHING RESOURCES
-.03	-.03	-.05	-.05	-.03	-.02	-.01	5 INTERNAL SCHOOL ORGANISATION
.00	.03	.03	0.04	0.03	.0	.06	6 STAFF DEVELOPMENT
.03	.02	-.01	.00	.02	-.0	.08	7 SCHOOL COMMUNITY RELATIONSHIP
.05	-.02	-.01	-.02	-.01	.02	.05	8 INNOVATIVENESS
-.04	.04	-.02	.04	-.05	-.01	-.03	9 ADMINISTRATIVE SUPPORT.
.01	.03	-.03	.01	-.04	-.10	-.11	10 STAFF NORMS
-.06	.02	-.12	-.07	-.07	-.04	-.11	11 SYSTEM NORMS
-.01	.07	-.23	.0	.03	-.01	-.08	12 COMPLEXITY
-.04	-.05	.0	-.04	.03	-.04	-.06	13 COMPATIBILITY
-.23	.01	-.07	-.02	-.03	.0	-.02	14 RISKNESS
-.02	.14	.04	-.10	.10	.10	.02	15 LOCALITNESS
.00	.15	.06	-.10	.10	.10	-.02	16 COSMOPOLITENESS
-.03	.10	.02	-.02	-.02	-.01	-.10	17 CHANGE PRONENESS
.01	.03	-.01	.03	.00	.03	.03	18 TRADITIONALISM
.01	-.01	-.01	.03	-.02	-.01	-.05	19 PROGRESSIVISM
.07	-.02	.03	.06	.04	.22	.03	20 DOGMATISM
.09	-.03	-.05	.09	.06	-.05	-.06	21 VENTURESOMENESS
-.06	-.02	-.04	.03	-.10	.0	.04	22 CONSERVATISM
.10	.06	.04	.07	.04	-.0	-.02	23 CHANGE PRONENESS
.03	-.00	-.01	.04	-.00	-.01	-.0	24 CHANGE PRONENESS AS A WHOLE
.01	.04	-.30	-.01	-.04	-.04	-.05	25 TOTAL BEHAVIOUR
.03	-.01	-.04	-.05	-.03	-.05	-.03	26 ACTIVE TRAIT
.04	-.09	-.00	.06	-.09	-.06	-.0	27 VIGOROUS TRAIT
.02	.05	.05	.03	.06	.09	0.10	28 IMPULSIVE TRAIT
.22	.04	.03	.07	.01	.04	.08	29 DOMINANT TRAIT
.03	.04	.45	.06	.47	-.0	.25	30 STABLE TRAIT
.01	.05	.20	.13	.30	.06	.14	31 SOCIABLE TRAIT
.14	.05	.36	.20	.47	-.04	.08	32 REFLECTIVE TRAIT
.03	.25	.21	-.02	.26	.34	.24	33 INITIATING STRUCTURE
.08	.35	.20	-.02	.09	.43	.23	34 COSIDERATION
.39	-.01	.32	0.28	.41	-.08	.14	35 DISENGAGEMENT
	-.00	-.09	.22	-.01	-.08	.01	36 HINDRANCE
		.27	.03	.24	.48	.16	37 ESPRIT
			.20	.46	.19	.42	38 INTIMACY
				.23	-.0	-.01	39 ALOOFNESS
					.30	.24	40 PRODUCTION EMPHASIS
						.52	41 THRUST
							42 CONSIDERATION.

INDIVIDUALIZATION :

From the correlation matrix (TABLE), it appears that the Individualization of Secondary School Teachers is significantly related at .01 level with Curriculum Organisation, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, School Community relationship, Administrative Support, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Locality^eness, Cosmpoliteness, Traditionalism, Progressivism, Change Proneness, Active Trait, Dominant Trait, Social Trait, Consideration Structure and Hindrance.

The Individualization of Secondary School Teacher is correlated significantly at .05 level with Dogmatism.

There is an insignificant negative correlation between Individualization of Secondary School Teachers and Disengagement, Esprit, Intimacy, Aloofness, Product Emphasis, Consideration.

CURRICULUM ORGANISATION :

Curriculum Organisation of Secondary School Teacher is significantly correlated at .01 level, with Individualization, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development,

School Community Relationship, System Norms, Compatibility, Cosmopolitanism, Traditionalism, Progressivism, Change Proneness, Dominant Trait, Social Trait.

Curriculum Organisation is correlated significantly at .05 level with Complexity, Riskness, Localiteness, Dogmatism, Venturesomeness, Initiating Structure, Consideration Structure.

There is an insignificant negative Correlation between Curriculum Organisation and Disengagement Hindrance, Aloofness.

TEACHING-LEARNING PROCESS :

Teaching-Learning Process is significantly related at .01 level with Individualization, Curriculum Organisation, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship, Administrative Support, Complexity, Compatibility, Riskness, Localiteness, Cosmopolitanism, Traditionalism, Progressivism, Venturesomeness, Change Proneness, Vigorous Trait and Dominant Trait, Esprit, Production Emphasis.

