

REVIEW OF RELATED LITRATURE



CHAPTER II

Review of Related Literature

The review of the literature is an important part of the scientific approach and is carried out in all areas of scientific research. The review of the literature in educational research provides us with the means of getting to the frontier in particular fields of knowledge. Until we have learnt what others have done and what remains still to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. Thus, the literature in any field forms the foundation upon which all future work must be built.

As in this study an attempt has been made to investigate the Change proneness and role efficiency of primary school teachers, the researches related directly or indirectly to it were reviewed.

Studies related to change proneness

Joshi (1972) findings are as follows - In connection with acceptance of and resistance to innovations, it has been noted that there is no category of acceptors as opposed to the category of rejectors. Acceptance of or resistance to an innovation depends on various factors, such as situation, facilities, leadership, personal qualities and the atmosphere etc.

Panchal (1977) has studied the innovative proneness of



teacher educators of secondary teachers training colleges of Gujarat state. The sample of the study included teacher educators (N=200) from all the forty secondary school training colleges of Gujarat state. The innovative proneness scale was developed and used to collect data from the teacher educators. Percentile ranks, t-test and factor analysis were used to analyse the data.

The Major findings of the study were individualisation of teaching learning process, interschool organisation and staff development had the highest percentile score (25.0) and school community relationship had the lowest percentile score (9.0). Staff norms had the highest percentile score (58.0) and system norms had the lowest percentile score (8.0). Traditionalism, progressivism and change proneness had the highest percentile score (50.0) and conservatism had the lowest percentile score (15.0). Teacher education above thirty-five years were more change prone than those below thirty-five. There was no significant difference in the attitude of teacher educators towards innovations.

Patel (1979) - The innovative proneness of secondary and higher secondary school teachers. A sample of 100 secondary and higher secondary schools was drawn from Gujarat. In all 100 teachers from the selected schools responded to the innovative proneness scale. The major findings of the investigation were :

- i) There were twenty-one components of innovative proneness which could be identified. These components were divided into three sections in the scale.

- ii) Regarding innovative proneness, the mean score was the highest in Banakantha district and the lowest in Dangs.
- iii) Academic qualification, stability in the schools, training and professional reading habit influenced the innovative proneness of teachers, positively.
- (iv) Age, Sex also were significantly correlated with the different components of innovative proneness.
- (v) Professional satisfaction and experience of teacher also were significantly correlated with innovative proneness.
- (vi) Different components of innovative proneness were also highly correlated with one another.



Valand (1983)'s Study was based on a sample of 200 teacher educators selected from 64 primary training college of Gujarat State Percentile norms were established for comparing the innovative proneness of teachers of different age groups, sex, experience, qualifications, etc. The t-test was used to test the significance of difference between the means of any two groups. Some of the findings were :

- a) The mean innovative proneness score of the teachers above 35 years of age was greater than those of teachers under that age.
- b) The mean score of the female teachers was higher than that of the male teachers.
- c) The mean score of the teachers having more than five years of teaching experience was greater than that of teachers having less than five years of teaching.
- d) Teachers possessing an M.A. degree gave the highest mean score on innovative proneness, while teachers

- having a B.Sc. degree gave the lowest mean score.
- e) The mean score of the teachers who attended the in service programme was higher than the mean score of the teachers who had not attended any inservice programme.

Studies related to role efficiency

Sinha (1980) Studied the impact of teacher education programme on the professional efficiency of the teachers. Three null hypothesis were formulated, for carrying out the study with precision. The study was conducted on a sample of seventy one matched pairs of trained and untrained teachers. The matching was done on the basis of subjects, age sex, qualification, experience, subjects, taught and the institutions.

The main findings of the were -

- (i) In the sphere of professional efficiency, the trained teachers were better than the untrained teachers in the knowledge of the subjects, preparation for teaching, self confidence, voice, pronunciation, facial expression and in actual classroom teaching taken as a whole.
- ii) The trained teachers were better than the untrained teachers about the aims of the lesson, its appropriateness, its organization, the use of teaching devices presentation, questioning answering, student questions, the use of blackboard and other teaching aids, eliciting students co-operation and participation, and effective closure



- iii) There was no significant difference in the competence of the two groups of teachers to manage the classroom discipline and to maintain a congenial climate for the teaching learning activity.

Very few studies were conducted on change proneness of the primary school teachers. What ever studies were available they were mostly conducted on change proneness of secondary school teachers, college teachers and teacher educators. Some of the above studies show that trained and above 35 years teachers were more prone towards change.

Regarding role efficiency of primary teachers, no study was available most of the studies were either on teaching efficiency or on professional efficiency.

