



EMPOWERMENT OF HIGHER SECONDARY SCHOOL TEACHERS IN SELECTED DISTRICTS OF TAMILNADU



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ABSTRACT :

Empowerment of teachers is vital for implementing the best educational practices in order to meet the diversified demands of the educand. It is also a necessary factor in the success of the school outcomes which works towards a common goal for effective functioning. Teachers with high empowerment are more likely to implement innovative approaches in the classroom practices and adequate teaching methods that encourage students' autonomy and responsibility to manage classroom problems. Therefore, a study is intended to know whether the empowerment of school teachers is adequate to the present scenario. A normative methodology, survey technique, and simple random sampling technique have been applied to a randomly selected 400 higher secondary school teachers as a sample in Cuddalore, Thiruvallur and Kancheepuram Districts of Tamilnadu. The Teachers Empowerment Scale (TES) used for the present study was developed and standardized by the investigator based on the Likert's summing five point rating scale. The descriptive statistical analysis has been used for the interpretation and explanation about the normality (normal distribution of scores). The findings revealed that the distribution of scores of empowerment of higher secondary teachers was normal and the overall level of empowerment of teachers was average in nature. Only 18.7 percentages of teachers had high empowerment.

KEYWORDS : Empowerment of Teachers, Higher Secondary Teachers, & Normality.

TEACHERS

Teachers are the builders of positive and progressive society of our country. The courage and dedication for developing high performance work systems can only be achieved if teachers would be willing to give their best. This possibility only exists when teachers working within the school tend to feel their own ownership of their work and transform their personal feeling towards their responsibilities. Persistent change and challenges of the past two decades in the field of education have resulted in an increasing workload for teachers and administrators, because teaching is one of the most significant professions of the world. Schools are important place where children follow careers and give meaning to their lives. As teachers play a special role in setting the standards and creating the conditions for children's school attainments, they are considered to be a key element towards student's academic success. This could be achieved through empowerment.

The term empowerment refers to measures designed to increase the degree of autonomy and self-determination in individual and in communities in order to enable them to represent their interests in a responsible and self-determined way to acting on their own authority. Etymologically, the word comes from the empowerment of power, which means the ability to do something or the ability to act

(Norainun, 2015). The term "empowered" means minimum energy, strength, capable, powerful, have the sense to overcome something. It is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. Empowerment as action refers both to the process of self-empowerment and to professional support of individual, which enables him to overcome the sense of powerlessness and lack of influence.

EMPOWERMENT OF TEACHERS

Teacher empowerment refers to the process of giving teachers same degree of auctioning, through participative decision making, delegation of duties, training and in servicing, and giving them status in their working empowerment. According to **Rappaport (1987)**, It is an "a joining of personal competencies and abilities to environments that provide opportunity for choice and autonomy in demonstrating those competencies". Empowerment also means enabling teachers to as individuals and groups to rid themselves of anxiety, despair, low-self esteem, uncertainty and lack of confidence.

Teachers must equipped to make decisions concerning teaching and learning, so it is imperative to research the conditions that will ensure that teachers are able to effectively perform their jobs. So, an environment which encourages risk- taking, personal commitment and involvement, decision-making and professional growth will enhance teachers' empowerment. According to **Wynne (2001)** the goal of teacher empowerment is improved student achievement. The construct of teacher empowerment is viewed by researchers as holding promise for improving the educational setting for both teachers and students. A teacher's sense of empowerment represents an important variable in comprehensive school improvement efforts of today's effective schools movement. Therefore, the school improvement will occur if teachers are allowed more access to school decision making processes.

OPERATIONAL DEFINITION OF THE TERMS

- **Empowerment of Teachers:** According to the investigator, empowerment of teachers means the development of authority, delegation of power, independency in decision making for well planning, executing and evaluating their duties thereby giving a high status in the working environment.
- **Higher Secondary Teachers:** According to the investigator, those teachers who are working in the higher secondary school level of education offered by the Tamilnadu Higher secondary board of education.
- **Normality:** According to the investigator, the normality refers to the normal distribution of the scores in a bell shaped frequency distribution curve where most of the data values tend to cluster around the mean.

RATIONALE OF THE STUDY

Teaching profession is nothing but hard work with useful outcomes as success. When teachers feel satisfied about their teaching performances and the knowledge provided, as well as the skills learnt and developed, they are more likely to communicate their satisfaction to their learners. Indeed, professional knowledge and intellectual practices are two essential factors in an honest and sincere teacher who enjoys noticing his/her students' development. Teachers are frequently regarded as the source of motivation for students. The quality of their teaching has a great influence on students' learning and their achievement. A bright, successful and hardworking teacher is a need of the hour for successful improvement of the students. For effective functioning of the school system, teachers self development as well as empowerment is too needed. Therefore it is a need to study whether the present teachers are empowered themselves in terms of professional and self development.

OBJECTIVES OF THE STUDY

1. To know the normality (distribution of scores) of the empowerment of the higher secondary school teachers.
2. To know the levels of empowerment of the higher secondary school teachers.

METHOD

In the present study of determining the empowerment of the higher secondary school teachers, the investigator has adopted the normative method and survey technique. The population for the present study is the teachers who are working in the government and aided higher secondary schools in Cuddalore, Thiruvallur and Kancheepuram districts of Tamilnadu. A sample of four hundred higher secondary school teachers was selected according to the principle of random sampling technique.

