

TEACHER EMPOWERMENT AND INSTITUTIONAL EFFECTIVENESS IN TEACHER EDUCATION

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ABSTRACT

Teacher Empowerment means to equip a teacher for conceptual and practical teaching which focuses on the relevant syllabus topics. It means the power of the teacher to exercise his judgement of what, why, how, when and why to teach. It also insists on developing a harmonious relationship with the environment along with the right of the teacher to participate in the determination of educational goals and policies and the achievement of educational school goals. In the present study teacher empowerment means the teachers ability and potential to achieve the school goals and the educational goals. The present study is restricted to the B.Ed. trainee teachers of Ahmedabad district.

The objectives of the study comprised to know the necessary general qualities, personal qualities, teaching qualities, student teacher relationship, behaviour, attitude and miscellaneous qualities required by a teacher in the classroom and amongst the students for teacher empowerment. 100 trainee teachers from ten different colleges were selected by purposive sampling from Ahmedabad district. A questionnaire was prepared and the survey method was used in the study. The raw data was then grouped and then the frequency and the percentage of the frequency of the responses by the respondents for the said factor necessary for the teacher was applied to do the analysis and interpretation of the data.

The study concluded that the necessary qualities required for teacher empowerment is the minimum necessary qualifications required for a teacher, general awareness, good and clear voice, simplicity, nobility, kindness, gentleness, generosity, activeness, honesty, humbleness, politeness, mildness, softness, intelligence, creativity, knowledge of psychology, philosophy, technology, management, different methods, techniques, approach, content, various languages, presentation style, sense of humour, decency and humbleness. The other qualities required by a teacher are responsibility, course completion on time, duty oriented, unbiased, ideal and intimate in addition to bearing sympathy, mercy, spontaneity and good understanding. The teacher should avoid punishing, frowning, hatred, abusive words, chewing tobacco etc. He should not be fearful, angry, rude and revengeful but bear oneness, equality, love and affection for students and try to be friendly.

Keywords: Teacher Empowerment, Teacher Education.

INTRODUCTION

Teaching-learning has been a process continuing since long. The learners were known as the students whereas those who taught were known as the Guru. Earlier the Guru had high respect and enjoyed the highest power and position in the society. Unfortunately, with the passage of time, the power and position was lost and today the Guru is called as a teacher. Although the society is rising higher and higher and there is no doubt about the role of a teacher with this upliftment of the society but then there are

several case whereby the teacher is left with nothing. Although working hard, the teacher has to face a lot of problems and difficulties. There are several duties and responsibilities but hardly any rights with him. The social status of a teacher is minimum. A single demerit of a teacher is dealt hardly and harshly. Expectations from the teacher are increasing day by day and his needs are hardly or rarely cared by any. The students, parents, management, society, state and others hardly care for the teachers. It is due to this situation that the idea of teacher

empowerment came to existence.

Teacher Empowerment means to equip a teacher for conceptual and practical teaching. It focuses on the relevant syllabus topics. Emphasis is given on designing the lecture, content, presentation techniques, creating live practical models, task analysis, methods, motivation for active participation and fun, learners level, sequencing the content, logical and easy presentation and interpretation, students learning style, amount of content to be done in a lecture, psychological aspects of the student - teacher relationship, the mode of delivery, readiness to teach and learn, techniques, measuring learning level, handling responses and solving queries etc. Teacher empowerment means investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach. It means the ability of the teachers to judge what and how to teach and developing a harmonious relationship with the environment. Thus teacher empowerment means the power of the teacher to exercise his judgement of what, why, how, when and why to teach. It also insists on developing a harmonious relationship with the environment along with the right to participate in the determination of educational goals and policies and the achievement of educational school goals.

In the present study teacher empowerment means the teachers ability and potential to achieve the school goals and the educational goals. The present study is restricted to the B.Ed. trainee teachers of Ahmedabad district.

Review of Related Literature

Dee et. al (2003) showed that teamwork may differentiate empowering and non-empowering site-based management. School leaders, interested in developing a personal strategy to enable teacher empowerment, should devise ways to model empowered behaviors for teachers, to encourage co-operative behaviors among teachers and, most importantly, to demonstrate firm trust in school personnel (Henkin and Dee, 2001).