INTERNAL SCHOOL ORGANISATION :

Internal School Organisation of Secondary School Teachers is significantly correlated at .01 level with Individualization, Curriculum Organisation, Teaching-Learning

Process, Teaching Resources, Staff Development, Administrative Support, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Cosmopolitaness, Traditionalism, Progressivism, Dogmatism, Venturesomeness, Change Proneness, Active Trait, Vigorous Trait, Impulsive Trait, and Dominant Trait.

Internal School Organisation of Secondary School teachers is significantly correlated at .05 level with School Community relationship, Localiteness, Social Trait and Initiating Structure.

Teaching-Learning Process is significantly related at .05 level with Staff Norms, System Norms, Dogmatism, Active Trait, Impulsive Trait, Social Trait, and Initiating Structure.

TEACHING RESOURCES :

Teaching Resources of Secondary School Teachers is significantly related at .01 level with Individualization, Curriculum Organisation, Teaching-Learning Process, Staff Development, School Community Relationship, Administrative Support, Complexity, Compatibility, Riskness, Localiteness, Cosmopolitaness, Traditionalism, Progressivism, Dogmatism, Venturesomeness, Progressivism, Change Proneness and Dominant Trait.

Teaching Resources of Secondary School teacher is

significantly related at .05 level with Staff Norms, System Norms, Vigorous Trait, Impulsive Trait, Initiating Structure and Hindrance.

STAFF DEVELOPMENT :

The Staff Development of Secondary School Teachers is significantly related at .01 level with Individualization, Curriculum Organisation, Teaching-Learning Process, Teaching Resources, Internal School Organisation, School Community Relationship, Administrative Support, System Norms, Complexity, Compatibility, Riskness, Localithness, Cosmopolitaness, Traditionalism, Progressivism, Venturesomeness, Change Proneness, Dominant Trait and Social Trait.

Staff Development of Secondary School Teachers is significantly correlated at .05 level with Staff Norms, Dogmatism, and Consideration Structure.

SCHOOL COMMUNITY RELATIONSHIP :

School Community Relationship is significantly correlated at .01 level with Individualization, Curriculum Organisation, Teaching-Learning Process, Teaching Resources, Staff Development, Complexity, Compatibility, Riskness, Localiteness, Cosmopolitaness, Traditionalism, Progressivism, Venturesomeness, Change Proneness, Impulsive Trait, Dominant and Social Trait.

School Community Relationship is significantly correlated at .05 level with Internal School Organisation, System Norms, Dogmatism, Active Trait and Consideration Structure.

ADMINISTRATIVE SUPPORT :

Administrative Support is significantly correlated at .01 level with Individualization, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Dogmatism, Venturesomeness, Change Proneness, Dominant Trait and Social Trait.

Administrative Support of Secondary School Teacher is significantly correlated at .05 level with Traditionalism and Consideration Structure.

STAFF NORMS :

Staff Norms is significantly correlated at .01 level with Individualization, Internal School Organisation, Administrative Support, System Norms, Complexity, Compatibility, Riskness, Localiteness, Cosmopoliteness, Venturesomeness, Change Process, Impulsive Trait, Dominant Trait, Initiating Structure.

Staff Norms is significantly related at .05 level

with Teaching-Learning Process, Teaching Resources, Staff Development, Vigorous Trait, and Social Trait.

The Staff Norms is negatively and significantly related at .05 level with Thrust and consideration.

System Norms is significantly related at .05 level with Teaching-Learning Proneness, School Community relationship Cosmopolitaness, Impulsive Trait and Social Trait.

System Norms is negatively and highly significant with Intimacy at .01 level.

COMPLEXITY :

Complexity is significantly related at .01 level with Individualization. Teaching-Learning Process, Internal School Organisation, Staff Development, School Community Relationship, Administrative Support, Staff Norms, System Norms, Compatibility, Riskness, Localiteness, Cosmopolitaness, Traditionlism, Progressivism, Venturesomeness, Change Proneness, Dominant Trait, Social Trait, Initiating Structure and Consideration Structure.

Complexity is significantly related with Curriculum Organisation and other Active Traits.

Complexity is highly and negatively significant with Intimacy only.

There is also negative insignificant relationship between Complexity and Vigorous Trait, Reflective Trait, Disengagement, Hindrance, Thrust and Consideration.

COMPATIBILITY :

Compatibility is highly and significantly correlated with Individualization. Curriculum Organisation, Teaching-Learning Proneness, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship, Administrative Support, Staff Norms, Complexity, Riskness, Localit^eness, Cosmopolitaness, Traditionalism, Progressivism, Dogmatism, Venturesomeness, Change Proneness, Active Trait, Impulsive Trait, Dominant Trait, Social Trait, Initiating Structure and Consideration.

Compatibility is significantly related at .05 level with Stable Trait only.

RISKNESS :

Riskness is significantly related at .01 level with Individualization, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development,

School Community Relationship, Administrative Support, Staff Norms, Complexity, Compatibility, Localit^eness, Cosmopolitaness, Progressivism, Dogmatism, Venturesomeness, Change Proneness, Impulsive Trait and Dominant Trait.

Riskness is significantly related at .05 level with Curriculum Organisation, Traditionalism, Active Trait, and Consideration Structure.

There is negative significant relationship at .01 level between Riskness and Hindrance.

LOCALITNESS^E :

Localitness is significantly related at .01 level with Individualization, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Traditionalism, Progressivism, Venturesomeness, Change Proneness, Dominant Trait, Initiating Structure, Consideration Structure and Esprit.

