

Title of the Thesis

Work Motivation and Professional competence as determinants of change proneness of rural and urban school teachers.

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.

WORK MOTIVATION

Motivation refers in a general sense to a process involved in the initiation, direction and energization of individual behaviour.

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.

People can motivate themselves by seeking, finding and carrying out work, which satisfies their needs or at least leads them to expect that their goals will be achieved. There are two types of motivation namely intrinsic motivation and extrinsic motivation. Work is of special concern to the study of motivation. From a psychological point of view, work is an important source of identity, self-esteem and self-actualization. It provides a sense of fulfillment for an employee by clarifying one's value to the society.

Individuals evaluate themselves according to what they are able to accomplish. If they see their job as hindering their potential and achievement of the same, it often becomes difficult for them to remain motivated and maintain a sense of purpose at work.

Campbell and Pritchard, (1976) defined work motivation in terms of a set of independent/dependant variable's relationships that explains direction, aptitude, and persistence of an individual's behavior holding constant effects of aptitude, skill and understanding of the task, and the constraints operating in the environment. **Steers R, Porter L. (1991)** defined work motivation as that which drives and sustains human behavior in working life. **Pinder (1998)** described work motivation as a set of internal and external forces that

initiates work related behavior and determines its form, direction, intensity and duration. The noteworthy feature of this description is that motivation is defined as an energizing force. Work motivation is an action that stimulates an individual to take a course of action, which will result in attainment of some goal or satisfaction of certain psychological needs of the individual himself. In the present study, work motivation is conceptualized in terms of 6 factors namely dependence, organizational orientation, work group relations, psychological work incentives, material incentives and job situation (Agarwal K.G 1988).

BARRIERS OF WORK MOTIVATION

Attitude to employees	Considering employee as cog of the machine rather as a human system having unique needs, abilities, personality traits, values, aptitudes, skills etc.
Work Goal	Undefined, unachievable and immeasurable
Path	Job responsibilities are undefined, unachievable, immeasurable and unrelated to work goal.
Leadership	Leadership failure in manipulation of incentives.
Third party	Influence of informal communication systems through colleagues, unions and family members.

There is general consensus that motivation involves three psychological processes: arousal, direction, and intensity. Arousal is what initiates action. It is fueled by a person's need or desire for something that is missing from their lives at a given moment, either totally or partially. Direction refers to the path employees take in accomplishing the goals they set for themselves. Finally, intensity is the vigor and amount of energy employees put into this goal-directed work performance. The level of intensity is based on the

importance and difficulty of the goal. 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 as defined by Mitchell & Daniels, are "patterns of behavior produced to reach a particular goal."

PROFESSIONAL COMPETENCE

The efficacy of educative process depends on school ethos, classroom climate, working style of the teachers, which enables them to be an exemplary teacher. The teacher is the milestone that measures the achievements and aspirations of the nation, upon whom the worth and potentialities of a country get evaluated. They are the builder of nation. Teacher in the existing society has a pivotal role in the social reconstruction and in the transmission of wisdom knowledge and experience of one generation to another. However, the most important factor in the present educational reconstruction is the teacher, his personal qualities, his educational qualification his professional training and the place that he occupied in the school as well as in the community. The present day teacher faces more challenges that he faced in earlier times. Rapid development of knowledge, demands creation of qualitative teacher who in turn will help to strengthen a knowledge society to meet the challenges of globalization and mould the society keeping in view the values and traditions, In order to meet the demands of the present society, he has to play different role competently. He must be motivated to develop his professional competence to render better education to the society. In this design teacher education plays a vital

