CHAPTER VI

A STUDY OF INNOVATIVE PRONENESS OF THE TEACHER-EDUCATORS OF THE SECONDARY TEACHERS' TRAINING COLLEGES OF GUJARAT

"The Innovative Organization will have smaller than usual proportions of fully dedicated upwardly mobile individuals and of the alienated. Neither identity nor alienation is optimal".

- VICTOR A. THOMSON
'The Innovative Organization' in Fred D. Carver & Thomas J. Sergiovanni, Organization and Human Behaviour: Focus on Schools, McGraw Hill Book Co., New York, 1969.

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CHAPTER VI

A STUDY OF INNOVATIVE PRONENESS OF THE TEACHER-EDUCATORS OF THE SECONDARY TEACHERS' TRAINING COLLEGES OF GUJARAT

6.1 INTRODUCTION

In this chapter, the 'innovative proneness' of the teacher-educators is analysed according to the personal variables of these teacher-educators of Gujarat State. The necessary data was collected with the help of the "Innovative Proneness Scale" devised and standardized by the investigator. As mentioned earlier, this "Innovative Proneness Scale" is consisted of three sections: (1) Attitudes to Innovation; (2) Situational and Innovation Characteristics; and (3) Change-Related Values Questionnaires. In the first section, there are seven components: Individualization, Curriculum Organization, Teaching-Learning Process, Teaching Resources, Internal School Organization, Staff Development and School Community Relationship; Section second is divided into two parts: (a) Situational Characteristics, and (B) Innovation Characteristics which are further divided into eight components: Administrative Support, Staff Norms, System

4 Norms, Complexity, Compatibility, Riskness, Localiteness and Cosmopoliteness respectively; and the third Section has six components: Traditionalism, Progressivism, Dogmatism, Venturesomeness, Conservatism and Change Proneness. In the context of these twentyone variables of the tool of "Innovative Proneness Scale" the means, standard deviations and t-values were computed with the help of computers according to the age, sex, experience, academic qualifications, professional qualifications, inservice education, mobility, reading of the professional literature and the job satisfaction of the teacher-educators. In main this chapter is consisted of the analysis and interpretation of the data collected with the help of "Innovative Proneness Scale" according to the personal variables of the teacher-educators in the Secondary Teachers' Training Colleges of Education of Gujarat.

6.2 INNOVATIVE PRONENESS AND THE AGE OF TEACHER-EDUCATORS

In this section, innovative proneness of teacher-educators is examined according to the age of teacher-educators. Out of two hundred teacher-educators, fifty are below thirtyfive years of age and One hundred fifty are thirtyfive years of age or above. Mean differences are computed according to the three Sections of the Innovative Proneness Scale and also according to its twentyone components.

5

TABLE 6.1

Age of Teacher-Educators and Attitudes to Innovation

Section I The Inventory of Attitudes to Innovation	Below 35 years	't'-value	35 years or above 35 yrs.
Mean	126.42		127.52
SD	13.18		15.34
't'-value		0.45 N.S.	

N.S. - Not significant

The above Table (No.6.1) shows that the teacher-educators of Gujarat who are above 35 years of age are little bit more change prone than those who are below 35 years of age. Further, it shows that the mean difference is also not significant, therefore, the obvious conclusion is that innovative proneness is not related to the age of the teacher-educators. The finding of Agarwal (1974) is also in consonance with the finding of the investigator.

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TABLE 6.2

Age of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		Below 35 years	't' value	35 yrs. or above 35 yrs.
1. Individualization	Mean	21.86		22.05
	SD	2.84		2.96
	't'-value		0.40 N.S.	
2. Curriculum Organization	Mean	13.66		13.40
	SD	1.47		1.84
	't'-value		0.90 N.S.	
3. Teaching-Learning Process	Mean	21.14		21.15
	SD	2.64		3.49
	't'-value		0.03 N.S.	
4. Teaching Resources	Mean	16.0		16.67
	SD	3.53		2.74
	't'-value		1.39 N.S.	
5. Internal School Organization	Mean	20.74		20.77
	SD	2.97		3.21
	't' value		0.06 N.S.	

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TABLE 6.2 Contd.

Section I- Components		Below 35	't'-value	35 yrs. or above 35 yrs.
6. Staff Development	Mean	21.10		21.26
	SD	2.90		2.92
	't'-value		0.34 N.S.	
7. School Community Relationships	Mean	11.92		12.17
	SD	2.40		2.41
	't'-value		0.65 N.S.	

N.S. - Not significant

The conclusion from the previous Table is that the age of the person has nothing to do with the attitude towards innovation. This Table (No. 6.2) further shows that the age of the teacher-educators does not have any significant relation with any of the components, viz., Individualization, Curriculum Organization, Teaching-Learning Process, Teaching Resources, Internal School Organization, Staff Development, School Community Relationships, as all the 't'-values are not significant.

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TABLE 6.3

Age of Teacher-Educators and Situational and Innovation Characteristics

Section II - The Situational and the Innovation Characteristics Scale	Below 35 years	't'-value	35 years or Above 35 years
Mean	210.50		213.01
SD	36.32		36.01
't'-value		0.43 N.S.	

N.S. - Not significant

From this Table (No. 6.3) it is very clear again that the age of the teacher-educator does not play any significant role, i.e. their age has nothing to do either with situational characteristics or with the characteristics of the innovation itself.

TABLE 6.4

Age of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	Below 35 years	't' value	35 years or above 35 yrs.
Mean	74.38		75.03
SD	26.50		24.80
't'-value		0.16 N.S.	

N.S. - Not Significant

9

TABLE 6.5

Age of Teacher-Educators and Innovation Characteristics

Section IIB - The Innovation Characteristics Scale	Below 35 years	't'-value	35 years or above 35 years
Mean	136.08		137.98
SD	15.80		17.00
't'-value		0.70 N.S.	

N.S. - Not significant

From these two Tables (No. 6.4 and 6.5) it seems that the age of the teacher-educators has no significant relationship with the situational circumstances under which the innovation is adopted and with the characteristics of the innovation itself, eventhough, both are related separately with the age.

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TABLE 6.6

Age of Teacher-Educators and Coponents of Situational Characteristics

Section IIA - Components		Below 35 years	't'-value	35 years or above 35 years
1. Administrative Support	Mean	24.78		25.50
	SD	7.88		7.69
	't'-value		0.57 N.S.	
2. Staff Norms	Mean	32.02		32.20
	SD	13.62		13.00
	't'-value		0.08 N.S.	
3. System Norms	Mean	17.58		17.34
	SD	6.71		6.38
	't' value		0.23 N.S.	

N.S. - Not significant

TABLE 6.7

Age of Teacher-Educators and Components of Innovation Characteristics

Section IIB - Components		Below 35 years	't'-value	35 years or above 35 years
4. Complexity	Mean	24.38		25.11
	SD	4.26		7.36
	't'-value		0.66 N.S.	

11 TABLE 6.7 Contd.

Section IIB - Components		Below 35 years	't'-value	35 years or above 35 years
5. Compatibility	Mean	24.48		24.55
	SD	2.54		3.45
	't'-value		0.13 N.S.	
6. Riskness	Mean	34.84		35.75
	SD	5.20		4.14
	't'-value		1.26 N.S.	
7. Localiteness	Mean	35.00		35.34
	SD	4.08		4.49
	't'-value		0.48 N.S.	
8. Cosmopoliteness	Mean	17.38		17.77
	SD	6.55		6.47
	't'-value		0.36 N.S.	

N.S. - Not significant

In these two Tables (6.6 and 6.7) the components, viz., Administrative Support, Staff Norms and System Norms of the Situational Characteristics; and the components viz., Complexity, Compatibility, Riskness, Localiteness and Cosmopoliteness of the characteristics or the nature of the innovation itself do not show any significant relationship with the age of the teacher-educators.

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TABLE 6.8

Age of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	Below 35 years	't'-value	35 years or above 35 years
Mean	208.92		207.14
SD	23.60		26.52
't'-value		0.42 N.S.	

N.S. - Not significant

This Table (6.8) shows that the teacher-educators below 35 years of age give slightly higher mean score on change-related values questionnaires than what the teacher-educators above 35 years do. However, the difference between these two means is not significant. Hence, the obvious conclusion is that age of the teacher-educators has nothing to do with the change-related values.

TABLE 6.9

Age of Teacher-Educators and Components of Change-Related Values

Section III - Components		Below 35 years	't'-value	35 years or above 35 years
1. Traditionalism	Mean	36.48		36.56
	SD	5.68		6.97
	't' value		0.08 N.S.	

13

TABLE 6.9 Contd.

Section III - Components		Below 35 years	't'-value	35 years or above 35 years
2. Progressivism	Mean	42.06		42.11
	SD	4.77		6.16
	't'-value		0.05 N.S.	
3. Dogmatism	Mean	29.02		28.27
	SD	8.28		9.07
	't'-value		0.52 N.S.	
4. Venturesomeness	Mean	29.88		30.74
	SD	5.04		5.25
	't'-value		1.01 N.S.	
5. Conservatism	Mean	27.86		24.98
	SD	7.89		7.89
	't'-value		2.23*	
6. Change Proneness	Mean	43.62		44.48
	SD	4.99		4.85
	't'-value		1.08 N.S.	

N.S. - Not significant
* - Significant at .05 level

From this Table (No. 6.9) it appears that Conservatism and the age of the teacher-educators bear significant relationship. Generally, older the person, the more

14 conservative he is, i.e., with the increase in age there is increase in Conservatism. Here, it is worth noting that the mean difference of the scores on Conservatism is in favour of the teacher-educators of 35 years and below, and the mean difference is significant at .05 level. The rest of the components of the Change-Related Values Questionnaires, namely, Traditionalism, Progressivism, Dogmatism, Venturesomeness, and Change Proneness bear no significant relationship with the age of the teacher-educators.

6.3 INNOVATIVE PRONENESS AND THE SEX OF TEACHER-EDUCATORS

Out of the two hundred teacher-educators, there are One hundred fifty males and fifty females and means, SDs and t-values are computed sectionwise and componentwise.

TABLE 6.10

Sex of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	Male	't'-value	Female
Mean	127.38		126.82
SD	14.50		15.85
't'-value		0.23 N.S.	

N.S. - Not significant

15 From this Table (No. 6.10) it appears that the mean score of 'attitudes to innovation' given by male teacher-educators is slightly higher than that of female teacher-educators. It further says that the mean difference between male and female teacher-educators on 'attitudes to innovation' is not significant. This means sex difference does not make any difference in the attitudes of teacher-educators to innovations.

TABLE 6.11

Sex of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		Male	't'-value	Female
1. Individualization	Mean	22.05		21.88
	SD	2.83		3.25
	t-value		0.35 N.S.	
2. Curriculum Organization	Mean	13.53		13.29
	SD	1.76		1.74
	t-value		0.83 N.S.	
3. Teaching-Learning	Mean	21.21		20.96
	SD	3.21		3.56
	t-value		0.47 N.S.	
4. Teaching Resources	Mean	16.37		16.92
	SD	3.03		2.75
	t-value		0.13 N.S.	

16

Table 6.11 Contd.

Section I - Components		Male	't'-value	Female
5. Internal School Organization	Mean	20.71		20.92
	SD	3.19		3.04
	t-value		0.40 N.S.	
6. Staff Development	Mean	21.22		21.22
	SD	2.87		3.08
	t-value		0.01 N.S.	
7. School Community Relationships	Mean	12.27		11.63
	SD	2.37		2.48
	t-value		1.61 N.S.	

N.S. - Not significant

This Table (No.6.11) gives the mean scores of 'attitudes to innovation' componentwise of male and female teacher-educators. It appears from the Table that on 'Staff Development' the mean scores of male and female teacher-educators are the same. On all the components the mean difference is not significant. It can be concluded that sex difference among teacher-educators bears no relationship with any of the components of "attitudes to innovation".

17

TABLE 6.12

Sex of Teacher-Educators and Situational and Innovation Characteristics

Section II - The Situational and the Innovation Characteristics Scale	Male	't'-value	Female
Mean	213.29		209.57
SD	37.48		31.28
't'-value		0.63 N.S.	

N.S. - Not significant

In this Table (No. 6.12) mean scores of male and female teacher-educators on 'Situational Characteristics and Innovation Characteristics'. The mean difference is in favour of males but it is not significant. The sex of teacher-educators have nothing to do either with "Situational Characteristics" or with "the Characteristics of the Innovation" itself.

18

TABLE 6.13

Sex of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	Male	't'-value	Female
Mean	74.99		74.51
SD	25.95		22.87
't'-value		0.12 N.S.	

N.S. - Not significant

TABLE 6.14

Sex of Teacher-Educators and The Innovation Characteristics Scale

Section IIB - The Innovation Characteristics Scale	Male	't'-value	Female
Mean	138.30		135.06
SD	17.17		14.91
't'-value		1.18 N.S.	

N.S. - Not significant

These Tables (No. 6.13 and 6.14) shows the mean scores given by male and female teacher-educators on "Situational Characteristics" and "Innovation Characteristics" taken separately. In both the cases the mean differences are in favour of male teachers. In the case of "Situational Characteristics" the difference is negligible

19 whereas in the case of "Innovation Characteristics" the difference is comparatively greater. But, it should not be forgotten that the mean differences are not significant. Sex of the teacher-educators does not bear any dignificant relationship with either "Situational Characteristics" or "Innovation Characteristics".

