Introduction
INTRODUCTION

Teachers often leave a mark on their students
But they seldom leave a mark on their profession.

A Teacher is an important person in the life of students and can help them to become better human beings. Therefore, it becomes all the more important for teachers to keep improving the teaching process and practices for all round development of the students.

1.1: THE ACADEMIC PROFESSION

The Indian academic profession is a large and diverse group with more than 50% teaching exclusively at the school level. Academics everywhere are conservative when it comes to institutional change and have generally opposed reform. In almost every country and in almost every historical circumstance the fraternity has opposed change in institutions (Andre Batellie 1990 chitins and Philip. G., Altbach (1979), (The Indian Academic Profession, Macmillan, New Delhi). The Indian academic fraternity is no exception to this rule and as a result has been a significant stumbling block to reform. It also has other characteristics that create additional problems. As Irene Gilbert and Edward Shils (1969) have pointed out that Indian academics have few traditions of autonomy, and it is creating a mentality of subordination.

Remuneration for the profession has traditionally been quite low, although recent adjustments have, especially at the senior ranks, improved salaries significantly. The profession has traditionally been very much concerned with economic security even though many academics now earn
salaries which place them firmly in the Indian middle class. There is none the less a sense of insecurity and a powerful, often autocratic academic administration.

The fact that most teachers working in institutions have virtually no role in policy making and have limited their feeling of participation in the academic enterprise. Significant reform is almost always seen as a threat to the established patterns of work of the academic profession and possibly a threat to job security in a context where tenure is often not very safe.

Teachers are seldom creative individuals and they seldom produce research or creative activities. They are not often fully professional in their job and do not have real autonomy over their working conditions and do not control key elements of their teaching situations. Philip G. Altbach (2012) in his opinion, the standards of teaching are low and the teaching staff securing have neither the power nor the will to make the kinds of changes needed to improve standards. The feel that they are not adequately paid, that they have little control over the conditions of the work, that independent scholarly endeavor is not rewarded and that standards of education are inadequate. While many teachers work to the best of their abilities and some institutions manage to engender a sense of commitment in general the teaching community has little feeling of autonomy.

A look into the literature of teacher change, change hurts and that is why people do not like change and that teachers are recalcitrant (Duffy & Roehler (1986), Fulhan (1991) ). They say that teachers resist doing whatever is being proposed because they want to stick to their old ways. This view of
change in teaching practice dominates the educational literature until the early 1990s.

The teachers enter the profession to show their caliber to the psychological needs for the recognition of the person, the hard work will make using all their energies to make an impression at work every teacher with high ideals begin his/her career as candle light when preheating, one can enable a candle and spread in the dark. Teachers who are committed, competent and creative can lead room in the minds of the students and civil education to make grown. With all the excellent qualities of effective teachers make the educational process. The Operation of teacher ship, the teachers are classified into two categories, these are:

1 Those who may at risk of introducing new ideas and new strategies.
2 The other is to imitate the call and avoid introduction of new teaching methods due to fear of criticism and unpreparedness.

Some administrators refuse some of the new strategies adopted by the teachers and rigid in their views. Therefore, the acceptance of new strategies is an important issue for improving creative thinking. In life situations a number of people are restricting their behavior. The same people whom are usually rigid in a single style of situation may perhaps be non rigid around alternative situations. Wolfert (2010). As cited in teaching competency and teacher job satisfaction among secondary school teachers by Suryanarayana, N.V.S.

Luciana.N.Z (2010) opined rigidity is definitely minimal variety associated with behavior seeing that this solidity prevails with human minds.
They approve that a fresh idea vary the kind of learning to help invite change inside the approaches.

The concept of hardness in addition to freedom in several definitions features also was leading edge by means of psychologists. They may perhaps be prepared through psychomotor developmental additional, rational and other aspects.

Change proneness is usually a state of acceptance involving new and imaginative ideas which might sometimes create complaint and failure or perhaps final result at understanding in addition to success. Change proneness is defined as a new state associated with situation as a result away associated with life which might show case anticipated achievements or failures.

