The Problem
CHAPTER 3

THE PROBLEM

3.0: Introduction

The word “innovate” according to Chamber’s 20\textsuperscript{th} century dictionary means, to renew, to alter, to introduce something as new, to introduce novelties, to make changes, etc. Every individual who is assigned to teach, must possess innovative behavior. That is due to this, he can put things in child’s brain easily because teaching is a mind to mind process. If we put on a cassette player, with a lesson prerecorded, we get the same way of presentation if it is replayed several times. On the other hand if a lesson is allowed to teach several times by a teacher, we get different approaches adopted by the same teacher each time. This difference is caused due to the innovative behavior within a teacher.

Along with the effective transaction of the curriculum, the teacher is required to play a certain personal role so as to guide the learner towards an all round development of his personality. This implies imbibing competence in not only in the content and methodology but also the possession of certain values in teaching profession. In order to be an effective teacher, one must update his/ her professional competence regularly. For this he/ she will have to be innovative in behavior. The present problem focuses these aspects in a comprehensive way.

To establish clarity & rationality, statement of the problem, context & significance of the topic, operational definitions, objectives of the problem, hypothesis formulated & limitations of the problem are discussed in this chapter.
3.1: Rationale of the study

The above cited review lead us to following conclusions. The present study carried studying effect of work motivation, professional competence on change proneness of teachers. The quality of education to a great extent depends on the teachers and the qualities they have. The teachers translate objectives and principles of education to knowledge, skill and labor. Therefore there is an utter need to motivate and involve teachers to get and obtain drastic and satisfying and magical results.

High motivation, professional competence and high change proneness will improve the performance of both teachers and the students. There is an essential need to study the extent of motivation, professional competence and change proneness of teachers towards their job so that the hampering factors may be recognized and dominated. The effect of work motivation, professional competence in relation to change proneness has not been studied. Therefore the topic “work motivation and professional competence as determinants of change proneness in rural and urban school teachers” has been chosen for the study.

3.2: Operational definitions of key terms

The topic chosen for the present study is “work motivation and professional competence as determinants of change proneness in rural and urban school teachers.” For clarity & comprehension, the meanings of words as have been used are described.

3.2.1: Work motivation

Work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well.
3.2.2: Professional competence

The capability to perform the duties of one's profession generally, or to perform a particular professional task, with skill of an acceptable quality.

3.2.3: Change-Proneness

Change-Proneness is state of acceptance of new and creative ideas, which might at times create criticism and failure or result at appreciation and success.

3.2.4: Teacher

The teacher is the key to a successful classroom learning experience. A teacher (also called a schoolteacher) is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. A teacher is one who facilitates education for an individual. Teachers that exhibit enthusiasm can lead to students who are more likely to be engaged, interested, energetic, and curious about learning the subject matter. Recent research has found a correlation between teacher enthusiasm and students’ intrinsic motivation to learn and vitality in the classroom. The task of a teacher is closely tied to the nature of the classroom. Today’s classrooms call for teachers to “prepare virtually all students for higher order thinking and performance skills once reserved to only a few” (Darling-Hammond, 2006, p. 300).

3.2.5: Urban and Rural School Teachers

The School teachers working in the urban and rural areas specified as urban and rural as per the state government development authority.
3.3: Description of variables

3.3.1: Work motivation

Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001a:8). Motivation refers in a general sense to a process involved in the initiation, direction and energization of individual behavior. The modern society very badly needs teachers who are not only knowledgeable but also highly motivated and committed to their profession and sincere in their efforts for doing well to the society. There are three types of pressure that affect teachers' self-determined motivation (Pelletier and et. al, 2002:193).

- Being responsible for students' behavior and students performing up to standards.
- Being forced to follow colleagues' teaching methods or involvement in school activities.
- Having limited freedom in determining the course's curriculum or following a certain curriculum decided by the school's administration.

There is general consensus that motivation involves three psychological processes: arousal, direction, and intensity. These psychological processes result in four outcomes. First, motivation serves to direct attention, focusing on particular issues, people, tasks, etc. It also serves to stimulate an employee to put forth effort. Next, motivation results in persistence, preventing one from deviating from the goal-seeking behavior. Finally, motivation results in task strategies, which are "patterns of behavior produced to reach a particular goal."
3.3.2: Professional Competence

Professional Competence means the acquisition of knowledge, skills and ability which helps a teacher to discharge his professional duties and responsibility effectively and efficiently and also reshaping the attitudes, habits and personality of teacher. The old saying that teachers are born and not made cannot be accepted at the present time. As a modern, well –trained teacher one must first learn what and how to teach each child. He has to develop the professional competences needed for teaching. Professional Competence is the potential to make educative process effective, with expertise and thoroughness of content, which was fabricated nicely with methodology of teaching with clear exposition précised skill, abundant knowledge and creative mind to improvise low cost, no cost teaching and learning material to supplement his teaching. (Uday Koundinya, 1999).

