CHAPTER – V

SUMMARY AND CONCLUSIONS

In the preceding chapters, the theoretical rationale of the problem, development of the tools, method and procedure of the study, analysis of data and interpretation of the results were discussed. The present chapter has been devoted to the summary and conclusions.

INTRODUCTION

Scientific and Technological advancement has brought many revolutionary changes in the societies all over the world. The changes have affected almost all aspects of life. Education being a sub system of the society could not escape from the changes which have taken place in various other fields. Infact, education can not remain isolated from the other social sub-systems. Change in education is not only an essential feature but it is also desirable.

Change usually requires a initiating sponsor committed to a plan that provides the necessary resources for accomplishing the change. The role of the sponsor is very critical as they provide logistical and economic support to maintain the change process.

Several theories of educational change have been explained by various sociologists, which may broadly be classified under two distinct categories.

- Equilibrium paradigm, wherein social change is said to be oriented towards social equilibrium, and
- Conflict paradigm where social change is born in and oriented towards the conflicts

The equilibrium paradigm suggests that there are many sub units of the social system which need to function in cohesion. The units are mutually dependent on each other. Any disturbance or imbalance in any unit affects the whole social system.
The conflict paradigm believes that the society is under continuous contradictions and inherent conflicts, which make it highly volatile, and in a state of continuous dis-equilibrium. The educational reforms, emerges out of this constant conflict which may not necessarily be among the equals in a highly heterogeneous and stratified society. Education reflects the in-equalitarian social culture. In order to resolve the emerging conflicts there is a need to rebuild the socio-economic order of the society where education would also be a part of this new order.

Sustainability of the changes by and large depends on their nature, initiator, and the practitioner who make actual use of them in the institutional set up. A conducive institutional climate, simple nature of change, clarity of concept of the practitioners about the change and their willingness are considered to be potential factors which determine its sustenance. Unless the change is sustained no positive outcome can be expected from it. Neither their impact can be felt.

Innovations and reforms are the basis of change in the institutions. Innovations are defined as conscious and deliberate changes which is thought to be efficacious in accomplishing the goals system (Miles, 1964). Generally, in the field of education, an innovation is to create something new, which markedly deviates from traditional practices, which have been followed since a long time to influence any one or more aspects of education at different levels. Innovations in education are adopted to bring qualitative improvements in educational practices. Quality, practicality, complexity, trailability and observability are some of the important characteristics of innovations which facilitate their adoption, diffusion and dissemination in institutional climate.

The nature of teaching as a profession has been a longstanding debate among the academic community. The sociologists have attempted in various ways to analyze the nature of teaching in the light of the characteristics of the professions. Irrespective of their diversified opinion, there is a common point of agreement that teaching fulfils most of characteristics of a profession to
some extent but to a lesser extent than the other recognized professions like law, medicine and architecture do.

The present study entitled "sustained changes through innovations and their impact on the Professional Development of working elementary School Teachers", was undertaken to assess the impact of sustained changes resulted through some government initiated innovation, on the professional development of the elementary teachers.

**Objectives of the Study**

The study was designed to attain the following objectives:

1. To identify a group of Most Innovative and another of Least Innovative Schools.
2. To study the status of Innovation awareness among the teachers of the Most and Least Innovative Schools.
3. To study the correspondence between innovative practices and innovation awareness.
4. To study the sustenance of changes initiated by the innovative practices in Most and Least Innovative Schools.
5. To study the correspondence between the change sustenance and innovative practices.
6. To study the effect of innovative practices on different components of professional development.
7. To study the impact of innovative practices on the professional development of the teachers working in the Most and Least Innovative Schools.

**Hypotheses of the Study**

The study was designed to test the following research hypotheses:

- **Ho-1** The Innovation awareness in the Most Innovative schools do not differ from the same in the Least Innovative schools.
- **Ho-2** The changes initiated by innovative practices are sustained more in Most Innovative schools than their counterparts.
- **Ho-3** The professional competence of teachers in most innovative schools
excels the professional competence of teachers in Least Innovative schools.

Sample of the Study
The study was conducted on 20 innovative (10 Most and 10 Least) schools and 10 teachers from each school making a total of 200 teachers teaching at elementary level. The qualification of the teacher under sample varied from Matric, JBT to M. A., M.Ed. Majority of them were having higher qualifications.

Tools Used
- Innovations Checklist
- Innovation Awareness Test
- Change Sustenance Scale
- Professional Competence Scale
- Interview Schedule

Procedure of the study
The investigation was conducted in three phases. At the first phase the Most and Least Innovative Schools were identified.

At the Second phase, the innovation awareness of the teachers teaching in such schools were assessed and sustained changes were determined.

At the third phase, the data regarding professional competence of the teachers was collected and the interviews with the teachers and principals were conducted.

Statistical Techniques used
The following statistical techniques were used for analyzing the data obtained for the study
1. Chi-square Tests (X2)
2. The 't' test
3. Mann-Whitney 'U' test
4. Point Biserial Correlation
Findings

- There is a positive correspondence between innovative practices and innovation awareness.

- The mean innovation awareness scores of the teachers of Most Innovative schools was higher than the teachers of Least Innovative schools. It indicates that innovative practice affect innovation awareness.

- There is a positive correspondence between Innovative practices and sustenance of change.

- Changes initiated by innovation are more sustained in schools where more Innovations are practiced.

- There is no correspondence between innovation awareness and professional competence of the teachers in Least Innovative schools.

- There is a high degree of correspondence between innovation awareness and professional competence in most Innovative school.

- Innovation awareness plays a significant role in professional development of the teachers in the schools where more innovations are practiced.

- The component of professional competence namely, knowledge and teaching competence was not found related with innovative practices.

- The teachers belongingness with the students was found to be highly related with innovative practices.

- No difference was found between the mean knowledge and teaching competence scores of Most and Least Innovative school teachers.

- The average belongingness of teachers with the students in Most innovative schools was greater than the same of Least Innovative schools.

- The mean social sensitivity score was much higher in most Innovative schools as compared to their counterparts.

- The average professional practices scores of the teachers of Most Innovative Schools was not found to be different from the average professional practice scores of the teachers of Least Innovative schools. The average professional competence of the scores of teachers of Most Innovative schools was higher
than the average professional competence scores of the teachers of Least Innovative schools.

Educational Implications

The present study may be considered as a feedback for the policymakers, the school principals and for the teachers. For the policy makers it may provide some insight to formulate strategies for modifying or redesigning the innovations for the schools.

The findings of the study may be used to develop different new professional development strategies for the teachers.

The study may be highly beneficial for the teachers who are the actual practitioners of the innovations. They may be cautious and careful while practicing the innovations. Their active involvement and regular practice of innovations can pave the way for bringing change in the institutional climate, and subsequently enhance to their professional competence.

Suggestion for further study

The present study has been conducted in the elementary schools of Chandigarh. Similar studies may be conducted in other parts of the country with a larger group of sample.

Studies with modified designs may be conducted to assess the impact of innovations on the professional development of teachers at secondary and senior secondary levels.

Studies may be designed to assess the influence of the innovations on the all round development of the students at elementary, secondary and senior secondary stages.

Studies may be designed to investigate the effect of innovative practices or school climate and job satisfaction among teachers with varying personality attributes.