Localitness is significantly related at .05 level with Curriculum Organisation, Internal School Organisation, Social Trait, Product^{ic} Emphasis and Thrust.

COSMOPOLITENESS :

Cosmopolitaness is highly and significantly related

at .01 level with Individualization, Curriculum Organisation, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship, Administrative Support, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Traditionalism, Progressivism, Venturesomeness, Change Proneness, Dominant Trait, Initiating Structure, Consideration Structure and Esprit.

Cosmopolitanism is significantly related at .05 level with Dogmatism, Social Trait, Product ^{ion} Emphasis and Thrust.

There is negative significant relationship at .05 level between Cosmopolitanism and Reflective Trait.

TRADITIONALISM :

Traditionalism of Secondary Teachers is significantly related at .01 level with Individualization, Curriculum Organisation, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship, Complexity, Compatibility, Localit^eness, Cosmopolitanism, Dogmatism, Venturesomeness, Conservatism, Change Proneness, Dominant Trait, Initiating Structure, and Consideration Structure.

Traditionalism of Secondary School Teachers is significantly related at .05 level with Administrative

Support, Riskness, Impulsive Trait and Social Trait.

PROGRESSIVISM :

Progressivism of Secondary School Teachers is significantly related at .01 level with Individualization, Curriculum Organisation, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship, System Norms, Complexity, Compatibility, Riskness, Localitess, Cosmopoliteness, Dogmatism, Venturesomeness, Conservatism, Change Proneness, Consideration Structure and Disengagement.

DOGMATISM :

Dogmatism of Secondary School Teachers is significantly related at .01 level with Teaching Resources, Internal School Organisation, Administrative Support, Compatibility, Riskness, Traditionalism, Progressivism, Venturesomeness, Conservatism, Change Proneness, Impulsive Trait and Reflective Trait.

Dogmatism of Secondary School Teachers is significantly related at .05 level with Individualization, Curriculum Organisation, Teaching-Learning Process, Staff Development, School Community Relationship and Cosmopoliteness.

There is highly negative significant relationship at .01 level between Dogmatism and Thrust.

VENTURESOMENESS :

Venturesomeness of Secondary School Teachers is significantly related at .01 level with Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship, Administrative Support, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Localit^eness, Cosmopoliteness, Traditionalism, Progressivism, Dogmatism, Change Proneness, Vigorous Trait, Impulsive Trait, Social Trait, Reflective Trait, Initiating Structure, Venturesomeness of Secondary School Teachers is significantly related at .05 level with Curriculum Organisation, Dominant Trait, and Hindrance.

CONSERVATISM :

Conservatism of Secondary School Teachers is significantly related at .01 level with Traditionalism, and Dogmatism.

Conservatism of Secondary School Teachers is significantly related at .05 level with Vigorous Trait only.

There is also a highly negative significant relationship at .01 level between conservatism and Stable Trait.

There is negative significant relationship at .05 level between Conservatism, and Dominant Trait, Disengagement, and Product^{ive} Emphasis.

CHANGE PRONENESS :

Change Proness of Secondary School Teachers is significantly related at .01 level with Individualization, Curriculum Organisation, Teaching-Learning Process, Teaching Resources, Internal School Organisation, Staff Development, School Community Relationship, Administrative Support, Staff Norms, System Norms, Complexity, Compatibility, Riskness, Cosmopoliteness, Progressivism, Dogmatism, Venturesomeness, Conservatism, Impulsive Trait, Dominant Trait, Social Trait, Initiating and Consideration Structure.

Change Proneness of Secondary School Teachers is significantly related at .05 level with Stable Trait and Hindrance.

ACTIVE TRAIT :

Active Trait of Secondary School Teachers is significantly related at .01 level with Individualization, Internal School Organisation, Compatibility, Vigorous Trait, Impulsive Trait, Dominant Trait, Social Trait, and Reflective Trait.

The Active Trait of Secondary School Teachers is significantly related at .05 level with Teaching-Learning Process, School Community Relationship, Complexity, Riskness and Disengagement.

VIGOROUS TRAIT :

The Vigorous Trait of Secondary School Teachers is significantly related at .01 level with Teaching-Learning Process, Internal School Organisation, Venturesomeness, Active Trait, Impulsive Trait, Dominant Trait, Social Trait, and Reflective Trait.

Vigorous Trait of Secondary School Teachers is significantly related at .05 level with Teaching Resources, Staff Norms and Disengagement.

Vigorous Trait of Secondary School Teachers is negatively and significantly related at .05 level with Esprit and Product^{ion} Emphasis.

IMPULSIVE TRAIT :

Impulsive Trait of Secondary School Teachers is significantly related at .01 level with Internal School Organisation, School Community Relationship, Administrative Support, Staff Norms, Compatibility, Riskness, Dogmatism, Venturesomeness, Change Proneness, Active Trait, Vigorous Trait, Dominant Trait and Reflective Trait.

There is significant relationship at .05 level between Teaching-Learning Process, Teaching Resources, System Norms, Complexity, Traditionalism, Conservatism, Stable Trait and Thrust.

The Stable Trait to Secondary School Teacher is correlated significantly at .05 level with Consideration Structure.