1.2: SOCIAL CHANGE & EDUCATION

At the times of gurukul system the Gurus may not have versatile techniques and strategies to bring change in student learning, but they use to apply simulation and examples to enrich the learning. For example; a prince who is not interested in mathematics was taught through the pigeons he used to play with. The teacher always asked the prince to count various colored, sized pigeons to teach him basic mathematics. This helped him to teach Mathematics as the prince always used to play with the pigeons.

Innovations are dynamic along with social change as and when there is change in society, horizontally or vertically. Innovations are reasons behind such changes. Either it may be Archimedes or Darwin or any other scientist or socialist or any psychologist. The changes never were accepted with ease.
The revolutions is sociology, psychology are the direct affects in the change in education. The learning theories, the social theories of human habitants etc. have been directly influencing the education while the education itself influenced the above said theories. Hence social change and education are two sides of the same coin. The needs of the society based on the needs of education and vice versa. Educational innovations are the needs of the hour. The technological revolution brought changes in the mindsets of the new generation. They are more prone to speed, dynamism and constant change. Hence the education process also accelerates along with the need. The next generation teachers are required to impress the students with the dynamism and constant change in their application. They need to develop their technological competence and shed their age old practices which blocked their creativity, flexibility and open mindedness.

The present generation teachers are in a transition period. They are unable to accept these dynamic changes in education and at the same time they are unhappy about the Parampara or tradition in the present day schools. The reason for this is that the child centered education has brought independence to choose whatever the child requires and the rigidity developed for the teachers to go with the child’s interests. This situation changes drastically the school system scenario that the main stakeholder is the child. The teachers are required to follow the child’s needs and interest, which is difficult for the teachers to accept the child’s domination in the education process. Hence, they are not willing to change in their educational practices. There by, creating a scenario of Pandemonium through their
behavior in classroom situations. There are constant complaints regarding the students’ disobedience and non cooperation on part of the teachers who don’t accept the dominating students’ domain. To deal with the problems arise due to the above said conditions it is necessary for the teachers to accept the requirements of the present generation to improve a harmonious and ascending developmental structure. For this the teachers need to develop their skills, methods, techniques of their class room procedures. They have to improve their technical and social skills to meet the needs of the present day democratic classrooms.

Change proneness though is quite recent in origin with surprising rapidity has become almost a catch word. It is the tendency to accept anything which is new, novel in the style and pattern of work. Change is the order of the day and everybody should accept the truth. From ancient times, wherever a new discovery, a new concept or a new theory has been proposed, there has been a feeling of non acceptability among people. As Vivekananda rightly quoted “Every new activity clearly has to pass through three stages- bitter ridicule, severe opposition and final acceptance. Accepted practices are difficult to be removed or wiped from the minds and the new changes take long time with a butt of ridicule. This truth holds well in social sciences and in cultural revival. Social changes which completely alter traditional and cultural heritage, evidently depend upon the sudden changes. Many scientific truths which emerged as result of eminent thinking by great scientist were told to be replace established facts up to the day and required long time to be accepted. All these are clear vivid and valid examples.
Change ones behavior, attitudes and thoughts by being flexible rather restraining one to be rigid (Mukhopadhyaya 1980). The tendency of possessing an inclination to new novel, strange, fresh inventions and innovations which can move the traditional views is change proneness (Uday Kauondiya (1996)). Miller (1967) has coined the concept of change proneness as the gathered effect of curiosity, open mindedness and mental flexibility for the very first time.

Change proneness surely relies upon two opposing aspects rigidity and flexibility. The main hurdle to accept a new theory and invite a sudden change is rigidity. Goldstein defined rigidity as adherence to performance that is inadequate for the present task. The opposing ideological fact of rigidly is flexibility which is also a personality trait characterized by ability to change one’s thinking and process of adjustment. Exhibiting inclination to new and strange things will be possible due to flexibility. How a teacher should be, to this puzzling question the answer can be the teacher at his best should be active not reactive, must strive rather than submit, he must be author of his behavior rather have dictated by authority.