role. Teacher education means professional preparation of teachers. It is not merely training of teachers but it is something deeper than mere teacher training. It 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. Globalisation revolution in information and communication technology explosion in general for a better quality of life have led to a search for quality teacher education programme which can infuse in future teachers a set of desired competencies, values, a sense of commitment and willingness to perform . In primary and upper Secondary Schools, the students will be highly influenced by the teacher. In majority of the occasions, the teacher will be the role model for students. In later stages they may be influenced by other persons in the society. Hence, the teachers who have to set him as an example should be both effective and happy. The old saying that teachers are born and not made can not 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. According to **Hoyle Joyce** Professional development consists of all natural learning experiences and those conscious and planned natural activities which are intended to be direct or indirect benefit to the individual, group or school and which contribute through these to quality of education in the classroom. Unless a high degree of professional qualities and commitment are inculcated in teacher's personality the training programme would remain incomplete. For this reason the development of professional teaching competencies are highly needed to produce enriched teacher for the society. The professional

competencies needed for a good teacher and for his teaching may be classified under the three major competencies namely Instructional Competences, Organisation Competences and Evaluative Competences. The development of the professional competency of a teacher is incomplete unless it follows certain professional ethics or code of conduct. **Kaur (1988)** found that in-service education and training of teachers had significantly contributed to the development of professional competence in Punjab and the process and structure variables had a positive bearing on the product variables. 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).

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.

The first category of teachers possesses state of acceptance of creative ideas. The later fail to own the tendency to accept new strategies with a feeling of fear or failure. Those who are rigid in their outlook do not take any risk by innovating new learning strategies and their teaching style will be routine. Those who are flexible, possess a rare quality of distinguished creativity with an inborn talent, they are change prone, ventilate their creative thoughts and successfully satisfy the children in the class.

High change prone and low change prone teachers are opposed to each other in their basic ideologies. The first category is confident, accepting the challenges. They have feeling of commitment competence as opposed to the members of second category. Both of them are exactly theoretically opposite poles and in the continuum scale. High and low change prone teachers lie at the opposing extremities with moderately change prone teachers scattering in the middle.

A teacher will enter into the profession with an interaction to prove his caliber. To satisfy the psychological need of recognition any person will strive hard by using all his energies to make an impression in the work spot with lofty ideals every teacher initiate his profession as lit on candle. When it is glow on, it can make other lights candle and spread light in the darkness. As Rabindranath Tagore rightly said that only a burning candle can make other lamps to lit on. Similarly 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.

REVIEW OF LITERATURE

Symonds (1954) observed that the superior teachers possessed good and well integrated personality organization while the inferior teachers tended to be personally discouraged.

Biddle and Elena (1964) gave two plausible reasons 1. Non recognition of the problem of teaching effectiveness and inadequacy of approaches to define, prepare for or measure teaching competence. 2. Disagreement over the effects of teacher is called upon to produce. In 1950, Barr suggested that the teacher is thought of simultaneously as (a). Director of learning (b). counselor of pupils (c). a member of a group of professional persons (d). a citizen participating in various community activities. In view of the multifarious roles of a teacher the research on teaching effectiveness has produced negligible results.

A glance though the major review works of Bhola (1965), Havelock (1973), Rogers and Shoemaker (1971) would reveal the absence of any research on change-proneness. Though Bhola's contribution 'innovation' research and theory. Havelock's attempt on planning for innovation through dissemination is on utilization of knowledge. Rogers and Shoemakers commendable work on 'communication of innovation – a cross culture approach, reveal some striking aspects in this field, they being very strange

and novel, fail to enable other researches to make attempts and pursue their studies and as a result this remains totally in gloom and unexplored.

Aaron (1969) studied teacher's motivation by analysis of autobiographical sketches .He found that there was no difference in rural and urban teachers as regards motivation, attitude towards modernization and values.

Singh, T. (1977) in his doctoral study thoroughly discussed about Adoption and dis-contribution of innovations in the preparation of secondary School teachers in India and listed out a few strategies to be adopted for bringing innovations which enable effective preparation of secondary school teachers who were to be flexible and adaptable and impact effective instruction.

