

Study the Teacher Empowerment in reference to Administrative Behaviour of School Heads working in Rural and Urban Schools

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Abstract- With the liberalization and the globalization of the Indian economy, the rapid changes witnessed in the scientific and technological world, and it is realized that the emerging Indian society can achieve all round development with the help of the teachers who act as a powerful agency in transmitting its cherished values. So here an empowered teacher is the necessity of the society. The objective was to study the Teacher Empowerment in reference to Administrative Behaviour of School Heads working in Rural and Urban schools. The sample of this study comprises 48 Heads, 405 teachers from different senior secondary (10+2) Rural and Urban schools of Agra division (U. P.). For measuring Administrative Behaviour of School Heads, Administrative Behaviour scale developed by Dr. Haseen Taj in 1998 was used and Teacher Empowerment scale was prepared by the researcher. The finding of this study states that differences found in Teacher Empowerment of Rural and Urban school teachers in reference to their Administrative Behaviour of School Heads.

Key Words: - Teacher Empowerment, Administrative Behaviour, School Heads,

1- Introduction

Dr. S. Radhakrishnan has aptly remarked, "Teacher's place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning." All inspiration to children, to parents, to management comes from teachers. They are the human resources, should be molded, valued and empowered. Plants like students are enlightened by the rays of the sun like a teacher. So here an empowered teacher is the necessity of the society. Those teachers who have more opportunities to make decisions and grow professionally have more control over daily schedules and feel a high level of teaching competence.

Marks and Louis (1997) describe Teacher Empowerment as "an educational reform initiative that often accompanies policies to increase decision-making authority and accountability at the school level". The definitions of empowerment and Teacher Empowerment imply that some authority which one person previously held is now shared with other persons. At the school level, this means the teachers share some of the authorities that the principal used to hold exclusively.

School effectiveness and school improvement are concerned with raising student achievement and developing other desirable student characteristics by focusing on the teaching/learning process and the conditions that support it. Views on the nature of the process and conditions have changed significantly in recent years (Craig, 1998; UNESCO, 2004). New views on the nature of learning and the locus of authority and responsibility for education have combined to alter how teachers are regarded and how teacher support programs are designed

and carried out. At the same time that increased authority and responsibility for school management have devolved to more local levels, there has been a strong trend toward the devolution to teachers of authority and responsibility for their practice (Ginsburg and Schubert, 2001). A paper written for the USAID-funded EQUIP1 Program (Education Quality Improvement Program 1) argues that decentralization and widespread reforms in curriculum and instruction that emphasize active learning for students have combined to affect the content and structure of programs for teacher learning. Teachers now play a much more active role in their professional development, which takes place more frequently among groups of teachers at the school level (Leu, 2004). Short and Rinehart (1992) identifies six dimensions of Teacher Empowerment: decision-making, professional growth, Status, self-efficacy, autonomy and impact.

The education reform movement of the 1980s called for massive changes to help schools achieve educational excellence. By the end of the decade, Glickman, (1989) and others popularized the view that teachers should be considered a part of the solution to educational problems and not the source of such problems.

Principals or heads of school are being asked to create conditions that will foster the empowerment of teachers to take advantage of the move toward site-based management and shared decision-making structures (Lucas & Valentine, 2001). These principals know school culture is the heart of improvement and growth. The principals in these high-achieving schools create a culture that empowered and installed confidence in teachers as they prepared for achievement testing, solicited professional dialogue and research, valued their students and teachers, and sought the help of parents and community members to enhance the school's effectiveness.

To fulfill these demands, the good administrator is compulsorily needed. Administrators are responsible for ensuring that learning occurs in an environment consistent with the constitutional commitment to equity and equality. After the discussion the question arises - is there any difference in Teacher Empowerment in reference to Administrative Behaviour of School Heads working in rural and urban schools?

2 – Objective

2.1- To study the Teacher Empowerment in reference to Administrative Behaviour of School Heads working in urban and rural schools.

3 - Hypothesis

3.1- There is no significant difference in Teacher Empowerment in reference to Administrative Behaviour of School Heads working in urban and rural schools.

3.1.1- There is no significant difference in Teacher Empowerment in reference to less and more effective Administrative Behaviour of School Heads working in urban schools.

3.1.2- There is no significant difference in Teacher Empowerment in reference to less and more effective Administrative Behaviour of School Heads working in rural schools.