Carl Roger classified the people working in a field into 5 categories in a parabola curve. The first categories are ‘innovators’, per with utmost change proneness who think fresh, accept changes and invent new strategies. Second are ‘immediate adopters’ who may not think new, but would adopt and implement any new idea. Third are ‘early majority’ normally large in numbers who propagate and follow successful innovations. A fourth category is ‘late majority’, who would not accept and join the innovation
willingly of their own, but slowly would join the group, accept novelty of a strong strategy. The fifth category is ‘laggards’, who lag behind, will not accept innovations but criticize and cause hindrance.

High change prone teachers and low change prone teachers are opposite to each other in their ideologies. The first category is confident, accepting the challenges, committed as opposed to the members of second category. High and low change prone teachers lie at opposite extremities with moderately change prone teachers scattering in the middle.

The four very important dimensions of teacher efficacy are innovativeness, hesitating nature, consideration and acceptance of help. The rise in the education system depends on quality of its teachers. The quality, competence and character of teachers are the most significant factors which influence the quality of education and contribute to national development.

Bhagvad Gita Says a real teacher should have absence of pride, freedom from hypocrisy, non violence, forgiving nature, straight forwardness, and service of the preceptor, purity of mind and body and self control.

In the present quest of advancement the teacher should be at the forefront. In any scheme of improvement in school teaching it is the key role of the teachers to play. Unless the teacher is fully competent, greatly interested, involved and does his job satisfactorily, all other efforts taken to effect any improvement in teaching will definitely fail. Teacher is pivotal in providing education and forever of child’s intelligence and wisdom. To make real education possible and to retain enrolled masses in classes it is
necessary to improve educational standards, to tap the potentialities of students, the teacher should not only be committed and devoted but also competent. Professional competency is the potential to make education process effective with expertness and thoroughness of content, which needs to be fabricated nicely with methodology of teaching with clean exposition, skilled, knowledgeable and creative mind to improvise low or no cost teaching learning material to supplement his teaching (Uday Koundinya 1999)

A teacher who is committed competent, creative and work with excel spirit can drive out the darkness from the minds of pupils and make them educated and cultured civilians.

The work style classifies teachers into two categories. They are:

1) origins, who take risk in introducing new strategies imbibe new ideas and with a high change prone attitude may originate new ideas.

2) pawn, who avoid to invite, imitate and imbibe new strategies of teaching due to fear of criticism and failure by being totally change reluctant may blindly follow the frame work of rules in the hands of others.

Origin teachers are achievement oriented in nature and they feel potent. Whereas, the pawn teachers are affiliation oriented and feel powerless. The origin is positively motivated, optimistic, confident, accepting the challenge. The pawn is negatively motivated, defensive irresolute, avoidant of challenge. Origin has a feeling of commitment and competence as opposed to powerlessness of a pawn. The origin philosophy reflects a belief that man is the maker of his destiny. The pawn philosophy reflects that a man
is just a puppet in the hands of destiny. Thus origin and pawn are exactly theoretically opposite polar aspects.

The efficacy of education process depends on school ethos, classroom, climate, working style of the teacher, which enables them to be an exemplary teacher. Nowadays the society required committed, creative, change prone above all a competent teacher. The quality of education depends much on the competency of the teacher as he is the hub of teaching learning process. Teachers with plain simple living, high thinking disciplined routine, abstinence from pleasures, mental control and sincerity of purpose were considered to be ideal and exemplary who work with a mission and those who have not possessed these qualities were considered to be mercenary and unredeemed. But today a teacher who is able to exercise complex teaching skills in given learning situation is considered to be competent. The teacher is really the point of contact between the education program and innovation on the pupil. A school's effectiveness depends directly on professional competency.

The Kothari Commission (1964-66) says that the destiny of the nation is shaped in the classrooms where the future citizens acquire knowledge, skills; Personality characteristics and their value system are saved. The pivot in this process is, the teacher.

