

THE EFFECT OF GENDER ON *MENTAL FLEXIBILITY* OF SCHOOL TEACHERS

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The Indian academic profession is a large and diverse group with more than 50% teaching exclusively at the school level. Academics everywhere are conservative when it comes to institutional change and have generally opposed reform. In almost every country and in almost every historical circumstance the fraternity has opposed change in institutions (Andre Batellie [1990] Chitins and Philip. G., Altbach (1979), (The Indian Academic Profession, Macmillan, New Delhi). The Indian academic fraternity is no exception to this rule and as a result has been a significant stumbling block to reform. The profession has traditionally been very much concerned with economic security even though many academics now earn salaries which place them firmly in the Indian middle class. There is none the less a sense of insecurity and a powerful, often autocratic academic administration. While many teachers work to the best of their abilities and some institutions manage to engender a sense of commitment. In general the teaching community has little feeling of autonomy.

A look into the literature of teacher change, change hurts and that is why people do not like change and that teachers are recalcitrant (Duffy & Roehler (1986), Fulhan (1991) They say that teachers resist doing whatever is being proposed because they want to cling to their old ways. This view of change in teaching practice dominated the educational literature until the early 1990s. Teachers who are committed, competent and creative can lead room in the minds of the students and civil education to make grown. With all the excellent qualities of effective teachers make the educational process. The Operation of teacher ship, the teachers are classified into two categories, these are: Those who may at risk of introducing new ideas & new strategies. The other is to imitate the call and avoid introduction of new teaching methods due to fear of criticism and unpreparedness. Some administrators refuse some of the new strategies adopted by the teachers and rigid in their views. Therefore, the acceptance of new strategies is an important issue for improving creative thinking. Change proneness is usually a state of acceptance involving new & imaginative ideas which might sometimes create complaint and failure or perhaps final result at understanding in addition to success. Change proneness is defined as a new state associated with situation as a result away associated with life which might show case anticipated achievements or failures. . The changes never were accepted with ease. The revolutions in sociology, psychology are the direct affects in the change in education. The technological revolution brought changes in the mindsets of the new generation. They are more prone to speed, dynamism & constant change. Hence the education process also accelerates along with the need. The next

generation teachers are required to impress the students with the dynamism and constant change in their application. They need to develop their technological competence and shed their age old practices which blocked their creativity, flexibility and open mindedness. The child centered education has brought independence to choose whatever the child requires and the rigidity developed for the teachers to go with the child's interests. This situation changes drastically the school system scenario that the main stakeholder is the child. The teachers are required to follow the child's needs & interest, which is difficult for the teachers to accept the child's domination in the education process. Hence, they are not willing to change in their educational practices. There by, creating a scenario of Pandemonium through their behavior in classroom situations. It is necessary for the teachers to accept the requirements of the present generation to improve a harmonious and ascending developmental structure. For this the teachers need to develop their skills, methods, techniques of their class room procedures. They have to improve their technical & social skills to meet the needs of the present day democratic classrooms.

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 in the style of work. Change proneness evidently relies upon two opposing ideological aspects rigidity and flexibility. The main hurdle to accept a new theory and invite a sudden change is rigidity. The opposing ideological fact of rigidity is flexibility which is also a personality trait characterized by ability to change one's thinking and process of adjustment. Exhibiting inclination to new and strange things will be possible due to flexibility. How a teacher should be is a puzzling question. Teacher at his best should be active not reactive, must strive rather than submit, he must be author of his behavior rather have dictated by authority.

OBJECTIVES

1. To study the effect of *mental flexibility* (dimensions of change proneness) on male school teachers
2. To study the effect of *mental flexibility* (dimensions of change proneness) on female school teachers.

HYPOTHESES

Ho1. There would be no significant effect on *mental flexibility* (dimensions of change proneness) of male school teachers .

Ho2 There would be no significant effect on *mental flexibility* (dimensions of change proneness) of female school teachers .