P.K.Srivastava & Vani Subramanyam in their study conducted on 80 inservice untrained teacher trainees of IGNOU .IGNOU enrolls untrained in service teachers to get training with minimum 2 years of teaching experience To find out the change proneness of these trainees they have employed a Mukhopadhyay change proneness inventory (MCPI) before and after training the difference between pretest and post test of government, private ,male and female in service untrained teachers of IGNOU and finds out private school teachers are more prone to innovations and urban teachers and female teachers are found to be high in innovative behavior

Mukhopadhyaya and Saxena (1980) in their research study ‘the factors contributing to teacher’s change proneness’ concluded that change-proneness has been found to be related significantly and positively to urban back ground, teachers relation with principal, satisfaction in teaching, rapport among teachers, perceived leadership behavior of the principal, attitude toward teaching profession, perceived status of teachers and job satisfaction.

Bakshi, S.T. (1980) made an attempt to identify factors which hindered school improvement programme and to examine the possible relationships of some selected variables to the degree of adaptability of school.

Vinaitheerthan (1981) in his doctoral thesis concluded age of teachers, sex, teaching experience and professional training influenced the state of dissonance of innovations, controlled climate significantly contributed to teaching learning process attitude to innovation, change-proneness and intimacy. Open climate showed significant relationship with complexity conversation and change-proneness.

Kaur (1988) found that in-service education and training of teachers had significantly contributed to the development of professional competence in Punjab and the process and structure variables had a positive bearing on the product variables

Dr.Udayagiri Nageswara Rao, in his study on Change-proneness among the Primary school teachers as determining factor to meet the needs of hard-

To reach pupils concluded that male teachers are highly change prone than

Female teachers; urban teachers are more change prone than their

Counterparts i.e., rural teachers. Residential school teachers are more

Change-prone than non-residential school teachers.

Anuradha Joshi and Preethidar Parija (1996) in their study 'Personality, a Correlate of teaching competence attempted to study the personality

Characteristics of teacher trainees (pupil-teachers) and to establish

Relationship between personality characteristics and teaching competence.

Nageswara Rao, Dr.U (1999) in his unpublished research paper presented at regional seminar at R.I.E., Mysore and International seminar at New Delhi on 'Origin Pawn Ideology' as component of Teacher empowerment in relation to schools effectiveness. The major findings of the study are (1) Male teachers are more of origin type than Female Teachers. (2) Urban Teachers are more Origin-oriented than Rural Teachers. (3) Teachers working in Aided Schools are more of Origin Type than Teachers working in Government, Missionary and schools managed by local bodies. (4) The impact of origin type teachers who are empowered, yield good scholastic achievement and school effectiveness.

Lakshminarayan (2000) also indicated that there is a significant influence of attitudes of primary teachers towards teaching on their teaching competence in DPEP (District Primary Education Program) and Non-DPEP districts.

K.Ravi (2001) in his unpublished M.Ed., Degree Dissertation presented at Andhra University, Visakhapatnam on origin pawn ideology in relation to acceptance among administrators and cooperative nature among faculty members in Krishna District. The major findings of the study are (1) Female Teachers are more origin oriented than male teachers; (2) Urban teachers possess more origin oriented nature than Rural Teachers; (3) Post-graduate trained teachers are more origin oriented than graduate trained teachers; (4) B.Ed., Assts., are more origin than secondary school teachers; (5) different span of experience do not have significance of difference among selected sample of secondary school teachers; (6) the age group below 45 years and above 45 years age groups of teachers working in secondary schools have no significance difference in the possession of origin pawn ideology and (7) regarding intervening variable i.e., type of management, teachers working in Aided schools, Missionary schools, Municipal schools and finally Zillah Parishad schools occupy first, second, third and last positions in the possession of origin pawn ideology.

Alex Kostogriz, University of Queensland (2002) studied 'Teaching Literacy in Multicultural Classrooms: Towards a Pedagogy of Third space'. The study made on 'dialectic' of pedagogic spaces and the political strategy of Thriving in classroom communities of difference is examined, to suggest how this approach may be used productively in re-conceptualizing literacy pedagogy in/for conditions of multicultural life.

