Summary
6.0: INTRODUCTION

The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who helps to transform an individual into a person of imagination, wisdom, human love and enlightenment, and institutions into lampposts of posterity, and the country into a learning society. The National Policy on Education (1986) has rightly remarked “The status of the teacher reflects the socio-cultural ethos of a society; It is in this context that today a teacher occupies a unique and significant place in any society. It is observed that, with the expansion of higher education over the years in terms of number of universities and colleges but the student strength, its quality and standards have fallen. This issue has engaged the attention of educationists for several years and various committees and commissions have suggested measures for improving the quality of education. Among all the factors responsible, for the deteriorating standards in higher education, the “teacher” has been identified as the key factor. His characteristics, qualifications, his attitude towards the profession, his competency, his professional skills, his capacity for leadership, innovative attitude and motivation to work affect the quality of education. 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 & those who have not possessed these qualities were considered to be mercenary and undevoted. 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. Studies on work motivation seem to confirm that it improves workers performance and satisfaction. 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 & job satisfaction.

Considering the above literature, the investigator has taken a problem for the research study – “Work Motivation and Professional Competence as determinants of Change Proneness in Rural and Urban School Teachers”.

6.1: THE PROBLEM

WORK MOTIVATION AND PROFESSIONAL COMPETENCE AS DETERMINANTS OF CHANGE PRONENESS IN RURAL URBAN SCHOOL TEACHERS.

6.2: 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.

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

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

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

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

6.3: 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.
6.4: SAMPLE

The investigator selected the sample based on the population of schools and teachers available in Raipur District of Chhattisgarh. The following is the table showing the total no. of schools and teachers of Raipur District.

6.5: POPULATION

**TABLE # A SCHOOL STATISTICS**

<table>
<thead>
<tr>
<th>TOTAL NO. OF SCHOOLS</th>
<th>RURAL SCHOOLS</th>
<th>URBAN SCHOOLS</th>
<th>TOTAL TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>373</td>
<td>98</td>
<td>275</td>
<td>30813</td>
</tr>
</tbody>
</table>

(as per school census of 2009)

6.6: SELECTION OF SCHOOLS

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. Through simple random sampling every alternate selection of rural schools and every fourth school from urban area has been selected.

6.7: SELECTION OF TEACHERS

From 47 schools selected from the total of rural schools, 295 teachers were selected on the basis of stratified random sampling according to the availability of teachers in the school.

From 68 schools selected from the total of urban schools, 300 teachers were selected on the basis of stratified random sampling according to the availability of teachers in the school.

Equal number of male and female teachers was chosen while selecting sample from both the groups.
6.8: TOOLS

With the collection of data information in context to the subject or problem stated for study is obtained. For collection of data tools and techniques are used which help to reach up to the result.

1. Adopted partial test of Mukhopadhyay’s change proneness inventory (MCPI)
2. Work Motivation Questionnaire by Dr K.G. Agrawal
3. General Teaching Competency scale by Dr. B.K. Passi & M.S. Lalita

6.9: ANALYSIS AND STATISTICAL APPLICATION

- Means and Standard deviation of the scores were computed and tabulated.
- ‘t’ values were computed and level of significance was measured.
- SPSS was applied to study the Regression analysis.
- SPSS is used for factorial analysis.

6.10: RESULTS

6.10.1: Result 1

With reference to work motivation on change proneness

To study the effect of independent variable work motivation on change proneness initially ‘t’ was computed and found that the result was computed and found that the result was not significant which shows that work motivation has no effect on change proneness. The ANOVA test was computed on the low and high work motivation groups with change proneness, shows a non significant result. Hence, Regression analysis was applied to study the variables at micro level. The Regression analysis was done through SPSS(16.0).
The Regression analysis shows that two dimensions of work motivation, dependence and material incentives were seen predicting the change proneness. Rest of the dimensions were not predicting change proneness. The result shows that the teachers are showing group conformity and their innovative attitude are influenced by peer group and superiors. Material Incentives also is a major element in change proneness of school teachers. The model summary of the result shows 0.9% of dependence and 1.2% of material incentives. The above results suggest that work motivation is not at all influencing change proneness of school teachers.