TABLE 6.15

Sex of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		Male	't'-value	Female
1. Administrative Support	Mean	25.42		25.02
	SD	8.02		6.78
	't'-value		0.31 N.S.	
2. Staff Norms	Mean	32.00		32.61
	SD	13.36		12.43
	't'-value		0.28 N.S.	
3. System Norms	Mean	17.57		16.88
	SD	6.63		5.90
	't'-value		0.65 N.S.	

N.S. - Not significant

20

TABLE 6.16

Sex of Teacher-Educators and Components of Innovation Characteristics

Section IIB - Components		Male	't'-value	Female
4. Complexity	Mean	25.35		23.61
	SD	7.33		4.08
	't'-value		1.58 N.S.	
5. Compatibility	Mean	24.56		24.45
	SD	3.33		2.96
	't'-value		0.21 N.S.	
6. Riskness	Mean	35.87		34.47
	SD	4.17		5.07
	't'-value		1.93 N.S.	
7. Localiteness	Mean	35.43		34.74
	SD	4.42		4.26
	't'-value		0.96 N.S.	
8. Cosmopoliteness	Mean	17.63		17.80
	SD	6.82		5.32
	't'-value		0.16 N.S.	

N.S. - Not significant

These two Tables (No. 6.15 and 6.16) show the mean scores on the components of 'Situational Characteristics" and "Innovation Characteristics" respectively given

21 by the male and female teacher-educators. The Table very clearly indicates that mean differences between male and female teacher-educators on any of the components are not significant. Here also, it can be concluded that sex of the teacher-educators has nothing to do with the various components of "Situational Characteristics" and "Innovation Characteristics".

TABLE 6.17

Sex of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	Male	't'-value	Female
Mean	206.97		209.49
SD	25.64		26.32
't'-value		0.59 N.S.	

This Table (No. 6.17) gives the mean scores of male and female teacher-educators on "Change-Related Values". Here, it is worth noting that the mean difference is in favour of female teacher-educators. But, it should also be noted that the mean difference is not significant.

TABLE 6.18

22 Sex of Teacher-Educators and Components of Change-Related Values

Section III - Components		Male	't'-value	Female
1. Traditionalism	Mean	36.34		37.16
	SD	6.90		5.89
	't'-value		0.751 N.S.	
2. Progressivism	Mean	41.93		42.61
	SD	5.80		5.94
	't'-value		0.71 N.S.	
3. Dogmatism	Mean	28.18		29.31
	SD	8.87		8.90
	't'-value		0.77 N.S.	
4. Venturesomeness	Mean	31.00		29.06
	SD	5.42		4.17
	't'-value		2.29*	
5. Conservatism	Mean	25.22		27.18
	SD	7.92		8.02
	't'-value		1.50 N.S.	
6. Change Proneness	Mean	44.30		44.16
	SD	4.74		5.36
	't'-value		0.17 N.S.	

* Significant at .05 level
N.S. - Not significant

23 This Table (No. 6.18) shows the mean scores of male and female teacher-educators on various components of "Change-Related Values" which are Traditionalism, Progressivism, Dogmatism, Venturesomeness, Conservatism and Change Proneness. Out of these components, the mean difference between male and female teacher-educators on "Venturesomeness" is in favour of males and it is significant. This shows that male teacher-educators are more venturesome than their female counterparts. In the case of "Change Proneness" males are insignificantly higher. In rest of the cases females are higher, but they are higher insignificantly.

6.4 INNOVATIVE PRONENESS AND THE TEACHING EXPERIENCE OF TEACHER-EDUCATORS

According to teaching experience, the two hundred teacher-educators are divided into two categories: (i) teacher-educators having below 5 years of teaching experience, and (ii) teacher-educators having 5 or more than 5 years of teaching experience, and according to these two categories their means, SDs and t-values are computed.

24

TABLE 6.19

Teaching Experiences of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	Below 5 years	't'-value	5 years or above 5 years
Mean	125.91		127.76
SD	14.11		14.60
't'-value		0.67 N.S.	

N.S. - Not significant

The Table (No. 6.19) shows the mean scores of teacher-educators experiencewise. All the two hundred teacher-educators are divided into two parts: (i) teacher-educators having less than five years of teaching experience, and (ii) teacher-educators having five or more than five years of teaching experience. The mean difference on "Attitudes to Innovation" is in favour of more experienced teacher-educators, but it is not significant. There is no significant relationship between the "experience" of teacher-educators and their "Attitudes to Innovation".

25

TABLE 6.20

Teaching Experience of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		Below 5 years	't'-value	5 years or above 5 years
1. Individualization	Mean	22.41		21.97
	SD	2.52		2.98
	't'-value		0.81 N.S.	
2. Curriculum Organization	Mean	13.47		13.47
	SD	1.91		1.74
	't'-value		0.004 N.S.	
3. Teaching-Learning Process	Mean	20.79		21.30
	SD	2.61		3.33
	't'-value		0.84 N.S.	
4. Teaching Resources	Mean	15.68		16.74
	SD	3.84		2.63
	't'-value		1.97*	
5. Internal School Organization	Mean	20.44		20.87
	SD	3.34		3.09
	't' value		0.73 N.S.	
6. Staff Development	Mean	21.06		21.24
	SD	3.18		2.87
	't'-value		0.33 N.S.	

26

TABLE 6.20 Contd.

Section I - Components		Below 5 years	't'-value	5 years or above 5 years
7. School Community Relationships	Mean	12.06		12.14
	SD	2.36		2.33
	't'-value		0.18 N.S.	

* Significant at .05 level
N.S. - Not significant

This Table (No. 6.20) shows the mean scores of more experienced and less experienced teacher-educators on various components of "Attitudes to Innovation". The Table shows that the mean difference of less experienced and more experienced teacher-educators on "Teaching Resources" is in favour of more experienced teacher-educators and it can further be noted that the mean difference is significant. This means the more experienced teacher-educators perceive the importance of and manifest comparatively more favourable attitude to teaching resources. The rest of the components except 'Individualization' get higher scores by more experienced teacher-educators but it should not be missed that all these mean differences are insignificant.

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TABLE 6.21

Teaching Experience of Teacher-Educators and Situational and Innovation Characteristics

Section II - The Situational and the Innovation Characteristics Scale	Below 5 years	't' value	5 years or above 5 years
Mean	210.35		212.13
SD	39.25		35.40
't'-value		0.26 N.S.	

N.S. - Not significant

This Table (No. 6.21) shows the mean scores of more experienced and less experienced teacher-educators on Situational Characteristics and Innovation Characteristics taken together. The mean difference is in favour of more experienced teacher-educators but insignificant. Experience does not bear any significant relationship with any of these two types of characteristics - situational and innovation.

27

TABLE 6.22

Teaching Experience of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	Below 5 years	't'-value	5 years or above 5 years
Mean	74.62		74.43
SD	27.51		24.70
't'-value		0.04 N.S.	

N.S. - Not significant

TABLE 6.23

Teaching Experience of Teacher-Educators and Innovation Characteristics

Section IIB - The Innovation Characteristics Scale	Below 5 years	't'-value	5 years or above 5 years
Mean	135.74		137.70
SD	18.49		16.39
't'-value		0.62 N.S.	

N.S. - Not significant

In these two Tables (6.22 and 6.23) also, the experience of the teacher-educators does not have significant relationship either with Situational Characteristics or with the Characteristics of the Innovation itself though taken separately.

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TABLE 6.24

Teaching Experience of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		Below 5 years	't'-value	5 years or above years
1. Administrative Support	Mean	24.88		25.25
	SD	7.64		7.72
	't'-value		0.26 N.S.	
2. Staff Norms	Mean	32.12		31.96
	SD	13.85		12.96
	't'-value		0.07 N.S.	
3. System Norms	Mean	17.62		17.22
	SD	7.49		6.21
	't'-value		0.33 N.S.	

N.S. - Not significant

TABLE 6.25

Teaching Experience of Teacher-Educators and Components of Innovation Characteristics

Section IIB - Components		Below 5 years	't'-value	5 years or above 5 years
4. Complexity	Mean	24.03		25.07
	SD	5.01		7.07
	't'-value		0.82 N.S.	

29

TABLE 6.25 Contd.

Section IIB - Components		Below 5 years	't' value	5 years or above 5 years
5. Compatibility	Mean	24.74		24.47
	SD	2.83		3.34
	't'-value		0.43 N.S.	
6. Riskness	Mean	34.41		35.72
	SD	6.17		4.00
	't'-value		1.56 N.S.	
7. Localiteness	Mean	34.91		35.35
	SD	5.03		4.24
	't'-value		0.53 N.S.	
8. Cosmopoliteness	Mean	17.65		17.59
	SD	7.27		6.30
	't'-value		0.05 N.S.	

N.S. - Not significant

These two Tables (No. 6.24 and 6.25) show componentwise mean scores of less experienced and more experienced teacher-educators on Situational Characteristics and the Characteristics of Innovation itself. None of the components of these two aspects has gained the significant mean difference. Therefore, the obvious conclusion is that teaching experience of the teacher-educators bears no significant relationship.

30

TABLE 6.26

Teaching Experience of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	Below 5 years	't'-value	5 years or above 5 yrs.
Mean	211.27		206.78
SD	24.89		26.10
't'-value		0.92 N.S.	

N.S. - Not significant

This Table (No. 6.26) gives the mean scores of less experienced and more experienced teacher-educators on 'Change-Related Values Questionnaires'. Though the mean difference is in favour of less experienced teacher-educators, it is insignificant. The less experienced teacher-educators are bent more towards Change-Related Values Questionnaires, compared to more experienced teacher-educators.

TABLE 6.27

31 Teaching Experience of Teacher-Educators and Components of Change-Related Values

Section III - Components		Below 5 years	't'-value	5 years or above 5 years
1. Traditionalism	Mean	37.44		36.37
	SD	5.98		6.84
	't'-value		0.85 N.S.	
2. Progressivism	Mean	42.21		42.02
	SD	5.06		6.02
	't'-value		0.17 N.S.	
3. Dogmatism	Mean	30.59		28.06
	SD	8.94		8.80
	't'-value		1.52 N.S.	
4. Venturesomeness	Mean	29.59		30.69
	SD	4.87		5.30
	't'-value		1.11 N.S.	
5. Conservatism	Mean	27.80		25.22
	SD	7.80		8.00
	't'-value		1.71 N.S.	
6. Change Proneness	Mean	43.65		44.43
	SD	5.85		4.65
	't'-value		0.85 N.S.	

N.S. - Not significant

32 Lastly, all the mean differences gained by various component of 'Change-Related Values Questionnaires' from less experienced and more experienced teacher-educators are insignificant as shown in this Table (No. 6.27). Teaching experience of the teacher-educators does not make much difference.

6.5 INNOVATIVE PRONENESS AND ACADEMIC QUALIFICATIONS OF TEACHER-EDUCATORS

Out of 200 teacher-educators, forty are B.A., fortyfour are B.Sc., One hundred five are M.A., eleven are M.Sc. and nobody possess B.Com. or and M.Com. degrees. In this section means, SDs and t-values of teacher-educators are given qualificationwise.

TABLE 6.28

Table No. 6.28 shows mean scores and t-values of teacher-educators according to their academic qualifications - B.A., B.Sc., M.A., and M.Sc. The Table shows that no teacher-educators possesses B.Com. or M.Com. These mean scores are on "Attitudes to Innovation". Teacher-educators possessing M.A. degree give the highest mean score on this aspect of "innovative proneness". The Table also shows the mean differences between B.A. and B.Sc. teacher-educators, B.Sc. and M.A. teacher-educators, M.A. and M.Sc. teacher-

TABLE 6.28

Academic Qualifications of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	1-3		3-4		4-6		1-4		3-6		1-6	
	B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
Mean	127.67	127.0	127.0	127.81	127.81	119.36	127.67	127.81	127.0	119.36	126.67	119.36
SD	17.34	11.51	11.51	15.12	15.12	15.60	17.34	15.12	11.51	15.60	17.34	15.6
't'-value	0.21 N.S.		0.32 N.S.		1.76 N.S.		0.05 N.S.		1.83 N. S.		1.42 N.S.	

34 educators, B.A. and M.A. teacher-educators, B.Sc. and M.Sc. teacher-educators and B.A. and M.Sc. teacher-educators. But these mean differences are not statistically significant. The general conclusion is that the academic qualification bears no significant relationship with "Attitudes to Innovation" taken as a whole.

TABLE 6.29

Table No. 6.29 shows componentwise mean scores on "Attitudes to Innovation" given by the teacher-educators according to their academic qualifications. Between B.Sc. and M.Sc. teacher-educators the mean difference on 'Individualization' is in favour of B.Sc. teacher-educators and which is significant at .05 level. This means B.Sc. teacher-educators are more individualistic. Again, on the same components the mean difference between B.A. and M.Sc. teacher-educators is in favour of teacher-educators possessing B.A. degree and which is significant at .05 level. This means between B.A. and M.Sc. teacher-educators, teacher-educators possessing B.A. degree manifest higher individualization.

