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## A comparative study on Prevalence of Teacher Empowerment between Government and Private Schools in New Delhi

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### Abstract

Teacher empowerment is investing in 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. Teacher empowerment is not only helpful for teachers but at large beneficial for school as well as students. The need for teacher empowerment stems from the following:

1. Empowered teachers are actively involved in the reform of their own schools, curriculum, pedagogy, and classrooms.
2. Through teachers flow the ideology, values and culture of a nation, state, and its people.
3. To increase student access, learning and retention in education relevant and empowering teacher education is crucial.
4. Increases teachers' job satisfaction commitment and sense of collegiality.
5. For school improvement

This paper tries to analyse the different between prevalence of teacher empowerment and compares them across Private and Government schools in New Delhi. It tries and analyses various aspects on teacher empowerment namely decision making, professional growth, autonomy, impact and many others.

**Keywords:** Empowerment, Private, Government, School, Decision-making, autonomy, Teacher

### 1. Introduction

“Empowerment is a phenomenon which can be defined as creating power within and enabling; it is a multidimensional process which enables individual and groups to realize their full identity and power in all spheres of life.”. The term human empowerment covers a vast landscape of meaning, interpretations, definitions and disciplines ranging from psychology to philosophy, to be highly commercialized self-help industries and motivational sciences. Sociological, empowerment address members of group that social discrimination process have excluded from decision making process, as instances, disability, race, ethnicity, religion or gender. Empowerment as a methodology is often associated with feminism.

### Traditional view on teacher empowerment

1. Is not a universal concept
2. Implies the possibility of a transformation of individuals' lives
3. Is defined as “giving power to” or creating power within and enabling

### Empowerment in schools is about the following

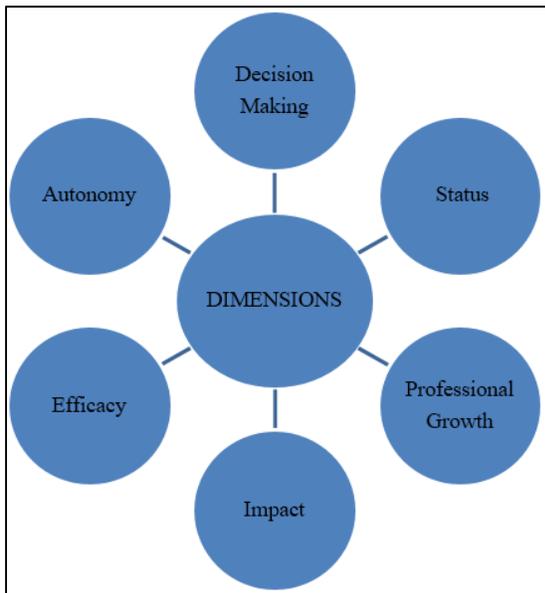
1. Valuing the work being done by teacher
2. Enabling the teacher to be confident
3. Providing teachers with genuine job enrichment
4. Actual influence of what is going on in the school

“Empowerment is a building of personal self-esteem and possibly the motivation for the worker to further their training and education”. - Mc Kenna (1990)

As per Bolin (1989), “Teacher empowerment is investing teachers with the right to participate in the determination of school goals and policies and to exercise

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professional judgment about what and how to teach". According to Maeroff (1988), teacher empowerment consist of improved status, increased knowledge to access to decision-making.



*Decision-making* refers to teachers’ participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling, and curriculum.

*Professional growth* refers to the teachers’ perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school.

*Autonomy* refers to the teachers’ feeling that they have control over various aspects of their working life, including scheduling, curriculum development, selection of textbooks and planning instruction.

*Status* refers to the professional respect and admiration that the teachers perceive that they earn from colleagues.

*Self-efficacy* refers to the teachers’ perception that they are equipped with the skills and ability to help students learn and are competent to develop curricula for students.

*Impact* refers to the teachers’ perception that they can affect and influence school life.

**What is the need for teacher empowerment?**

1. Empowered teachers are actively involved in the reform of their own schools, curriculum, pedagogy, and classrooms.
2. Through teachers flow the ideology, values and culture of a nation, state, and its people.
3. To increase student access, learning and retention in education relevant and empowering teacher education is crucial.
4. Increases teachers' job satisfaction commitment and sense of collegiality.
5. For school improvement

The following research article tries to answer the following questions around teacher empowerment.