Amutha G Williams,N.Panchanatham and Deeba Alageshwari, “Self motivational skill among professionals ”

Indian Journal of Applied Psychology , Vol-44, April 2007.

Findings- Self Motivation helps the professional to reach higher performance.The present study attempts the self motivation skill of professionals in relation to certain selected demographic variables.The sample consisted of 100 professionals in kanyakumari district of Tamilnadu.Signifiacant difference is found in the self motivation skill of professionals with respect to their educational qualification .Post graduates have more self motivation skill. There is no significantdifference in the self motivation skill of professionals with respect to gender ,marital status, age,experience and nature of employment.

Saswata Narayan Biswas and Urmi Nanda Biswas,M.S.University of Baroda,Vadodara “ Spirituality,Religiousity and Work Motivation-An Empirical Exploration.”

Psychological Studies ,Vol52,Number 1,Jan 2007.Pg29-36.

Findings-this study investigated the relationship between spirituality and religiosity and their effect on work motivation .A large sample (n=1150) of managers drawn from service sector organizations like banking ,insurance and transport sectors completed the measure of religiousity,spirituality ,competence,autonomy,learning goal orientation and performance orientation .Apart from this demographic information on age,salary level,level in the organization and years of work experience were also collected from the participants.The results suggested that spirituality did

predict intrinsic motivation and goal orientation whereas ;religiosity and spirituality correlated significantly .The findings have implications for higher creativity and growth of managers and organizations as a whole.

Andrew J.Wayne and others (2008) studied ‘Experimenting with Teacher Professional Development: Motives and Methods’

Kristie Jones Newton (2008) studied ‘An Extensive Analysis of Pre-service Elementary Teachers’ Knowledge of Fractions’. The study included all four operations to provide a more comprehensive understanding of this knowledge.

C.Day; P.Sammons and Q.Gu (2008) studied 'Combining Qualitative and Quantitative Methodologies in Research on Teachers' lives, Work and Effectiveness: From Integration to Synergy'. This study disclosed that the advantage of synergistic approaches is their consideration and combination of a greater range of data, resulting in more nuanced, authentic accounts and explanations of complex realities.

Gregory J.Palardy and Russel W.Rumberger (2008) studied 'Teacher Effectiveness in First Grade: The importance of Background Qualifications, Attitudes, ad Instructional Practices for Student Learning'. The results indicate that compared with instructional practices, background qualifications have less robust associations with achievement gains. These findings suggest that the No Child Left Behind Act's "highly qualified teacher" provision, which screens teachers on the basis of their background

qualifications, is insufficient for ensuring that classrooms are led by teachers who are effective in raising student achievement.

Amoaba Gooden, Kent State University (2008) studied 'Community Organizing by African Caribbean People in Toronto, Ontario'. The author argues that community organizing was an instinctive initiative of African Caribbean people. Historically, Black community organizational agenda, although owing much to its own resourcefulness and fortitude, was intimately connected to the influence and strength of the larger White population. Racism and social exclusions were the major external factors influencing the majority of African Caribbean institutional building.

M.Asthana "Teachers' Motivation for Quality Assurance in Higher Education ."

Indian Psychological Review ,Vol 70,No:2, Year 2008.Page 109-112

Findings-Education is always a search for quality and excellence .It opens the horizons of the human mind full of prospects and possibilities ,vision and fulfillments .and higher education is the brain of academician and nation. Today the system as a whole of higher education in India ,has grown a lot , but we have failed to maintain quality along with quantitative growth .In spite of channelization of considerable resources for higher education system(HES) has failed to meet domestic as well as global needs. Teachers are the backbone of the entire educational system. There are several evidences that teachers are not suitably and adequately motivated to maintain the quality in higher education .The majority of academicians are suffering from job stress due to various reasons, which leads to demotivation

in them. There is a vital need of increasing motivation in teachers so that the entire higher educational system may recharge and the quality be assured. This will be the way by which the academic standards will be maintained and academic excellence will be achieved .The measure to increase motivation in teachers of higher education system have been discussed.