3.1.3- There is no significant difference in Teacher Empowerment in reference to less and more effective Administrative Behaviour of School Heads working in urban and rural schools.

4 - Sample and Sampling Technique-

The sample of this study comprises 48 Heads, 405 teachers from different senior secondary (10+2) Rural and Urban schools in Agra division (U. P.). Rural and Urban schools were taken in this study and it was also considered that the Head of all these schools have at least 3 years or above working experience from the same school. Here only those teachers who teach senior secondary classes were taken as a sample. According to the objective of this study and due to the convenience and sake of availability purposive sampling method was used for school heads and for teacher and students convenient random sampling method was used.

5 - Tools used in this study

For the collection of data, tools have been selected on the basis of objectives for taking data from School Heads, School Teachers. There are two variables taken in this study Administrative Behaviour and Teacher Empowerment. So that for measuring Administrative Behaviour of School Heads, Administrative Behaviour scale developed by Dr. Haseen Taj in 1998 was used. There are four major areas of the scale namely, (i) Planning, (ii) Organisation, (iii) Communication and (iv) Decision-making. These four areas cover all the aspects of Administrative Behavior of secondary schools. All the items of the scale were in positive form. Each statement was provided with five alternative responses, namely, Always (A), frequently (F), Sometimes (S), Rarely (R) and Never (N). The scale items were scored for a maximum of 360 and a minimum of 0. Scoring done dimension wise and then calculate overall. All scores arrange in ascending order and then apply a median to separate less effective and more effective Administrative Behavior.

For measuring Teacher Empowerment, no standardized tool is found. Therefore, the Teacher Empowerment scale was prepared by the researcher. For measuring Teacher Empowerment,

items were prepared under six dimensions - Decision-making, Professional growth, Status, Autonomy, Participation in the school programme and Impact. All the items of the scale were in positive form. Manual scoring was done. For the purpose of scoring, a score of '5' represented for 'Always'; '4' for 'Many Times'; '3' for 'Sometimes'; '2' for 'Rarely'; and 1' for 'Never'. Therefore, the maximum and minimum score for the scale are 300 and 60 respectively.

6 - Analysis of data

Analysis of data has been done through Mean, Standard deviation, t-test and other relevant statistical measures like graphical representation.

The analysis and interpretation are given one by one according to framed hypothesis. Testing of the each hypothesis has been done as below.

6.1- Testing of Hypothesis- There is no significant difference in Teacher Empowerment in reference to Administrative Behavior of School Heads working in rural and urban schools.

Testing of the main hypothesis has been done by three sub-hypothesis. All the tables shows the number of teachers which is divided on the basis of less effective and more effective Administrative Behavior of School Heads working in an urban school, mean scores of every dimension of Teacher Empowerment scale, standard deviation, calculated t-value and level of significance.

6.1.1- Sub Hypothesis-1- There is no significant difference in Teacher Empowerment in reference to less and more effective Administrative Behavior of School Heads working in urban schools.

Table-6.1.1 - Teacher Empowerment in reference to Administrative Behavior of School

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Dimensions of Teacher Empowerment	Administrative Behavior of heads				tvalue	Level of significance
	Less effective (Teachers N=100)		More effective (TeachersN=125)			
	M	S.D.	M	S.D.		
Decision making	40.09	7.11	43.11	6.27	3.32	0.01
Impact	36.81	6.33	35.72	7.19	1.21	NS
Status	32.05	5.92	32.19	6.07	0.18	NS
Autonomy	30.23	4.19	29.52	4.72	1.18	NS
Professional Growth	34.55	7.07	38.19	8.16	3.57	0.01
Participation in school programme	35.08	6.22	38.27	7.03	3.63	0.01
Overall	208.81	10.93	217	13.19	5.09	0.01

Table-6.1.1 illustrates a comparison of all dimensions of Teacher Empowerment of urban school teachers in reference to less and more effective Administrative Behavior of School Heads. The mean scores and standard deviations are calculated dimension wise and overall also.

Analysis of all dimensions of Teacher Empowerment points out that the significant difference is present in Decision making, Professional Growth and Participation in the school programme. Conversely Impact, Status, and Autonomy have no significant difference. Thus, it can be concluded that in relation to Decision making, Professional Growth and

participation in the school program, the related null hypothesis is rejected at the 0.01 level of significance. On the other hand Impact, Status, and Autonomy have no significant difference.