In the case of test of the components no pair has shown significant t-value. This means academic qualifications do not have significant relationship with other

TABLE 6.29

Academic Qualifications of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		1-3		3-4		4-6		1-4		3-6		1-6	
		B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
1. Individualization	M	22.47	22.09	22.09	21.96	21.96	20.18	22.47	21.96	22.09	20.18	22.47	20.18
	SD	3.47	2.31	2.31	2.95	2.95	2.93	3.47	2.95	2.31	2.93	3.47	2.93
	t-value	0.59 N.S.		0.26 N.S.		1.91 N.S.		0.86 N.S.		2.32*		1.98*	
2. Curriculum Organization	M	13.53	13.60	13.60	13.47	13.47	12.64	13.53	13.47	13.60	12.64	13.53	12.64
	SD	1.81	1.22	1.32	1.87	1.87	2.11	1.81	1.87	1.32	2.11	1.81	2.11
	t-value	0.18 N.S.		0.40 N.S.		1.32 N.S.		0.17 N.S.		1.89 N.S.		1.37 N.S.	
3. Teaching-Learning Process	M	20.91	20.93	20.93	21.41	21.41	20.00	20.91	21.41	20.93	20.00	20.91	20.00
	SD	4.12	2.36	2.36	3.13	3.13	3.23	4.12	3.13	2.36	3.33	4.12	3.23
	t-value	0.020 N.S.		0.87 N.S.		1.35 N.S.		0.72 N.S.		1.09 N.S.		0.67 N.S.	
4. Teaching Resources	M	16.89	16.34	16.34	16.39	16.39	16.46	16.89	16.39	16.34	16.46	16.89	16.46
	SD	2.70	3.18	3.18	3.00	3.00	3.08	2.70	3.00	3.18	3.08	2.70	3.08
	t-value	0.82 N.S.		0.09 N.S.		0.07 N.S.		0.88 N.S.		0.11 N.S.		0.45 N.S.	
5. Internal School Organization	M	20.58	20.64	20.64	20.97	20.97	19.18	20.58	20.97	20.64	19.18	20.58	19.18
	SD	3.91	2.61	2.61	3.11	3.11	2.60	3.91	3.11	2.61	2.60	3.91	2.60
	t-value	0.07 N.S.		0.63 N.S.		1.84 N.S.		0.60 N.S.		1.66 N.S.		1.11 N.S.	
6. Staff Development	M	21.14	21.25	21.25	21.32	21.32	20.00	21.14	21.32	21.25	20.00	21.14	20.00
	SD	3.24	2.64	2.64	2.96	2.96	2.79	3.24	2.96	2.64	2.79	3.24	2.79
	t-value	0.17 N.S.		0.14 N.S.		1.42 N.S.		0.32 N.S.		1.39 N.S.		1.05 N.S.	
7. School Community Relationships	M	12.14	12.16	12.16	12.25	12.25	10.91	12.14	12.25	12.16	10.91	12.14	10.91
	SD	2.64	1.96	1.96	2.47	2.47	2.67	2.64	2.47	1.96	2.67	2.64	2.67
	t-value	0.04 N.S.		0.21 N.S.		1.70 N.S.		0.22 N.S.		1.75 N.S.		1.35 N.S.	

* - Significant at .05 level N.S. - Not significant

36 components viz., Curriculum Organization, Teaching-Learning Process, Teaching Resources, Internal School Organization, Staff Development and School Community Relationship of "Attitudes to Innovation".

TABLE 6.30

Table No. 6.30 shows the mean scores on "Situational and Innovation Characteristics" given by teacher-educators according to their academic qualifications. The mean difference between B.Sc. and M.A. teacher-educators is in favour of M.A. teacher-educators, and this mean difference is significant. Rest of the pairs show the level of insignificant.

TABLE 6.31

This Table (No. 6.31) shows mean scores and t-values of teacher-educators according to their academic qualifications on 'Situational Characteristics'. The mean difference between B.Sc. and M.A. teacher-educators is in favour of M.A, teacher-educators and which is significant at .05 level. The teacher-educators possessing M.A.degree have significant relationship with "situation of the institution" under which an innovation is to be implemented.

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TABLE 6.30

Academic Qualification of Teacher-Educators and Situational and Innovation Characteristics

Section II - The Situational and the Innovation Characteristics Scale	1-3		3-4		4-6		1-4		3-6		1-6	
	B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
Mean	210.22	201.91	201.91	217.95	217.95	205.73	210.22	217.95	201.91	205.73	210.22	205.73
SD	32.86	31.90	31.90	37.21	37.21	43.65	32.86	37.21	31.90	43.65	32.86	43.65
't'-value	1.14 N.S.		2.50**		1.02 N.S.		1.11 N.S.		0.33 N.S.		0.37 N. S.	

N.S. - Not significant

* - Significant at .05 level

TABLE 6.31

Academic Qualifications of Teacher-Educators and Situational Characteristics

Section II A - The Situational Characteristics Scale	1-3		3-4		4-6		1-4		3-6		1-6	
	B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
Mean	76.08	67.52	67.52	77.33	77.33	74.18	76.08	77.33	67.52	74.18	76.08	74.18
SD	19.07	22.32	22.32	27.89	27.89	25.70	19.07	27.89	22.32	25.70	19.07	25.70
't'-value	1.82 N.S.		2.07*		0.36 N.S.		0.25 N.S.		0.37 N.S.		0.24 N.S.	

* - Significant at .05 level

N.S. - Not significant

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TABLE 6.32

According to Table 6.32, the mean differences between B.A. and M.A. and between B.Sc. and M.A. teacher-educators are in favour of M.As. and they are significant at .05 level. From the previous Table and from this Table it is quite clear that the teacher-educators possessing M.A. degree bear significant relationship with both "Situational Characteristics" and "Innovation Characteristics". M.As. are sensitive to both whereas the teacher-educators possessing M.Sc., B.Sc. and B.A. degrees are not that sensitive to the situational circumstances in the institution and the characteristics of the innovation itself.

TABLE 6.33

TABLE 6.34

Table (No.6.33) shows the mean scores and t-values of teacher-educators according to their academic qualifications on various components of "Situational Characteristics". So far as "administrative support" is concerned the mean differences are in favour of B.As. and M.As. as compared to the teacher-educators having B.Sc. qualification and in both the cases the differences are significant

TABLE 6.32

Academic Qualifications of Teacher-Educators and Innovative Characteristics

Section IIB - The Innovative Characteristics Scale	1-3		3-4		4-6		1-4		3-6		1-6	
	B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
Mean	134.14	134.39	134.39	140.62	140.62	131.55	134.14	140.62	134.39	131.55	134.14	131.55
SD	20.43	16.23	16.23	13.98	13.98	22.85	20.43	13.98	16.23	22.85	20.43	22.85
't'-value	0.06 N.S.		2.37*		1.91 N.S.		2.12*		0.48 N.S.		0.36 N.S.	

* - Significant at .05 level

N.S. - Not significant

TABLE 6.33

Academic Qualifications of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		1-3		3-4		4-6		1-4		3-6		1-6	
		B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
1. Administrative Support	M	26.33	22.27	22.27	26.28	26.28	24.00	26.33	26.28	22.27	24.0	26.33	24.0
	SD	6.30	6.20	6.20	8.39	8.39	8.06	6.30	7.39	6.20	8.06	6.30	8.06
	t-value	2.89**		2.85**		0.86 N.S.		0.04 N.S.		0.78 N.S.		1.01 N.S.	
2. Staff Norms	M	32.08	29.34	29.34	33.25	33.25	32.73	32.08	33.25	29.34	32.73	32.08	32.73
	SD	9.69	12.48	12.48	14.58	14.58	11.82	9.69	14.58	12.48	11.82	9.69	11.82
	t-value	1.08 N.S.		1.56 N.S.		0.11 N.S.		0.45 N.S.		0.81 N.S.		0.18 N.S.	
3. System Norms	M	17.67	15.91	15.91	17.81	17.81	17.46	17.67	17.81	15.91	17.46	17.67	17.46
	SD	5.72	5.78	5.78	6.91	6.91	7.12	5.72	6.91	5.78	7.12	5.72	7.12
	t-value	0.36 N.S.		1.61 N.S.		0.16 N.S.		0.11 N.S.		0.16 N.S.		0.10 N.S.	

* - Significant at .05 level

** - Significant at .01 level

N.S. - Not significant

TABLE 6.34

Academic Qualifications of Teacher-Educators and Components of Innovative Characteristics

Section IIB - Components		1-3		3-4		4-6		1-4		3-6		1-6	
		B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
4. Complexity	M	23.47	25.30	25.30	25.28	25.28	23.91	23.47	25.38	25.30	23.91	23.47	23.91
	SD	5.54	12.14	12.14	3.35	3.35	4.28	5.54	3.35	12.14	4.28	5.54	4.28
	t-value	0.83 N.S.		0.070 N.S.		1.35 N.S.		2.46*		0.37 N.S.		0.24 N.S.	
5. Compatibility	M	24.17	24.41	24.17	24.89	24.89	22.73	24.17	24.89	24.41	22.73	24.17	22.73
	SD	3.81	2.81	3.81	3.08	3.08	4.17	3.81	3.08	[illegible]	4.17	3.81	4.17
	t-value	0.33 N.S.		0.89 N.S.		2.14*		1.14 N.S.		1.60 N.S.		1.07 N.S.	
6. Riskness	M	34.17	35.36	35.36	36.31	36.31	33.64	34.17	36.31	35.36	33.64	34.17	33.64
	SD	5.34	4.68	4.68	3.60	3.60	5.78	5.34	3.60	4.68	5.78	5.34	5.78
	t-value	1.07 N.S.		1.34 N.S.		2.20*		2.71**		1.04 N.S.		0.28 N.S.	
7. Localiteness	M	34.06	35.02	35.02	35.98	35.98	33.64	34.06	35.98	35.02	33.64	34.06	33.64
	SD	5.32	4.64	4.64	3.67	3.67	5.58	5.32	3.67	4.64	5.58	5.32	5.58
	t-value	0.87 N.S.		1.34 N.S.		1.91 N.S.		2.40*		0.85 N.S.		0.23 N.S.	
8. Cosmopoliteness	M	18.28	16.11	16.11	18.06	18.06	17.64	18.28	18.06	16.11	17.64	18.28	17.64
	SD	5.66	5.59	5.59	7.02	7.02	6.61	5.66	7.02	5.59	6.61	5.66	6.61
	t-value	1.71 N.S.		1.63 N.S.		0.19 N.S.		1.11 N.S.		9.78 N.S.		0.32 N.S.	

** - Significant at .01 level

* - Significant at .05 level

N.S. - Not significant

43 at .01 level. This means there is close and significant relationship between the teacher-educators possessing M.A. degree with "administrative support". They have rated administrative support at a significantly high level. In the cases of the rest of the components of "Situational Characteristics" the t-values are not significant means, academic qualifications have no significant role to play with other components, viz., staff norms and system norms.

Table (No. 6.34) shows that between M.As. and M.Scs. on "compatibility", one of the components of the "Characteristics of Innovation", the .05 level significant mean difference is in favour of the teacher-educators possessing M.A. degree. Same is the case with "riskness". Between B.As. and M.As. also, the teacher-educators having M.A. degree have gained .01 level significant mean difference in their favour. On rest of the components no significant relationship is found out. To conclude the teacher-educators having M.A. degree have rated "compatibility" and "riskness" at a significantly high level.

TABLE 6.35

In Table (No. 6.35) compared to B.A. and B.Sc. teacher-educators,the teacher-educators possessing M.A.

TABLE 6.35

Academic Qualifications of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	1-3		3-4		4-6		1-4		3-6		1-6	
	B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
Mean	200.08	201.48	201.48	213.09	213.09	204.73	200.08	213.09	201.48	204.73	200.08	204.73
SD	20.64	22.84	22.84	26.68	26.68	32.45	20.64	26.68	22.84	32.45	20.64	32.45
't'-value	0.28 N.S.		2.52*		0.97 N.S.		2.66**		0.39 N.S.		0.57 N.S.	

* - Significant at .05 level

** - Significant at .01 level

N.S. - Not significant

45 degree bears significant relationship at .05 level and .01 level respectively with "Change-Related Values" taken as a whole.