SOCIAL TRAIT :

There is a significant correlation at .01 level between Social Trait of Secondary Teachers and Reflective Trait, Initiating Structure, Disengagement, Intimacy, Aloofness, Product^{ion} Emphasis and Consideration.

REFLECTIVE TRAIT :

There is highly significant relation at .01 level between the Reflective Trait of Secondary School Teachers and Initiating Structure, Disengagement.

DOMINANT TRAIT :

From the correlation Matrix (Table), it is clear that the Dominant Trait of Secondary School Teachers is significantly related at .01 level with Stable Trait, Social Trait, Reflective Trait, Disengagement, Hindrance, Intimacy and Consideration.

The Dominant Trait of Secondary School Teachers is correlated significantly at .05 level with Initiating Structure and Consideration Structure.

STABLE TRAIT :

The Correlation Matrix (Table) shows that the Stable Trait of Secondary School Teachers is significantly related at .01 level with Social Trait, Reflected Trait, Initiating Structure, Disengagement, Intimacy, Production Emphasis and Consideration, Hindrance, Intimacy, Aloofness, and Production Emphasis.

There is significant correlation at .05 level between the Reflective Trait of Secondary School Teachers and Consideration.

There is negative Correlation between the Reflective Trait of Secondary School Teachers and Thrust.

INITIATING STRUCTURE :

There is a high and significant correlation at .01 level between the Initiating Structure and Consideration Esprit, Intimacy, Production Emphasis, Thrust and Consideration.

There is significant relation at .05 level between the Initiating Structure and Disengagement, and Hindrance.

There is insignificant negative correlation between the Initiating Structure of Secondary school Teachers and Aloofness.

CONSIDERATION :

Consideration is significantly related at .01 level with Esprit, Intimacy, Thrust and Consideration.

The Consideration is negatively correlated at .05 level with Disengagement and Hindrance and also negative insignificant correlation with Aloofness.

DISENGAGEMENT :

There is a highly significant relationship at .01 level between the Disengagement Secondary School Teachers and Hindrance, Aloofness, Production Emphasis.

HINDRANCE :

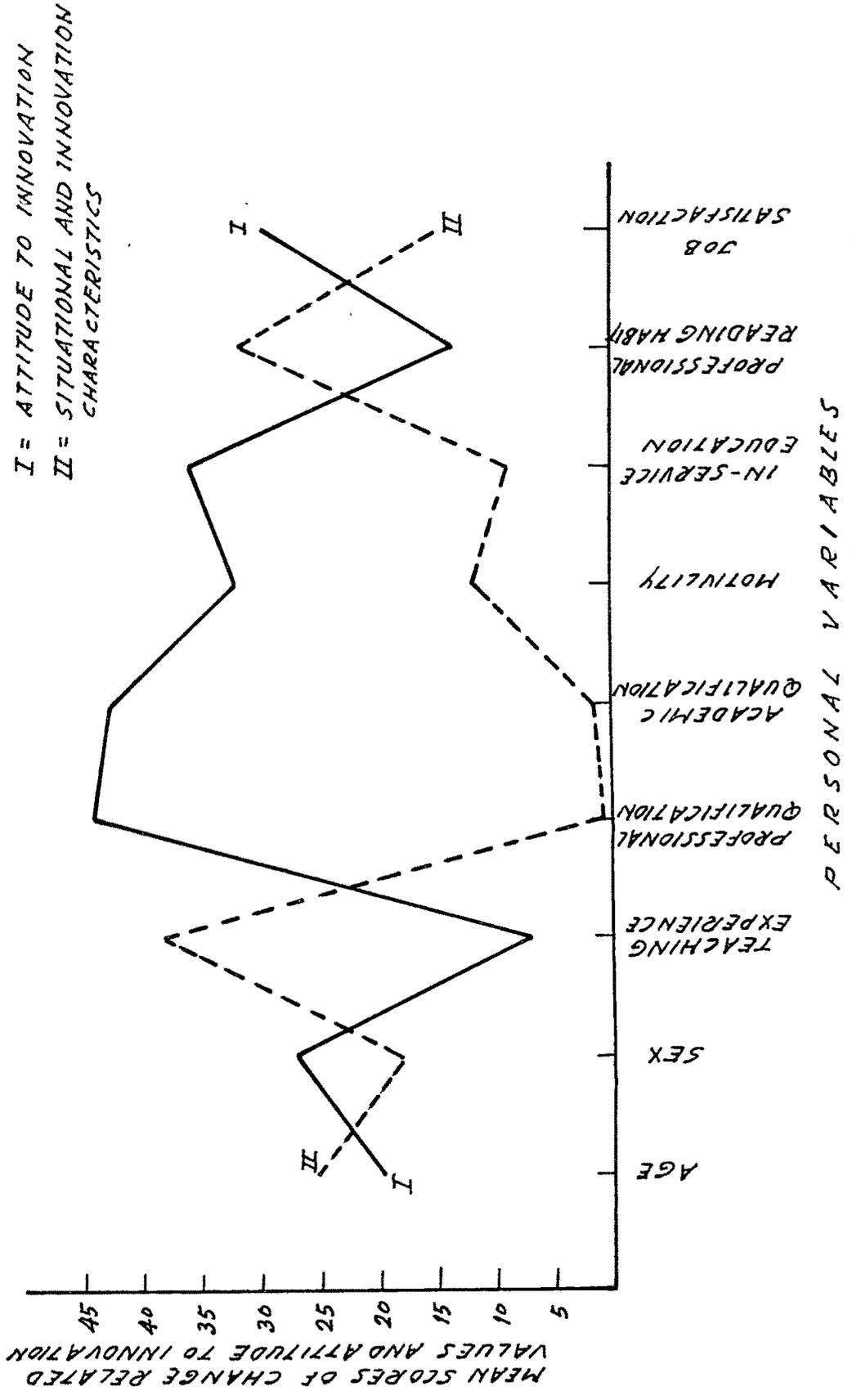
From the correlation matrix (Table), it can be observed that there is highly significant correlation at .01 level between the Hindrance of Secondary School Teachers and Aloofness.

