



Original Article

# Change Proneness and Teacher Effectiveness among Secondary School Teachers: A Correlational Study

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## Abstract

The present study examines the relationship between change proneness and teacher effectiveness among secondary school teachers. In this era of rapid educational development, technological integration and new pedagogical practices, teachers are expected to adapt to the changes in the educational environment. Change proneness, is about an individual's readiness to accept and adapt to change, which may play a significant role on teacher effectiveness. The study adopted a descriptive research design using the survey method with a correlational approach. A sample of secondary school teachers was selected using an appropriate sampling technique. Standardized tools were used to measure change proneness and teacher effectiveness. The collected data was analysed using Pearson's product moment correlation coefficient. The findings of the study revealed a significant relationship between change proneness and teacher effectiveness among secondary school teachers. The results also indicated significant relationships between change proneness and teacher effectiveness among both male and female teachers, as well as among teachers working in private and government secondary schools. The study highlights the importance of fostering positive attitudes toward change among teachers to enhance teaching effectiveness and improve the overall quality of education. The findings have implications for teacher education, professional development programs and educational policy.

**Keywords:** Change Proneness, Teacher Effectiveness, Secondary School Teachers

## Introduction

Change is necessary and it is a must for the evolution. In other words, Change is not only a necessary but vital element of professional growth as well. From ancient times, whenever a new discovery, a strange concept and a novel theory has proposed, there has been an up-surge among others. We have been witnessing a constant change in every profession including education. Even though change has always been a part of education; it seems that change is happening faster than ever before. We are living in 21st century where challenges are totally different from past centuries. May it be the gurukula system in the ancient times to the modern schooling, palm leaves to books, lively forest to blackboard, the changes in education have been taken place accordingly with the society. The 21st century is considered to be an era of globalization, when knowledge and information are growing without limitations. Education also has to change in order to prepare the younger generation for the challenges of life in the knowledge-based society. The rapid changes in educational system which have contributed largely to its expansion are demanding a review of old, conventional and dogmatic methods and of developing new ones. Various attempts are being made to need and satisfy this demand and make teaching learning more effective and interesting. Put forth in other words, this essentially means CHANGE. Change is stressful, challenging and ultimately rewarding. Teachers need to be encouraged and supported in taking risks and trying out a new approach. For incorporating change, an equally imperative question is that of teacher's willingness to bring in change. This is called as Change Proneness. Change proneness is the tendency of an individual to accept, adapt to and implement change. In the educational context, it refers to teacher's readiness to accept or adapt to new methodologies, advancement in technology, curriculum revisions and institutional reforms. It can be identified when teachers are receptive to change or experiment with innovative instructional strategies and open for continuous professional development.

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In addition, teachers having higher levels of change proneness embrace innovation, experiment with novel pedagogical approaches and adapt to shifting educational demands with openness and flexibility. However, change proneness alone may not be sufficient to ensure good professional functioning. The successful integration of change into practice is closely associated with teacher effectiveness. Teachers with good effectiveness are more confident in handling new responsibilities, overcoming challenges and sustaining effort during periods of transition. Teacher effectiveness is the skill along with ability of a teacher to teach effectively. It is a matter of great importance to all educational institutions as it affects the process of learning and classroom management. Barr (1952) explains the teacher effectiveness as a relationship between teacher, pupils and the other persons concerned with the educational undertaking. However, an effective teacher should always be flexible, should adopt new strategies and be innovative. Teacher at his best should possess a rare quality of distinguished creativity with an inborn talent and successfully satisfy the children in the class which are the most qualified characteristics of a change prone teachers, so effectiveness of a teacher can be known through their change proneness. The present study titled 'Study of change proneness in relation to teacher effectiveness among secondary school teachers' is a descriptive survey study. In this study the relationship between change proneness and teacher effectiveness is measured. Therefore, the present study seeks to examine the relationship between change proneness and teacher effectiveness among secondary school teachers through a correlational approach.

### Significance of the study

In recent years, the educational system has been experiencing rapid and continuous reforms in the field of curriculum, pedagogy and assessment practices, which make teachers to embrace change essential for the successful implementation of these reforms. It further demands that teachers adapt to ongoing innovations and their level of change proneness influence how effectively such tools are integrated into classroom practice. Though teacher effectiveness has been widely studied, relatively limited research has examined its relationship with change proneness, particularly among secondary school teachers. This indicates a clear research gap. Understanding this relationship may help training institutions in designing professional development programmes which develop adaptability, flexibility and openness to innovation among teachers. The study is theoretically significant as it links change proneness with a professional outcome variable teacher effectiveness, thus helping the area of educational psychology. The findings may also support school administrators in identifying and assisting teachers who require guidance in adapting to change, so that there is overall improvement in institutional performance. The study also has an important implication for teacher education programmes, which can include structured modules to develop adaptability and innovation orientation among prospective teachers. From a policy perspective, insights from the study may also encourage policymakers to

consider change proneness as a relevant factor in teacher appraisal systems. Hence the current study was undertaken to find out whether there is any relationship existing between the change proneness and teaching effectiveness of secondary school teachers.