Lastly, in Table (No. 6.36) gives the mean scores and t-values on various components of "Change-Related Values" in terms of academic qualifications of the teacher-educators. The teacher-educators possessing M.A. degree compared to the teacher-educators possessing B.Sc. degree have gain significant mean difference at .05 level in both the cases on two components - "Progressivism" and "Conservatism", compared to M.As. and B.Scs. the teacher-educators possessing M.A. degree have gained significant mean difference at .05 level and .01 level respectively in their favour on "Venturesomeness". On "Conservatism" compared to B.Sc. and B.A. teacher-educators, M.A.teacher-educators bears significant relationship at .05 level on both the pairs; and compared to B.Sc. and B.A., the teacher-educators possessing M.Sc. degree have gained significant favourable mean differences at .01 level on "Conservatism", compared to M.A. and B.Sc., teacher-educators with M.Sc. have gained favourable mean difference significant at .05 level in both the pairs, and lastly, M.As. compared to B.As. possess favourable mean difference significant at .05 level. To conclude M.As. and M.Sc. teacher-educators have significant relationship with "Progressivism", "Venturesomeness" and with rest of the

TABLE 6.36

Academic Qualifications of Teacher-Educators and Components of Change-Related Values

Section III Components		1-3		3-4		4-6		1-4		3-6		1-6	
		B.A.	B.Sc.	B.Sc.	M.A.	M.A.	M.Sc.	B.A.	M.A.	B.Sc.	M.Sc.	B.A.	M.Sc.
1. Traditionalism	M	35.44	35.32	35.32	37.53	37.53	36.64	35.44	37.53	35.32	37.53	35.44	36.64
	SD	6.35	6.56	6.56	6.50	6.50	6.22	6.35	6.50	6.56	6.50	6.35	6.22
	t-value	0.09 N.S.		1.90 N.S.		0.44 N.S.		1.68 N.S.		0.60 N.S.		0.55 N.S.	
2. Progressivism	M	42.25	40.52	40.52	42.94	42.94	39.46	42.25	42.94	40.52	39.46	42.25	39.46
	SD	5.34	6.03	6.03	5.60	5.60	7.53	5.34	5.60	6.03	7.53	5.34	7.53
	t-value	1.34 N.S.		2.35*		1.90 N.S.		0.65 N.S.		0.50 N.S.		1.38 N.S.	
3. Dogmatism	M	26.44	27.07	27.07	29.50	29.50	31.18	26.44	29.50	27.07	31.18	26.44	31.18
	SD	7.62	8.35	8.35	9.25	9.25	8.78	7.62	9.25	8.35	8.78	7.62	8.78
	t-value	0.35 N.S.		1.50 N.S.		0.58 N.S.		1.78 N.S.		1.45 N.S.		1.74 N.S.	
4. Venturesomeness	M	29.89	30.48	30.48	31.18	31.18	26.36	29.89	31.18	30.48	31.18	28.89	31.18
	SD	5.66	5.58	5.58	4.53	4.53	6.12	5.66	4.53	5.58	4.53	5.66	4.53
	t-value	0-47 N.S.		0.81 N.S.		3.24**		1.38 N.S.		2.15*		1.78 N.S.	
5. Conservatism	M	23.03	23.71	23.71	27.04	27.04	30.00	23.03	27.04	23.71	30.00	23.03	30.00
	SD	7.05	6.68	6.68	8.42	8.42	6.25	7.05	8.42	6.68	6.25	7.05	6.25
	t-value	0.44 N.S.		2.34*		1.13 N.S.		2.57*		2.83**		2.94**	
6. Change Proneness	M	43.03	44.39	44.39	44.90	44.90	41.09	43.03	44.90	44.39	41.09	43.03	41.09
	SD	5.79	3.74	3.74	4.56	4.56	7.33	5.79	4.56	3.74	7.33	5.79	7.33
	t-value	1.27 N.S.		0.65 N.S.		2.47*		1.99*		2.11*		0.91 N.S.	

* - Significant at .05 level ** - Significant at .01 level N.S. - Not significant

46 components - "Traditionalism" and "Dogmatism" academic qualifications have nothing to do.

6.6 INNOVATIVE PRONENESS AND FOREIGN VISITS BY TEACHER-EDUCATORS

In this section, the mean scores, standard deviation and t-values are given according to two categories of teacher-educators: (i) Teacher-educators who have gone abroad, and (ii) Teacher-educators who have not gone abroad, in the context of three sections of Innovation Proneness Scale, viz., (i) Attitudes to Innovation; (ii) Situational and Characteristics of Innovation, and (iii) Change-Related Values.

TABLE 6.37

Foreign Visits of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	Without foreign visit	't'-value	With foreign visit
Mean	127.35		123.5
SD	14.93		10.53
't'-value		0.72 N.S.	

N.S. - Not significant

Table No. 6.37 shows that the mean difference though in favour of the teacher-educators who have visited the foreign countries is not significant. Means, there is

47 no significant relationship between foreign visits by the teacher-educators and their attitudes manifested to innovation.

TABLE 6.38

Foreign Visits of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		Without foreign visit	't'-value	With foreign visit
1. Individualization	Mean	21.96		23.00
	SD	2.96		1.60
	't'-value		0.99 N.S.	
2. Curriculum Organization	Mean	13.44		13.75
	SD	1.79		1.04
	't'-value		0.49 N.S.	
3. Teaching-Learning Process	Mean	21.16		20.13
	SD	3.33		2.90
	't'-value		0.87 N.S.	
4. Teaching Resources	Mean	16.62		13.88
	SD	2.89		3.64
	't'-value		2.61**	
5. Internal School Organization	Mean	20.81		19.75
	SD	3.10		3.96
	't'-value		0.93 N.S.	

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TABLE 6.38 Contd.

Section I - Components		Without foreign visit	't'-value	With foreign visit
6. Staff Development	Mean	21.24		20.63
	SD	2.92		2.56
	't'-value		0.59 N.S.	
7. School Community Relationship	Mean	12.13		11.88
	SD	2.43		1.56
	't'-value		0.29 N.S.	

N.S. - Not significant
** - Significant at .01 level

Table No. 6.38 gives mean differences between the two categories of teacher-educators - who have visited foreign countries and who have not visited foreign countries on seven components of "Attitudes to Innovation". All the mean differences are insignificant except one on "Teaching Resources" where the mean difference is significant at .01 level. This means the foreign visits by the teacher-educators bears significant relationship with the attitude that they have manifested to "Teaching Resources".

TABLE 6.39

Foreign Visits of Teacher-Educators and Situational and Innovative Characteristics

Section II - The Situational and the Innovative Characteristics Scale	Without foreign visits	't'-value	With foreign visits
Mean	212.22		219.88
SD	35.43		50.03
't'-value		0.59 N.S.	

N.S. - Not significant

Table No.6.39 shows 't'-value of two categories of teacher-educators in the context of "Situational and Innovative Characteristics". Foreign visits and Situational and Innovative Characteristics taken together do not bear significant relationship.

TABLE 6.40

Foreign Visits of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	Without foreign visits	't'-value	With foreign visits
Mean	74.73		81.75
SD	25.18		26.09
't'-value		0.77 N.S.	

N.S. - Not significant

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TABLE 6.41

Foreign Visits of Teacher-Educators and Innovative Characteristics

Section IIB - The Innovative Characteristics Scale	Without foreign visits	't'-value	With foreign visits
Mean	137.49		138.13
SD	16.08		28.25
't'-value		0.11 N.S.	

N.S.: Not significant

Table No. 6.40 gives insignificant 't'-value between two categories of teacher-educators in the context of 'Situational Characteristics' taken separately.

Table No. 6.41 again gives insignificant 't'-value of two categories of teacher-educators in the context of Innovative Characteristics.

Foreign visits or the absence of foreign visits do not have any significant relationship either with "Situational Characteristics" or with "Innovative Characteristics" taken separately.

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TABLE 6.42

Foreign Visits of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		Without foreign visits	't'-value	With foreign visits
1. Administrative Support	Mean	25.25		27.63
	SD	7.73		7.15
	't'-value		0.85 N.S.	
2. Staff Norms	Mean	32.09		35.75
	SD	13.17		12.67
	't'-value		0.77 N.S.	
3. System Norms	Mean	17.39		18.38
	SD	6.42		7.31
	't'-value		0.43 N.S.	

N.S. - Not significant

TABLE 6.43

Foreign Visits of Teacher-Educators and Components of Innovative Characteristics

Section IIB - Components		Without foreign visits	't'-value	With foreign visits
4. Complexity	Mean	24.97		23.75
	SD	6.70		6.92
	't'-value		0.51 N.S.	

52

TABLE 6.43 Contd.

Section IIB- Components		Without foreign visits	't'-value	With foreign visits
5. Compatibility	Mean	24.54		25.00
	SD	3.18		4.90
	't'-value		0.04 N.S.	
6. Riskness	Mean	35.50		36.13
	SD	4.41		4.88
	't'-value		0.39 N.S.	
7. Localiteness	Mean	35.28		33.75
	SD	4.22		7.85
	't'-value		0.97 N.S.	
8. Cosmopoliteness	Mean	17.62		19.50
	SD	6.49		6.09
	't'-value		0.81 N.S.	

N.S. - Not significant

Table No. 6.42 shows all insignificant mean differences of these two categories of teacher-educators on three components of "Situational Characteristics". Foreign visits have nothing to do with any of the three components of this aspect.

Table No. 6.43 gives the 't'-values of teacher-educators on five components of "Innovative Characteristics"

53 and all the 't'-values are insignificant. This means foreign visits have, again, nothing to do with the components of various components of "Innovative Characteristics".

TABLE 6.44

Foreign Visits of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	Without foreign visits	't'-value	With foreign visits
Mean	207.91		201.88
SD	25.93		26.76
't'-value		0.65 N.S.	

N.S. - Not significant

Table No. 6.44 gives insignificant mean difference between the categories of teacher-educators with reference to "Change-Related Values". So here also foreign visit is not significantly related with "Change-Related Values" taken as a whole.

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TABLE 6.45

Foreign Visits of Teacher-Educators and Components of Change-Related Values

Section III - Components		Without foreign visits	't'-value	With foreign visits
1. Traditionalism	Mean	36.57		36.13
	SD	6.58		8.44
	't'-value		0.18 N.S.	
2. Progressivism	Mean	42.08		41.75
	SD	5.92		3.01
	't'-value		0.16 N.S.	
3. Dogmatism	Mean	28.61		25.88
	SD	8.86		9.02
	't'-value		0.85 N.S.	
4. Venturesomeness	Mean	30.51		30.38
	SD	5.20		5.55
	't'-value		0.07 N.S.	
5. Conservatism	Mean	25.88		23.5
	SD	8.03		8.07
	't'-value		0.82 N.S.	
6. Change Proneness	Mean	44.26		44.25
	SD	4.92		4.00
	't'-value		0.006 N.S.	

N.S. - Not significant

55 Table No. 6.45 shows componentwise mean differences of the teacher-educators who have visited foreign countries and who have not visited foreign countries. No mean difference is significant. So it can be concluded that foreign visits by the teacher-educators do not have significant relationship with any of the Change-Related Values.

To summarize the whole section, it can very well be said that foreign visits do not make much difference in showing a proneness to innovation except at single point of the utilization of teaching resources.

6.7 INNOVATIVE PRONENESS AND PROFESSIONAL QUALIFICATIONS OF TEACHER-EDUCATORS

This section gives the interpretation of the innovative proneness of teacher-educators according to their professional qualifications. Out of two hundred teacher-educators taken for sample, twentyfive possess B.Ed. degree, one hundred forty possess M.Ed. degree, and thirtyfive possess Ph.D. degree. This means the number of teacher-educators possessing Ph.D. degree are only 17.5 per cent in this lot.

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TABLE 6.46

Professional Qualifications of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	1-2		1-3		2-3	
	B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
Mean	124.56	127.89	124.56	126.57	127.89	126.57
SD	16.98	14.11	16.98	16.02	14.11	16.92
't'-value	1.05 N.S.		0.47 N.S.		0.48 N.S.	

N. S. - Not significant

Table No. 6.46 shows the significance of difference between the means of teacher-educators having B.Ed., and having M.Ed. degrees; having B.Ed. and having Ph.D. degrees; and having M.Ed. and having Ph.D. degrees, with reference to "Attitudes to Innovation" taken as a whole. In all the three pairs mean differences are insignificant.

TABLE 6.47

Professional Qualifications of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		1-2		1-3		2-3	
		B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
1. Individualization	M	21.64	22.07	21.64	22.00	22.07	22.00
	SD	3.65	2.67	3.65	3.39	2.67	3.39
	t-value	0.70 N.S.		0.39 N.S.		0.14 N.S.	

57 TABLE 6.47 Contd.

Section I - Components		1-2		1-3		2-3	
		B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
2. Curriculum Organization	M	13.12	13.57	13.12	13.31	13.57	13.31
	SD	2.33	1.65	2.33	1.71	1.65	1.71
	t-value	1.17 N.S.		0.37 N.S.		0.81 N.S.	
3. Teaching-Learning Process	M	19.88	21.47	19.88	20.80	21.47	20.80
	SD	3.93	2.98	3.93	3.77	2.98	3.77
	t-value	2.33*		0.92 N.S.		1.12 N.S.	
4. Teaching Resources	M	16.12	16.45	16.12	17.00	16.45	17.00
	SD	3.44	2.96	3.44	2.65	2.96	2.65
	t-value	0.50 N.S.		1.12 N.S.		1.01 N.S.	
5. Internal School Organization	M	21.80	20.70	21.80	20.29	20.70	20.29
	SD	3.32	3.06	3.32	3.30	3.06	3.30
	t-value	1.64 N.S.		1.75 N.S.		0.70 N.S.	
6. Staff Development	M	20.32	21.43	20.32	21.03	21.43	21.03
	SD	3.75	2.75	3.75	2.80	2.75	2.80
	t-value	1.75 N.S.		0.84 N.S.		0.77 N.S.	
7. School Community Relationships	M	11.68	12.18	11.68	12.14	12.18	12.14
	SD	2.69	2.35	2.69	2.45	2.35	2.45
	t-value	0.96 N.S.		0.69 N.S.		0.08 N.S.	

* - Significant at .05 level
N.S. - Not significant

58 Table No. 6.47 gives the mean differences of teacher-educators according to their professional qualifications in the context of seven components of "Attitudes to Innovation" which is the first section of "Innovative Proneness Scale" devised by the investigator. None of the pairs bears any significant relationship with six components. Means professional qualifications have nothing to do with attitudes to teacher-educators to innovation compared to B.Ed. teacher-educators, the teacher-educators possessing M.Ed. degree are significantly related with teaching-learning process.

TABLE 6.48

Professional Qualifications of Teacher-Educators and Situational and Innovation Characteristics

Section II - The Situational and the Innovation Characteristics Scale	1-2		1-3		2-3	
	B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
Mean	203.84	212.21	203.84	219.11	212.21	219.11
SD	31.88	35.96	31.88	38.55	35.96	38.55
't'-value	1.09 N.S.		1.62 N.S.		1.00 N.S.	