Activity based teaching, child cultured practices, teaching learning material and display, evaluation strategies and remedial teaching and novel strategies are some of the dimensions of professional competency. A few characteristics of competency include one or more skills whose mastery
would influence the attainment of the competency. It causes the domains of knowledge, skill and attitude. It is observable, demonstrable and measurable. Competence in a profession is consistently meeting the objective criteria for performance in the job. Developing teaching learning complacencies in the teachers is one of the sought after strategy to empower teachers through quality training programs leading to quality education.

\[ \text{competence} \]
\[ \text{commitment} \]
\[ \text{perceived instrumentality} \]

**Essential components of competence building mission**

Competence has to be based on the commitment of a person or an organization where capacity building project has to be promoted. Once these two are clearly visualized, the concern for selecting appropriate instrumentalities to improve the situation may be decided in contextual terms and acted upon subsequently.

Professional competence allows teachers to be both more deliberate and more accountable in their efforts to change educational practice. For
development of professional competency following may be considered useful for promoting long tern quality concerns.

i) Motivating teachers to become self efficient.

ii) Promoting interval locus of control mechanisms.

iii) Inculcating positive expectancies in teacher behavior.

iv) Enhancing professional commitment of teachers.

Such as the competencies specially related to planning, instructing, managing, evaluating and monitoring skills.

v) Improving subject related competencies of the teachers.

vi) Teaching style related competencies such as indirectness & interactive presentation, flexibility, warmth and acceptance in teaching behavior and creativity.

The habitual use of communication, skills, reasoning, emotions, knowledge, values and its reflection in daily practice of individual and society is proposed definition of professional competence. Habits of mind, attentiveness, curiosity, awareness and presence affect competence. Professional competence is developmental, dependent and impermanent. Professional learning ensures that teachers are skilled, knowledgeable and possess necessary understanding for student's high quality education. Teaching requires lifelong learners during the course of their careers. While entering the profession the teachers have varied levels of prior learning, work experience and professional preparation which shape the professional profile.

Attributes, practice and knowledge work in an interrelated way in classrooms.
The professional attributes of teachers include collaborative nature to encourage and acknowledge students, parents and caregivers in learning, committed to the educational, personal, social, moral and cultural development of students, effective communicator, ethical, innovative, inclusive, reflective. For teaching to be effective and teachers to be responsive knowledge of students, subject, curriculum, pedagogy, education related legislation.

A profession is an occupation based on theories of knowledge, skill, systematic training and licensing system. Teaching is a profession based on specific intellectual study and training. Teacher competence is conceived of as a matter of degree and defined in terms of the ‘repertoire’ of competencies that a teacher possesses. Teaching competency includes professional alertness, psychological maturity; good interpersonal relationship, dedication to their chosen profession leading to job satisfaction and a feeling of positive self worth.

Professional competence is a description of one’s ability, a measure of one’s performance. Upgrading the professional competence of the teachers is the need of the hour. In-service training has been recognized as a significant step for developing professional competency of teachers. Some of the most common programs are orientation program & refresher courses, Centre for professional development in higher education (CPDHE) started in 1988; Faculty improvement program includes strategies for teacher providing education are immersion inquiry, immersion in the world of work, Action
research projects, case discussion, study groups, coaching and mentoring, partnership with scientists in innovative endeavor, forming professional networks in other institutions and discuss topics of mutual interest. IGNOU has organized PGDHE which aims at building professional competency and skills of practicing of teachers, other measures are teacher evaluation by students National Eligibility Test (NET) which establishes high standard teaching in teaching profession. UGC has several schemes for upgrading the professional competence of teachers like national fellowships, Teacher fellowship, Research scientists, visiting professors, career awards, Research Associate ships, major or minor research projects for teachers. Other incentives include merit pay plans, career options, enhanced professional responsibilities (e.g.-master teacher plans) and non monetary recognition such as annual awards & improved working conditions.