### Review of Related Literature

T. J. M. S Raju (2012) conducted a study on Relationship between change proneness and teacher motivation among degree college students. The findings of the study shown that there is a significant and positive relationship between teacher change proneness and teacher motivation among degree college students. Shrivastava and Preeti (2013) conducted a study on change proneness as a predictor of teacher effectiveness with special reference to secondary school teachers. The findings of the study concluded that change proneness is a predictor of teacher effectiveness of secondary school teachers. Verma and Shraddha (2014) conducted a study on work motivation and professional competence as determinants of change proneness in rural and urban school teachers. The results are not significant which shown that work motivation has no effect on change proneness. Michael Fullan (2016) was of the opinion that educational reform to be successful, it largely depends on teachers' willingness to adapt to change and adopt innovative teaching practices. According to Fullan, teachers who demonstrate openness to new ideas and flexibility in their professional roles are more capable of improving classroom practices and student learning outcomes.

James H. Stronge (2018) identified many qualities that effective teachers have to possess, which includes adaptability and willingness to implement innovative instructional strategies. The study suggested that teachers who are willing to change have higher levels of instructional effectiveness. Many studies have been conducted on change proneness alone but the investigator found out after reviewing several research reports and journals that, there are certain questions which are not answered in the previously conducted study. There are no studies which establish a relationship between change proneness and teacher effectiveness. This was identified as a research gap by the investigator. The present study differs from the rest as there is no study undertaken so far which has investigated the relationship between variables like change proneness and teacher effectiveness of secondary school teachers. Therefore, the present study attempts to bridge this gap by examining the relationship between change proneness and teacher effectiveness among secondary school teachers.

### Research Methodology

#### Objectives

The objectives of the present study are:

1. To assess the level of change proneness among secondary school teachers.
2. To assess the level of teacher effectiveness among secondary school teachers.
3. To examine the relationship between change proneness and teacher effectiveness among secondary school teachers.

- To examine the relationship between change proneness and teacher effectiveness with respect to selected demographic variables such as: Gender and Type of management (Government / Private)

### Hypotheses of the Study

Based on the objectives of the study, the following null hypotheses are formulated:

- There is no significant relationship between change proneness and teacher effectiveness of secondary school teachers.
- There is no significant relationship between change proneness and teacher effectiveness of female secondary school teachers.
- There is no significant relationship between change proneness and teacher effectiveness of male secondary school teachers.
- There is no significant relationship between change proneness and teacher effectiveness of private secondary school teachers.
- There is no significant relationship between change proneness and teacher effectiveness of government secondary school teachers.

### Variables of the study

In the present study the variables taken into consideration were as follows.

- Independent variable: Change proneness
- Dependent variable: Teacher effectiveness
- Moderator variables:

Gender: This variable is represented by the following categories:

- Male secondary school teachers.
- Female secondary school teachers.

Type of school: This variable is represented by the following categories:

- Government-This category includes all the teachers who teach in government secondary schools of Kolar district.
- Private- This category includes all the teachers who teach in private secondary schools of Kolar district.

### Operational definitions:

**Change proneness** refers to the tendency or readiness of secondary school teachers to accept, adapt to and implement changes in curriculum, teaching methods, educational technology and assessment practices. In the present study, change proneness is operationally defined as the score

obtained by secondary school teachers on the selected Change Proneness Scale.

**Teacher effectiveness** refers to the professional competence of secondary school teachers in instructional planning, subject mastery, classroom management, communication skills, student engagement and professional commitment. In the present study, teacher effectiveness is operationally defined as the score obtained by secondary school teachers on the selected Teacher Effectiveness Scale.

**Secondary school teachers** refer to teachers working in schools that impart education at the secondary level (generally Classes VIII–X). In the present study, teachers teaching classes VIII–X are taken.

### Research Design:

The present study adopts a normative survey method under the descriptive research design. Since the study aims to examine the relationship between two variables without manipulating them, it employs a correlational research design.

**Population:** The present study was conducted on secondary school teachers teaching Karnataka State syllabus.

**Sample:** 176 secondary school teachers of Kolar district of Karnataka. The sample size is considered adequate for correlational analysis as it satisfies the minimum requirement for Pearson's correlation coefficient and ensures reasonable statistical power.

| Gender             | 81 (Male)       | 95 (Female)  |
|--------------------|-----------------|--------------|
| Type of management | 79 (Government) | 97 (Private) |

**Table 1: Distribution of sample based on Gender and Type of Schools**

### Sampling Technique:

The study adopted a stratified random sampling technique to ensure representation of teachers from different types of school management. A total of 176 secondary school teachers were selected from government and private schools in Kolar District.