DESCRIPTION OF THE TOOL

The Teachers Empowerment Scale (TES) used for the present study is 5-point rating scale which is developed and standardized by the investigator based on the Likert's scale. A pilot study was conducted on 100 higher secondary school teachers to ensure the reliability and validity of the tool. The reliability of the test by split-half technique (consistency) followed by the use of Spearman-Brown Prophecy formula is found to be 0.77209. The significance of the reliability was tested with t-test. The t-value 32.66 was significant at 0.01 level. Thus the reliability was highly significant at 0.01 level.

SCORING PROCEDURE

The teacher's empowerment scale has 56 statements and all are positive in nature. The scale calls for a graded response to each item on 5-point scale SA (Strongly Agree-5Marks), A (Agree-4 Marks), NA nor DA (Neither Agree nor Disagree-3marks), DA (Disagree-2 Marks), and SDA (Strongly Disagree-1 mark). An individual score is the sum of the scores of all the 50 items. Higher score indicates the higher the empowerment of teachers. The maximum score for the Teachers Empowerment Scale is 280 and the minimum score for the same is 56. The norms of the tool have been finalized after getting discussion with the subject experts. After getting the jury opinion, the level of empowerment of teachers was segregated into high, average and low empowerment based on the $M \pm 1\sigma$ (Mean ± 1 Standard Deviation) area distribution properties of the normal probability curve which contributes 68.26 percentages in its total distribution.

DATA ANALYSIS

Hypothesis 1: The normality (distribution of scores) of empowerment of the higher secondary school teachers is not normal.

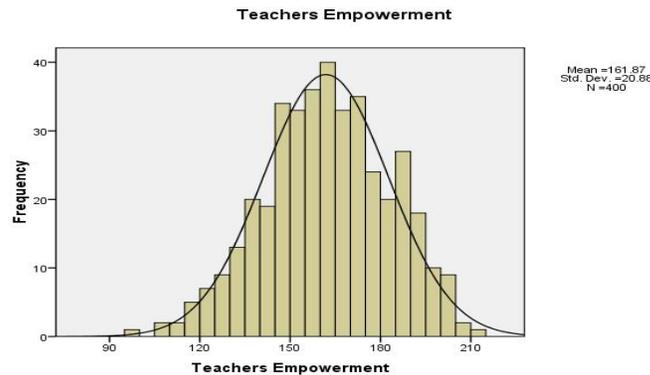
Table 1: Distribution of Scores on Empowerment of Higher Secondary School Teachers

N	Mean	Median	Mode	SEM	SD	S	K	R	Min	Max
400	161.87	162.0	162	1.044	20.88	0.015	0.284	116	97	213

Note: S- Skewness, K- Kurtosis, Min- Minimum, Max- Maximum, SEM- Standard Error of Mean, R-Range.

From Table-1, the ascending order of scores arrangement revealed that the minimum score of the empowerment of teachers was 97 and the maximum score was 213 and confirmed existence of higher score range difference (R=116). The result further indicated that the Mean (161.87), Median (162.00) and Mode (162) nearly coincide with the properties of the normal distribution of the curve (Mean \approx Median = Mode). The further verification was made with regard to skewness and kurtosis. The skewness value was found as 0.015 which was found almost equivalent to zero normal value and kurtosis was 0.284 in consonance with the standard value of 0.263. The whole distribution was positively skewed and tending to be mesokurtic in nature. The positive kurtosis value indicates the curve is properly aligned as normal curve. Thus the investigator concluded that the scores obtained by the empowerment of higher secondary school teachers obey the normality. The following Figure.1 shows the histogram of empowerment of higher secondary school teachers that obeys the normality.

Figure 1. Histogram Shows Normality of Empowerment of Higher Secondary School Teachers



The distribution of scores of empowerment of the higher secondary school teachers in selected districts of Tamilnadu is normal.

Hypothesis 2: The level of empowerment of the higher secondary school teachers is low.

Table 2: Levels of Empowerment of Higher Secondary School Teachers with respect to N, Percentage, Mean, and SD Scores

Level of Empowerment of Teachers	N	Percentage	Mean	SD
High	75	18.7 %	191.59	6.690
Average	266	66.5 %	160.91	11.155
Low	59	14.8 %	128.42	9.462
Overall Level	400	100 %	167.87	20.88

From Table-2, 18.7%, 66.5% and 14.5% of higher secondary school teachers have high, average and low levels of teacher's empowerment. With respect to whole sample, the majority of the teachers (66.5%) have average level of teacher's empowerment. The mean value 161.87 indicates that the whole sample have average category in the empowerment of the teachers (i.e. 140 to 182). The result reveals that, the higher secondary school teachers in Tamilnadu have average teacher's empowerment.

CONCLUSION

The result from the present study concluded that the higher secondary school teachers in selected districts of Tamilnadu have average teachers empowerment with respect to whole sample. Only 18.7 percentages of teachers who are working in the government and aided schools have high empowerment. This is not up to the expected level which indicates that there is a more need of empowerment of teachers. The school management also concentrated to promote the empowerment of teachers through provision of more autonomy in participative decision process. The teacher should also develop the requisite skills and act a professional in and out of school hours to guide, assist, offer consultative services etc., and thus helping the parents, students, his colleagues and other public interested in education in an appropriate manner.

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