Providing teachers with thoughtful appraisal, feedback and recognizing their work are powerful tools that can shape, develop and promote effective teaching but the Teaching and Learning International Survey (TALIS) shows that three quarters of teachers feel that they would receive no recognition improving their quality or being innovative in their teaching. Teachers who do receive appraisal and feedback take it positively to develop their practices. Also good performance needs to be recognized, though this recognition does not necessarily need to be monetary some other forms of recognition that teachers value are public recognition from the principal and colleagues, changes in work responsibilities or career advancements. Of these types of
recognition public recognition of a teacher’s work is most highly related to
teacher self efficiency.

Many teachers start in the profession but do not continue. New
teachers face students that are both exciting and overwhelming. Yet on
average, nearly 10% of teachers in the first 1-3 year of their teaching leave
the profession altogether, sometimes at a rate that is 150% higher than other
teachers Organization for Economic Cooperation (OECD 2005). To facilitate
professional growth and success of new teachers, there is a need to
understand their areas of need and how they can be assisted in achieving
professional mastery this may help keep new teachers teaching. Improving
teachers self efficacy can improve classroom experiences for teachers and
students and encourage the retention of new teachers in the profession.
Classroom climate, professional development and feedback on practice can
contribute to raising or diminishing teacher’s feelings of effectiveness.

New teachers have similar working condition to experienced teachers.
In countries where new teachers are learning the profession in great numbers
the attrition rate is often attributed to new teachers being placed in more
challenging working conditions or harder to staff schools.

There are nearly no differences in the language status or socio
economic backgrounds of their students and their schools have similar levels
of material and personal resources. In seven of the TALIS countries, new
teachers have lighter teacher loads than experienced teachers. Half of the
countries surveyed in TALIS help facilitate teachers success by providing
them with significantly smaller sized classrooms. Although new teacher are not necessarily teaching in more difficult conditions than experienced teachers they still feel less confident in their teaching ability. Rethinking a school’s organization to lighten the teaching loads of new teachers could allow more structured time for lesson planning, in school support and classroom behavior. In the classroom new teachers spend more time on classroom management than experienced teachers. More time spent on managing or discipline means less time spent teaching. One in four new teachers expresses a need for professional development in student discipline and behavior problems and only one in eight more experienced teachers expresses this same need. It is true that much of the responsibility in preparing new teachers for the workforce lies with initial teacher training institutes and teacher preparation programs. Lightening the teaching load, providing feedback from mentoring programs seem to be areas readily available to improve new teachers self efficacy and help in their success. Teachers have higher participation rates in workshop or seminar style professional development compared to more co-operative style professional development. Cooperative professional development is more interactive and personalized than workshops or seminars might be, as it involves activities like observing and visiting other schools, participating in network of teachers with common objective, mentoring and or peer observation and coaching.

Differences in participation in cooperation professional development across countries are quits varied. Teachers in seven countries (Portugal,
Spain, Belgium, Italy, Austria, Malta, Denmark) import less than 25% participation in cooperative professional development while only two (Korea and Iceland) experiences rates above 50%. Average participation rates in each type of professional development.

**Figure 1.1 Participation in two types of professional development, by country**

![Bar chart showing participation rates for different countries in two types of professional development: workshop/seminar and co-operative learning.](http://www.oecd.org/dataoecd/17/51/43023606.pdf)

On the whole, teachers need for more professional development. In some countries this rate is even higher, with more than ¾ of teachers in Mexico (85%) Brazil (84%) Malaysia (83%) & Portugal (76%) saying the want...
to participate in more professional development activities. TALIS also asked teachers to indicate what kind of barriers prevent them from participating in more professional development; the most commonly cited reasons were a conflict with the teachers work schedule (47%) and feeling that there was no suitable professional development available (42%).

Professional learning communities (PLCs) aimed at continuous improvement of teaching practices by involving staff in systematic, collaborative activities of professionalism at the school level as defined by Hord (1997).