Susan L.Swars and Others (2009) studied ‘A Two-Dimensional Model of Teacher Retention and Mobility’. In this mixed-methods study is a teacher-initiated, collaborative inquiry involving a professional development school (PDS) and a university. Their investigation focused on teachers’ perceptions of teacher retention and mobility at their PDS.The researchers documented these modifications and make recommendations for conducting inquiry in a PDS. (Susan L.Swars., Barbara Meyers., Lydia C.Mays and Brian Lack (2009).

Karen Douglas (2009) studied ‘Sharpening our Focus in Measuring Classroom Instruction’. The investigator has contributes to this task by sharing theoretical and practical viewpoints based on systematic programs of mixed methods research. The value of this body of research is reinforced through evidence of its impact on teaching practices and student learning.

Gerardo R.Lopez and Vanessa A.Vzaquez (2009) probed into 'They don't speak English': Interrogating (racist) ideologies and perceptions of school personnel in a Midwestern state'. this research finds that school officials increasingly employ assimilationist ideologies that not only privilege the

English language, but view Latino students and their families as intellectually and culturally inferior.

S.Alagesan “Relationship between self motivation and emotional balance”

Psycholingua vol.40(1\$2)jan/july2010

Findings-The present paper determine if there is any correlation between self motivation level and their emotional balance level.A questionnaire was used for measuring the level of emotional balance for analyzing data rho correlation was used.As ‘p’ rho is +0.93,it has been concluded that there is very high correlation between selfmotivatinn and emotionall balance

K.S.Singh “Reflection of Competency among teachers on students’ learning. Indian Psychological Review ,Vol 74,No:4, Year 2010.Page 211-216

Findings- Teacher’s competency refers to the set of knowledge attitudes and beliefs that teacher possess in his/her teaching situations.But it differs from the performance and effectiveness of a teacher .It is a stable characteristic of a teacher that does not change appreciably when the teacher moves from one situation too another .so a competent teacher is the teacher who has the skill of accurate perceptions of the classroom and he/she should possess the personality skills which allows him to adopt in the changing situations and students learning is the process that gains the knowledge of children in their set of core activities in which a teacher assigns tasks to them and evaluate and compare the quality of ttheir work.It gives the amount of achievement in their knowledge also .For the present investigation the investigator used Teacher Aptitude Inventory (TAI)developed by S.P.Ahluwalia and

classroom teaching Competency Scale(CTC)of Mukhopadhyay(2005) for collection of data for the present study .And the investigation applied t-test for finding out the differences between high and low attitude teachers in their classroom performance competency and to find out the differences in student and to find out the differences in students achievements according to their competency scores.

S.Sivakumar and A.Jahitha Begum “Teaching Competency of Mathematics Teachers”

Psycholingua vol.40(1\$2)jan/july2010

Findings-The present paper focused on teaching Competence of mathematics teachers .The term teacher competence is to denote a set of professional skills and dispositions that the teacher should possess in order to casky out his/her job effectively .Teachers play a dominant role in the achievement of the students and also research show there is a positive relationship between the teachers competence and achievement of students.

N.Taneja and A.Sangwan “General Teaching Competency and Teaching Aptitudes of Prospective Teachers of Rewari District.

Indian Psychological Review ,Vol 75,No:3, Year 2010.Page 147-152

Findings-The study was undertaken to establish relationship between general teaching competency and teaching aptitude of prospective teachers of Rewari District. A sample of 120 prospective teachers was taken up froomm different institutions of Rewari district.The general teaching competeny scale of B.K.Passi andMrs .M.S.Lalitha; Teaching aptitude test

by Surendra.S.Dahiya and L.C.Singh was used to assess the general teaching competency and teaching aptitude of prospective teachers the findings of present research revealed that there exists a perfect positive relationship between the general teaching competency and teaching aptitude of pprospective teachers of Rewari District.