1. To study teachers' role in decision making in institutional functioning both in private and government schools.

2. To identify opportunities for professional growth and teachers’ role in research on both private and government schools.
3. To identify the status of teachers in both private and government schools.
4. To examine the self-efficacy of teachers in both private and government schools.
5. To examine the extent of autonomy provided to teachers in both private and government schools.
6. To adjudge the impact of teachers in both private and government schools.
7. To analyse the teacher’s view regarding teacher’s empowerment.
8. To analyse Principal's views and their participation in teachers’ empowerment.

**2. Material and Methods**

Teacher empowerment was measured using an adaptation of School Participant Empowerment Scale (SPES) (Short & Rinehart, 1992) [7]. The SPES measures teacher’s overall perception of empowerment. It is a 38-item instrument on a 5-point scale (scored from 1=strongly disagree to 5=strongly agree).

Semi structured interviews based on the six dimensions with Teachers and Principals was conducted.

Various aspects of teacher interview that were focussed on:

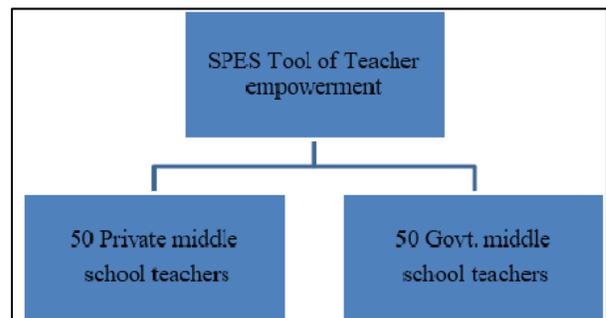
1. Teachers perceptions regarding teacher empowerment
2. Professional Growth facility
3. Relationship with colleagues
4. Relationship with students
5. Job satisfaction
6. Programmes and service
7. Decision Making
8. Leadership qualities

**Various aspects of Principal interview that were focussed on**

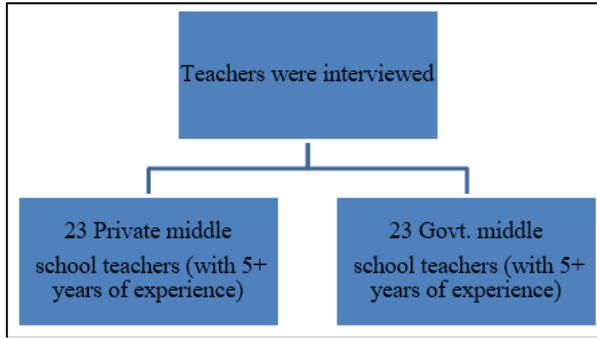
1. School Achievements
2. Perceptions on teacher empowerment
3. Relationship with Teachers
4. Rewards
5. Participation of teachers in school work
6. Decision Making
7. Leadership qualities

**Data was collected in three phases**

1. By using tool and interviewing private and Govt School teachers



2. Teacher interviews



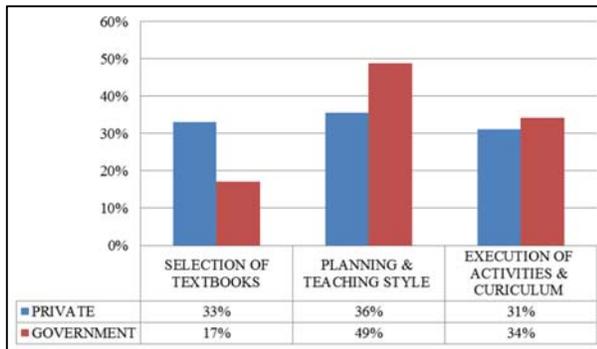
**3. 8 Principal interviews were conducted**

The questions of the interview schedule were categorized into six dimensions and responses were coded.