N.S. - Not significant

Table No. 6.48 gives significance of difference between the various pairs of teacher-educators framed according to their qualifications on "Situational and Innovation

59 Characteristics" taken together. Here between B.Eds. and Ph.Ds. the level of significance just below the significant level at .10 level. As a matter of fact, it is treated as insignificant. It could have come up had there been wider sample.

TABLE 6.49

Professional Qualifications of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	1-2		1-3		2-3	
	B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
Mean	71.48	74.60	71.48	78.37	74.60	78.37
SD	22.30	25.45	22.30	26.22	25.45	26.22
't'-value	0.57 N.S.		1.07 N.S.		0.78 N.S.	

N.S. - Not significant

Table No. 6.49 gives the t-values of teacher-educators according to their progessional qualifications in the context of "Situational Characteristics" taken separately. All the t-values are insignificant. Professional qualifications and "Situational Characteristics" have no significant relationship between them.

60

TABLE 6.50

Professional Qualifications of Teacher-Educators and Innovative Characteristics

Section IIB - The Innovative Characteristics Scale	1-2		1-3		2-3	
	B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
Mean	132.36	137.61	132.36	140.74	137.61	140.74
SD	15.67	16.40	15.67	17.95	16.40	17.95
't-value	1.48 N.S.		1.88 N.S.		0.99 N.S.	

N.S. - Not significant

In Table No. 6.50 also all the t-values are insignificant. It gives the t-values of teacher-educators according to the professional qualifications in the context of "Innovative Characteristics" taken separately. Professional qualification and characteristics of innovation are indifferent with each other.

TABLE 6.51

Professional Qualifications of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		1-2		1-3		2-3	
		B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
1. Administrative Support	M	24.36	25.28	24.36	26.17	25.28	26.17
	SD	7.38	7.60	7.38	8.56	7.60	8.56
	t-value	0.56 N.S.		0.86 N.S.		0.60 N.S.	

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TABLE 6.51 Contd.

Section IIA - Components		1-2		1-3		2-3	
		B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
2.Staff Norms	M	30.68	31.82	30.68	34.51	31.82	34.51
	SD	12.11	13.46	12.11	12.42	13.46	12.42
	t-value	0.40 N.S.		1.19 N.S.		1.07 N.S.	
3. System Norms	M	16.44	17.50	16.44	17.69	17.50	17.69
	SD	5.36	6.59	5.36	6.71	6.59	6.71
	t-value	0.76 N.S.		0.77 N.S.		0.16 N.S.	

N.S. - Not significant

TABLE 6.52

Professional Qualifications of Teacher-Educators and Components of Innovative Characteristics

Section IIB - Components		1-2		1-3		2-3	
		B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
4. Complexity	M	23.52	25.27	23.52	24.57	25.27	24.57
	SD	4.12	7.49	4.12	4.56	7.49	4.56
	t-value	1.13 N.S.		0.92 N.S.		0.52 N.S.	
5. Compatibility	M	23.56	24.60	23.56	24.97	24.60	24.97
	SD	3.40	3.11	3.40	3.56	3.11	3.56
	t-value	1.51 N.S.		1.54 N.S.		0.62 N.S.	
6. Riskness	M	34.08	35.53	34.08	36.54	35.53	36.54
	SD	4.31	4.52	4.31	3.99	4.52	3.99
	t-value	1.48 N.S.		2.28*		1.22 N.S.	

TABLE 6.52 Contd.

Section IIB - Components		1-2		1-3		2-3	
		B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
7. Localiteness	M	34.20	35.34	34.20	35.69	35.34	35.69
	SD	4.51	4.29	4.51	4.65	4.29	4.65
	t-value	1.21 N.S.		1.24 N.S.		0.42 N.S.	
8. Cosmopoliteness	M	17.0	17.46	17.0	18.97	17.46	18.97
	SD	5.70	6.73	5.70	5.93	6.73	5.93
	t-value	0.32 N.S.		1.29 N.S.		1.22 N.S.	

N.S. - Not significant
* - Significant at .05 level

Table No. 6.51 gives all the t-values insignificant. These t-values are in the content of three components of "Situational Characteristics" under which the innovation is to be implemented. Means professional qualifications have nothing to do with "Staff Norms", "System Norms" and "Administrative Support" of the institution.

Table No. 6.52 gives the t-values of teacher-educators according to their professional qualifications in the context of five components namely, Complexity, Compatibility, Riskness, Localiteness and Cosmopoliteness of Characteristics of 'Innovation'. In the case of "Riskness" significant mean difference is in favour of Ph.D. teacher-educators compared to B.Eds. Between M.Eds. and Ph.Ds. also, the mean difference is again in favour of

63 Ph.D. degree though it is insignificant. The obvious conclusion is that Ph.D. teacher-educators bear significant relationship with "Riskness" of the innovation.

TABLE 6.53

Professional Qualifications of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	1-2		1-3		2-3	
	B.Ed.	M.Ed.	B,Ed.	Ph.D.	M.Ed.	Ph.D.
Mean	210.12	209.23	210.12	199.26	209.23	199.2
SD	29.92	25.69	29.92	21.65	25.69	21.6
t-value	0.16 N.S.		1.63 N.S.		2.11*	

* - Significant at .05 level
N.S. - Not significant

Table No. 6.53 gives significant mean difference in favour of Ph.D. teacher-educators compared to M.Eds. in the context of "Change-Related Values" which is the third section of the "Innovative Proneness Scale" for teacher-educators devised by the investigator. In two other pairs mean differences are insignificant.

TABLE 6.54

Professional Qualifications of Teacher-Educators and Components of Change-Related Values

Section III - Components		1-2		1-3		2-3	
		B.Ed.	M.Ed.	B.Ed.	Ph.D.	M.Ed.	Ph.D.
1. Traditionalism	M	37.64	36.68	37.64	35.2	36.68	35.2
	SD	6.57	6.69	6.57	6.56	6.69	6.56
	t-value	0.66 N.S.		1.42 N.S.		1.18 N.S.	
2. Progressivism	M	41.16	42.85	41.16	39.77	42.85	39.77
	SD	6.35	5.63	6.35	5.68	5.63	5.68
	t-value	1.35 N.S.		0.89 N.S.		2.89**	
3. Dogmatism	M	30.32	28.50	30.32	26.97	28.50	26.97
	SD	9.35	9.11	9.35	7.35	9.11	7.35
	t-value	0.92 N.S.		1.55 N.S.		0.92 N.S.	
4. Venturesomeness	M	29.96	30.62	29.96	30.54	29.96	30.54
	SD	5.07	5.31	5.07	4.96	5.07	4.96
	t-value	0.57 N.S.		0.45 N.S.		0.08 N.S.	
5. Conservatism	M	27.0	25.96	27.0	23.74	25.96	23.74
	SD	8.03	8.12	8.03	7.14	8.12	7.14
	t-value	0.59 N.S.		1.65 N.S.		1.48 N.S.	
6. Change Proneness	M	44.04	44.62	44.04	43.03	44.62	43.03
	SD	4.80	5.00	4.80	4.40	5.00	4.40
	t-value	0.54 N.S.		0.85 N.S.		1.72 N.S.	

** - Significant at .01 level
N.S. - Not significant

According to Table (6.54) in the case of "Progressivism", one of the components of "Change-Related Values", the significant mean difference is in favour of Ph.D. teacher-educators compared to teacher-educators having B.Ed. degrees. Ph.Ds. are significantly related with "Progressivism". In rest of the pairs, in rest of the cases, the t-values are insignificant.

6.8 INNOVATIVE PRONENESS AND MOBILITY OF TEACHER-EDUCATORS

This section gives the interpretation of innovative proneness of teacher-educators according to their "Mobility". Mobility of the teacher-educators has been traced out by asking "Have you had teaching or other first hand professional experience in any educational institution other than that you are working in at present"? Teacher-educators who responded "Yes" were considered "mobile" and who responded "No" were treated as "immobile". Out of these two hundred teacher-educators, One hundred Seventyfive were "mobile" and twentyfive were "immobile".

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TABLE 6.55

Mobility of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	With mobility	't'-value	Without mobility
Mean	127.62		124.09
SD	14.69		16.23
't'-value		1.07 N.S.	

N.S. - Not significant

Table No. 6.55 gives the t-value between mobile and immobile teacher-educators in the context of "Attitudes to Innovation". Mobility has nothing to do with attitude of teacher-educators towards innovations as the t-value is not significant.

TABLE 6.56

Mobility of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		With Mobility	't'-value	Without mobility
1. Individualization	Mean	22.006		21.83
	SD	2.97		2.79
	't'-value		0.28 N.S.	

TABLE 6.56 Contd.

Section I - Components		With mobility	't'-value	Without mobility
2. Curriculum Organization	Mean	13.47		13.49
	SD	1.71		2.21
	't'-value		0.21 N.S.	
3. Teaching-Learning Process	Mean	21.15		21.35
	SD	3.31		3.24
	't'-value		0.27 N.S.	
4. Teaching Respurces	Mean	16.71		14.83
	SD	2.77		3.96
	't'-value		2.90**	
5. Internal School Organization	Mean	20.88		20.00
	SD	3.13		4.00
	't'-value		1.25 N.S.	
6. Staff Development	Mean	21.25		20.87
	SD	2.95		2.74
	't'-value		0.58 N.S.	
7. School Community Relationships	Mean	12.13		11.83
	SD	2.42		2.39
	't'-value		0.57 N.S.	

** - Significant at .01 level
N.S. - Not significant

Table No. 6,56 gives componentwise t-values of "mobile" and "immobile" teacher-educators on "Attitudes to Innovation". In the case of "Teaching Resources" t-value is significant at .01 level. In rest of the cases t-values are not significant. To conclude, mobility and Teaching Resources are significantly related.

TABLE 6.57

Mobility of Teacher-Educators and Situational and Innovative Characteristics

Section II - The Situational and the Innovative Characteristics Scale	With mobility	't'-value	Without mobility
Mean	212.04		213.78
SD	36.45		35.28
't'-value		0.22 N.S.	

N.S. - Not significant

Table No. 6.57 gives insignificant t-value between 'mobile and 'immobile' teacher-educators in the context with "Situational and Innovative Characteristics" taken together. This means the "mobility" of teacher-educators have nothing to do with the characteristics of the situation and of the innovation itself taken jointly.

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TABLE 6.58

Mobility of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	With mobility	't'-value	Without mobility
Mean	74.43		76.65
SD	25.71		22.44
't'-value		0.39 N.S.	

N.S. - Not significant

TABLE 6.59

Mobility of Teacher-Educators and Innovative Characteristics

Section IIB - The Innovative Characteristics Scale	With mobility	't'-value	Without mobility
Mean	137.61		137.13
SD	16.67		17.42
't'-value		0.13 N.S.	

N.S. - Not significant

Table No. 6.58 also gives insignificant t-value on Situational Characteristics taken separately. Same is the case with the characteristics of innovation (Table 6.59).

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TABLE 6.60

Mobility of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		With mobility	't'-value	Without mobility
1. Administrative Support	Mean	25.33		25.00
	SD	7.87		7.15
	't'-value		0.19 N.S.	
2. Staff Norms	Mean	31.89		33.44
	SD	13.47		10.93
	't'-value		0.53 N.S.	
3. System Norms	Mean	17.21		18.22
	SD	6.58		5.66
	't'-value		0.70 N.S.	

N.S. - Not significant

TABLE 6.61

Mobility of Teacher-Educators and Components of Innovative Characteristics

Section IIB - Components		With mobility	't'-value	Without mobility
4. Complexity	Mean	24.91		25.39
	SD	7.05		3.63
	't'-value		0.32 N.S.	

TABLE 6.61 Contd.

Section IIB - Components		With mobility	't'-value	Without mobility
5. Compatibility	Mean	24.56		24.26
	SD	3.21		3.60
	't'-value		0.41 N.S.	
6. Riskness	Mean	35.57		35.22
	SD	4.40		4.89
	't'-value		0.35 N.S.	
7. Localiteness	Mean	35.35		35.04
	SD	4.33		4.53
	't'-value		0.31 N.S.	
8. Cosmopoliteness	Mean	17.67		17.22
	SD	6.55		6.30
	't'-value		0.33 N.S.	

N.S. - Not significant

Tables No. 6.60 and 6.61 give componentwise t-values of "mobile" and "immobile" teacher-educators. All the values are insignificant. Means, the "mobility" of teacher-educators have no significant relation with any of the components of either of "Situational Characteristics" or of "Innovative Characteristics".

TABLE 6.62

Mobility of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	With mobility	't'-value	Without mobility
Mean	208.83		188.96
SD	24.94		31.69
't'-value		1.72 N.S.	

N.S. - Not significant

In Table (No. 6.62), the t-value on "Change-Related Values" is between .10 and .05 levels of significance. This could have come up had there been wider sample. This does indicate some considerable relationship between "mobility" of teacher-educators and the "Change-Related Values".

TABLE 6.63

Mobility of Teacher-Educators and Components of Change-Related Values

Section III - Components		With mobility	't'-value	Without mobility
1. Traditionalism	Mean	36.75		34.91
	SD	6.57		7.59
	't'-value		1.24 N.S.	
2. Progressivism	Mean	42.33		40.48
	SD	5.66		7.06
	't'-value		1.43 N.S.	