The Hindrance of Secondary School Teachers is negatively and significantly correlated at .05 level with Intimacy and negatively insignificantly correlated with Esprit, Production Emphasis and Thrust.

ESPRIT :

Esprit of Secondary School Teachers is significantly correlated at .01 level with Intimacy, Production Emphasis, Thrust and Consideration.

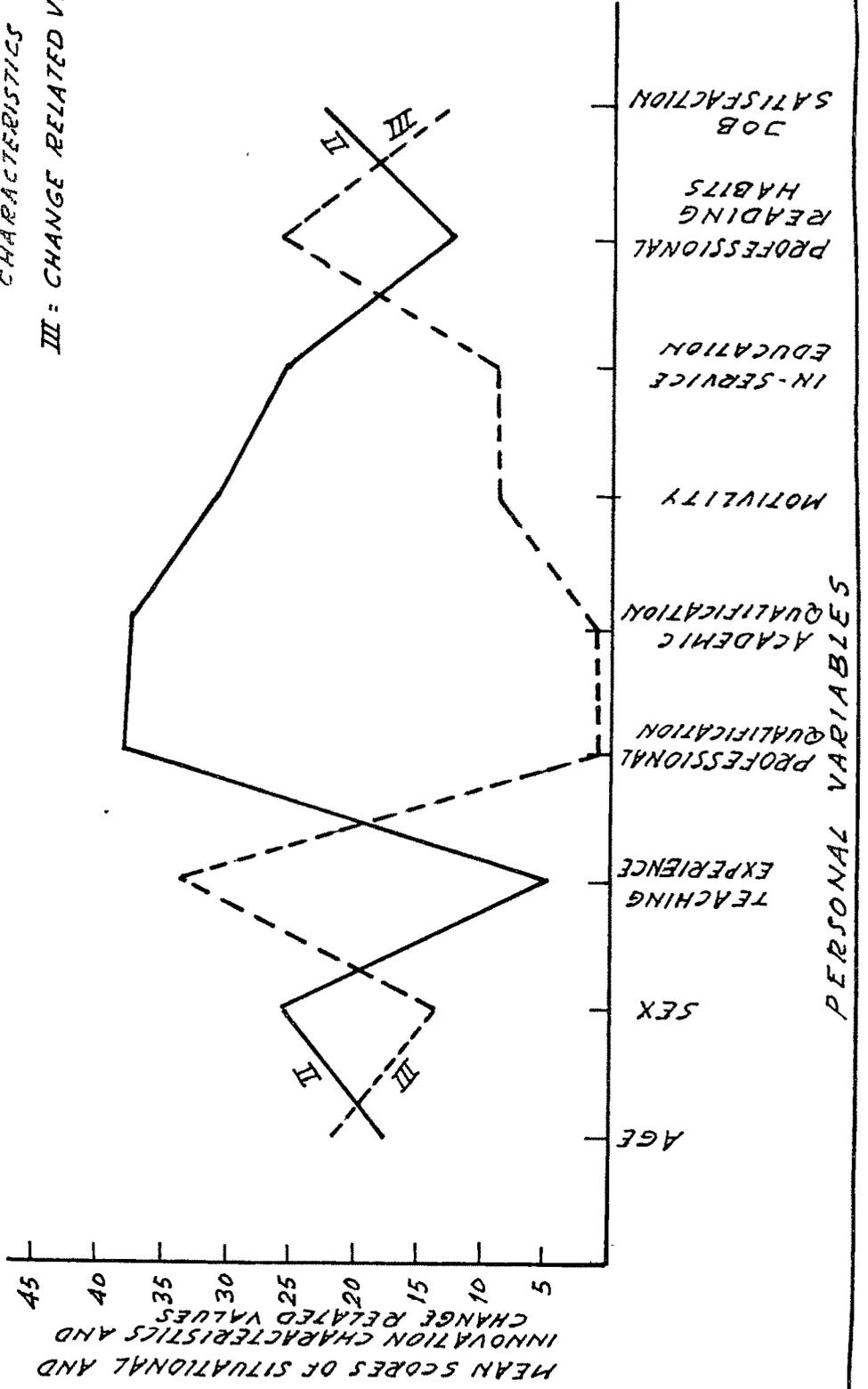
GRAPH: I
INNOVATION DISSONANCE STATE BETWEEN THE COMPONENTS OF
ATTITUDE TO INNOVATION, COMPONENTS OF SITUATIONAL & INNOVATION
CHARACTERISTICS WITH RESPECT TO PERSONAL VARIABLES.