**3. Data Analysis and Interpretation**

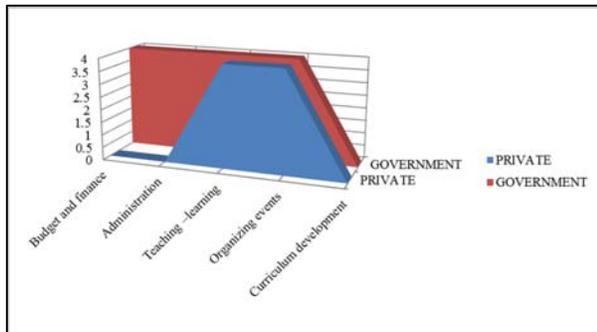
(Data in the graphs below where not indicated is in percentages. Supporting interpretation is below each of the graphs/tables)

Below is data collected being analysed in terms of comparison between government and private school teachers across various parameters such as Freedom in decision making, Teacher's role in decision making, Professional growth, self-efficacy and many others.



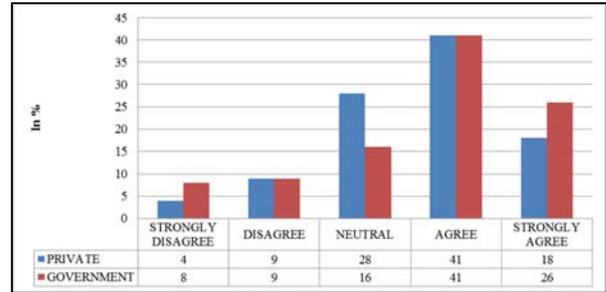
**Fig 1:** Freedom in Decision making Comparison

- Private school teachers felt that they had higher freedom in deciding selection of text books.
- Government school teachers felt that they had higher freedom in planning and teaching style.



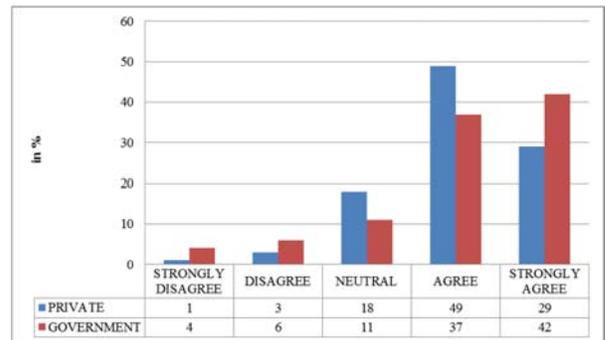
**Fig 2:** Teacher's Role in Decision Making

- By in large government school teachers have greater role in decision making across budget and finance, administration, teaching learning and organizing events.



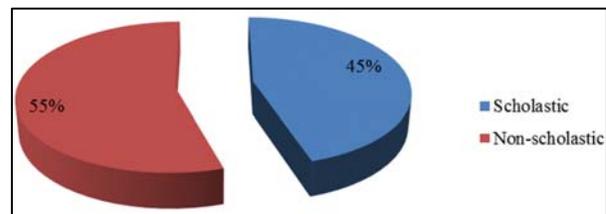
**Fig 3:** Comparison Professional Growth - Private vs Government

- Interview with teacher revealed that (78.26%) of private and (86%) of government school teachers reported that sufficient resources were available for teaching/ learning activities and schools organize various program such as, In-service teacher training Programs to upgrade them on a continual basis thus allowing professional growth.
- Principals reported organization of program like seminars, workshops on varied themes like inclusive education was carried in both govt. and private school. The role of the teachers in the activities was both of a participant and a guide.

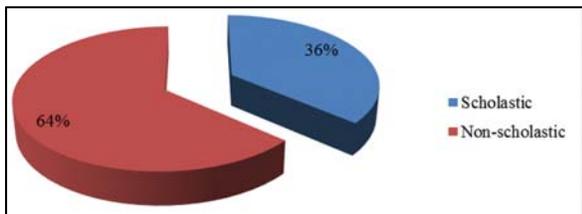


**Fig 4:** Comparison Self-efficacy (Private vs Governemnt)

- Data reveals that 78% of private schools and 79% of government school teachers agreed to have the feeling of self-efficacy were as a small number for non-committal lacked the feeling of self-efficacy.
- Almost all the principals had a high opinion about teachers and felt that their teachers are competent and put their best to whatever they do.
- The principals reported that the teachers enjoy their work wherein the conducive environment adds to their good performance.

