CHANGE PRONENESS IN RELATION TO ORIGIN-PAWN IDEOLOGY AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT
The present study focused on the relationship between the teacher change proneness and origin – pawn ideology among the secondary school teachers in Vizianagaram district, Andhra Pradesh, India. Change proneness, though quite recent in origin, with astonishing rapidity has become almost a catch word. It is the tendency to accept anything, which is new, novel, to be imbibed in their style of work. The origin is positively motivated, optimistic, confident accepting challenge. The pawn is negatively motivated, defensive, irresolute, avoidant of challenge. Origin has a feeling commitment and competence as opposed to powerlessness of a pawn. The origin philosophy reflects a belief that man is the maker of his destiny. The pawn philosophy reflects that a man is just a puppet in the hands of destiny. Thus origin and pawns are exactly theoretically opposite polar aspects. The data were collected from 126 secondary school teachers working in 10 secondary schools in Vizianagaram District by using two scales. The preliminary information of the teachers along with the responses to the both scales was collected from the secondary school teachers. The data were analyzed by using the statistical procedures like means, standard deviations, critical ratio values and r-values. The results were discussed according to the significant values obtained. Based on the results certain conclusions were drawn. On overall observation of the study, some implications were mentioned.

Keywords: Change proneness, Origin and pawn Ideology, Secondary schools.

INTRODUCTION:
Change-proneness means inclination or readiness one has to change or alter his behavior, attitudes, feelings and thoughts by being flexible rather restraining oneself to be rigid (Mukhopadyay, 1981). Miller (1967) first coined the concept of change-proneness is the congregations effect of curiosity, open mindedness and mental flexibility. He rightly gave the comprehensive nature of the concept. Radical change, innovativeness, tendency to enquire, being shrewd and proneness in thought, inquisitives and all these traits facilitate change proneness. The scientific examples like Newton’s gravitations theory, Archimedes principle, Einstein’s theory,
Mendel’s Laws of Heredity, Sigmund Freud’s psychoanalysis are the change proneness of their excellent contribution to the world.

The work style of the teachers enables to classify teachers into two categories. Those who take risk in introducing new strategies imbibe new ideas and with a high change prone attitude may originate new ideas. They are termed as origins. Those who shirk to invite, imitate and imbibe new strategies of teaching due to fear of criticism and failure by being totally change, reluctant may blindly depend on frame work of rules in the hands of others are termed as pawn.

The teacher who succeeds in creating origin orientation in his class room develops a warm, congenial atmosphere, where the children know the limitation beyond which they should not go. Teachers’ warm acceptance of child’s liberty along with firm and definite limitation and high expectations, all these characterize an origin teacher.

Related Studies:

Some of the previous Indian studies done an teacher change-proneness and origin-pawn ideology of teachers were kept in this portion.

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

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

Mukhopodyay (1981) studied with the help of multivariate analysis concluded that the change proneness of a teacher can be predicted to the time of more than 59% variance by set of above mentioned variables.
Udayagiri (1999) in his study of change proneness among the primary school teachers as determining factor to meet the needs of hard-to-reach pupils concluded that male teachers possessed high change-prone than that of female teachers. B.Ed Assistants, trained teachers lag behind trained graduate teachers. Teachers of Municipal Schools possessed high change prone than that of the teachers of Missionary and Mandal parishad schools.

Udayagiri (1999) conducted a study on origin-pawn ideology and the major findings were male teachers are more of origin type than female teachers. Urban teachers are more origin-oriented than rural teachers. Teachers working in aided schools are more of origin type than teachers working in government, missionary and schools managed by local bodies. The impact of origin type teachers who are empowered, yield good scholastic achievement and school effectiveness.

Ravi (2001) in his study found that female teachers are more origin oriented than male teachers. Urban teachers possess more origin oriented nature than rural teachers. B.Ed Assistants trained teachers are more origin oriented than graduate trained teachers. B.Ed. Assistants are more origin than secondary school teachers. The experience and age are not having significant differences. In type of management aided schools, missionary schools, Municipal schools and Zilla Parishad schools occupy the 1- 4 positions of origin pawn ideology.

**METHODOLOGY:**

**Problem:**

The problem selected was a study of change proneness in relation to origin-pawn ideology among secondary school teachers in Vizianagaram District of Andhra Pradesh, India.

**Variables of the Study:**

The variables like sex (male and female), locality (Rural and urban), Age (Below 40 yrs, and above 40 yrs), marital status (Married and unmarried), designation (B.Ed Assts. and
Secondary grade teachers), Experience (Below 20 yrs and above 20 yrs) and type of management (Govt. aided and private unaided) were adopted for the study.

Objectives:

1) To study about the teacher change-proneness of secondary school teachers among different socio-demographic variables.
2) To study about the origin-pawn ideology of secondary school teachers among different socio-demographic variables.
3) To study about the relationship between teacher change-proneness and origin-pawn ideology of secondary school teachers.