Objectives

The teacher bears several qualities. In the present study these qualities were divided into seven subgroups as such the general, personal, teaching quality, student-teacher

relationship, behaviour, attitude, and miscellaneous quality. The general quality of a teacher comprised of his necessary qualification and additional qualifications, the personal qualities of a teacher comprised of simplicity, nobility, kindness, gentleness, generosity, activeness, honesty, humbleness, politeness, mildness, softness, intelligence, creativity, artistic, knower of various subjects, exemplary, efficiency, proficiency, knowledge, punctuality, discipline, hard work, ability, and tackling power, the necessary teaching qualities of a teacher comprised of the knowledge of psychology, philosophy, technology, management, different methods, techniques, approach, content, various languages, presentation style, sense of humour, and knowledge of various subjects with general awareness. The student teacher relationship comprised of purity, truth and piousness, the behaviour of a teacher comprised of coolness, calmness, mildness, softness, decency, humbleness, ability to feel the students and their feelings, open hearted, helpful and supportive. The attitude of a teacher comprised of positive attitude and sharp vision whereas the miscellaneous qualities of a teacher comprised of responsibility, course completion on time, duty oriented, unbiased, ideal and intimate, sympathy, mercy, spontaneity, understanding, oneness, equality, love and affection for students and friendliness. The objectives of the present study are as follows

- To study the necessary general qualities required by a teacher for teacher empowerment.
- To study the necessary personal qualities required by a teacher for teacher empowerment.
- To study the necessary teaching qualities required by a teacher for teacher empowerment.
- To study the student teacher relationship required to be developed by a teacher for teacher empowerment.
- To study the necessary behaviour required by a teacher for teacher empowerment.
- To study the necessary attitude required by a teacher for teacher empowerment.
- To study the necessary miscellaneous qualities required by a teacher for teacher empowerment.

Research Design

100 trainee teachers from ten different colleges were selected by purposive sampling from Ahmedabad district. All the trainee teachers were informed about the teacher empowerment, well discussed and then asked to write as many points as they can which depict the qualities of a teacher and leads towards teacher empowerment. Those points were chiefly categorized into seven subgroups as such the general qualities, personal qualities, teaching qualities, student teacher relationship, behaviour, attitude and miscellaneous qualities and a questionnaire was prepared for those students. The survey and group interview being economical, monetarily and time wise, was used in the study. A self made tool with about 110 qualities related to the teachers was administered on the trainee teachers. The raw data was then grouped and then the frequency and the percentage of the frequency of the responses by the respondents for the said factor necessary for the teacher was applied to do the analysis and interpretation of the data.

Results and discussion

- To study the necessary general qualities required by a teacher for teacher empowerment.

From the data analysis it was found that 64% of B.Ed. trainees suggested that the teacher should have the necessary qualification. Further, 36% of them suggested that the teacher should have additional qualifications and degrees with general awareness, good and clear voice (Table 1).

- To study the necessary personal qualities required by a teacher for teacher empowerment.

From the data analysis it was found that 15% of B.Ed. trainees suggested that the teacher should be well built, good looking and smart. 20% B.Ed. trainee teachers reported that the teacher should be talented, well dressed

Qualities required by a Teacher Necessary General Qualities	Percentage Frequency of the responses of the B.Ed Trainees Towards the Qualities of a Teacher
Necessary Qualification	64
Additional qualifications and degrees	36
General Awareness	36
Good and Clear Voice	36

Table 1. Percentage Frequency of the responses of the B.Ed Trainees towards general qualities required by a teacher for teacher empowerment

and bear a good personality. The others reported teacher to be simple, noble, kind, gentle, generous, active, honest, humble, polite, mild, soft spoken, intelligent, creative, artistic, knower of various subjects, interested in art and craft, exemplary, efficient, knowledgeable, punctual, disciplined, hard working, creative, able, tackling power and adorable. Further he should bear simplicity, sacrifice, love, warmth and patience (Table 2).