So it can be said that in relation to Impact, Status and Autonomy dimensions of Teacher Empowerment, the related null hypothesis is accepted at the 0.05 level of significance.

The mean score of overall Teacher Empowerment of urban school in reference to the more effective Administrative Behavior of School Heads is higher than the mean score of empowerment of teacher in reference to the less effective Administrative Behavior of School Heads. Calculated t-value of overall Teacher Empowerment in reference to the less effective Administrative Behavior of School Heads and more effective Administrative Behavior of School Heads is 5.09, which is more than table value at the 0.01 level of significance.

Hence, the difference between the mean scores of empowerment of urban school teachers in reference to the more effective Administrative Behavior of School Heads and less effective Administrative Behavior of School Heads is significant at the 0.01 level of significance. This indicates that the significant difference is found between Teacher

Empowerment of urban school in reference to the less effective Administrative Behavior of School Heads and more effective Administrative Behavior of School Heads. Therefore, the hypothesis- There is no significant difference in Teacher Empowerment of urban school in reference to less and more effective Administrative Behavior of School Heads working in urban schools is rejected at the 0.01 level of significance.

After the above analysis, it can be said that opportunities for Teacher Empowerment are higher in those urban schools which have a more effective Administrative Behavior of their School Heads compare to those urban schools which have less effective Administrative

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Behavior of their School Heads. In urban schools, awareness about the latest equipments for teaching, knowledge about new concepts introduced in the teaching field, information about the workshops and seminars organized, are easily available through internet, latest journals and magazines. All these available resources are useful when School Heads use these resources in a positive way, but it may be possible that less effective School Heads either don't know how to use or don't want to use these resources. They never circulate circulars or information at the right time because they don't want to give leave to their teachers for that. Some School Heads believe that completion, of course, is more important than any other activities. On the other hand, more effective School Heads involve teachers in Decisionmaking of school-related tasks, give them chances to attend seminars, workshops and aware them about other ways for Professional Growth, share responsibilities according to their interest and ability and encourage teachers to apply innovative teaching methods.

6.1.2- Sub Hypothesis-2- There is no significant difference in Teacher Empowerment in reference to less and more effective Administrative Behavior of School Heads working in rural schools.

Table -6.1.2- Teacher Empowerment in reference to Administrative Behavior of School Heads working in rural schools

Dimensions of Teacher Empowerment	Administrative Behavior of heads				tvalue	Level of significance
	Less effective (Teachers N=100)		More effective (Teachers N=80)			
	M	S.D.	M	S.D.		
Decision making	38.08	8.11	40.61	7.23	2.20	0.05

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Impact	32.82	6.55	33.13	4.79	0.37	NS
Status	30.77	6.19	31.08	6.53	0.32	NS
Autonomy	30.92	7.11	32.21	6.97	1.22	NS
Professional Growth	33.81	7.09	36.70	6.15	2.92	0.01
Participation in school programme	34.33	5.95	37.81	6.37	3.74	0.01
Overall	200.73	12.13	211.54	10.07	6.55	0.01

Table-6.1.2 shows a comparison of all dimensions of Teacher Empowerment of rural school teachers in reference to less and more effective Administrative Behavior of School Heads. Therefore, the mean scores and standard deviations are calculated dimension wise and overall also.

The Analysis of all dimensions of Teacher Empowerment points out that the significant difference is present in Decision making, Professional Growth and Participation in the school programme. On the other hand Impact, Status, and Autonomy have no significant difference. Thus, it can be concluded that in relation to Decision making, Professional Growth and participation in the school program, the related null hypothesis is rejected at the 0.01 level of significance. On the other hand Impact, Status, and Autonomy have no significant difference. So it can be said that in relation to Impact, Status and Autonomy dimensions of Teacher Empowerment, the related null hypothesis is accepted at the 0.05 level of significance.

The Mean score of overall Teacher Empowerment of rural school in reference to the more effective Administrative Behavior of School Heads is higher than the mean score of

Teacher Empowerment of teacher in reference to the less effective Administrative Behavior of School Heads. Calculated t-value of overall Teacher Empowerment in reference to the less effective Administrative Behavior of School Heads and more effective Administrative Behavior of School Heads is 6.55, which is more than the table value at the 0.01 level of significance.

