Teacher Empowerment Through Teacher Training- A Study

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Abstract

Teacher empowerment has been recognized as one of the most important components in school development strategies. In any development process of education teacher is the central. An education system which aims to offer quality education should be able to count on teachers who are professionally trained and able to employ innovative techniques in teaching learning process. Since education is considered as one of the means to empower teachers, therefore attempts have been made to empower teachers through various teacher training programmers. Here, the question comes to our mind-“Is teacher effectiveness related to teacher training”? This study has been undertaken with a view to know the impact of teacher training on various dimensions of teacher empowerment.

Keywords: Teacher Empowerment through Teacher Training

Background of the study

Teacher empowerment has been recognized as one of the essential components of school effectiveness strategies. Teacher empowerment is a process whereby teachers develop skill and competence to take charge of their own growth and resolve their own problems. Since education is considered as one of the most important means to empower teachers with the knowledge, skills and self confidence necessary to participate fully in development process, many attempts have been made to empower teachers through various Teacher Training (TT) programmers. The various commissions and committees also stressed the need of the improvement of the teaching faculty to enhance quality of education by developing professional competence and skills in them. Moreover, an education system that aims to offer quality education should be able to count on teachers who are professionally trained and able to employ innovative techniques of teaching and student evaluation strategies. Teacher training refers to a specific type of training designed to equip pupil teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the school and classroom. The process of becoming a teacher is considered to be a part of teachers’ professional development. In recent years empowerment of teachers’ through teacher training/faculty development programmed is an important concern at all levels of education – Primary, secondary as well as higher levels. Research also proves that teacher training has a positive impact on teachers’ professional growth. A study conducted by Yadav, Ghamandi Lal (1992) on “ Impact of teacher training on certain personality characteristics of trainees” (Ph.D Education, Agra University) revealed that teacher training has a significant
influence on the pupil teachers’ in their development of self concept, social maturity and attitude towards the teaching profession. Considering ‘Teacher Training’ as an important agency of Teacher Empowerment, the following study has been carried out by the investigators.

Operational Definitions of the Terms Used
1. **Teacher Training**: Training that prepares someone to become a teacher.
2. **Teacher Empowerment**: Teacher empowerment is a multidimensional active process which enables teachers to access resources (financial, time, opportunity etc.) to identify and solve problems related to their classroom, school and outside the school environment.

Objectives of the Present Study: The objectives of the present study are:

1. To find out the impact of teacher training on different dimensions of teacher empowerment;
2. To make comparative analysis of attitudes among trained teachers between:
   (i) Government schools and Private schools.
   (ii) Urban and Rural schools.

Hypotheses: As the objectives 1 is fact finding, so there is no need to formulate any hypothesis for this objective. For the second objective, the hypotheses have been formulated as:

   H1: There is a significant difference in attitude among the Govt. School teachers and Private school teachers towards ‘teacher empowerment’;

   H2: There is a significant difference in attitude among the Urban School teachers and Rural school teachers towards ‘teacher empowerment’;

Methodology:
Descriptive survey method was followed for the present study. For sample, ten (10) high/higher secondary schools were selected purposively, out of which five are from urban area and the rest five from rural area of Nagaon District. From the selected sample schools, sixty (60) trained teachers were randomly selected as the respondents of the present study. The features of sample selection (or delimitations of the study) were:

- Ten (10) high/higher secondary schools of which five (5) were located in urban and five (5) in rural areas.
- Six (6) trained teachers from each school so that the total become sixty (60).
- Out of Sixty (60) trained teachers thirty (30) were from Govt schools and thirty (30) from Private schools.

Tools Used: To find out the impact of teacher training on different dimensions of teacher empowerment, an interview schedule was designed by the investigators by considering the
various aspects such as effectiveness of teaching-learning, work environment, inquiry, research and various issues related to school effectiveness.

To know the attitude of the trained teachers, the relevant data were collected from the respondents by adopting an **attitude scale** which was constructed by taking some ideas of “Teacher Empowerment Inventory” scale developed by Butler, Etheridge, James and Ellis, 1989. (Ref: http://www.google.co.in). The attitude scale was constructed by considering four main dimensions of Teacher Empowerment, viz-Mentoring Self- Efficacy, Teaching Self-Efficacy, Professional Knowledge and Collegiality. Twenty two (22) structured statements/comments were given and three options were provided to put the tick mark against each comment. For the purpose of scoring, the investigators have used Likert Type 3-Point Summated Rating Scale. e.g. Agree (score=3), Undecided (score=2) and Disagree (score=1). As the questionnaire consists of 22 statements, the following score values would be revealing:

\[
22 \times 3 = 66 \text{ most positive response/attitude possible} \\
22 \times 2 = 44 \text{ a neutral attitude/ response possible} \\
22 \times 1 = 22 \text{ most negative attitude/ response possible}
\]

Thus, the total score for any individual would fall between 22and 66.

**Statistical Test of Significance:**
To make comparison of ‘Attitude of trained teachers towards teacher empowerment’ between the sample teachers of the govt and private schools, between the urban and rural areas, ‘t’ test has been applied for testing the significant difference.

**Analysis and Interpretation:**
After collecting the relevant data through interview schedule and attitude scale, those have been analyzed and interpreted as below.