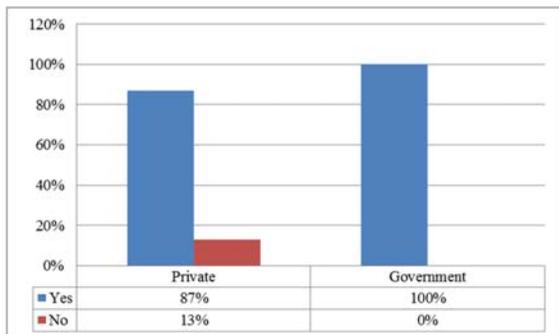


**Fig 5:** Involvement of Teachers in Distinct Activities (PRIVATE)



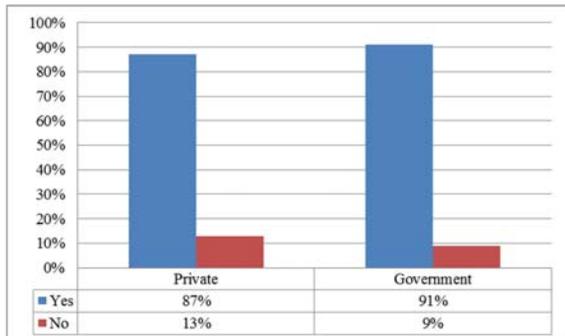
**Fig 6:** Involvement of Teachers in Distinct Activities (government)

- In case of Private schools there was almost equal involvement of teachers in both scholastic and non-scholastic activities. Whereas in private schools, non-scholastic activities were in majority.



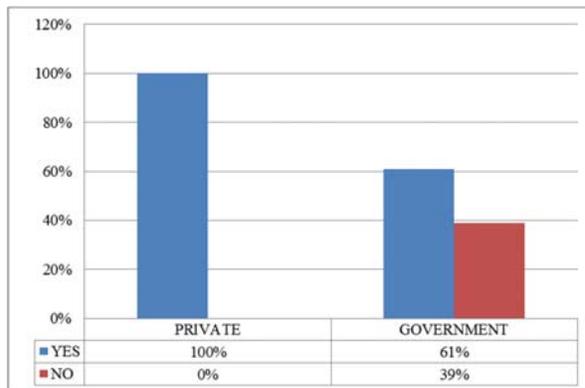
**Fig 7:** Enjoy Teaching Comparison (Private vs Government)

- In Enjoy teaching comparison, government teachers had 100% consensus on this where as in case of private schools, 13% teachers didn't enjoy teaching that much



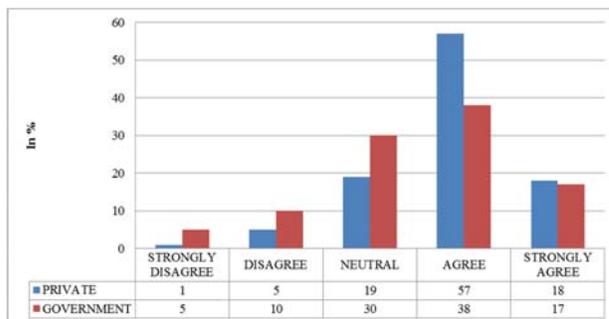
**Fig 8:** Teaching a Respectable Profession Comparison (Private vs Government)

- Across both Government and Private schools, teaching is considered a respectable profession.



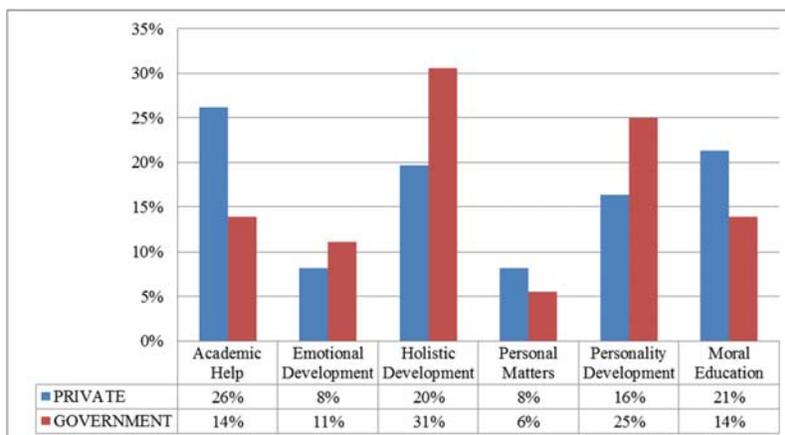
**Fig 9:** Work Environment and Service Conditions (Private vs Government)

- Regarding the working environment and service conditions the teachers of both private (100%) and government schools (60.86%) were happy with their school working environment and service conditions.
- There are many teachers in the government schools (39.13%) who are not at all happy with their working environment and service conditions



**Fig 10:** Comparison Impact - Private vs Government

- Impact was found to be positive in both private schools (75%) as well as in government schools (55%).
- The conversation with few principals revealed the fact that they share only matters pertaining academics and not the one's on the personal front.



