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Notice for the PhD Viva-Voce Examination

Ms Trixy Elizabeth John (Registration Number: 1850083), PhD scholar at the School of Education, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Monday, 14 October 2024 at 10.00 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

- Title of the Thesis** : **Receptivity to Change, Work Motivation, and Teacher Engagement among Secondary School Teachers**
- Discipline** : **Education**
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 08 October 2024


Registrar (Academics)

ABSTRACT

The present study investigated the teachers' receptivity to change in relation to work motivation and teacher engagement among secondary school teachers in Kerala, India. The study primarily focussed on the development and validation of the Teachers' Receptivity to Change Scale. The way the teachers receive the change is a vital determinant that defines the successful execution of the change. The present study used a mixed-methods sequential explanatory design, which proceeded through three phases. The tool construction, which progressed through five stages namely, item analysis, exploratory factor analysis, confirmatory factor analysis, validity assessment, and test-retest reliability, constituted the first phase. The development of the tool started with the generation of a pool of items followed by item analysis. The exploratory factor analysis extracted four factors and the confirmatory factor analysis confirmed the four factors namely individual, organizational, educational, and bridging factors. The structural equation modelling corroborated that the scale excellently fits in the four-factor correlated model and indexed receptivity to change as the sum of the four factors. The final 28-item Teachers' Receptivity to Change Scale showed adequate internal consistency (Cronbach's $\alpha = .90$) and discriminant validity. The validity assessment indicated a moderate correlation between receptivity to change, work motivation, and teacher engagement. The test re-test reliability analysis (Cronbach's $\alpha = .88$) confirmed the temporal stability of the scale. In the second phase, a sample of 433 secondary school teachers of Kerala, responded to the standardised questionnaires namely Teachers' Receptivity to Change Scale, Multidimensional Work Motivation Scale, and Engaged Teachers Scale.

The study also assessed the influence of demographic characteristics such as gender, type of institution, age, subject taught, and years of experience using the Mann-Whitney U-test, and Kruskal-Wallis test. The correlation analyses found a significant positive relationship between teachers' receptivity to change and the more autonomous types of motivation namely intrinsic motivation and identified regulation. On the other hand, a significant negative correlation existed between teachers' receptivity to change and less self-determined types of motivation namely external regulation and amotivation. Identified regulation, amotivation, and teacher engagement significantly predicted teachers' receptivity to change in secondary school teachers. Except for gender and type of institution, no significant differences existed in teachers' receptivity to change, work motivation, and teacher engagement and its dimensions based on age, subject taught, and years of experience of secondary school teachers of Kerala. In the third phase, a sample of nine secondary school teachers participated in the semi-structured interview followed by the thematic analysis of the data. The thematic analysis identified five themes namely planning, individual aspects, organisational aspects, nature of change, and change management and 20 subthemes. The findings have implications for teachers, researchers, and policymakers to address resistance to change and support resilience.

Keywords: teachers' receptivity to change, work motivation, teacher engagement, secondary school, mixed-methods sequential explanatory design

Publications:

1. **John, T.E.**, Thomas, B., Sudhesh, N.T., & Rajan, S.K. (2023). Development and psychometric validation of Teachers' Receptivity to Change Scale. *The Asia Pacific Education Researcher*. <https://doi.org/10.1007/s40299-023-00746-w>
2. **John, T.E.**, Thomas, B., & Sudhesh, N.T. (2022). A model to measure receptivity among teachers and facilitate smooth transition of academic trainers or teachers. *Patent No. 202241032185*. Government of India: Department of Industrial Policy and Promotion, Ministry of Commerce and Industry.