- To study the necessary teaching qualities required by a teacher for teacher empowerment.

From the data analysis it was found that 28% of B.Ed. trainee teachers suggested that the teacher should have the content power. 72% B.Ed. trainee teachers reported that the teacher should possess the knowledge of

Qualities required by a Teacher Personal Qualities	Percentage Frequency of the responses of the B.Ed Trainees Towards the Qualities of a Teacher
Well built	15
Good looking and Smart	15
Talented	20
Well dressed	20
Good personality	20
Simple	65
Noble	65
Kind	65
Gentle	65
Generous	65
Active	65
Honest	65
Humble	65
Polite	65
Mild	65
Soft spoken	65
Intelligent	65
Creative	65
Artistic	65
Knower of Various Subjects	65
Interested in art and craft	65
Exemplary	65
Efficient	65
Knowledgeable	65
Punctual	65
Disciplined	65
Hard working	65
Creative	65
Able	65
Tackling power	65
Adorable	65
Simplicity	65
Sacrifice	65
Love	65
Warmth	65
Patience	65

Table 2. Percentage Frequency of the responses of the B.Ed Trainees towards the personal qualities required by a teacher for teacher empowerment

psychology, philosophy, technology, management, different methods, techniques, approach, content, various languages, presentation style, sense of humour, and knowledge of various subjects with general awareness (Table 3).

- To study the student teacher relationship required to be developed by a teacher for teacher empowerment.

From the data analysis it was found that 38% of B.Ed. trainee teachers suggested that the teacher student relationship is normal and time being. 62% of them suggested that the teacher student relationship should be pure, pious, deep, caring and loving (Table 4).

- To study the necessary behaviour required by a teacher for teacher empowerment.

From the data analysis it was found that 35% of B.Ed. trainees suggested that the teacher behave normally. 65% of them suggested that the teacher should be cool, calm, mild, soft, decent and humble. They further suggested that he should be able to feel the students and their feelings. He should be an open hearted, helpful and supportive (Table 5).

Qualities required by a Teacher Necessary Teaching Qualities	Percentage Frequency of the responses of the B.Ed Trainees Towards the Qualities of a Teacher
Content Power	28
Knowledge of Psychology	72
Knowledge of Philosophy	72
Knowledge of Technology	72
Knowledge of Management	72
Knowledge of different Methods	72
Knowledge of different Techniques	72
Knowledge of different Approach	72
Knowledge of different Content	72
Knowledge of Various Languages	72
Presentation	72
Sense of Humour	72
Knowledge of Various Subjects	72
General awareness	72

Table 3. Percentage Frequency of the responses of the B.Ed Trainees teaching qualities required by a teacher for teacher empowerment

Qualities required by a Teacher Student Teacher Relationship	Percentage Frequency of the responses of the B.Ed Trainees Towards the Qualities of a Teacher
Normal and time being	38
Pure	62
Pious	62
Deep	62
Caring and Loving	62

Table 4. Percentage Frequency of the responses of B.Ed Trainees towards the Student Teacher Relationship

Qualities required by a Teacher Necessary Behaviour	Percentage Frequency of the responses of the B.Ed Trainees Towards the Qualities of a Teacher
Normal Behaviour	35
Cool	65
Calm	65
Mild	65
Soft	65
Decent	65
Humble	65
Feel the students and their feelings	65
Open hearted	65
Helpful and Supportive	65

Table 5. Percentage Frequency of Behaviour required by Teacher for Teacher Empowerment

- To study the necessary attitude required by a teacher for teacher empowerment.

From the data analysis it was found that 30% of B.Ed. trainees suggested that the teacher should have positive attitude. 70% of them suggested that he should use the positive re-inforcers, motivate the students and able for probing questioning (Table 6).

- To study the necessary miscellaneous qualities required by a teacher for teacher empowerment.