73 TABLE 6.63 Contd.

Section III - Components		With mobility	't'-value	Without mobility
3. Dogmatism	Mean	28.56		27.87
	SD	8.86		9.15
	't'-value		0.35 N.S.	
4. Venturesomeness	Mean	30.83		28.30
	SD	5.15		5.46
	't'-value		2.19*	
5. Conservatism	Mean	25.75		25.57
	SD	8.13		6.81
	't'-value		0.11 N.S.	
6. Change Proneness	Mean	44.61		41.83
	SD	4.68		5.58
	't'-value		2.62**	

** - Significant at .01 level
* - Significant at .05 level
N.S. - Not significant

Table No. 6.63 gives significant t-values significant at .05 level and .01 level respectively in the case of two components of "Change-Related Values", namely, "Venturesomeness" and "Change Proneness". Mobile teacher-educators are more Venturesome and more prone to change as compared to their immobile counterparts.

74

6.9 INNOVATIVE PRONENESS AND INSERVICE EDUCATION OF TEACHER-EDUCATORS

In the Personal Data Sheet, the teacher-educators were requested to respond to the question. "In the past three years have you attended any inservice courses in education?" They were requested to respond in terms of "some" and "none". Out of two hundred teacher-educators, one hundred fifty responded with "some" and only fifty teacher-educators responded with "none". In this section, means, standard deviation and t-values of these two categories of teacher-educators in context with "Attitudes to Innovation","Situational and Innovative Characteristics" and "Change-Related Values" and their respective components are given and interpreted.

TABLE 6.64

Inservice Education of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	Some Inservice Education	't'-value	None Inservice Education
Mean	128.44		122.79
SD	14.26		15.68
't'-value		2.31*	

* Significant at .05 level

75

Table No. 6.64 gives the t-value of teacher-educators with 'some' inservice education and with 'none' inservice education, in terms of "Attitudes to Innovation". Here, the t-value is significant at .05 level means the relationship between inservice education and "Attitudes to Innovation" is significant and the mean difference is in favour of the teacher-educators having "some" inservice education.

TABLE 6.65

Inservice Education of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		Some Inservice education	't'-value	None inservice education
1. Individualization	Mean	22.15		21.40
	SD	2.93		2.92
	't'-value		1.53 N.S.	
2. Curriculum Organization	Mean	13.57		13.11
	SD	1.60		2.18
	't'-value		1.58 N.S.	
3. Teaching-Learning Process	Mean	21.44		20.21
	SD	3.11		3.69
	't'-value		2.25*	

76

TABLE 6.65 Contd.

Section I - Components		Some Inservice education	't'-value	None Inservice education
4. Teaching Resources	Mean	16.73		1.70
	SD	2.91		3.09
	't'-value		2.07*	
5. Internal School Organization	Mean	20.85		20.36
	SD	2.96		3.68
	't'-value		0.93 N.S.	
6. Staff Development	Mean	21.37		20.60
	SD	2.75		3.31
	't'-value		1.60 N.S.	
7. School Community Relationship	Mean	12.31		11.40
	SD	2.33		2.54
	't'-value		2.27*	

* - Significant at .05 level
N.S. - Not significant

In Table (No. 6.65), the mean differences are in favour of the teacher-educators having some inservice education, compared to those having no inservice education, in the cases of "Teaching-Learning Process", "Teaching Resources" and "School Community Relationships". These mean differences are significant are significant at .05 level. In the cases of other components, namely, "Individualization",

77 "Curriculum Organization", "Internal School Organization", & "Staff Development", the mean differences are in favour of the teacher-educators with some inservice education but statistically they are insignificant. So the general conclusion is "inservice education" of teacher-educators does bear significant relationship with "Attitudes to Innovation" in general and with some components of it in particular.

TABLE 6.66

Inservice Education of Teacher-Educators and Situational and Innovative Characteristics

Section II - The Situational and the Innovative Characteristics Scale	Some Inservice education	't'-value	None Inservice education
Mean	209.74		220.34
SD	37.06		31.33
't'-value		1.74 N.S.	

N.S. - Not significant

In Table (No. 6.66) the mean difference is in favour of the teacher-educators having no inservice education on "Situational and Innovative Characteristics" but it is not significant upto the level of .05 level. So, it can be concluded that inservice education does not have significant relationship with "Situational and Innovative Characteristics" taken together.

TABLE 6.67

Inservice Education of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	Some inservice education	't'-value	None inservice education
Mean	72.89		81.68
SD	26.45		18.83
't'-value		2.11*	

* Significant at .05 level

In Table (No. 6.67) are given the means and the 't'-value of teacher-educators in terms of Situational Characteristics. The significant mean difference at .05 level is in favour of teacher-educators without inservice education, Means, the teacher-educators without inservice education have given prominent importance to situational circumstances circumscribing the introduction of a new practice in the institution.

79

TABLE 6.68

Inservice Education of Teacher-Educators and Innovative Characteristics

Section IIB - The Innovative Characteristics Scale	Some inservice education	't'-value	None inservice education
Mean	137.05		138.66
SD	16.66		16.74
't'-value		0.58 N.S.	

N.S. - Not significant

In Table (No. 6.68) though the mean difference is in favour of the teacher-educators without inservice education, it is insignificant. The relation between the teacher-educators without inservice education do not have relationship upto the significant level.

TABLE 6.69

Inservice Education of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		Some inservice education	't'-value	None inservice education
1. Administrative Support	Mean	24.90		26.72
	SD	8.02		6.52
	't'-value		1.42 N.S.	
2. Staff Norms	Mean	31.12		35.94
	SD	13.61		10.49
	't'-value		2.23*	

80

TABLE 6.69 Contd.

Section IIA - Components		Some inservice education	't'-value	None inservice education
3. System Norms	Mean	16.87		19.02
	SD	6.78		4.84
	't'-value		2.02*	

N.S. - Not significant * Significant at .05 level

TABLE 6.70

Inservice Education of Teacher-Educators and Components of Innovative Characteristics

Section IIB - Components		Some inservice education	't'-value	None inservice education
4. Complexity	Mean	22.60		25.89
	SD	4.10		11.69
	't'-value		1.15 N.S.	
5. Compatibility	Mean	24.60		24.19
	SD	3.22		3.32
	't'-value		0.75 N.S.	
6. Riskness	Mean	35.50		35.51
	SD	4.60		3.94
	't'-value		0.02 N.S.	

81 TABLE 6.70 contd.

Section IIB - Components		Some inservice education	't'-value	None inservice education
7. Localiteness	Mean	35.27		35.26
	SD	4.41		4.22
	't'-value		0.02 N.S.	
8. Cosmopoliteness	Mean	17.08		19.51
	SD	6.64		5.60
	't'-value		2.27*	

* - Significat at .05 level
N.S. - Not significant

Table No. 6.69 gives two significant t-values, one in case of "Staff Norms" and the other in case of "System Norms". The significant mean difference at .05 level is in favour of teacher-educators without any inservice education. This means the relationship between this category of teacher-educators, and "Staff Norms" and "System Norms" which are the components of "Situational Characteristics" is significant.

Table No. 6.70 gives all insignificant t-values except in the case of "Cosmopoliteness". In the case of "Cosmopoliteness" the mean difference which is significant at .05 level is in favour of the teacher-educators having no inservice education. This means the teacher-educators

82 without inservice education are high on cosmopolite. On other components of "characteristics of innovation" the mean differences are insignificant.

TABLE 6.71

Inservice Education of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	Some inservice education	't'-value	None inservice education
Mean	205.30		215.43
SD	24.66		28.28
't'-value		2.37*	

* Significant at .05 level

In Table (No. 6.71), the t-value is significant at .05 level. The significant mean difference on 'Change-Related Values' is in favour of the teacher-educators without inservice education.

TABLE 6.72

Inservice Education of Teacher-Educators and Components of Change-Related Values

Section III - Components		Some inservice education	't'-value	None inservice education
1. Traditionalism	Mean	36.22		37.64
	SD	6.53		7.13
	't'-value		1.27 N.S.	

83 TABLE 6.72 Contd.

Section III - Components		Some inservice education	't'-value	None inservice education
2. Progressivism	Mean	42.05		42.26
	SD	5.98		5.57
	't'-value		0.21 N.S.	
3. Dogmatism	Mean	27.44		32.02
	SD	8.59		9.07
	't'-value		3.15**	
4. Venturesomeness	Mean	30.56		30.11
	SD	5.42		4.28
	't'-value		0.52 N.S.	
5. Conservatism	Mean	24.83		29.09
	SD	7.53		8.42
	't'-value		3.29**	
6. Change Proneness	Mean	44.22		44.32
	SD	4.85		5.14
	't'-value		0.13 N.S.	

** - Significant at .01 level
N.S. - Not significant

Table No. 6.72 gives the t-values of teacher-educators according to the components of "Change-Related Values". In the case of "Dogmatism" and "Conservatism"

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highly significant mean differences are in favour of the teacher-educators without inservice education. In both the cases the mean differences are significant at .01 level. This means "Dogmatism" and "Conservatism" are rated significantly high by the teacher-educators without inservice education.

To conclude the teacher-educators with inservice education are significantly higher on "Attitudes fo Innovation", whereas the teacher-educators without inservice education are significantly higher on "Situational Characteristics" and on "Change-Related Values".

6.10 INNOVATIVE PRONENESS AND READING HABITS OF TEACHER-EDUCATORS.

In the Personal Data Sheet, the teacher-educators were asked whether they were in touch with recent trends in the field of education through the reading of professional literature from various sources. One hundred Eighty teacher-educators responded that they have read 'some' literature and twenty responded to 'none'. In this way, the teacher-educators were divided into two categories having reading habits of reading some literature and the teacher-educators without that and the means, standard deviations and t-values were computed. This section shows the interpretation of this type of data.

85

TABLE 6.73

Professional Reading Habits of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	Some Reading Habits	't'-value	None Reading Habits
Mean	127.80		122.13
SD	14.61		15.31
't'-value		1.44 N.S.	

N.S. - Not significant

TABLE 6.74

Professional Reading Habits of Teacher-Educators and Components of Attitudes to Innovation

Section I - Components		Some Reading Habits	't'-value	None Reading Habits
1. Individualization	Mean	22.13		21.27
	SD	2.75		3.58
	't'-value		1.14 N.S.	
2. Curriculum Organization	Mean	13.52		12.6
	SD	1.65		2.75
	't'-value		1.95 N.S.	
3. Teaching-Learning Process	Mean	21.29		20.20
	SD	3.20		3.90
	't'-value		1.24 N.S.	

86

TABLE 6.74 Contd.

Section I - Components		Some Reading Habits	't'-value	None Reading Habits
4. Teaching Resources	Mean	16.58		15.73
	SD	2.86		3.96
	't'-value		1.06 N.S.	
5. Internal School Organization	Mean	20.83		20.40
	SD	3.14		2.56
			0.52 N.S.	
6. Staff Development	Mean	21.29		20.40
	SD	2.86		3.52
	't'-value		1.14 N.S.	
7. School Community Relationships	Mean	12.14		11.53
	SD	2.43		2.13
	't'-value		0.94 N.S.	

N.S. - Not significant

Table No. 6.73 shows insignificant mean difference on "Attitudes to Innovation" in favour of the teacher-educators who are in touch with recent trends through the reading of professional literature.

Looking to the componentwise mean differences in Table (No.6.74), all the mean differences are in favour of the teacher-educators with having reading of current

87 professional literature. But these mean differences are not significant.

TABLE 6.75

Professional Reading Habits of Teacher-Educators and Situational and Innovative Characteristics

Section II - The Situational and the Innovative Characteristics Scale	Some Reading Habits	't'-value	None Reading Habits
Mean	212.79		206.20
SD	36.04		38.37
't'-value		0.68 N.S.	

N.S. - Not significant

Again, in Table (No. 6.75) the mean difference though insignificant is in favour of the teacher-educators with some reading of professional literature in context with the "Situational and Innovative Characteristics" taken together.

88

TABLE 6.76

Professional Reading Habits of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	Some Reading Habits	't'-value	None Reading Habits
Mean	74.98		73.73
SD	25.50		24.30
't'-value		0.18 N.S.	

N.S. - Not significant

TABLE 6.77

Professional Reading Habits of Teacher-Educators and Innovative Characteristics

Section IIB - The Innovative Characteristics Scale	Some Reading Habits	't'-value	None Reading Habits
Mean	137.81		132.47
SD	16.78		15.10
't'-value		1.19 N.S.	

N.S. - Not significant

In Tables (No. 6.76 and 6.77), the mean differences on "Situational Characteristics" and "Innovative Characteristics" respectively are in favour of the teacher-educators who are in teach of professional literature. Both the mean differences are insignificant.

TABLE 6.78

Professional Reading Habits of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		Some Reading Habits	't'-value	None Reading Habits
1. Administrative Support	Mean	25.35		24.47
	SD	7.81		7.73
	't'-value		0.42 N.S.	
2. Staff Norms	Mean	32.22		32.07
	SD	13.17		13.91
	't'-value		0.04 N.S.	
3. System Norms	Mean	17.41		17.20
	SD	6.52		5.86
	't'-value		0.12 N.S.	

N.S. - Not significant

TABLE 6.79

Professional Reading Habits of Teacher-Educators and Components of Innovative Characteristics

Section IIB - Components		Some Reading Habits	't'-value	None Reading Habits
4. Complexity	Mean	24.62		28.60
	SD	4.18		19.78
	't'-value		2.21*	

90

TABLE 6.79 Contd.