Hence, the significant difference is found between the mean scores of Teacher Empowerment of rural school in reference to the more effective Administrative Behavior of School Heads and less effective Administrative Behavior of School Heads at the 0.01 level of significance. This indicates that the difference between Teachers Empowerment of the rural school in reference to the less effective Administrative Behavior of School Heads and more effective Administrative Behavior of School Heads is significant. Therefore, the hypothesis- There is no significant difference in Teacher Empowerment in reference to less and more effective Administrative Behavior of School Heads working in rural schools is rejected at the 0.01 level of significance.

Following the above analysis, it can be believed that opportunities for Teacher Empowerment are higher in rural schools which have a more effective Administrative Behavior of their School Heads compare to those rural schools which have less effective Administrative Behavior of their School Heads. In the rural area unavailability of print media like journals, magazines and newsletters raise unawareness about new trends in education, new policies and programme launch for students and teachers. These kinds of problems are faced by the School Heads of rural schools. But those School Heads who really want to improve their schools provide every possible opportunity to their teachers and students. So it may be possible that those teachers who have School Heads with less effective Administrative Behavior are not

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interested in their empowerment, on the other hand those teachers who have School Heads with more effective Administrative Behavior get all kinds of opportunities for their empowerment.

6.1.3- Sub Hypothesis-3- There is no significant difference in Teacher Empowerment in reference to less effective and more effective Administrative Behavior of School Heads working in an urban and rural school.

Table-6.1.3- Teacher Empowerment in reference to Administrative Behavior of School Heads working in urban and rural schools

Administrative Behavior of heads	Teacher Empowerment in schools						tvalue	Level of significance
	Urban schools			Rural schools				
	N	M	S.D.	N	M	S.D.		
Less effective	100	208.81	10.93	100	200.73	12.13	4.96	0.01
More effective	125	217	13.19	80	211.54	10.07	3.35	0.01

It can be seen in the table-6.1.3 that the mean score of Teacher Empowerment of urban school in reference to the less effective Administrative Behavior of School Heads is higher than the mean scores of Teacher Empowerment of rural school in reference to the less effective Administrative Behavior of School Heads. The calculated t-value is 4.96, which is more than the table value at the 0.01 level of significance.

In the same way the mean scores of Teacher Empowerment of urban school in reference to the more effective Administrative Behavior of School Heads is higher than the mean scores of Teacher Empowerment of rural school in reference to the more effective Administrative

Behavior of School Heads. The calculated t-value is 3.35, which is more than the table value at the 0.01 level of significance.

Hence, the significant difference is found between the mean scores of Teacher Empowerment of urban and rural school in reference to the less effective Administrative

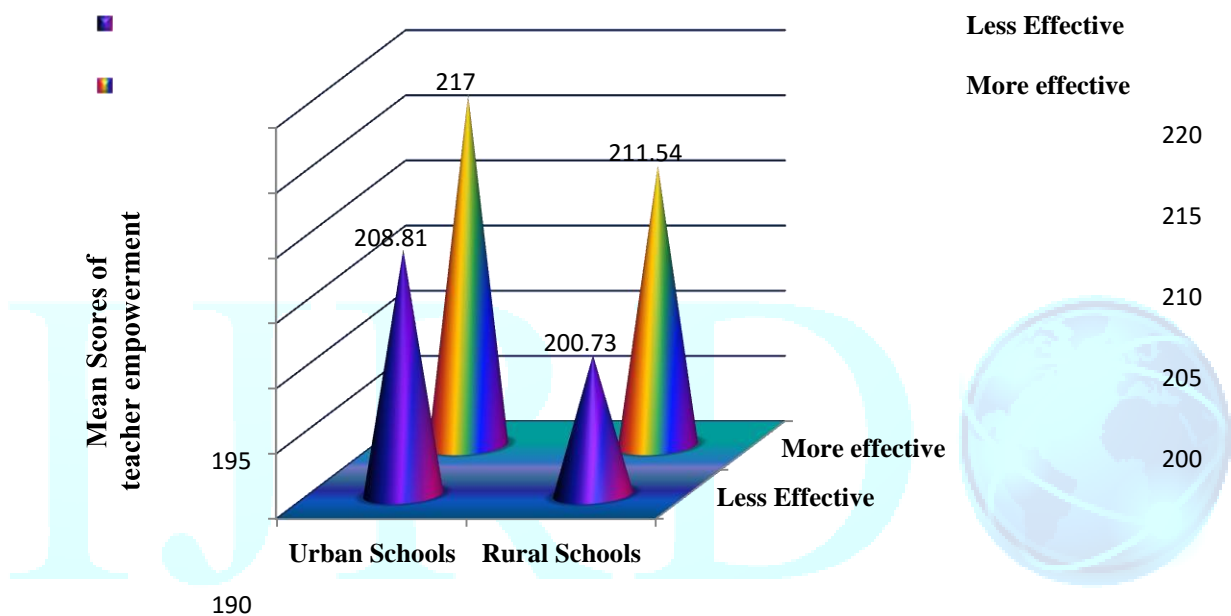
Behavior of School Heads and the significant difference also found in mean scores of Teacher Empowerment of urban and rural school in reference to the more effective Administrative Behavior of School Heads at 0.01 level of significance. Therefore, the hypothesis- There is no significant difference in Teacher Empowerment in reference to less effective and more effective Administrative Behavior of School Heads working in urban and rural school is rejected at the 0.01 level of significance.