From the data analysis it was found that 28% of B.Ed. trainees suggested that the teacher should be unbiased. 4% of them suggested the teacher to be friendly. The others also described the teachers to be responsible, duty oriented, unbiased, ideal and intimate in addition to bearing sympathy, mercy, spontaneity, good understanding, avoid punishing, frowning, hatred, abusive words, chewing tobacco. He should not be fierce looking, angry, rude and revengeful. The teacher should bear oneness, equality, love and affection for students. They further suggested to care for the psychological aspects, the mode of delivery of lectures and other related general topics, to conduct subject specific lectures on each topic of the textbook, to impart the instructional notes, to use audio visual aids and innovative way (Table 7).

Qualities required by a Teacher Necessary Attitude	Percentage Frequency of the responses of the B.Ed Trainees Towards the Qualities of a Teacher
Positive Attitude	30
Positive Re-inforcers	70
Motivate the Students	70
Apply probing questioning	70

Table 6. Percentage frequency based on Necessary Attitude required by a teacher

Qualities required by a Teacher Necessary Miscellaneous Qualities	Percentage Frequency of the responses of the B.Ed Trainees Towards the Qualities of a Teacher
Unbiased	28
Friendly	4
Responsible	68
Duty Oriented	68
Unbiased	68
Ideal and Intimate	68
Sympathetic	68
Spontaneous	68
Good Understanding	68
Avoid Punishing, Frowning, Hatred, Abusive words and Chewing tobacco	68
Not Fierce looking, Angry, Rude and Revengeful	68
Oneness, Equality, Love and Affection	68
Care for the Psychological Aspects	68
Care for delivery of lectures and other related general topics	68
Conduct Specific lectures	68
Impart the Instructional Notes	68
Use Audio Visuals Aids and Innovative ways	68

Table 7. Percentage Frequency based on miscellaneous qualities required by a teacher

Conclusion

From the above results and discussion the following could be concluded.

- The necessary general quality required by a teacher is that he should be well qualified and possess additional qualifications.
- The necessary personal qualities required by a teacher are simplicity, nobility, kindness, gentleness, generosity, activeness, honesty, humbleness, politeness, mildness, softness, intelligence, creativity and that the teacher should be artistic, knower of various subjects, exemplary, efficient, knowledgeable, punctual, disciplined, hard working, creative, able, tackling power and adorable.
- The necessary teaching qualities required by a teacher are the knowledge of psychology, philosophy, technology, management, different methods, techniques, approach, content, various languages, presentation style, sense of humour, and knowledge of various subjects with general awareness.
- The student teacher relationship should be pure and pious.
- The teacher should be cool, calm, mild, soft, decent and humble. They further suggested that he should be able to feel the students and their

feelings. He should be open hearted, helpful and supportive.

- The teacher should have positive attitude and vision.
- The other qualities required by a teacher are responsibility, course completion on time, duty oriented, unbiased, ideal and intimate in addition to bearing sympathy, mercy, spontaneity and good understanding. He should bear oneness, equality, love and affection for students and try to be friendly.

Suggestions

- To take care of the psychological aspects, the student - teacher relationship, the mode of delivery and other related general topics.
- To conduct subject specific lectures on each topic of the textbook.
- To impart the instructional notes on each topic to the students after the lecture.
- To notify the students on suggested reading.
- To ensure that the entire exercise is done by the student.
- To ensure the use of audio visuals aids, i-class and i-Lab.
- To deal with the specific subjects and specific classes in an innovative way.
- To ensure the student attention and derive better understanding and results.
- To enable teacher empowerment, school leaders should devise ways to model empowered behaviour for teachers, to encourage co-operative behaviour among teachers and demonstrate firm trust in school personnel.
- Empowered teachers with increased task motivation, enhanced feelings of meaning, and strong organizational commitment are the foundation of a dynamic school technology. Schools can create the conditions in which teachers, as empowered actors, can freely exercise their expert judgment, deal effectively with non-routine challenges, change social structures

and, in turn, depend on changed structures for self-advancement.

- Collaborative social structures, including self-managed teams should be developed to achieve the goals of education, professionals and schools.

