REACH:
READINESS FOR CHANGE AT SCHOOLS AN ASSESSMENT TOOL

LECTURE AT THE 11TH NATIONAL CONFERENCE ON EDUCATION, 3 NOVEMBER 2011.
THE PROJECT WAS PARTLY CONDUCTED IN CONTRIBUTION WITH THE EÖTVÖS LORÁND
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Summary - REACH

Tested on a large-scale sample we have developed a questionnaire which can measure openness, rediness to change, improvement from the aspect of self-efficacy.

It takes 10 minutes to answer the questions. The scale provides valid and reliable quantitative result.

The tool can be used for:

- As a tool of research
- As a subscale in surveys
- As a management tool

Below there are several slides from the pptx prepared to the conference.

Theoretical Frame 2 - REACH

Albert Bandura (1997): *Self-efficacy: The exercise of control,* New York, Freeman.

Albert Bandura's *Social Cognitive Theory.*

For more information you can start from

http://www.des.emory.edu/mfp/self-efficacy.html

The Aim of the Project - REACH

We aimed to develop a school-level questionnaire, which:

☐ Can provide us school level information

☐ Lasts no longer than 10 minutes to fill in

☐ Valid and reliable

☐ Can be filled in by any professional staff members at schools

☐ Can filter out inconsistent answers

☐ Provides internationally comparative datas

Methods and Sample - REACH

- We conducted measures on convergent validity. We also investigated face-validity.
- We computed Cronbach-alpha, factor-analysis and principal component analysis.

The test-questionnaire contained 109 items from which we finally selected 12 items. For each item the responsive could choose from 1 to 10 one value (from „I don't agree" to „I absolutely agree"). They also could choose the answer „not applicable".

The sample involved 639 professionals from education, from more than 300 schools. In 11 schools the majority of the professional teaching staff filled in the questionnaire.

The tests and the pilot happened through quality-assured processes, based on paper-tests.

Main Findings 1 - REACH

The research is in progress so we apologise for not giving detailed information on the methods and the results yet. The questionnaire needs further developments.

However, by the first results the questionnaire has high level validity and reliability scores.

Main Findings 2 - REACH

The scale is covered by three factors*:

- ☐ The individual's perception on his/her impact on the innovativity of the school.

- ☐ The individual's self-efficacy on bringing his/her personal changes into effect.

- ☐ The individual's perception in what extent is he/she able to spread changes within the community of the teaching staff.

*Based on several factor-analyses and principal component analyses

Main Fingings 3 - REACH

1.: The individual's impact on the readiness for change of the school. Examples of items:

- [ ] I can win the principal to my cause when I initiate a specific improvement in the school.
- [ ] I can sound my doubts in accordance to the school and its functioning.

2.: The individual's beliefs on personal changes . Examples of items:

- [ ] I can overcome the obstacles in order to keep teaching well.
- [ ] I can modify my instructional methods according to my students' results on the National Assessment of Basic Competencies (in Hungary).

3.: Efficacy to spread improvement actions within the staff. Examples of items:

- [ ] I can manage to increase the number of teachers co-operating with in improvement actions in the school.
- [ ] I can involve colleauges in taking my improvement actions effect.

These items are useless without the rest of the items of the scale and without the factor weights – the authors.

The Use of REACH

The questionnaire is in Hungarian yet.

REACH can contribute to decide if a specific school, area or region in what extent open to change, innovate, improve. By doing this, it can contribute to make policy and local decisions on what and how to improve in the school, or in the local/national education system.

REACH also can be used for research and evaluation purposes, principally as a subscale inserted in a survey (because it takes 10 minutes to answer the questions).

Thank You!

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