Hypotheses:

1) There is no significant difference between the categories of sex, locality, age, marital status, designation, experience and type of management in teacher change-proneness.
2) There is no significant difference between the categories of sex, locality, age, marital status, designation, experience and type of management in origin-pawn ideology orientation.
3) There is no significant relationship between teacher change proneness and origin –pawn ideology orientation of secondary school teachers.

Tools used:

Two standardized tools were used in the present study. The teacher change proneness scale was developed and standardized Devagiri (2004). The tool initially consists of 32 items with four dimensions viz. innovativeness, hesitating nature, consideration and acceptance of help. In order to re-standardize the scale, a pilot study with a tryout of 100 sample was taken and item analyses were conducted for upper 27% and lower 27% of the sample. On item analyses, two items whose values are below 1.96 were discarded and 30 items were retained for the present study. The scoring procedure for each item options are Always (A), Occasionally (O), Seldom (S) and Never (N) and the scores in 4-1 marks for the positive items and 1- 4 marks for the negative items. The probable score may be ranged from 30-120.

The second scale is the ‘Origin-pawn ideology orientation scale’ was constructed and standardized by Udayagiri (1999). The tool initially consists of 24 items with the dimensions viz.
individuals’ position, self-confident, role perception and personal rapport factors. The scale was again re-standardize with a pilot study by a tryout of 100 sample was taken and item analyses were conducted for upper 27% and lower whose values are below 1.96 were discarded and 20 items were retained for the study. Each item is having two options of answers (A) and (B). The right response gives 2 marks and the wrong response ‘1’ mark will be awarded. So the total scores lies in between 20-40.

Administration of the test:

The scales were administered to the secondary school teachers working in Vizianagaram district from 10 schools. The preliminary information along with the responses for the scales were collected after completion. Likewise the test was administered to 126 secondary school teachers by giving some instructions.

Sample:

The final sample consists of 126 secondary school teachers with the bifurcation of 87 male and 39 female, 30 rural area and 96 urban area, 58 below 40 yrs and 68 above 40 year age, 79 married and 47 un-married teachers, 62 B.Ed Assistants and 64 secondary grade teachers, 53 below 20 yrs experience and 73 above 20 yrs experience and 79 Govt. aided and 47 private unaided teachers. The sample was collected by way of random sampling method.

Statistical procedures:

The statistical procedure, like means, standard deviations, critical ratios and co-efficient of correlation were calculated to test various hypotheses of the study. The statistical procedures were adopted from Guilford (1978) and Garret (1971).

Limitations of the Study:

- The study is limited to Vizianagaram District located secondary schools only.
- The sample consists of 126 secondary school teachers by measuring limited number of socio-demographic variables.
RESULT AND DISCUSSION:

Table – 1
Comparison of variables in the Teacher change proneness

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>CR-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex</td>
<td>Male</td>
<td>87</td>
<td>97.54</td>
<td>9.28</td>
<td>2.49*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>39</td>
<td>92.38</td>
<td>11.37</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Locality</td>
<td>Rural</td>
<td>30</td>
<td>92.43</td>
<td>10.59</td>
<td>2.08*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>96</td>
<td>96.92</td>
<td>9.48</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Age</td>
<td>Below 40 yrs</td>
<td>58</td>
<td>91.87</td>
<td>9.79</td>
<td>2.12*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 40 yrs</td>
<td>68</td>
<td>95.55</td>
<td>9.67</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Marital Status</td>
<td>Married</td>
<td>79</td>
<td>94.67</td>
<td>8.69</td>
<td>1.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Un-marred</td>
<td>47</td>
<td>92.56</td>
<td>9.87</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Designation</td>
<td>B.Ed. Asst.</td>
<td>62</td>
<td>92.45</td>
<td>9.28</td>
<td>1.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary grade</td>
<td>64</td>
<td>95.08</td>
<td>11.54</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Experience</td>
<td>Below 20 yrs</td>
<td>53</td>
<td>97.49</td>
<td>10.23</td>
<td>2.64**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 20 yrs</td>
<td>73</td>
<td>92.71</td>
<td>9.78</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Type of Management</td>
<td>Govt. Aided</td>
<td>79</td>
<td>92.25</td>
<td>10.42</td>
<td>2.22*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private Unaided</td>
<td>47</td>
<td>96.83</td>
<td>11.69</td>
<td></td>
</tr>
</tbody>
</table>

*P< 0.05 ** P< 0.01

The means, standard deviations and critical ratio values of teacher change proneness across sex, locality, age, marital status, designation, experience and type of management were tabulated in Table-1. It is evident that there are significant differences were found between male and female, rural and urban, below 40 yrs and above 40 yrs, below 20 yrs and above 20 yrs and govt. aided and private unaided teachers. So the null hypotheses framed on sex, locality, age, experienced and types of managements were rejected. The variables marital status and
designation were not differed significantly. So the null hypotheses framed on marital status and
designations were accepted.