GRAPH: II

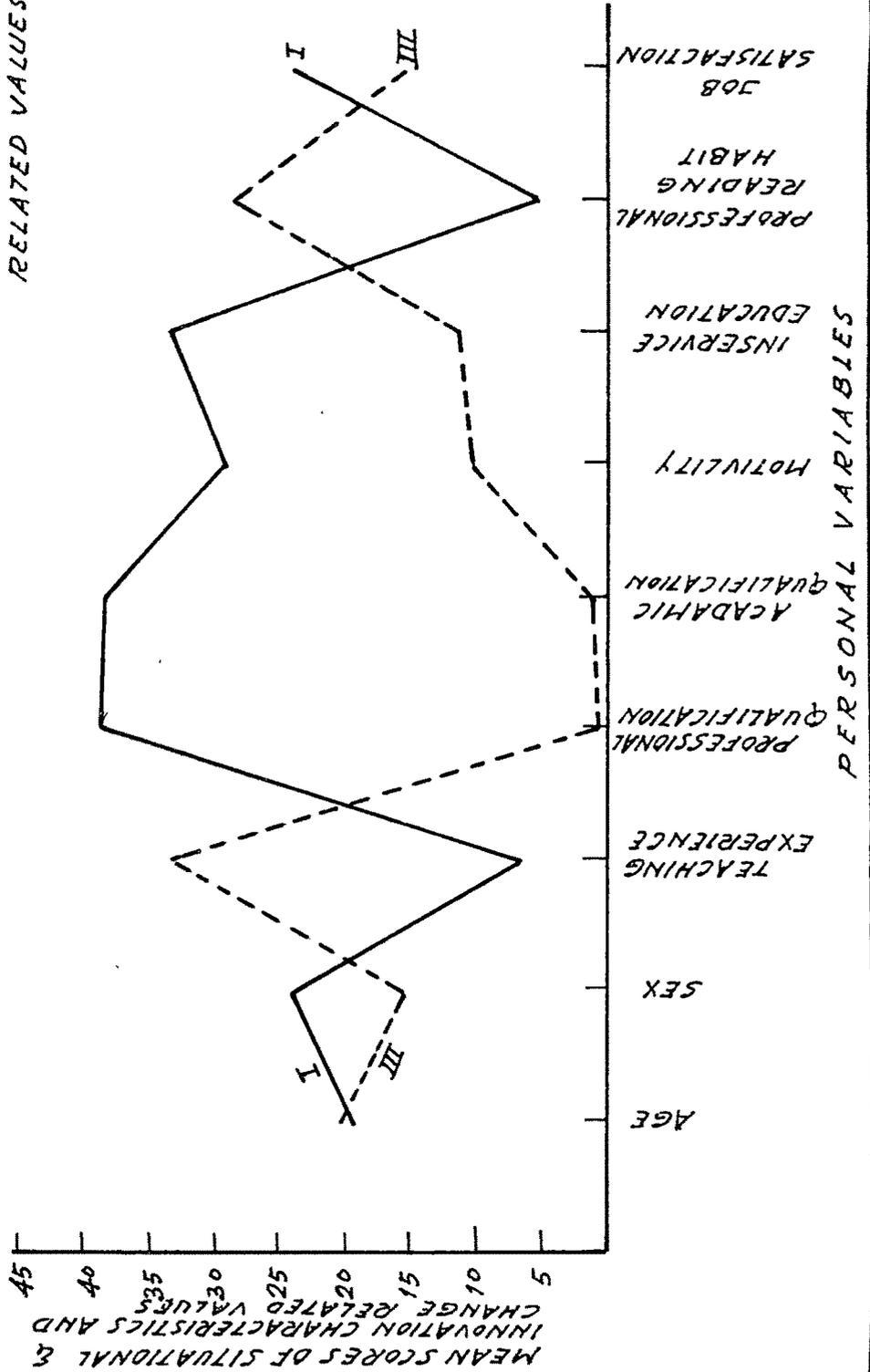
INNOVATION DISSONANCE STATE SITUATIONAL, INNOVATION CHARACTERISTICS AND CHANGE RELATED VALUES WITH RESPECT TO PERSONAL VARIABLES

II = SITUATIONAL & INNOVATION CHARACTERISTICS
 III = CHANGE RELATED VALUES



GRAPH: III
INNOVATION DISSONANCE STATE BETWEEN COMPONENTS OF ATTITUDE
TO INNOVATION, COMPONENTS SITUATIONAL & INNOVATION CHARACTERISTICS
AND PERSONAL VARIABLES

I = ATTITUDE TO INNOVATION.
 II = COMPONENTS OF CHANGE
 RELATED VALUES.



INTIMACY :

From the correlation matrix (Table), it is clear that the intimacy of Secondary School Teachers is significantly correlated at .01 level with Production Emphasis, Thrust and Consideration.

ALOOFNESS :

From the Correlation Matrix (Table), it is clear that the Aloofness is significantly correlated at .01 level with Product^{ion} Emphasis.