After above analysis it is clear that School Heads which have a more effective Administrative Behavior either in urban schools or in rural schools provide sufficient opportunities for Teacher Empowerment comparative to those School Heads which have a less effective Administrative Behavior. It is known that the facilities, available resources and atmosphere of urban and rural schools are different, but the objectives and goals of rural and urban schools are same. It is clear that School Heads of either urban schools or rural schools have similar goals to achieve and have similar expectations of their teachers. School Heads with more effective Administrative Behavior are more aware of the importance of Teacher Empowerment and capable of doing so while School Heads with less effective Administrative Behavior are not.

7- Consolidation

On the basis of the above analysis of available data, the graph represents the mean scores of Teacher Empowerment in urban and rural schools in reference to less and more effective Administrative Behavior of School Heads.

Figure- 7.1- Teacher Empowerment in reference to Administrative Behavior of School Heads working in urban and rural schools



According to this figure, it can be said that the mean score of Teacher Empowerment in urban schools in reference to the more effective Administrative Behavior of School Heads is higher than the mean score of Teacher Empowerment in rural schools in reference to the less effective Administrative Behavior of School Heads. As a result, the mean score of

Teacher Empowerment in rural schools in reference to the more effective Administrative Behavior of School Heads is higher than the mean score of Teacher Empowerment in rural schools in reference to the less effective Administrative Behavior of School Heads. In the same

way, overall mean score of Teacher Empowerment in urban schools is higher than the rural schools. That's why; on the whole, it is perceived by this chart that Teacher Empowerment is higher in urban schools which have a more effective Administrative Behavior of their School Heads.

According to the analysis of all sub-hypothesis it can be said that the main hypothesis - There is no significant difference in Teacher Empowerment in reference to Administrative Behavior of School Heads working in rural and urban schools is rejected.

8- Conclusion-

However, this study reveals that Teacher Empowerment is higher in urban schools which have more effective Administrative Behavior of their school heads. The most probable reason for this is not only the awareness in teachers but also the opportunities provided by school head. That's why the Administrative Behavior of school head is an important factor in Teacher Empowerment. In urban schools, most of the teachers are attentive towards their empowerment but all school heads are not interested in putting effort for their Teacher Empowerment. Probably those school heads which have a more effective Administrative Behavior encourage and support their teachers for empowerment and those school heads which have a less effective Administrative Behavior are not really bothered about Teacher Empowerment. In rural schools, awareness about Teacher Empowerment is comparatively lower than urban schools. But even in rural schools those school heads which have more effective Administrative Behavior continuously persuade for Teacher Empowerment in their schools. And those school heads which have a less effective Administrative Behavior don't take any initiative for Teacher Empowerment in their schools.

These are the reasons that Teacher Empowerment in those urban schools which have more effective Administrative Behavior is highest and in those rural schools which have less effective Administrative Behavior is lowest. The majority of the Indian population lives in the rural area. The teachers teaching in urban areas perceived themselves the more empowered than the teachers teaching in rural areas. This fact revealed by the present study is an eye opener. The schools located in the rural areas should have the same human and material resources as the schools located in the urban areas have. The teachers teaching in these schools should have an access to the latest developments in the field of education. Better facilities should be ensured to them so that they feel the more satisfied and work with the more dedication and whole heartily. The educationalist, the policy makers, and the politicians should keep in mind that India lives in villages. The welfare of the teachers teaching in rural areas should be given top priority so that they are empowered motivated to work more efficiently and effectively and only then we can achieve our goal and meet the challenges of the twenty-first century.

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