In TALIS, teachers were asked questions to reflect characteristics of a PLC.

**Item wording for professional learning communities in school**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Teachers are asked: how often do you do fall in this school</th>
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<tr>
<td>Shared vision</td>
<td>Attend staff meetings to discuss the visions &amp; mission of the school</td>
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<tr>
<td>Focus on learning</td>
<td>Ensure common standards in evaluations for assessing student progress</td>
</tr>
<tr>
<td>Reflection</td>
<td>Take part in professional learning activities (e.g. Team super vision)</td>
</tr>
<tr>
<td>De-privatization of practice</td>
<td>Observe other teacher’s classes &amp; provide feedback. Exchange teaching materials with colleagues</td>
</tr>
<tr>
<td>Collaborative activities</td>
<td>Teach jointly as a team in the same class</td>
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The TALIS date show that in many countries, collaborative activities among staff are common, but participation in reflection and de-privatization of practice were much less common. The research literature echoes this trend.
as well; PLCs have become popular in many countries, but attempts to establish PLCs too often rely on conventional, top down programmatic implementation as compared to more ground up,

Professional development has important associations with professional learning communities across all TALIS countries. Professional development, especially the co-operative type, is particularly appropriate for developing the values, norms and shared expectations among teachers that PLCs are known for. Analysis of TALIS data (Fig. 2) shows that teachers who participate in co-operative learning professional development also experience higher levels of participation in a PLC in their school as opposed to when they participate in workshop or seminar professional development. (Only exception is Norway) Professional learning communities in schools have the potential to provide school wide, ongoing support within the teachers own context. Given that teacher want more professional development, but often have difficulty finding offerings that fit with their schedule and provide the right support when they need it, focusing efforts on co-operative professional development would appear to be received well by teacher and at the same time might aid in the development of professional learning communities at a school level.
Figure 1.2. Association of two types of teachers’ professional development and teacher self-efficacy with professional learning communities, by country.


Teacher’s self efficacy would be expected to affect school culture and the operation of effective schools. Teachers with a high level of self efficacy may be more likely to adopt to and moderate dynamics in schools (OECD 2009).

Teacher’s effectiveness can be enhanced depending on the climate in the classroom. TALIS data indicates a mild positive relationship between teacher self efficacy and classroom disciplinary Climate.

Teacher’s self efficacy would be expected to affect and influence school culture and also in the operation of effectiveness in the schools.
Teachers with a higher level of self efficiency may be more likely to adopt to and moderate dynamics in schools whose students come from different backgrounds or present particular challenges (OECD 2009).

Teacher's effectiveness can be damped or enhanced depending on the climate in the classroom. TALIS data indicates a mild positive relationship between teacher self efficacy and classroom disciplinary Climate.

Teacher's motivation and opportunities for professional development have been linked closely to certain fundamental conditions of teaching. Independent of the cognitive abilities & personal dispositions of individuals. Certain realities of teaching affect teacher’s competence, commitment and career decisions (Huberman, 1986; Rosenholtz, 1989; Sikes, 1984). Conditions that motivate teachers or discourage them may do so both for the moment affecting the ebb and flow of energy and engagement teachers bring to their daily work and for the long term bolstering or eroding their overall investment in teaching. In affecting the orientation that individual teacher hold towards their work such pervasive realities also enhance or sap the collective capacity of a school to educate its students. The argument here rests in part on the proposition that ‘motivation to learn’ and ‘motivation to work’ are closely linked and that both reflect teachers response.

Where a motivation is matched by opportunity we might reasonably expect a steady increase in teachers’ capacity to teach, their commitment to teaching as a career and their worth as members of an organization and occupation. In the absence of opportunity to add to their professional
competence and stature, teachers who are otherwise well motivated to
develop may experience frustration, alienation an eventual decline in
performance and for some departure from the occupation. (Berry, 1985;
Beynon, 1985). Teachers’ actual opportunities for professional development
consist both in their participation in university course work of other formal
professional development activities and in the more informants “opportunity to
learn inheres in the structure of time, task and relationship in the salaried work
day.