Section IIB - Components		Some Reading Habits	't'-value	None Reading Habits
5. Compatibility	Mean	24.63		22.87
	SD	3.16		3.96
	't'-value		2.03*	
6. Riskness	Mean	35.48		32.2
	SD	4.53		3.34
	't'-value		0.23 N.S.	
7. Localiteness	Mean	35.29		34.87
	SD	4.42		3.46
	't'-value		0.36 N.S.	
8. Cosmopoliteness	Mean	17.79		16.27
	SD	6.34		7.13
	't'-value		0.89 N.S.	

N.S. - Not significant * - Significat at .05 level

In Table (No. 6.78) though all the mean differences on the components of "Situational Characteristics" are in favour of teacher-educators with reading habits, they are not significant. In the case of two components - "Complexity" and "Compatibility" of "Characteristics of Innovation" the mean differences are significant at .05 level and they are in favour of the teacher-educators with reading habits. On

91 rest of the components, "Riskness", "Localiteness" and "Cosmopoliteness" the insignificant mean differences are in favour of the teacher-educators who are in touch with professional literature (Table No. 6.79). This means the habit of reading the professional literature does make a significant difference in the case of Situational and the Innovative Characteristics.

TABLE 6.80

Professional Reading Habits of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	Some Reading Habits	't'-value	None Reading Habits
Mean	206.97		210.87
SD	24.97		30.54
't'-value		0.57 N.S.	

N.S. - Not significant

Tables (6.80 and 6.81) give all insignificant t-values. While "Change-Related Values" are taken as a whole and its components taken separately. Reading habits have nothing to do significantly with "Change-Related Values". The teacher-educators without reading habits are insignificantly high on "Change-Related Values" taken as a whole. In the case of "Traditionalism", "Dogmatism" and "Conservatism", the teacher-educators who are not in touch

TABLE 6.81

Professional Reading Habits of Teacher-Educators and Components of Change-Related Values

Section III Components		Some Reading Habits		None Reading Habits
1. Traditionalism	Mean	36.26		38.53
	SD	6.62		6.26
	't'-value		1.28 N.S.	
2. Progressivism	Mean	42.12		40.87
	SD	5.79		6.48
	't'-value		0.80 N.S.	
3. Dogmatism	Mean	28.07		32.13
	SD	8.66		8.32
	't'-value		1.75 N.S.	
4. Venturesomeness	Mean	30.61		28.60
	SD	5.23		5.08
	't'-value		1.43 N.S.	
5. Conservatism	Mean	25.51		28.60
	SD	7.90		8.22
	't'-value		1.45 N.S.	
6. Change Proneness	Mean	44.39		42.13
	SD	4.86		5.01
	't'-value		1.72 N.S.	

93 touch with professional literature are insignificantly higher and the case of "Progressivism", "Venturesomeness" and "Change Proneness", the teacher-educators with the habit of reading professional literature are insignificantly higher.

6.11 INNOVATIVE PRONENESS AND PROFESSIONAL SATISFACTION OF TEACHER-EDUCATORS

The teacher-educators were asked whether they were "very satisfied" or "not very satisfied" with their jobs. One hundred Seventyfive replied favourably and 25 replied unfavourably. In this section, means, standard deviations and t-values of these two categories of teacher-educators were computed in terms of all the sections and their components of "Innovative Proneness Scale" devised by the investigator.

TABLE 6.82

Professional Satisfaction of Teacher-Educators and Attitudes to Innovation

Section I - The Inventory of Attitudes to Innovation	Highly Satisfied	't'-value	Highly Unsatisfied
Mean	127.14		129.15
SD	14.30		19.17
't'-value		0.57 N.S.	

N. S. - Not significant.

94 Table No. 6.82 gives t-value of highly satisfied and highly unsatisfied teacher-educators in terms of "Attitudes to Innovation" taken as a whole. Insignificant mean difference is in favour of highly unsatisfied teacher-educators.

TABLE 6.83

Professional Satisfaction of Teacher-Educators and the Components of Attitudes to Innovation

Section I - Components		Highly Satisfied	't'-value	Highly Unsatisfied
1. Individualization	Mean	21.96		22.35
	SD	2.95		2.74
	't'-value		0.56 N.S.	
2. Curriculum Organization	Mean	13.50		13.15
	SD	1.59		2.96
	't'-value		0.83 N.S.	
3. Teaching-Learning Process	Mean	21.24		20.95
	SD	2.97		5.09
	't'-value		0.38 N.S.	
4. Teaching Resources	Mean	16.37		17.45
	SD	3.03		2.72
	't'-value		1.53 N.S.	

95

TABLE 6.83 Contd.

Section I - Components		Highly Satisfied	't'-value	Highly Unsatisfied
5. Internal School Organization	Mean	20.76		20.85
	SD	3.17		3.08
	't'-value		0.12 N.S.	
6. Staff Development	Mean	21.19		21.80
	SD	2.90		3.04
	't'-value		0.89 N.S.	
7. School Community Relationships	Mean	12.09		12.60
	SD	2.35		2.70
	't'-value		0.91 N.S.	

N.S. - Not significant

Taking "Attitudes to Innovation" of teacher-educators componentwise, the insignificant mean differences on "Individualization", "Teaching Resources", "Internal School Organization", "Staff Development" and "School Community Relationships" are in favour of highly unsatisfied teacher-educators, whereas in the case of "Curriculum Organization" and "Teaching-Learning Process" the insignificant mean differences are in favour of highly satisfied teacher-educators (Table No. 6.83).

96

TABLE 6.84

Professional Satisfaction of Teacher-Educators and Situational and Innovative Characteristics

Section II - The Situation and the Innovative Characteristics Scale	Highly Satisfied	't'-value	Highly Unsatisfied
Mean	213.41		203.40
SD	36.70		32.94
't'-value		1.17 N.S.	

N.S. - Not significant

In Table (No. 6.84) insignificant mean difference on "Situational Characteristics and Innovative Characteristics" taken together is in favour of highly satisfied teacher-educators.

TABLE 6.85

Professional Satisfaction of Teacher-Educators and Situational Characteristics

Section IIA - The Situational Characteristics Scale	Highly Satisfied	't'-value	Highly Unsatisfied
Mean	75.51		69.30
SD	25.65		23.72
't'-value		1.03 N.S.	

N.S. - Not significant

97

TABLE 6.86

Professional Satisfaction of Teacher-Educators and Innovative Characteristics

Section IIB - The Innovative Characteristics Scale	Highly Satisfied	't'-value	Highly Unsatisfied
Mean	137.90		134.10
SD	16.78		17.68
't'-value		0.95 N.S.	

N.S. - Not significant

Tables No. 6.85 and 6.86 give insignificant mean differences on "Situational Characteristics" and "Innovative Characteristics" taken separately. In both the cases the mean differences are in favour of highly satisfied teacher-educators.

TABLE 6.87

Professional Satisfaction of Teacher-Educators and Components of Situational Characteristics

Section IIA - Components		Highly Satisfied	't'-Value	Highly Unsatisfied
1. Administrative Support	Mean	25.45		24.30
	SD	7.78		8.42
	't'-value		0.62 N.S.	
2. Staff Norms	Mean	32.63		29.35
	SD	13.26		12.20
	't'-value		1.06 N.S.	

98 TABLE 6.87 Contd.

Section IIA - Components		Highly Satis-fied	't'-value	Highly Unsatis-fied
3. System Norms	Mean	17.43		15.65
	SD	6.56		5.80
	't'-value		1.16 N.S.	

N.S. - Not significant

TABLE 6.88

Professional Satisfaction of Teacher-Educators and Components of Innovative Characteristics

Section IIB - Components		Highly Satis-fied	't'-value	Highly Unsatis-fied
4. Complexity	Mean	25.10		24.00
	SD	7.07		4.46
	't'-value		0.68 N.S.	
5. Compatibility	Mean	24.63		23.80
	SD	3.20		3.52
	't'-value		1.09 N.S.	
6. Riskness	Mean	35.55		35.45
	SD	4.53		4.38
	't'-value		0.09 N.S.	

99

TABLE 6.88 Contd.

Section IIB Components		Highly Satis-fied	't'-value	Highly Unsatis-fied
7. Localiteness	Mean	35.44		34.75
	SD	4.27		5.29
	't'-value		0.670 N.S.	
8. Cosmopolite-ness	Mean	17.65		16.10
	SD	6.61		6.00
	't'-value		1.00 N.S.	

N.S. - Not significant

Tables 6.87 and 6.88 give insignificant mean differences on the components of "Situational Characteristics" and "Characteristics of Innovation" respectively. In the case of "Administrative Support", "Staff Norms" and "System Norms" the mean differences are in favour of highly satisfied teacher-educators.

Also, in the case of "Complexity", "Compatibility", "Riskness" and "Cosmopoliteness" the insignificant mean differences are in favour of highly satisfied teacher-educators, only in case of "Localiteness" the insignificant mean difference is in favour of unsatisfied teacher-educators.

TABLE 6.89

Professional Satisfaction of Teacher-Educators and Change-Related Values

Section III - The Change-Related Values Questionnaires	Highly Satisfied	't'-value	Highly Unsatisfied
Mean	207.28		215.80
SD	25.90		25.86
't'-value		1.39 N.S.	

N.S. - Not significant

According to Table (No.6.89), on "Change-Related Values" the insignificant mean difference is in favour of highly unsatisfied teacher-educators.

TABLE 6.90

Professional Satisfaction of Teacher-Educators and Components of Change-Related Values

Section III - Components		Highly Satisfied	't'-value	Highly Unsatisfied
1. Traditionalism	Mean	36.24		40.40
	SD	6.68		5.84
	't'-value		2.67**	
2. Progressivism	Mean	42.07		42.80
	SD	5.64		7.55
	't'-value		0.53 N.S.	

101 TABLE 6.90 Contd.

Section III - Components		Highly Satis-fied	't'-value	Highly Unsatis-fied
3. Dogmatism	Mean	28.53		30.90
	SD	9,09		6.11
	't'-value		1.13 N.S.	
4. Venturesome-ness	Mean	30.59		28.80
	SD	5.18		5.03
	't'-value		1.46 N.S.	
5. Conservatism	Mean	25.75		27.40
	SD	8.22		6.64
	't'-value		0.87 N.S.	
6. Change Proneness	Mean	44.11		45.50
	SD	4.91		5.27
	't'-value		1.19 N.S.	

** - Significant at .01 level
N.S. - Not significant

According to Table (No. 6.90), except in the case of Venturesomeness, the insignificant mean differences are in favour of highly unsatisfied teacher-educators. In the case of "Venturesomeness" the insignificant mean difference is in favour of highly satisfied teacher-educators. However, it is worth noting that highly unsatisfied teacher-educators are significantly related with "Traditionalism".

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TABLE 6.91

6.12 INTERCORRELATION AMONG THE COMPONENTS OF INNOVATIVE PRONENESS SCALE FOR TEACHER-EDUCATORS

Finding out the intercorrelation among the components of the "Innovative Proneness Scale" for teacher-educators constructed by the investigator, being one of the objectives of the study, the 'intercorrelation matrix' of the components of the scale is computed and given herewith in this section. The results of this matrix are very interesting and useful for interpreting the intercorrelation among the components. Among these results: (i) some are positively significant, (ii) some are positively non-significant, (iii) some are negatively significant, and (iv) some are negatively non-significant.

'Individualization' is positively and highly significantly correlated with 'Curriculum Organization', 'Teaching-Learning Process', 'Teaching Resources', 'Internal School Organization', 'Staff Development', 'School Community Relationship', 'Compatibility', 'Riskness', 'Localiteness', 'Progressivism', 'Venturesomeness' and 'Change Proneness'. It is also correlated positively with 'Administrative Support' and 'Cosmopoliteness' at a significant level of .05. With the rest of the components 'Individualization' is not significantly correlated. To some extent it is