DELIMITATIONS OF THE STUDY

Any research will have some limitations due to time constraints, non-availability of some sources, geographical areas, various other difficulties & constraints.

- The Present study is limited to Raipur district of Chhattisgarh.
- Only four blocks were selected on the basis of lucky draw.
- There are about 98 schools in rural and 275 in urban area.
- Based on the number of available schools 50% of rural schools is about 47(approx) and 25% of urban schools is about 68(approx) in number has been taken as sample for the study.

‘Sex’ and ‘Gender’ both the terms have been considered as synonymous in the present study.

METHODOLOGY

The present research work is a cross –sectional survey study. To study the issues Questionnaires of change proneness were administered on male and female of rural and urban school teachers. The study examined various factors affecting the variables. The study was a survey study intended to study the effect of independent variables on dependent variable. Regression analysis was used to find the result at micro level. Entire state of Chhattisgarh was taken as population consisting of all the Higher secondary schools of Chhattisgarh state. The state consists 2884 higher secondary schools. Entire Raipur district was taken as the Unit consisting of higher secondary school teachers of Raipur district for the study. The district consists of 373 higher secondary schools and 30813 higher secondary school teachers.

S.NO.	CHANGE PRONENESS	MALE SCORES (in percentage)	FEMALE SCORES (in percentage)
1	MENTAL FLEXIBILITY	23.0%	18.9%

There are about 98 schools in rural and 275 in urban area. Based on the number of available schools 50% of rural schools is about 47(approx) and 25% of urban schools is about 68(approx) in number has been taken as sample. Through selective random sampling every alternate selection of rural schools and every fourth school from urban area has been selected. From 47 schools selected from the total of rural schools, 295 teachers were selected on the basis of

stratified random sampling according to the availability of teachers in the school. From 68 schools selected from the total of urban schools, 305 teachers were selected on the basis of stratified random sampling according to the availability of teachers in the school. Tool used for the study Adopted partial Tool of Mukhopadhyay 's change proneness inventory (MCPI). Factor analysis has been done to find affect in each dimension in percentage. To understand the status of variation among the dimension of change proneness i.e. mental flexibility the following figure may be studied.

In the context of gender while studying the three dimensions of change proneness it is understood that *mental flexibility* in male teachers show a slight high scores than the female teachers which again shows that men are more flexible to women. In the context of locale the dimension *mental flexibility* of urban school teachers is more in comparison to rural school teachers which shows that the flexibility to communicate ideas to others, review and introspect own actions, eager to know, ready to make extra efforts and having experimental attitude are seen in urban school teachers in comparison to rural school teachers.

ANALYSIS

Summary Table# 1: for gender and dimension *mental flexibility* of change proneness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.034 ^a	.001	.000	9.45459	.001	.693	1	598	.405

a. Predictors: (Constant), gender

proneess ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.962	1	61.962	.693	.405 ^a
	Residual	53454.811	598	89.389		
	Total	53516.773	599			

a. Predictors: (Constant), gender

b. Dependent Variable: men.flex

Table # 2: ANOVA Table for gender and dimension *mental flexibility* of change proneess

Table # 3 : Coefficients Table for gender and dimension *mental flexibility* of change proneess

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.556	1.219		34.900	.000
	gender	-.643	.772	-.034	-.833	.405

a. Dependent Variable: men.flex

From the above table the R square value for gender on the dimension *mental flexibility* of change proneess is seen to be 0.001 which is 0.1%, the value is negligible..

The F value for gender on the dimension *mental flexibility* of change proneess is 0.693 which is not significant at 0.05 level of significance.

To study further, the coefficient effect of gender on the dimension *mental flexibility* of change proneess, the factor gender negatively effecting dimension *mental flexibility* of change proneess and is not significant at 0.01 level of significance which means they are not affecting the dependent variable.

RESULT

The study of effect of gender on change proneness shows a non significant result which means that gender has no effect on change proneness while studying gender on dimensions of change proneness the result shows an inverse effect observed between the two variables for the dimension mental flexibility.

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