### Research Tools:

- Change proneness Inventory - constructed and validated by Mukhopadhyay (1982) and
- Teacher effectiveness scale - developed and standardized by Dr.Umme Kulsum.

### Statistical Analysis Technique:

To examine the relationship between change proneness and teacher effectiveness Pearson's Product Moment Coefficient of correlation was used.

### Analysis of the data:

| Sl. No | Category of Teachers                 | N   | df  | Obtained r value | Critical r value at 0.01 level | Level of Significance | Interpretation                |
|--------|--------------------------------------|-----|-----|------------------|--------------------------------|-----------------------|-------------------------------|
| 1      | All Secondary School Teachers        | 176 | 174 | 0.33126          | 0.1931                         | Significant           | Low Positive Correlation      |
| 2      | Female Secondary School Teachers     | 95  | 93  | 0.2877           | 0.2672                         | Significant           | Very Low Positive Correlation |
| 3      | Male Secondary School Teachers       | 81  | 79  | 0.4146           | 0.2829                         | Significant           | Low Positive Correlation      |
| 4      | Private secondary school teachers    | 97  | 95  | 0.38719          | 0.2672                         | Significant           | Low Positive Correlation      |
| 5      | Government secondary school teachers | 79  | 77  | 0.26208          | 0.2171                         | Significant           | Very Low Positive Correlation |

**Findings of the study:**

1. There is a significant relationship between change proneness and teacher effectiveness among secondary school teachers.
2. There is a significant relationship between change proneness and teacher effectiveness among female secondary school teachers.
3. There is a significant relationship between change proneness and teacher effectiveness among male secondary school teachers.
4. There is a significant relationship between change proneness and teacher effectiveness among private secondary school teachers.
5. There is a significant relationship between change proneness and teacher effectiveness among Government secondary school teachers.

**Discussion of Results:**

The findings of the study revealed that there exists a significant relationship between change proneness and teacher effectiveness among secondary school teachers. This indicates that teachers who exhibit greater openness and readiness to adapt to change demonstrate high levels of professional effectiveness in their teaching practices. Adaptability has become an essential quality for teachers to effectively respond to diverse learner needs and educational reforms. The findings further revealed that a significant relationship between change proneness and teacher effectiveness exists among both male and female teachers. This indicates that the ability to adapt to change contributes to teacher effectiveness irrespective of gender. Similarly, the study found a significant relationship between change proneness and teacher effectiveness among teachers working in both private and government secondary schools. This finding suggests that adaptability to change plays an important role in enhancing teacher effectiveness across different institutional contexts.

Overall, the findings of the study emphasize the importance of fostering positive attitudes toward change among teachers. Encouraging teachers to embrace innovation and professional growth may contribute significantly to improve the quality of teaching and learning in secondary schools.

**Educational Implications:**

1. The development of change proneness should be considered during pre-service teacher training. Principals of secondary schools should encourage the development of change proneness of their teachers.
2. Teacher education programs should emphasize the development of adaptability, openness to innovation and readiness to accept change among prospective teachers.
3. Training programs to include activities such as reflective practices, innovative teaching methods and technology integration to develop change-oriented attitudes.
4. In-service teachers to be encouraged to attend training programs, workshops and professional development activities so that it helps teachers develop positive attitudes toward educational change.

5. Teachers have to be exposed to new pedagogical approaches and technological tools to enhance both change proneness and teacher effectiveness.
6. School administrators should also take responsibility to create a supportive and encouraging environment which promotes innovation and experimentation in teaching practices.
7. Policymakers should consider teachers' readiness for change while designing and implementing new policies, curriculum revisions and technological initiatives.

**Conclusion of the Study:**

The present study was undertaken to examine the relationship between change proneness and teacher effectiveness among secondary school teachers. The results of the statistical analysis revealed that there exists a significant relationship between change proneness and teacher effectiveness. This indicates that teachers who are more open and receptive to change tend to demonstrate higher levels of effectiveness in their professional roles. The findings further revealed that the significant relationship between change proneness and teacher effectiveness exists across different categories of teachers. Both male and female secondary school teachers showed a significant relationship between these two variables, suggesting that adaptability to change contributes to teacher effectiveness irrespective of gender. Similarly, teachers working in both private and government secondary schools also exhibited a significant relationship between change proneness and teacher effectiveness. These findings highlight the importance of teachers' readiness to accept and adapt to new ideas, instructional methods, technological advancements and educational reforms. In the rapidly evolving educational environment, teachers who are open to change are more likely to experiment with innovative teaching strategies, update their knowledge and respond effectively to diverse learner needs. Thus, the study concludes that change proneness plays an important role in enhancing teacher effectiveness among secondary school teachers. Promoting a positive attitude towards change among teachers may contribute significantly in improving the quality of teaching and learning in secondary schools.

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**Conflicts of interest**

The authors declare that there are no conflicts of interest regarding the publication of this paper.



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