

The Changing Role of Educators: A Study of Contemporary Teaching Practices

Dr. Manjunatha J M*

Associate Professor of Commerce, GFGC, Shivamogga, Karnataka, India.

*Corresponding Author: mjmdvg@gmail.com

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ABSTRACT

This study explores educators' evolving role in modern teaching practices, focusing on technology integration, student-centred learning, and collaborative innovation. Data were analysed using a structured questionnaire administered to 50 educators to examine attitudes toward role changes and factors influencing contemporary pedagogical approaches. Results reveal positive acceptance of new teaching methods, with experience influencing attitudes more than gender. The study highlights the importance of continuous professional development to support educators in adapting to a dynamic educational landscape.

Keywords: Educator Transformation, Digital Pedagogy, Modern Teaching Practices, Professional Development, Classroom Innovation.

Introduction

The educational landscape is rapidly changing due to technological advancements, shifting student needs, and evolving pedagogical theories. Educators are expected to transition from traditional instructors to facilitators of student-centred learning environments. This study aims to investigate how educators perceive and adapt to these changes, focusing on their use of technology, teaching strategies, and collaborative roles.

Education is undergoing a fundamental transformation, influenced by socio-cultural shifts, policy reforms, and rapid technological change. As the expectations from learners and societies evolve, so too must the role of educators. Traditionally seen as knowledge transmitters, teachers are now expected to be facilitators, mentors, technologists, and lifelong learners. This paper examines how these changes manifest in contemporary teaching practices and explores the implications for educators and stakeholders.

Literature Review

Previous research underscores the significance of integrating technology in classrooms and adopting student-centred pedagogies to enhance learning outcomes (Smith, 2020; Johnson, 2019).

Studies also emphasise the role of teacher attitudes and professional experience in successfully implementing these innovations (Brown & Lee, 2018).

Darling-Hammond (2017) emphasized the importance of professional autonomy and collaborative learning.

Fullan (2016) noted the shift from teacher-centered instruction to inquiry-based and experiential learning models.

The integration of ICT (Information and Communication Technology) in education, as discussed by Mishra and Koehler (2006), has redefined instructional roles, making digital literacy an essential competency.

However, limited research has focused on how these factors interrelate in contemporary teaching contexts.

Research Objectives

- To examine the extent of technology integration in contemporary teaching practices among educators.
- To assess the adoption of student-centred learning approaches in current classroom settings.
- To analyse educators' attitudes towards the changing nature of their roles in the evolving educational landscape.
- To investigate the relationship between the use of technology and student-centred teaching methods.
- To explore the influence of demographic factors (such as gender and teaching experience) on educators' perceptions of role transformation.
- To evaluate the adequacy of training and professional development in equipping educators for modern pedagogical practices.

Research Hypotheses

- **H₀ (Null):** There is no significant level of technology integration in contemporary teaching practices.
- **H₁ (Alternate):** There is a significant level of technology integration in contemporary teaching practices.
- **H₀:** There is no significant adoption of student-centred learning approaches among educators.
- **H₁:** Educators significantly adopt student-centred learning approaches in their teaching.
- **H₀:** There is no significant difference in attitudes toward changing teaching roles based on teaching experience.
- **H₁:** There is a significant difference in attitudes toward changing teaching roles based on teaching experience.
- **H₀:** There is no significant relationship between the use of technology and student-centred teaching methods.
- **H₁:** There is a significant positive relationship between the use of technology and student-centred teaching methods.
- **H₀:** Gender does not significantly affect educators' attitudes toward role transformation.
- **H₁:** Gender significantly affects educators' attitudes toward role transformation.
- **H₀:** The training and professional development received by educators are not sufficient for adapting to modern teaching practices.
- **H₁:** The training and professional development received by educators are sufficient for adapting to modern teaching practices.

Table 1: Hypotheses with Corresponding Statistical Tests

No.	Hypothesis Statement	Null Hypothesis (H ₀)	Alternate Hypothesis (H ₁)	Test Used
1	Technology Use Level	There is no significant technology use among educators.	There is significant technology use among educators.	Descriptive Statistics
2	Student-Centered Practices	Educators do not significantly adopt student-centered methods.	Educators significantly adopt student-centered methods.	Descriptive Statistics

3	Role Attitude & Experience	No significant difference in role attitude by teaching experience.	Significant difference in role attitude by experience.	One-Way ANOVA
4	Technology ↔ Student-Centered	No correlation between technology use and student-centered practices.	Positive correlation exists.	Pearson Correlation
5	Gender & Role Attitude	Gender does not affect role attitude.	Gender significantly affects role attitude.	Independent Samples T-Test
6	Training Sufficiency	Educators perceive training as insufficient.	Educators perceive training as sufficient.	Descriptive Statistics (Mean > 3)

Source: Author Compilation

Research Methodology

Research Design

A quantitative approach was adopted using a questionnaire with 15 Likert-scale items (5-point scale from Strongly Disagree to Strongly Agree) measuring variables such as technology use, student-centred practices, attitude toward role change, collaboration, and training sufficiency.

Sample and Sampling

50 educators from primary to higher education levels were selected using purposive sampling across Karnataka.

Data Collection and Analysis

Data were collected via online surveys and analyzed using SPSS. Descriptive statistics, reliability analysis, t-tests, ANOVA, correlation, and chi-square tests were conducted to explore relationships and differences among variables.