TABLE 6.91

Correlation Matrix

Variables	Individualization	Curriculum Organization	Teaching-Learning Process	Teaching Resources	Internal School Organization	Staff Development	School Community Relationships	Section I - The I.A.I.	Rank of Section I	Administrative Support	Staff Norms	System Norms	Section IIA - The S.C. Scale	Complexity	Compatibility
Individualization															
Curriculum Organization	0.48**														
Teaching-Learning Process	0.54**	0.52**													
Teaching Resources	0.51**	0.41**	0.49**												
Internal School Organization	0.50**	0.44**	0.41**	0.53**											
Staff Development	0.66**	0.59**	0.51**	0.47**	0.56**										
School Community Relationships	0.48**	0.48**	0.59**	0.44**	0.48**	0.53**									
Section I - The I.A.I.	0.79**	0.70**	0.77**	0.74**	0.75**	0.82**	0.75**								
Rank of Section I	-0.74**	-0.68**	-0.74**	-0.68**	-0.58**	-0.73**	-0.69**	-0.93**							
Administrative Support	0.13*	0.18*	0.13*	0.13*	0.23**	0.12	0.15*	0.20**	-0.15						
Staff Norms	0.03	0.06	0.05	0.02	0.10	0.03	0.02	0.06	-0.06	0.72**					
System Norms	0.02	0.13*	0.09	0.06	0.07	0.05	0.09	0.09	-0.07	0.75**	0.83**				
Section IIA - The S.C. Scale	0.06	0.12	0.09	0.06	0.14*	0.06	0.08	0.11	-0.10	0.87**	0.95**	0.92**			
Complexity	0.08	0.21**	0.14*	0.08	0.18*	0.24**	0.17*	0.20**	-0.24**	0.15*	0.05	0.15*	0.11		
Compatibility	0.36**	0.37**	0.37**	0.29**	0.31**	0.39**	0.27**	0.44**	-0.44**	0.42**	0.30**	0.34**	0.37**	0.30**	
Riskness	0.25**	0.36**	0.30**	0.28**	0.22**	0.31**	0.28**	0.37**	-0.38**	0.22**	-0.05	0.02	0.05	0.44**	0.64** 0.
Localiteness	0.26**	0.35**	0.39**	0.28**	0.29**	0.31**	0.28**	0.41**	-0.40**	0.18**	-0.00	0.03	0.06	0.39**	0.38** 0.
Cosmopoliteness	0.12*	0.17*	0.17*	0.15*	0.12	0.10	0.17*	0.19*	-0.16*	0.75**	0.77**	0.77**	0.83**	0.15*	
Section IIB - The I.C. Scale	0.31**	0.41**	0.41**	0.32**	0.32**	0.36**	0.34**	0.46**	-0.46**	0.56**	0.35**	0.41**	0.46**	0.48**	0.84** 0.
Section II - The S.& I. C.Scale	0.19**	0.27**	0.25**	0.19**	0.25**	0.21**	0.21**	0.29**	-0.28**	0.87**	0.83**	0.83**	0.91**	0.30**	0.65** 0.
Rank of Section II	-0.17**	0.26**	-0.22**	-0.18**	-0.24**	-0.21**	-0.18*	-0.27**	-0.25**	-0.83**	-0.82**	-0.82**	-0.89**	-0.30**	-0.62** -0.
Traditionalism	0.05	0.18*	0.15*	0.16*	0.11	0.22**	0.13*	0.18*	-0.18*	0.26**	0.23**	0.11	0.23**	0.16*	0.19** 0.
Progressivism	0.33**	0.42**	0.37**	0.36**	0.28**	0.45**	0.30**	0.47**	-0.45**	0.27**	0.15*	0.14*	0.20**	0.25**	0.38** 0.
Dogmatism	-0.05	-0.00	-0.06	-0.02	-0.03	0.08	-0.00	-0.02	0.01	0.20**	0.38**	0.22**	0.31**	0.04	0.02 -0.
Venturesomeness	0.29**	0.35**	0.28**	0.28**	0.30**	0.34**	0.31**	0.40**	-0.34**	0.25**	0.06	0.18*	0.15*	0.15*	0.32** 0.
Conservatism	-0.13*	-0.05	-0.15*	-0.12	-0.11	0.00	-0.06	-0.12	0.08	0.18*	0.41**	0.26**	0.33**	0.04	0.00 -0.
Change Proneness	0.33**	0.35**	0.34**	0.39**	0.38**	0.41**	0.27**	0.46**	-0.45**	0.21**	0.02	0.01	0.08	0.26**	0.45** 0.
Section III - The C-R.VQ	0.15**	0.26**	0.18*	0.21**	0.18*	0.23**	0.19**	0.28**	-0.28**	0.34**	0.36**	0.26**	0.36**	0.21**	0.30** 0.
Rank of Section III	-0.14*	-0.25**	-0.18**	-0.20**	-0.16*	-0.29**	-0.18**	-0.20**	0.25**	-0.33**	-0.37**	-0.28**	-0.36**	-0.18**	-0.28** -0.
Sections I, II, III (Total Score)	0.33**	0.46**	0.43**	0.39**	0.42**	0.48**	0.40**	0.55**	-0.52**	0.73**	0.68**	0.65**	0.74**	0.32**	0.64** 0.
Rank of Sections I,II III (Total)	-0.35**	-0.43**	-0.38**	-0.38**	-0.41**	-0.44**	-0.36**	-0.51**	0.47**	-0.72**	-0.65**	-0.62**	-0.72**	-0.31**	-0.65** -0.

* Significant at 0.05 level ** Significant at 0.01 level

System Norms	Section IIA - The S.C. Scale	Complexity	Compatibility	Riskness	Localitenoss	Cosmopolitenoss	Section IIB - The I.C.S.	Section II - The S.& I.C.Scale	Rank of Section II	Traditionalism	Progressivism	Dogmatism	Venturesomeness	Conservatism	Change proneness	Section III - The C.R.V.Q.	Rank of Section III	Sections I, II & III (Total Score)	Rank of Sections I, II, III
0.92**																			
0.15*	0.11																		
0.34**	0.37**	0.30**	0.63**																
0.02	0.05	0.44**	0.64**	0.79**															
0.03	0.06	0.39**	0.38**	0.07	0.06														
0.77**	0.83**	0.15*	0.84**	0.81**	0.80**	0.53**													
0.41**	0.46**	0.48**	0.65**	0.41**	0.41**	0.83**	0.78**												
0.83**	0.91**	0.30**	-0.62**	-0.38**	-0.40**	-0.80**	-0.75**	-0.97**											
0.82**	-0.89**	-0.30**	0.19**	0.18**	0.24**	0.21**	0.28**	0.29**	-0.28**										
0.11	0.23**	0.16*	0.38**	0.34**	0.38**	0.17**	0.44**	0.34**	-0.32**	0.65**									
0.14*	0.20**	0.25**	0.02	-0.14*	-0.03	0.27**	0.04	0.24**	-0.25**	0.65**	0.28**								
0.22**	0.31**	0.04	0.32**	0.40**	0.29**	0.15*	0.39**	0.29**	-0.27**	-0.04	0.32**	0.17*							
0.18*	0.15*	0.15*	0.00	-0.19**	-0.11	0.30**	0.02	0.29**	-0.24**	0.55*	0.13*	0.77**	-0.24**						
0.26**	0.33**	0.04	0.45**	0.44**	0.45**	0.09	0.47**	0.27**	-0.26**	0.41**	0.67**	0.07	0.39**	-0.11					
0.01	0.08	0.26**	0.30**	0.18**	0.25**	0.33**	0.36**	0.42**	-0.41**	0.84**	0.69**	0.80**	0.20**	0.68**	0.52**				
0.26**	0.36**	0.21**	-0.28**	-0.17*	-0.24**	-0.32**	-0.35**	-1.41**	0.40**	-0.80**	-0.68**	-0.75**	-0.20**	-0.65**	-0.50**	-0.96			
0.28**	-0.36**	-0.18**	0.64**	0.42**	0.46**	0.69**	0.75**	0.87**	-0.84**	0.59**	0.63**	0.49**	0.37**	0.41**	0.51**	0.76**	-0.74**		
0.65**	0.74**	0.32**	-0.65**	-0.40**	-0.43**	-0.68**	-0.73**	-0.89**	0.82**	-0.64**	-0.59**	-0.44**	-0.36**	-0.35**	0.51**	-0.70**	-0.68**	-0.95**	
0.62**	-0.72**	-0.31**																	

103 negatively related with 'Dogmatism' which is not significant but negative significant relation is with 'Conservatism'.

'Teaching-Learning Process' significantly positively related at high level with 'Teaching Resources', 'Internal School Organization', 'Staff Development', 'School Community Relationships', 'Complexity', 'Compatibility', 'Riskness', 'Localiteness', 'Progressivism' and 'Venturesomeness'. It is correlated at .05 level with 'Administrative Support', and 'Cosmopoliteness'. It is negatively correlated with 'Conservatism'.

'Teaching Resources' is positively correlated at .01 level with 'Internal School Organization', 'Staff Development', 'School Community Relationships', 'Compatibility', 'Riskness', 'Localiteness', 'Progressivism', 'Venturesomeness' and 'Change Proneness'. It is correlated at .05 level positively with 'Administrative Support' and 'Traditionalism'. To some extent, it bears negative correlation with 'Dogmatism' which is not significant.

'Internal School Organization' is highly correlated with 'Staff Development', 'School Community Relationships', 'Administrative Support', 'Compatibility', 'Riskness', and 'Localiteness', 'Progressivism', 'Venturesomeness' and 'Change Proneness' (r = .01).

'Staff Development' is highly correlated with 'School Community Relationships', 'Complexity','Compatibility',

104 'Riskness', 'Localiteness', 'Venturesomeness' and 'Change Proneness' (at .01 level).

'School Community Relationships' is highly correlated with 'Compatibility', 'Riskness', 'Localiteness', 'Venturesomeness' and 'Change Proneness' (r = .01). It is correlated at .05 level with 'Administrative Support'.

'Administrative Support' has significantly high correlation with 'Staff Norms', 'System Norms', 'Compatibility', 'Riskness', 'Localiteness', 'Cosmopoliteness', 'Traditionalism', 'Progressivism', 'Dogmatism', 'Venturesomeness' and 'Change Proneness' (r = .01). It is correlated at .05 level with 'Complexity' and 'Conservatism'.

'Staff Norms' has high correlation (r = .01) with 'System Norms', 'Compatibility', 'Cosmopoliteness', 'Traditionalism', 'Dogmatism' and 'Conservatism'.

'System Norms' has high correlation (r = .01) with 'Compatibility' and 'Cosmopoliteness', 'Dogmatism' and 'Conservatism' and it bears correlation at .05 level with 'Complexity' and 'Venturesomeness'.

'Complexity' bears high correlation (r = .01) with 'Compatibility', 'Riskness' and 'Localiteness', 'Progressivism' and 'Change Proneness'. It bears correlation at .05 level with 'Traditionalism' and 'Venturesomeness'.

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'Compatibility' bears high correlation (r = .01) with 'Riskness', 'Localiteness' and 'Cosmopoliteness', 'Traditionalism', 'Progressivism', 'Dogmatism', 'Venturesomeness' and 'Change Proneness'.

'Riskness' is correlated highly (r = .01) with 'Localiteness' and 'Cosmopoliteness', 'Progressivism', 'Venturesomeness', 'Conservatism' and 'Change Proneness'. It bears correlation with 'Traditionalism' and 'Dogmatism' at .05 level.

'Localiteness' is highly correlated with 'Traditionalism' and 'Progressivism' and 'Venturesomeness', 'Conservatism' and 'Change Proneness' (r = .01).

'Cosmopoliteness' bears high correlation with 'Traditionalism', 'Progressivism', 'Dogmatism' and 'Conservatism' (r = .01) and it bears correlation significat at .05 level with 'Venturesomeness'.

'Traditionalism' bears significant correlation with 'Progressivism', 'Dogmatism', 'Conservatism' and 'Change Proneness' (r = .01).

'Progressivism' is highly correlated (r = .01) with 'Dogmatism', 'Venturesomeness' and 'Change Proneness' and it is correlated at .05 level with 'Conservatism'.

'Dogmatism' is negatively correlated at .05 level with 'Venturesomeness' and positively highly correlated at

.01 level with 'Conservatism'.

'Venturesomeness' is negatively correlated highly (r = .01) with 'Conservatism' and with 'Change Proneness'. It is positively correlated highly at .01 level.

'Conservatism' to some extent bears negative relationship with 'Change Proneness' which is obvious but it is not significant.

From this correlation matrix, it appears that the components are cohesive and mutually inclusive not only within the section but also without the sections. In other words, all the twentyone components of the 'Innovative Proneness Scale' for teacher-educators devised by the investigator are mutually inclusive and cohesive and true to the objective. This is a very encouraging feature of a valid and reliable tool.

6.13 CONCLUSION

In this chapter, Innovative Proneness Scale of teacher-educators are given according to their various personal variables viz., age, sex, teaching experience, academic qualifications, foreign visits, professional qualifications, mobility, inservice education, reading of professional literature and job satisfaction. The mean differences and t-values on three sections and their respective components are computed and interpreted in this chapter. The age of the teacher-educators

107 bears insignificant relation with twenty components of "Innovative Proneness Scale" except with "Conservatism" which is the component of "Change-Related Values". Here, it is very strange that the teacher-educators below 35 years are significantly more conservative. Sex of teacher-educators have nothing to do with any of the components. Experience of the teacher-educators bears significant relation with 'Teaching Resources' only, with all other twenty components it does not have any significant relation. M.Sc. teacher-educators are significantly higher on 'Individualization'. B.Scs. and M.As. are significantly related with "Administrative Support" and "Riskness". M.Scs. are significantly higher on "Compatibility" and "Riskness". Again M.As. are significantly higher on "Progressivism" and "Conservatism". M.Scs. are highly venturesome and conservative. Foreign visits are significantly high on "Teaching Resources". Only Ph.Ds. are significantly high on "Riskness" and 'Progressivism'. Mobile teacher-educators are significantly higher on "Teaching Resources", 'Venturesomeness' and "Change Proneness". The teacher-educators with some inservice education are significantly related with "Teaching-Learning Process", "Teaching Resources" and "School Community Relationships". Teacher-educators without inservice education are significantly higher on "Staff Norms", "System Norms" and "Cosmopoliteness". Again they are significantly higher on "Dogmatism" and "Conservatism".

108 The teacher-educators who have read professional literature are significantly higher on "Compatibility", whereas the teacher-educators without habit of reading professional literature are significantly higher on "Complexity". Highly unsatisfied teacher-educators are significantly higher on "Traditionalism". From the correlation matrix, it appears that all the twentyone components of the tool constructed and standardized by the investigator on mutually inclusive, cohesive and true to the objective of measuring "Innovative Proneness Scale" of the teacher-educators of the Secondary Teachers' Training Colleges of Gujarat.