The analysis of the dimensions of work motivation on change proneness also shows an inverse effect by organizational orientation and psychological incentives. The study of dimension of work motivation on dimension curiosity of change proneness, Psychological incentives shows a significant influence which means reinforcement, appreciation, rewards are helping to influence curiosity in school teachers other than dependence and material incentives. The result for the dimension material flexibility of change proneness, work group relations, Psychological incentives, material incentives and job situation are positively influencing change proneness while dependence is negatively influencing mental flexibility which means interrelationships and intrinsic satisfaction are influencing mental flexibility of school teachers. Further the study of the dimension open mindedness, the factors of work motivation such as work group relations and material incentives are positively influencing while rest of the dimensions are not affecting the dimension open mindedness. The result can be interpreted that inter group relationships and complaisant behaviour with the superiors help the teachers in their open mindedness.
6.10.2: Result 2

With reference to Professional Competence on Change Proneness.

To study the effect of independent variable professional competence on change proneness initially 't' was computed and found that the result was not significant which shows that professional competence has no effect on change proneness. The ANOVA test was computed on the low and high professional competence groups with change proneness, shows a non-significant result. Hence, Regression analysis was applied to study the variables at micro level. The Regression analysis was done through SPSS(16.0).

The regression analysis shows an inverse relationship between the independent and dependent variables which can be interpreted as the more professional competence the less the change proneness. The phenomena is due to the risk avoidance behaviour of teachers in becoming innovative. Innovativeness may not always give positive results thus incorporates risk. The teachers who professionally competent do not prefer risks in their profession.

Further the dimensions of professional competence affect on change proneness is computed through regression analysis. The result shows significant effect of evaluation on change proneness while rest of the dimensions that are planning, presentation, closing and managerial are affecting change proneness.

The dimensions of professional competence, that are planning, presentation and evaluation are inversely influencing curiosity while closing and managerial are positively influencing curiosity.
The study of the dimensions of professional competence on mental flexibility shows planning, presentation are inversely effecting mental flexibility while closing, evaluation and managerial are positively effecting. But the effect is negligible.

The study of the dimensions of professional competence on open mindedness shows that closing is highly effective in open mindedness which shows that the teachers are quiet open to understand the individual differences in assigning application and providing time to time interventions to their students.

6.10.3: Result 3

With reference to gender

The study of effect of gender on change proneness shows a non significant result which means that gender has no effect on change proneness while studying gender on dimensions of change proneness the result shows an inverse effect between curiosity and gender. But for the dimension mental flexibility, there is an inverse effect observed between the two variables. The study between the dimension open mindedness and gender, again the result shows an inverse effect between both the variables.

The above result clearly state that there is no effect of gender on change proneness or its dimensions which can also be interpreted that male and female teachers have no difference in the effect of their gender on their change proneness.

6.10.4: Result 4

With reference to Locale

The study of effect of locale on change proneness shows a non significant result which means that locale has no effect on change proneness while
studying locale on the dimensions of change proneness the result show no effect between the curiosity and locale. But the dimension mental flexibility there is an inverse effect observed between the two variables. The study between the dimensions open mindedness and locale shows no effect between both the variables.

The above result clearly state that there is no effect of locale on change proneness or its dimensions which can also be interpreted that rural and urban teachers have no difference in the effect of their on their change proneness. The result can be interpreted that the area of the schools i.e. the urban and rural areas are not influencing the teachers change proneness irrespective of their culture, opportunities, socio economic status and so on which is a positive sign in teachers who are prone to change.

6.11: RECONCILIATION

The present study work motivation and professional competence as determinants of change proneness of school teachers draws the result that work motivation do not have any effect in teachers change proneness but the dimensions of work motivation, work group relation and dependence (on peer group and superiors) show a significant effect on change proneness of school teachers also Wagner et al., (2010) indicated that supervisor support, nature of work and co worker relationship helps in change proneness of teachers, some what supports the result of the present study. Baker (2011), Robertson (2010), Jonnet (2009) studied on teacher motivation and said relationship among colleagues, autonomy, communication, group relations and personal communication as intrinsic motivation are important for teachers role and motivation. Renninger (2011) says teachers participation in
structure and content of school work as motivation to teachers professional development. Marcinkieweze (1996) emphasized a positive work environment should be equipped with faculty training and support and modeling by administrators and colleagues encourage peers to perform better. Parker (1991) explained that specific principle actions were considered to be more motivational such as addressing the articulation of school vision, team building, recognition and reward.