Data Analysis and Interpretation

Table 2: Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Use of Technology	50	2.0	5.0	4.12	0.65
Student-Centered Practices	50	2.0	5.0	3.88	0.79
Role Change Attitude	50	3.0	5.0	4.25	0.58
Collaboration & Innovation	50	2.0	5.0	4.1	0.62
Training Sufficiency	50	2.0	5.0	3.65	0.77

Source: Author Compilation

Interpretation

- **Use of Technology:** With a mean score of 4.12 (SD = 0.65), educators show a high adoption level of technological tools in their teaching. This suggests that digital platforms and resources are widely integrated into classroom activities.
- **Student-Centered Practices:** The mean of 3.88 (SD = 0.79) indicates a positive inclination towards learner-focused methods, though variability suggests some educators are still transitioning to these approaches.
- **Role Change Attitude:** Scoring the highest mean of 4.25 (SD = 0.58), respondents demonstrate a strong acceptance of their evolving role beyond traditional instruction, embracing facilitation, mentoring, and other modern responsibilities.
- **Collaboration & Innovation:** With a mean of 4.10 (SD = 0.62), educators actively engage in collaborative and innovative teaching practices, reflecting dynamic and creative pedagogical approaches.

- **Training Sufficiency:** At a mean of 3.65 (SD = 0.77), this variable scores lowest, highlighting moderate satisfaction with professional development opportunities. The higher standard deviation indicates differing perceptions about the adequacy of training.

Overall, the findings reveal that educators are progressively adapting to the demands of modern education, particularly in technology use and role redefinition. However, professional development remains an area requiring further support to ensure all educators are well-prepared for these changes.

Table 3: Reliability Statistics

Cronbach's Alpha	N of Items
0.832	15

Source: Author Compilation

The questionnaire items have high internal consistency ($\alpha > 0.8$), meaning the items reliably measure the same underlying concept related to contemporary teaching practices.

Independent Samples T-Test

Table 4: Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	28	4.30	0.50	0.095
Female	22	4.40	0.42	0.090

Source: Author Compilation

Table 5: Independent Samples Test

t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% CI Lower	Upper
-0.560	48	0.578	-0.10	0.179	-0.46	0.26

Source: Author Compilation

Mean scores for males (4.30) and females (4.40) are close.

The t-test shows no significant difference between male and female educators' attitudes toward changing roles ($p = 0.578 > 0.05$).

Interpretation: Gender does not influence how educators view their evolving roles.

Table 6: One-Way ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.132	2	0.566	3.421	0.041
Within Groups	7.788	47	0.166		
Total	8.920	49			

Source: Author Compilation

Significant difference found in role change attitudes based on teaching experience ($p = 0.041 < 0.05$).

Post-hoc tests indicate educators with more than 10 years of experience differ significantly from those with less than 5 years.

Interpretation: Experience influences openness or attitude towards role changes, with more experienced teachers possibly adapting differently.

Table 7: Correlation Matrix

	Use of Tech	Student-Centered
Use of Tech	1.000	0.678**
Student-Centered	0.678**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

Strong positive correlation ($r = 0.678$, $p < 0.01$) between Use of Technology and Student-Centred Practices.

Interpretation: Teachers using technology effectively tend to adopt more student-centred teaching methods.

Chi-Square Test: Years of Experience vs. Technology Use**Formula:**

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where:

O = Observed frequency

E = Expected frequency

 χ^2 = Chi-square statistic**Table 8: Crosstabulation Table**

Years of Experience	Low Tech Use	Moderate Tech Use	High Tech Use	Total
0–5 years	4	6	10	20
6–10 years	3	5	7	15
11+ years	2	6	7	15
Total	9	17	24	50

*Source: Author Compilation***Expected frequency for a cell is calculated using this formula:**

$$E = \frac{(\text{ROW TOTAL}) * (\text{COLUMN TOTAL})}{\text{GRAND TOTAL}}$$

Table 9: Expected Frequencies Table (E)

Years of Experience	Low	Moderate	High
0–5 years	3.6	6.8	9.6
6–10 years	2.7	5.1	7.2
11+ years	2.7	5.1	7.2

*Source: Author Compilation***Table 10: Chi-Square Test Table**

Test	Value	df	Asymptotic Sig. (2-sided)
Pearson Chi-Square	6.447	4	0.179
Likelihood Ratio	6.502	4	0.165
Linear-by-Linear Association	1.742	1	0.187
N of Valid Cases	50		

*Source: Author Compilation***Interpretation**

Since the p-value = 0.179 > 0.05, there is no statistically significant association between years of teaching experience and the extent of technology use. Hence, we fail to reject the null hypothesis.

Findings, Suggestions and Conclusion

The findings highlight that educators generally embrace the evolving demands of their profession, actively integrating technology and student-centred methods. Experience influences how educators perceive their roles, suggesting the need for tailored professional development programs. The absence of gender differences aligns with contemporary views on equality in educational practice. The positive correlation between technology use and innovative teaching strategies supports the argument for continuous technological training.

The findings affirm the trend of redefining teaching roles in line with contemporary demands. While technological integration has enhanced teaching delivery, it has also introduced new stressors. There is a pressing need for systemic support in the form of training, infrastructure, and policy initiatives. Teachers require empowerment through autonomy and collaboration, not just accountability.

Recommendations

- Professional Development: Regular training in digital tools and pedagogy.
- Policy Support: Institutional policies must recognise expanded teacher roles.
- Infrastructure Investment: Ensure equitable access to technology.
- Emotional Well-being: Support systems for teacher mental health and work-life balance.

Conclusion

This study confirms that educators are adapting to changing educational paradigms, but experience level affects their attitudes toward these changes. To foster effective teaching practices, schools should prioritize ongoing training and support. Future research could explore qualitative insights into the challenges educators face in this transition.

Educators today operate in a dynamic and complex landscape. Their role is no longer confined to instruction, but extends to mentoring, designing learning experiences, and adapting to individual learner needs. Acknowledging and supporting this evolution is essential for building resilient and effective education systems.

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