Motivation is a psychological characteristic in man that contributes to a
person’s degree of commitment (Stroke, 1999). It includes the factors
causing, channelizing and sustaining human behavior in a particular
committed direction. Stoke in Adeyemo (1999) goes to say that there are
basic assumption of motivation practices, that motivation is assumed to be a
good thing. One is unable to feel good unless he is motivated. Secondly
motivation is one of several factors that affect a person’s performance.
Factors such as ability, resources and conditions under which works are
performed are also important. Their motivation is short and in need of
replenishment at regular periods. Fourthly, motivation is a tool used in
organization. To Olajide (2000), “it is goal directed that cannot be outside the
goals of organization whether public, private or nonprofit”.

1.3: STRATEGIES OF MOTIVATING TEACHERS.

1.3.1: Salary, wages and condition of service: To use salaries to motivate
effectively four major components of it must be considered they are job rate,
which relates to the importance the organization attaches job; payment which encourages teachers or groups by rewarding them according to their performance; personal allowances with factors like scarcity of skills or certain categories of information professionals or librarians or with long service and fringe benefits such as holidays with pay, pensions and so on.

**1.3.2: Money:** Akintoye (2000) asserts that money remains the significant motivational factor. As in 1911, Fredrick Taylor and his associate described money as most important in motivating the workers to achieve greater production (Taylor) advocated the establishment of incentive systems as a means of stimulating workers for higher performance, commitment and eventual satisfaction. Money possess a significant motivating power, as much as it symbolizes in tangible goals like security, power, prestige and a feeling of accomplishment and success (Kartz) in Sinclair et al. (2005) demonstrates the Power of money through the process of job choice to motivate. He explains that money has the power to attract, retain and motivate towards higher performance. Bonjoko (1996) states that managers use money for either rewarding or punishing workers for higher production by instilling fear of loss of job or premature retirement due to poor performance. The desires to be promoted and earn enhanced salary also motivate employees.

**1.3.3: Staff Training;** Staff training is an indispensable strategy for motivating teachers. The organization must have good training programs. This will give opportunities true for self improvement and development to meet the
challenges and requirements of new equipment and new techniques of performing task.

1.3.4: Information availability and communication- one way managers or heads can enhance motivation is by giving relevant information on the consequences of their action to others (Olajide, 2000). People do not feel the need of improvement in the way departments communicate, cooperate and collaborate with another department. Availability of information brings powerful peer pressure, where two or more people together will run faster than running alone or running without awareness.

Studies on work motivation confirms that it improves workers performance and satisfaction for example; Brown and Sheppard (1997) examined the characteristics of the work of teacher in four categories which are Knowledge, technical skills, values and beliefs. He reports their success in meeting the challenge only if motivated by deeply held values and beliefs and the development of a shared vision. Some motivational issues were salary, minor benefits, job security, physical surroundings and safety. Certain environmental and motivational factors are predictors of job satisfaction. While Colvin (1998) shows that financial incentives will make people to do more of what they are doing; silver throne (1996) investigates motivation and managerial styles in the private and public sector of society. The results shows that there is very little difference. At the most basic level an employee is motivated to work only to satisfy basic physiological needs for survival. The next level of need is safety, which could be interpreted to mean adequate and
a safe neighborhood. The next three levels in Maslow's theory are related to intellectual and psycho emotional needs; love and belongingness, esteem and finally the highest order is the need of self actualization.

Lack of motivation may cause teachers to be less successful in teaching. It should not be forgotten that every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. It is obvious that intrinsic rewards outweigh extrinsic ones in educator motivation and job satisfaction.

The purpose of the present study is to examine the problem – Work motivation and professional competence as determinants of change proneness in rural and urban school teachers.

It is necessary for the researcher to review the literature which offers better understanding towards the problem— Work motivation and professional competence as determinants of change proneness in rural and urban school teachers.