

Role Of Change Proneness on Teacher Effectiveness

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Abstract

The sample of the present study constitutes of secondary school teachers of Punjab (India) from Gurdaspur and Amritsar district of Majha region; Patiala district and Ludhiana district of Malwa region; Hoshiarpur district and Jalandhar district of Doaba region. The sample size is five hundred secondary school teachers giving due representation to demographic factors like type of school, gender and experience. Change Proneness Inventory by M. Mukhopadhyay (2012) and Teacher Effectiveness Scale by Umme Kulsum (2011) was used for assessment of change proneness and teacher effectiveness of secondary school teachers respectively. The objective of the study was to study the role of change proneness on teacher effectiveness of teachers. The findings of the study lead to conclude that change proneness plays a positive and significant role on the teacher effectiveness of teachers. Hence, in the light of the calculated resultant values, the hypothesis, “Change proneness plays no significant role on teacher effectiveness of teachers” stands rejected. Therefore, with the increase of change proneness, teachers’ teacher effectiveness will also increase in moderation. The change prone teacher would be more innovative, motivated and hence, more effective.

Keywords: Change Proneness, Teacher Effectiveness

INTRODUCTION

Since ages, a teacher has been regarded as a “Guru” in our country. The teachers are the most pivotal elements in shaping and moulding the past, present and forthcoming generations. In today’s time, the role of an effective and change prone teacher in the teaching-learning community is essential and highly indispensable. The most important contributing factor for the overall success of students are effective teachers. The appointment of effective teachers is an utmost important task for schools for their overall achievement and success. Parihar (2011) viewed that an effective teacher is the path of effective teaching who steadily achieves his/her goals that are indirectly or directly associated to the student learning and adopted strategies. Teacher effectiveness encompasses teacher’s attitudes, their performance and knowledge (Hunt et al., 2009). The term change proneness was coined by Miller (1967). According to him, change proneness is the assembled effect of mental flexibility, curiosity and open-mindedness.

Change proneness is the ability for the acceptance of things which are novel, new and can be imbibed in work. Therefore, change proneness means being ready or inclined to alter or bring in changes in one’s attitude, behaviour, thoughts and feelings thereby being flexible, agile and not being stubbornly rigid (Mukhopadhyay 1980, 2012). So, it is important for a teacher to also be a learner since his/her foundation lies in willingness to learn for being an effective teacher.

REVIEW OF RELATED LITERATURE

Teacher effectiveness has significant association with many factors or variables. There is a significant relationship between Teacher effectiveness with principal-teacher relationship (Abari et al., 2016); attitude (Mangalamma & Vardhini, 2017); effective leadership behaviour of principal (Malhotra & Bhatia, 2019); positive rapport (Haynes & Backell; 2011); urban locality (Dua, 2014); job satisfaction (Halder & Roy, 2018); teacher efficacy (Dibapile, 2012); teacher motivation

(Raju, 2013; Muranda et al., 2015); morale (Kaur, 2011; Padala, 2014); self- efficacy (Raju, 2017); professional commitment (Malik & Sharma, 2013; Jha & Grace, 2018). Bardach and Klassen (2020) revealed that cognitive ability proxies’ studies have a positive relationship with teacher effectiveness.

Mukhopadhyay and Saxena (1980) revealed that change proneness of teachers is contributed by factors which are significant and positively related to it. These are, relationship of teacher with the principal, teaching profession attitude, satisfaction of teaching, perceived leadership behaviour of the principal, rapport of the teacher, background (urban) and job satisfaction of teachers and principals (Mukhopadhyay & Saxena, 1980). Suryanarayana and Luciana (2010); Bagarti and Mishra (2012) disclosed that change proneness, job satisfaction and role efficiency of teachers are related with each other. Change proneness contributes towards effectiveness in classroom. Change proneness and morale are inter-dependent in lecturers (Amalorpavamary & Velsamy, 2016). Change proneness has a significant relationship with teacher performance (Jain, 2015); self-efficacy (Garg, 2019) and professional commitment (Sen & Sood, 2018). Hassan and Musa (2020) revealed an association between professional learning community and attitude of teachers to change. Most importantly, Shrivastava (2013) disclosed that there is a positive and significant association of secondary school teachers’ change proneness and teacher effectiveness.

OBJECTIVE OF THE PRESENT STUDY

The objective of the present study is, “To study the role of change proneness on teacher effectiveness of teachers”.