Objectives

1. To study whether work motivation and professional competency effect change proneness of teachers.
2. To study whether work motivation effect change proneness of urban school teachers.
3. To study whether work motivation effect change proneness of rural school teachers.
4. To study whether work motivation effects change proneness of government school teachers.
5. To study whether work motivation effects change proneness of non government school teachers.
6. To study whether professional competence effect change proneness of urban school teachers.
7. To study whether professional competence effect change proneness of rural school teachers.
8. To study whether professional competence influence change proneness of government school teachers.
9. To study whether professional competence influence change proneness of non government school teachers.

10. To study whether gender effect change proneness of teachers working in urban and rural areas.
11. To study whether gender effect change proneness of teachers working in government and non government schools.

Hypotheses

1. Does Work motivation and professional competence effect change proneness of teachers?
2. Does Work motivation effect change proneness of urban school teachers ?
3. Does Work motivation effect change proneness of rural school teachers?
4. Does Work motivation effect change proneness of government school teachers?
5. Does Work motivation effect change proneness of non government school teachers?
6. Does professional competence effect change proneness of urban school teachers ?
7. Does professional competence effect change proneness of rural school teachers?
8. Does professional competence influence change proneness of government school teachers?
9. Does professional competence influence change proneness of non government school teachers?

10. Does Gender effect change proneness of teachers working in urban and rural areas?

11. Does Gender effect change proneness of teachers working in government and non government schools ?

OPERATIONAL DEFINATIONS

Work motivation

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

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.

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.

Teacher

The **teacher** is without question the key to a successful classroom learning experience.

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.

Government and Non Government Teachers

The school teachers working in the schools run by state government are government school teachers while the teachers working in schools run by non government societies /bodies are termed as non government school teachers.

Proposed methodology

The present study is a survey study that needs to prepare a layout of the method of following steps in taking a proper sample, collecting data,

adopting the suitable techniques to arrive at desired results and verification of the hypotheses.

Entire state of Chhattisgarh is taken as population consisting of all the Higher secondary schools of Chhattisgarh state . The state consists **2884** higher secondary schools .

Entire Raipur district is taken as the Unit consisting of Higher secondary school teachers of Raipur district for the study. The district consists of 373 higher secondary schools and 30813 higher secondary school teachers.

There are 57 government higher secondary schools and non government higher secondary schools in Raipur district.

Sample

TYPE OF SCHOOL	GOVERNMENT		NON GOVERNMENT		GRAND TOTAL
	MALE	FEMALE	MALE	FEMALE	
AREA-RURAL	75	75	75	75	300
URBAN	75	75	75	75	300
TOTAL	150	150	150	150	600

From the total higher secondary school population of Raipur district, 50 schools of each urban and rural area will be selected on deliberate sampling. From the selected 100 schools, 6 (six) teachers out of which 3 male and 3 female teachers will be selected on random sampling from each of the schools.

A Sample of 300 male teachers of government and non government schools of rural and urban areas and 300 female teachers of government and non government schools of rural and urban areas were selected for the study.

Tools

Adopted and Modified Test of :-

1. 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.

Study Design

The study is a survey study intended to study the effect of independent variables on dependent variable. The study is a differential study which has a scope to use differential statistics such as ANOVA and post hoc on SPSS.

Expected outcome of the proposed work.-

- The study will focus on the status of much needed innovative and creative teacher behavior for child centre classrooms.
- The study also analyzes the effect of work motivation on change proneness of teachers.
- The study specifically focuses the level of change proneness in teachers.

- The study may guide teachers and administrators to understand the importance of innovation, creativity and attitude towards change in teachers

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