Table – 2

Comparison of variables in Origin – Pawn Ideology

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>CR-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex</td>
<td>Male</td>
<td>87</td>
<td>34.29</td>
<td>3.90</td>
<td>2.83**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>39</td>
<td>36.70</td>
<td>4.64</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Locality</td>
<td>Rural</td>
<td>30</td>
<td>34.46</td>
<td>4.47</td>
<td>1.27*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>96</td>
<td>35.59</td>
<td>3.21</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Age</td>
<td>Below 40 yrs</td>
<td>58</td>
<td>33.85</td>
<td>3.25</td>
<td>3.28**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 40 yrs</td>
<td>68</td>
<td>35.62</td>
<td>2.96</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Marital Status</td>
<td>Married</td>
<td>79</td>
<td>33.29</td>
<td>3.86</td>
<td>2.20*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Un-married</td>
<td>47</td>
<td>34.68</td>
<td>3.21</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Designation</td>
<td>B.Ed. Asst.</td>
<td>62</td>
<td>33.56</td>
<td>3.26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary grade</td>
<td>64</td>
<td>36.11</td>
<td>4.65</td>
<td>3.64**</td>
</tr>
<tr>
<td>6</td>
<td>Experience</td>
<td>Below 20 yrs</td>
<td>53</td>
<td>35.38</td>
<td>3.85</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 20 yrs</td>
<td>73</td>
<td>36.97</td>
<td>3.86</td>
<td>2.30*</td>
</tr>
<tr>
<td>7</td>
<td>Type of Management</td>
<td>Govt. Aided</td>
<td>79</td>
<td>34.98</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private Unaided</td>
<td>47</td>
<td>36.67</td>
<td>3.83</td>
<td>3.41**</td>
</tr>
</tbody>
</table>

*P< 0.05 ** P< 0.01

The means, standard deviations, critical ratio values of origin-pawn ideology across sex,
locality, age, marital status, designation, experience and type of management were tabulated in
Table: 2. It is evident that there are significant differences were found between male and female,
below 40 yrs and above 40 yrs age, married and unmarried, B.Ed. assts and secondary grade
teachers, below 20 yrs and above 20 yrs experience and Govt. aided and private unaided
teachers. So the null hypotheses framed on sex, age, marital status, designation, experience and types of management were rejected. The variable locality was not differed significantly; hence the null hypothesis framed on rural and urban areas was accepted.

Table – 3
Relationship between teacher change-proneness and teacher origin-pawn ideology orientation

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Category of variable</th>
<th>N</th>
<th>Df = (N-2)</th>
<th>r</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher Change proneness</td>
<td>126</td>
<td>124</td>
<td>0.38*</td>
<td>&gt; 0.05</td>
</tr>
<tr>
<td>2.</td>
<td>Origin-pawn ideology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The co-efficient of correlation value of teacher change proneness and origin-pawn ideology was tabulated in table-3. The value clearly indicates that the ‘r’ is low. It can be observed that there lies a positive and significant relationship between the change proneness and origin-pawn ideology among the teachers of secondary schools. Hence the null hypothesis is rejected.

CONCLUSIONS:

1. There were significant differences between male and female, rural and urban, below 40 yrs and above 40 yrs of age, below 20 yrs and above 20 yrs of experience and Govt. aided and private unaided teachers in their change proneness.
2. There were significant differences between male and female, below 40 yrs and above 40 yrs of age, married and unmarried teachers, B.Ed. and secondary grade teachers, below 20 yrs and above 20 yrs experience and Govt. aided and private unaided teachers in their origin-pawn ideology.
3. There is significant and positive relationship between teacher change proneness and origin-pawn ideology of secondary school teachers.
Educational Implications:
- The secondary school teachers have to introduce new concepts and techniques in their classroom teaching instead of regular routine manner.
- The teachers are recommended to enhance the quality of their teaching with the help of training or orientation.
- The Curriculum designers as well as academic administrators have to provide better environment and encourage the faculty members to adopt new techniques of classroom teaching so as to enhance the quantity and quality in methods of teaching.
- The secondary school teachers possessed more change-proneness, but their ideology and new techniques in teaching subjects could not be attempted on account of various academic and administrative reasons. Therefore, this is very essential to reconsider the change the polices and practices of the policy makers towards academic activities of secondary schools so as to enable the teacher to produce better citizens to the Indian society.

References


Udayagiri, N.R. (1999). A study of change-proneness as AN influencing factors to determine enhance school effectiveness. RIE, Mysore, NCERT.