PRODUCTION EMPHASIS :

From the correlation matrix (Table), we can say that the Production Emphasis is significantly correlated at .01 level with Thrust and Consideration.

THRUST :

From the correlation matrix, it is clear that the Thrust is significantly correlated at .01 level with Consideration.

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 DISCUSSION OF RESULTS WITH OTHER RESEARCHES
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1. Regarding the relationship between age and innovation, the following research studies show that there is not much significance between age and innovative-ness though there may be contradictory results.

Buch (1972) Carlson (1966) in his study of the rate of adoption in Allegheny country schools found a negative correlation ($-.27$) between age and other variables. Buch got $.3$. It is still not significant at $.05$ level of confidence.

Carnic (1966) Lawrence (1967) and Himmann (1967) found age not significantly related to Principal's innovativeness.

Ahnell (1967) did not find any significant relationship between age and acceptance of innovation.

Fleming (1967) got a negative relationship between innovativeness and the age of Principals.

Seeger and Holdaway (1966) in their research study in the Urban School system in Western Canada found some, though not significant correlation between the age and innovativeness.

Carlson (1965) in his study of adoption in Allegheny Country and West Virginia did not find any significant relationship with age and the rate of adoption.

Bhogle (1969) found that older headmasters adopted more innovations.

Hoffer and Stangland (1958), Beal and Rogers (1960) and Sheppard (1960) found that older the individual more innovative he is.

In the present study the younger teachers are having less attitude behaviour dissonant state than the elderly teachers.

However Gross (1942) Rahudkar (1961) and Rogers (1961) concluded that younger persons were more innovative in their behaviour.

Many studies, of course, did not find any significant relationship between age and innovativeness of the person such as Carnic (1966) Lawrance (1967) Hirman (1968) Hold away and Seger (1966).

2. SEX AND ADOPTION OF INNOVATION :

Sex seems to play some significant role in the adoption of innovation from the following studies:

Rogers, Joyce et.al (1966) in their Thailand study found that the Secondary School Teachers who perceived innovations as more beneficial were males. The authors did not find any significant relationship with the time of adoption of innovations and sex of the teachers. Whereas Zimmerman (1970) concluded that innovations were more likely to be adopted by males. Minunberg (1970) found that male teachers perceived themselves more participating in decision making. Dohmann (1970) concluded that sex of teachers does not affect his receptiveness to change. In the present study it is found that male teachers seem to have more behaviour dissonant state than female teachers.

TEACHING EXPERIENCE :

As far as the study under consideration is concerned regarding Teaching Experience and dissonance, the investigator has arrived at the following results. The more experienced teachers having 5 years and above 5 years of teaching experience seem to suffer from the state of dissonance rather than teachers who are having less than five years of teaching experience. The following research studies regarding teaching experience and adoption of innovations from conflicting findings.

(1) Rao, (1967) and Hilfinker (1970) also did not find any relationship between innovativeness and the age of the teachers, but Leverene's (1968) found schools having younger professional staff to be more innovative whereas Bhogle (1969) concluded that older teachers were more ready to accept innovations. The findings are conflicting.

(2) Bhogle (1969) in her study did not find any significant relationship between the experience of teachers and acceptance of innovations. Study by Rao (1967) also has yielded similar results.

(3) Age, Experience, Consmopolitness are all mutually interdependent variables. With increased age, the experience increases which may result into increased consmopolite orientation. In the present study, age and experience have been found to have no influence on the school adoptability.

(4) Rogmers, Joyce and others (1966) in their study found that Principals of innovative schools had more experience. Seger and Holdaway (1966) in their Joint Study found a negative correlation between the amount of experience and indices of innovativeness. Klingenberg (1967) found that administrators having long experience contributed greatly in making the school more innovative.

Demeter (1951) found that educators with more than fifteen years of experience had always given a high rating to new educational activities. Bhogle (1967) concure with the idea that Headmasters with long teaching experience adopt more innovations.

Griffith (1959) finds that the longer an administrator stays in a position the less likely he is to accept and introduce change. Carlson (1965) while comparing the scores attained by innovators and all those who had on equal chance to be innovators found a tendency for the innovators "to have shorter tenure in their present positions". In his Allehency country study he found a positive correlation between "Term-in-Office" and "rate of adoption". Hinman (1957) and Carnic (1966) found no association between the mean number of years in the school system of the Principal/Superintendent and the School's involvement in innovations. Seger and Holdaway (1966) found a negative though not significant correlation between 'Years in the system' and 'innovativeness'. Roosa (1969)

found a correlation of .57 between 'years on the job as Chief School Administrator', and 'the rate of adoption of educational innovations'. Leverence (1968) arrives at the conclusion that the tenure of a Principal is always short in case of schools which are more innovative. Khaplan (1970) concludes from his study that Principals with a longer tenure show greater concern for initiating structure. The findings are conflicting.

1) Bhogle (1969) Characteristics of innovation like compatability and Complexity affect the adoption process to a significant degree. Innovations like introduction of Science Clubs, deputation of teachers for refresher courses and teaching with audio visual aids were more adopted because of their compatability.

2) Bhagia (1973), that as many as eleven characteristics of educational innovation are positively and significantly related to the diffusion of innovation. The heads of the schools to have the intrinsic characteristics namely complexity and efficiency, and the situational characteristics namely, facilitation and practicability. She concludes effectiveness and relative advantage of an innovation by the principals the greater would be the likelihood of its adoption and the diffusion.