**(OBJECTIVE – 1 To find out the impact of teacher training on different dimensions of teacher empowerment)**

**Interpretation:** As regards to the assessment of performance in class room teaching learning, it has been observed that all the teachers prepare and plan their lessons before entering the class. It is seen that most of the teachers have eye contact and interact with the fellow students while delivering lessons. It was found that most of the teachers create interest by putting thought provoking questions to their fellow students. Few teachers apply teaching aids to explain materials in their lecture sessions.

Preparation of Lesson plan and the various skills of teaching and communication are the most important trainings of a Teacher Training course. From the present study, these issues have been reflected very nicely.

A study conducted by Dove (1986) showed that teacher training improves their teaching skills and have more positive effect on pupil attainment (Ref: Panda, P. “Professional Development of Teachers- Key to Quality Education”-Indian Education, Volume XXIX, No-3, Nov 2003; pp-22). Thus, the finding of assessment performance of the present study has the resemblance with Dove.
Interpretation: As regards to the various issues related to research activity. It is seen that 14 teachers have undertaken research activity; 4 have published research paper in reputed journals; 48 have participated in seminars/ workshops; 36 have the ability of organizing various programmers, 2 have authored books.

(Objective 2 i.e. to make comparative analysis of attitudes among the variables)

**Hypothesis H1:** There is a significant difference in attitude among the Govt. School and Private school teachers towards ‘teacher empowerment’

**Table 1**: Mean distribution of attitude scores among the Govt. School teachers and Private school teachers according to dimensions of ‘teacher empowerment’ and their ‘t’ value:

<table>
<thead>
<tr>
<th>Dimensions of TE</th>
<th>Mean and SD</th>
<th></th>
<th></th>
<th></th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt. School teacher(n=30)</td>
<td>Private school teacher(n=30)</td>
<td>t-value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring Self-Efficacy</td>
<td>15.30 &amp; 2.08</td>
<td>13.10 &amp; 2.27</td>
<td>3.91*</td>
<td>Significant (p&lt;0.05)</td>
<td></td>
</tr>
<tr>
<td>Teaching Self-Efficacy</td>
<td>12.13 &amp; 0.99</td>
<td>9.00 &amp; 1.69</td>
<td>8.75*</td>
<td>Significant (p&lt;0.05)</td>
<td></td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>13.13 &amp; 1.49</td>
<td>9.50 &amp; 1.41</td>
<td>9.79*</td>
<td>Significant (p&lt;0.05)</td>
<td></td>
</tr>
<tr>
<td>Collegiality</td>
<td>8.46 &amp; 1.12</td>
<td>7.67 &amp; 1.56</td>
<td>2.25*</td>
<td>Significant (p&lt;0.05)</td>
<td></td>
</tr>
</tbody>
</table>

Interpretation: It is seen that the mean difference of attitude scores among the govt. and private school teachers according to the four dimensions of empowerment found to be significant. In every dimension, significant difference was found between the two groups (p<0.05).

Thus, Hypothesis H1 has been proved.

**Hypothesis H2:** There is a significant difference in attitude among the Urban School teachers and rural school teachers towards teacher empowerment.

**Table 2**: Mean distribution of attitude scores among the Urban School teachers and Rural school teachers according to dimensions of ‘teacher empowerment’ and their ‘t’-value:

<table>
<thead>
<tr>
<th>Dimensions of TE</th>
<th>Mean and SD</th>
<th></th>
<th></th>
<th></th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban School teacher(n=30)</td>
<td>Rural school teacher(n=30)</td>
<td>t-value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring Self-Efficacy</td>
<td>13.70 &amp; 3.03</td>
<td>12.70 &amp; 5.06</td>
<td>0.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Self-Efficacy</td>
<td>10.70 &amp; 2.04</td>
<td>10.43 &amp; 2.14</td>
<td>0.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>11.00 &amp; 3.06</td>
<td>11.33 &amp; 2.24</td>
<td>0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegiality</td>
<td>8.03 &amp; 1.45</td>
<td>8.10 &amp; 1.37</td>
<td>0.08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interpretation: The mean difference of attitude scores of the trained teachers from urban and rural Schools on four dimensions of empowerment was not significant. So, hypothesis H2 is not accepted here. This finding clearly indicates that attitude towards a phenomenon does not depend on the locality of an area.

Major Findings of the Study: Followings are the major findings of the present study:

1. Teacher training has a significant impact on teacher Empowerment. It improves the teaching skills and have more positive effect on pupil attainment.
2. Teachers are conscious about the research related activities.
3. Regarding the various dimensions of teacher Empowerment, ‘significant differences’ were found in all the dimensions between the Govt. school teachers and the Private school teachers.
4. ‘No significant differences’ were found in all the dimensions among the teachers from urban and rural localities.

Concluding Remark: The importance of teacher empowerment in key education areas cannot be underestimated. In any attempt to improve education teachers are central. In recent years, Teacher Empowerment is highly emphasised for democratic restructuring of school environment. Teacher Empowerment through teacher training leads to job satisfaction and enhancement of self-esteem among the teachers. Teacher training broadens their educational horizons, gives them a sense of responsibility in their area and creates a climate for constant development and innovation to solve various problems of teaching and school environment. Teacher Empowerment, which is a continuous process, depends on various dimensions. So, teachers should resort to action research so that teaching, research, learning and self-actualisation can take place in their classroom practices and reality.

Reference:

2. Butler, Etheridge, James and Ellis, 1989: Teacher Empowerment Inventory Scale
5. http//www.google.co.in