RESEARCH TOOLS USED IN THE PRESENT STUDY

In the present study for assessing the change proneness of the secondary school teachers, the Change Proneness Inventory by M. Mukhopadhyay (2012) was used and for the purpose of assessment of the teacher effectiveness of secondary school teachers, the Teacher Effectiveness Scale by Umme Kulsum (2011) was used.

SAMPLING AND THE PROCEDURE OF DATA COLLECTION

The present study’s sample constitutes of secondary school teachers of Punjab from Gurdaspur and Amritsar districts of Majha region; Patiala and Ludhiana districts of Malwa region; Hoshiarpur and Jalandhar districts of Doaba region, selected by judgement and convenience from the schools wilful to grant permission for the data collection. The data collection was done in person physically by the investigator and to cover dropouts and form incompleteness by respondents, the investigator approached 604 respondents. As recommended by (Hair et al., 2010), incomplete forms were removed and data cleaning process was done. So, the final sample size came out to 500 secondary school teachers giving due representation to demographic factors viz. type of school, gender and experience.

RESULTS PERTAINING TO REGRESSION ANALYSIS IN-BETWEEN CHANGE PRONENESS AND TEACHER EFFECTIVENESS OF TEACHERS

TABLE NO. 1: SUMMARY OF REGRESSION ANALYSIS IN-BETWEEN CHANGE PRONENESS AND TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

DEPENDENT VARIABLE	I.V. (Predictor)	R	R Square	S.E.E.
TEACHER EFFECTIVENESS	CHANGE PRONENESS	.478 ^a	0.229	7.840

- a.
- b. Predictors: (Constant), CHANGE PRONENESS
- c. Dependent Variable: TEACHER EFFECTIVENESS

Note: I.V.= Independent variable; S.E.E.= Standard error of estimation

Perusal of table no. 1 reveals that the value of R is 0.478 and the value of R square i.e. square of multiple correlations is 0.229, which

is also known as the coefficient of determination which shows 22.9% of variance

is explained by the predictor change proneness on teacher effectiveness.

TABLE NO. 2: SUMMARY OF ANOVA OF CHANGE PRONENESS AND TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

MODEL	S.S.	df	M.S.	F	Sig.
Regression	9077.651	1	9077.651	147.680	.000 ^b
Residual	30611.187	498	61.468		
Total	39688.838	499			

a. Dependent Variable: TEACHER EFFECTIVENESS

b. Predictors: (Constant), CHANGE PRONENESS

Note: S.S.= Sum of Squares, df= degree of freedom, M.S.= Mean Sum of Square

Table no. 2 displays the ANOVA i.e. analysis of variance between change proneness and teacher effectiveness. The value of F-ratio is 147.680 which is significant at 0.01 level.

Therefore, the regression model proposed, is a good fit. Henceforth, further regression analysis is recognised and feasible.

TABLE NO. 3: SUMMARY OF REGRESSION ANALYSIS COEFFICIENTS OF CHANGE PRONENESS AND TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

D.V.	I.V.	Unstandardized Coefficients		Standardized Coefficients		Sig.	V.I.F.
		B	Std. Error	Beta	t		
TE	(Constant)	418.501	5.115		81.813	.000	
	CP	.476	.039	.478	12.152	.000	1.000

*Significant at 0.01 level;

Note: D.V.: Dependant variable, TE: Teacher Effectiveness; I.V.: Independent variable, CP: Change Proneness

Table no. 3 displays coefficients of regression analysis in-between change proneness and teacher effectiveness of secondary school teachers. Perusal of table no. 3 reveals that the t-value of change proneness is 12.152. The resultant t-value is significant at 0.05 level. By looking at the analysis results from table no. 3, the regression equation thus is,

“Teacher Effectiveness = 418.501+ 0.476 X Change Proneness”.

Hence, in the light of the calculated resultant values, the hypothesis, “Change proneness plays no significant role on teacher effectiveness of teachers” stands rejected. Therefore, with the increase of change proneness, teachers’ teacher effectiveness will increase. These findings are in line with findings of Shrivastava (2013) revealing that, change proneness is a positive predictor of

teacher effectiveness in secondary school teachers.

CONCLUSION OF THE STUDY

The objective of the present study was to study the role of change proneness on teacher effectiveness of teachers. The findings of the study reveal that the change proneness plays a significantly positive role on the teacher effectiveness of teachers. Hence, the resultant findings conclude that increase in change proneness would lead the teachers towards increase in their teacher effectiveness. The change prone teacher would be more innovative, motivated and hence, more effective. Therefore, the policy makers, the administrators, school management and other authoritative stakeholders ought to put into consideration and be more conscious with regards to proneness towards change and its role on effectiveness of secondary school teachers.

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