The present study also resulted in no significant effect of professional competence on change proneness even though the factors of professional competence such as closing, evaluation patterns and managerial aspect have shown some effect on change proneness. Lorenzo (2009) suggested that the tension between new teachers identify formation and socialization into school culture formulates concept of self. In the present study, the result says that teaching–learning, evaluation process are almost same in teachers, irrespective of their area which is a positive sign.

The study also found that change proneness in teachers is due to some factors such as school climate encouragement by school personnel etc. While the factors of change proneness curiosity, mental flexibility and open mindedness do effect by work group relations and motivation given by superior colleagues.

The following study do support the result Rao (1967) concluded few factors influence and govern innovations. Aggarwal (1974) found clues on the text on innovative proneness as related significantly to various dimensions of teachers morale. Mukhopadhyaya and Saxena (1980) concluded that change proneness has been found significant and positive to urban background,
teachers relation with principal, satisfaction in teaching, rapport among teachers, perceived leadership behavior of the principal, attitude towards reaching profession, perceived status of teachers and job satisfaction. Vinaitheerthan (1981) concluded open climate showed significant relationship with complexity conversation and change proneness. In conclusion even though work motivation and professional competence did not determine change proneness of teachers in the present study, some factors of the variables suggested their positive effectiveness.

6.12: CONCLUSION

It can be concluded that valuable result has been obtained in this study. There is an intimate relation in teachers teaching and students learning. The Motivational level of teachers and competence towards their profession affect their teaching, it also affects the students learning. The qualification, attitude, competency, skills, leadership capacity, innovativeness and motivation affects the quality of education. The teacher is really the point of contact between the education program and innovation on the pupil which is need of the hour.

6.13: EDUCATIONAL IMPLICATIONS

1. A teacher's behavior translates into commitment towards teaching, improvement in student’s performance, improvement of the school.

2. With effective motivation, professional competence and change proneness teacher would avoid lackadaisical attitude.

3. Work motivation, professional competence and change proneness regarding teachers will ensure effectiveness in the classroom.

4. Work motivation, professional competence and change proneness regarding teachers will ensure high level of teacher efforts towards meeting school objectives and improvement is all its ramifications.
6.14: SUGGESTIONS

A  For Teachers

1 The teacher should consider their profession as a service to the society rather than a wage earner.
2 Teacher should be actively interested in building congenial environment in the school.
3 Teacher should constantly update themselves with the latest development in the educational field.
4 The teacher should feel free to discuss any problem with the colleagues and other member of institutions, with the higher authorities of the institute.

B  For School Management Committee

1 The administration should provide a congenial atmosphere so that teachers can work in relaxed environment.
2 They should provide job security to their teachers in order to enhance the level of work motivation professional competence and change proneness.
3 Salaries of the teachers are not sufficient to meet day today needs. The increase in salaries will have positive impact on the motivation professional competence and change proneness of teachers.
4 They should give target to the teachers regarding result of their classes. This will affect work motivation professional competence of teachers positively.
5 There should not be discrimination among teachers in any case with regard to salary, work distribution or sharing of responsibilities.
6 The management should constantly keep a watch on causes that result in dissatisfaction, stress, maladjustment, lack of motivation among teachers. Steps should be taken to remove the causal factors.

7 Principals should adopt a dynamic, democratic leadership style. It will encourage participation of teachers in decision-making.

8 Recognition to the teachers, feeling respected and trusted.

6.15 SUGGESTIONS FOR FURTHER RESEARCH

The present study paves the scope for further studies regarding:

1. Work motivation, professional competence in relation to change proneness of Central school teachers.

2. Work motivation, professional competence in relation to change proneness of Navodaya school teachers.

3. A Comparative study of Work motivation, professional competence and change proneness of primary and secondary level of teachers.

4. Work motivation, professional competence in relation to change proneness of tribal school teachers.

5. Work motivation, professional competence in relation to change proneness of English medium and Hindi medium school teachers.

6. A Comparative study of Work motivation, professional competence in relation to change proneness of teachers of various subjects.

7. A Comparative study of Work motivation, professional competence in relation to change proneness in other professions.