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Appendix 1

Questionnaire

- The students should have fear for teachers.
- The teacher should respect the students.
- The students should have the respect for teacher.
- The teacher should address the students with respect.
- A student is least affected when the teacher explains something to him in privacy.
- The teacher should not explain the students their mistake lovably.
- The teacher should always get angry on students.
- The teacher should always keep a frown face.
- The teacher should not be open hearted person.
- The teacher should not be caring person.
- The teacher should not keep sympathy towards students.
- The teacher should be feeling less kind and merciless.
- Simplicity, sacrifice, love, warmth and patience in the teacher cannot be cultivated in the students by the teacher.
- The students are least affected by the loving behaviour of the teacher.
- The students are least affected by the affection showed by the teacher.
- The students are least affected by the rude behaviour of the teacher.
- The students are least affected by the anger showed by the teacher.
- The students should be scolded in the classroom to make them realise their mistake.
- The teacher cannot develop the feeling of equality and oneness in the students.
- The teacher should have prejudice against the students.
- The teacher should maintain distance with the other teachers.
- The teacher should maintain distance with the students.
- The teacher should not get more involved in the students
- The teacher should keep in mind all small matters and harass the students.
- The teacher should keep a revengeful attitude towards students.
- Trust and support from the teacher cannot create confidence in the student.
- The speech of a teacher does not affect the students.
- The knowledge of various languages and its application in the classroom by a teacher hinders the education.

- The students are least affected by the use of multi languages in the classroom by a teacher.
- The students are least interested in the personal experience of a teacher.
- The students are least interested in the personal life of a teacher.
- The teacher should not give any freedom to the students.
- The teachers should ask before proceeding for any work.
- The teacher should not be punctual.
- The teacher should strictly believe in discipline.
- The teacher should believe in discipline.
- The disciplined teacher does not affect the students.
- The teacher should not be hard working.
- The teacher should strictly punish the students.
- The teacher should punish the students.
- The teacher should not be creative.
- The teacher should be aware of his responsibilities.
- The teacher should be eager to perform his duty anytime.
- The teachers physical health affects the students.
- The teacher voice of teacher affects the students.
- The patience of a teacher least affects the students.
- The readiness of a teacher least affects the students.
- The teacher cannot peacefully get the work done from students.
- The teacher should be a good manager.
- The students are not affected by the intelligence of the teacher.
- The teacher should not solve the personal problems of the students.
- The teacher should be biased.
- The teachers attitude towards the work least affects the students.
- The new questions asked by the teacher least affects the students.
- If the student says the truth about his mistake, the teacher should punish him for his mistake.
- The teacher should never apologise for his mistake in front of the students.
- The teacher should not clarify their mistake in front of the students.
- The teacher should feel the students.
- The teacher should feel the feeling of the students.
- The teacher should not listen to the explanation of the students.
- The teacher should control his students by showing the fear of internal marks.
- The students should not have tea with the students.
- The teacher should not pay when he drinks tea with the students.
- The teacher should not worry about the students.
- The teacher should do the students complain to their parents.
- The teacher should use humiliating and abusive words.
- The teacher should not consider the school and college as a family.
- The teacher should be an ideal for their students.
- The teacher should not appreciate the quality of the students.
- The teacher should not help the students.
- The teacher should use different methods to teach.
- The teacher should use the different techniques to teach.
- The teacher should have the knowledge of different subjects.
- The teacher having knowledge of different subjects least affects the students.
- The teacher should not console the students.
- The teacher should not use sophisticated language with the students.
- The teacher cannot help the students in improving their language.
- The students are not affected by the polite behaviour of the teacher.

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- The teacher should not plead in front of the students.
- The teacher should not think in favour of the students.
- The teacher should not let go the mistake of the students.
- The students are not affected by the enthusiasm of the teacher.
- The teacher should ask about the students.
- The students are not affected by the self-confidence of the teacher.
- The dedication towards the work shown by teacher has no effect on the students.
- The students are not affected by the motivation given by the teacher.
- The students are not affected by the service given by the teacher.
- The students are not affected if the teacher keeps his hands on their shoulder.
- The students are not affected by the trust shown by the teacher towards them.
- The students treat the teacher is like the father.
- The students treat the favourite teacher like the father.

ABOUT THE AUTHOR

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