3.3.3: Change-Proneness

Change-Proneness is state of acceptance of new and creative ideas, which might at times create criticism and failure or result at appreciation and success. It is a sense of satisfaction, commitment and success in the quest for new techniques, ideals and methods. Change-Proneness is defined as a state of flux and dilemma brought about by devotion to a cause or a way of life which may promote to result at expected rewards or fails to produce unexpected revolts. Teacher at his best should be active not reactive, must strive rather than submit he must be author of his behavior rather than have it dictated by authority. The teacher should perform his duties in his own style. The pattern of functioning of teachers reveals the existence of two categories of teachers – being very flexible in approach, those adopt new strategies and
innovative those who may not accept new strategies and implement novel techniques. A teacher who is committed, competent, creative and work with excelsior spirit can drive out the darkness from the minds of pupils and make them educated cultured civilians. With all sterling qualities the teachers will make educative process effective.

3.3.4: Locale - Urban and Rural School Teachers.

The School teachers working in the urban and rural areas specified as urban and rural as per the state government development authority.

3.3.5: Gender - Male and female

Gender is the range of physical, biological, mental and behavioral characteristics pertaining to, and differentiating between, masculinity and femininity.

Depending on the context, the term may refer to biological sex (i.e. the state of being male, female) "Sex" refers to the biological and physiological characteristics that define men and women. "Male" and "female" are sex categories.

3.4: Objectives of the study

1. To study the profile of change proneness of school teachers.
2. To study the profile of work motivation of school teachers.
3. To study the profile of professional competence of school teachers.
4. To study the effect of work motivation on change proneness of school teachers.
5. To study the effect of dimensions of work motivation on change proneness of school teachers.
To study the effect of professional competence on change proneness of school teachers.

To study the effect dimensions of professional competence on change proneness of school teachers.

To study the effect of gender on change proneness of school teachers.

To study the effect of locale on change proneness of school teachers.

3.5: Hypotheses

Ho1. There would be no significant effect of Work motivation on change proneness of School teachers.

Ho2. There would be no significant effect of dimensions of Work motivation on change proneness of school teachers.

Ho3. There would be no significant effect of dimensions of Work motivation on curiosity (dimension of change proneness) of school teachers.

Ho4. There would be no significant effect of dimensions of Work motivation on mental flexibility (dimension of change proneness) of school teachers.

Ho5. There would be no significant effect of dimensions of Work motivation on open mindedness (dimension of change proneness) of school teachers.

Ho6. There would be no significant effect of professional competence on change proneness of School teachers.

Ho7. There would be no significant effect of dimensions of professional competence on change proneness of school teachers.

Ho8. There would be no significant effect of dimensions of professional competence on curiosity (dimensions of change proneness) of school teachers.
Ho9 There would be no significant effect of dimensions of professional competence on *mental flexibility* (dimensions of change proneness) of school teachers.

Ho10 There would be no significant effect of dimensions of professional competence on *open mindedness* (dimensions of change proneness) of school teachers.

Ho11 There would be no significant effect of gender on change proneness of school teachers.

Ho12 There would be no significant effect of gender on *curiosity* (dimensions of change proneness) of school teachers.

Ho13 There would be no significant effect of gender on *mental flexibility* (dimensions of change proneness) of school teachers.

Ho14 There would be no significant effect of gender on *open mindedness* (dimensions of change proneness) of school teachers.

Ho15 There would be no significant effect of locale on change proneness of school teachers.

Ho16 There would be no significant effect of locale on *curiosity* (dimensions of change proneness) of school teachers.

Ho17 There would be no significant effect of locale on *mental flexibility* (dimensions of change proneness) of school teachers.

Ho18 There would be no significant effect of locale on *open mindedness* (dimensions of change proneness) of school teachers.

3.6: Delimitations of the study

Any research will have some limitations due to time constraints, non-availability of some sources, geographical areas, various other difficulties & constraints.
The Present study is limited to Raipur district of Chhattisgarh.

Only four blocks were selected on the basis of lucky draw.

There are about 98 schools in rural and 275 in urban area.

Based on the number of available schools 50% of rural schools is about 47(approx) and 25% of urban schools is about 68(approx) in number has been taken as sample for the study.

‘Sex’ and ‘Gender’ both the terms have been considered as synonymous in the present study.