3) Buch (1972) indicated no relationship between the professional reading of journals and the adoption of innovation. Joyce (1966) pointed out significant corre-

lation between the professional reading habits by the teachers and the time of adoption. Here the Attitude Behaviour dissonant state is more for the teachers having professional reading habits.

- 4) Buch (1972), the Principals of the school is beleived to be the key person for the entire innova- tion process of taking shape in the school.
- 5) Mukhapadhyay (1975) indicates that the principal of innovative schools encourages communication than non- innovative schools.
- 6) Pillai (1974) and Mukhapadhyay (1974) found that openness of the climate make the social structure of the school more conductive to adoption of innovation.
- 7) Sharma (1975) concluded that the effective leadership helped the change process.
- 8) Doctor (1973) revealed that headmasters of the high innovative schools pprocessed higher innovative practices.
- 9) Patel (1975) reported that young headmasters adopted innovations reading and frequently.
- 10) Bhogle (1969) adoption of innovations in schools showed positive correlation such as qualification of teachers, age of the teachers, personality of the

headmaster and organisational climate of the schools. Experienced teachers and headmasters were found to be promoting factor. Trained and qualified staff are more innovative.

11) Dube (1973) revealed that the adoption of four selected improved farm practices was more in the case of older age group people and higher education.

12) Darji (1975) The Mean of 'Initiating Structure' goes well with open and Autonomous Climate, but not with controlled and closed type. This, if school principals, standing on 'Initiating Structure' could be improved through inservice education, perhaps that could contribute to developing in their school open or Autonomous.

The mean of the 'Initiating Structure' also seems to go well with Paternal Climate. In the present study it is found that teachers working in closed climate schools exhibit a higher attitude Behaviour dissonant state than those working in schools with other types of climate.

The second dimension of leadership behaviour 'consideration' has also been found to be significantly correlated to climates, particularly the openness of climate.

'Initiating Structure' dimension of leadership behaviour of school principals bears a significant relationship with the innovativeness of their school.

Most of the results obtained by Panchal (1977) in Gujarat are in accordance with the results of the investigator in Madras. They are follows:

- (1) t-value of conservatism is significant. Teachers below 35 years are in favour of Conservatism.
- (2) The male teachers are in favour of Venturesomeness.
- (3) It is significant. Teachers having 5 years and above 5 years of experience is in favour of Teaching Resources.
- (4) Teachers (with mobility) are in favour of Teaching Resources, with^{out} mobility are in favour of Venturesomeness and Change Proneness.
- (5) Teachers attended Inservice-Education are in favour of Attitude to Innovation.
- (6) Inservice Education Programmes are in favour of Teaching Learning Process, Teaching Resources and School Community Relationship.
- (7) Non-Inservice Education teachers are in favour of the Situational Characteristics as a whole.
- (8) Non-Inservice Education teachers are in favour of Staff Norms and System Norms.
- (9) Non-Inservice Education teachers are in favour of Cosmopolitaness and Change Related Values as a whole.

- (10) Non-Inservice Education teachers are in favour of Dogmatism and Conservatism.
- (11) Teachers who are having some reading habits are in favour of compatibility.
- (12) People who are highly unsatisfied towards their job are in favour of Traditionalism.

PROFESSIONAL READING HABITS :

The present study shows that teachers who have the habit of reading professional literature have less confirmed behaviour dissonance state than those who do not have professional reading habits.

Buch (1972) indicated that no relationship exists between the Professional Reading of journals and the adoption of innovations. Joyce (1966) pointed out significant correlation between the professional reading habit and time of adoption.

Panchal (1977) results show that teachers having some reading habits are in favour of compatibility.

Pinny (1970) reports that educators that involved change process read more journals regularly.

Study by Rogers, Joyce and others (1966) showed significant correlation of .154, .148 and .138 between a number of professional journals read regularly by the

teachers and all the three dependable variables i.e. 'time of awareness', 'time of adoption', and 'Perceived beneficiale- lity' of innovation' respectively.

From the past research, it is seen that innovations as well as early adopters give greater waitage to scientific information about innovation which is likely to be found in professional journals in the form of research reviews and abstract.

Carter and Williams (1957) study of innovative- ness of fifty English industrial forms showed that, 'Adequate information sources as measured by subscription to scientific journals and degree of contact with Universities" was one of the five factors related to innovativeness.

Kumpf (1962) commenting on the reading habits of the teachers said that weaker teachers were found to be more interested in novals or the fiction type of literature. According to him the fact whether the educational literature is considered dry or uninspiring or is looked upon as an important source of guidance for future action gives a clue in judging the degree of interest of the person concerned in the problems of education.

The analysis, interpretation of the data and the discussion of results with the other researchers are discussed here. The next chapter deals with major findings and suggestions for reduction of dissonance.

CHAPTER : IV

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R E F E R E N C E S

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Teachers can use Cognitive Dissonance as a motivational device by presenting information or a point of view known to be contrary to that held by students and by making students aware of differences between their own beliefs and their own actions. In such situations, the drive to reduce dissonance should result in modification of the cognitive frame work.

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