

Abstract

This research explores teachers' attitudes towards the R.O.S.E. innovation. This embodied an investigation into:

- (i) teachers' overall attitude towards the R.O.S.E. innovation;
- (ii) the relationship existing between the dependent and independent variables;
- (iii) the significant differences that exist in teachers' attitudes towards the R.O.S.E. innovation;
- (iv) teachers' overall perceptions of the strengths and weaknesses of the R.O.S.E. innovation.

Data were collected through questionnaires using the Likert five point scale. Responses to the questionnaires were subjected to statistical computation at the Mona Information Systems Unit. the statistical computations used were:

- (i) descriptive statistics to determine teachers' overall attitudes
- (ii) correlations to determine relationships
- (iii) A 'T' test and a one way analysis of variance (ANOVA) to determine significance of differences between and among the variables.

In addition to the standardized items, the questionnaire contained three open ended questions which were analysed and coded. These were aimed at determining teachers' overall perceptions of the strength and weaknesses of the R.O.S.E. innovation.

The results of the computed statistics revealed:

- (i) teachers have a negative attitude towards the R.O.S.E. innovation;
- (ii) significant relationships between teacher attitude and:
 - (a) type of school
 - (b) attendance at seminars
- iii) significant differences between school location and teachers' perception of school support;
- (iv) significant differences among teachers according to their perception of the R.O.S.E. innovation and:
 - (a) type of school
 - (b) attendance at seminars
 - (c) subject taught
- (v) The open ended questions revealed:
 - (1) that teachers regard the following as strengths of the R.O.S.E. innovation.
 - a) Improved delivery and methodology
 - b) Improved curriculum
 - c) Improved administrative support; and
 - (2) teachers regard the following as weaknesses of the R.O.S.E. innovation
 - a) Inadequate support
 - b) Impracticality
 - c) Time consuming

The implications which the findings have for educational administrators and change agents have been discussed and the following recommendations made:

1. When curriculum changes are being made the active participation of the teachers must be solicited.
2. Knowledge about the change which will make the users of the innovation more aware of the advantages of the new programme should be provided through efficient channels of communication.
3. The principal must play a critical role in the implementation process.
4. Support such as technical, financial and resource materials should be provided for the full and successful implementation of any innovation.