**Fig 11:** Impact of Teachers in various issues Comparison

- Whereas in private schools, academic help and moral education as impact areas were better in comparison to government schools. In Government schools, holistic development, personality development and emotional development as impact areas were better in comparison to private schools.

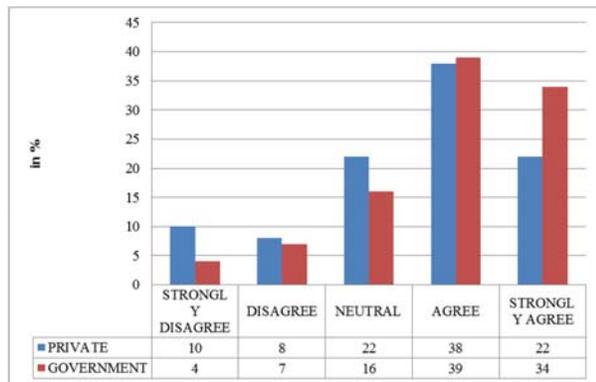
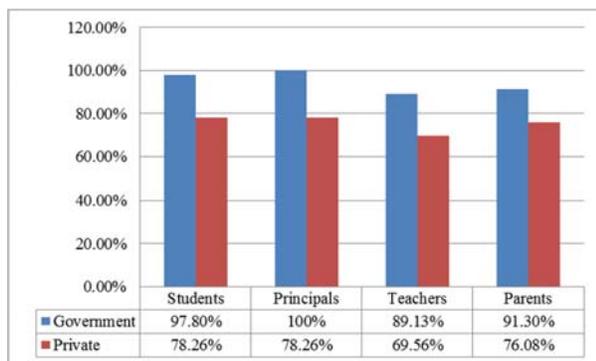


Fig 13: Comparison Status - Private vs Government

- Comparison status was found to be similar across Private and Government schools.

**Respect and Appreciation of Teachers from Students, Principals, Teachers and Parents**

- It was observed that majority of the government school teachers felt that they get more respect and appreciation from principals, students.
- More number of teachers from private school disagrees of getting the respect of their work and contributions to the school than what they deserve



**Teacher’s Perception and Views**

- In order to be empowered a teacher need have sufficient resources, authority or opportunity to do their work effectively.
- Teacher Empowerment is a process which makes people to develop the competence to take charge of their own professional growth and resolve their own problems.
- The teachers from private school feel that they have the power to make decisions on various aspects of the school and also they have self-efficacy skills and abilities that they can solve the problems of students whereas very limited teachers from government schools felt so.

**Principal’s Perception and Views**

- All principals agreed that teacher empowerment is an integral part
- Majority (6 out of 8) provide opportunities for professional growth and status and the rest 2 in decision making
- Professional growth-Organize in-service and teacher education programme
- Status- Verbal appreciation and momentous are the most common and monetary rewards is least

**4. Conclusion and Summary**

From the present research on teacher empowerment we conclude that:

- There was wide disparity between the ideal and practice of teacher empowerment
- Effective principals sustain high levels of capacity by establishing trust with teachers
- Teacher empowerment affects pedagogical quality and students’ academic performance
- Teachers’ involvement in budget, curriculum development which leads to greater authority in improving morale and serve to attain quality teachers

As per interviews conducted with teachers it was revealed that most of the teachers both from private (73.91%) and from government (69.56 %) felt empowered and a very few (26.08 %) from private schools and (30.43 %) from government schools does not feel empowered enough in the schools.

**Some of the steps that can greatly enhance teacher empowerment in schools are**

- Principals need to give more power to their teachers
- Minimum teacher norms should be present in Education as a Fundamental Right Bill so that they feel empowered.
- Teachers must have control over the choice technology they want to use in the classroom.
- Presence of more in-service and enrichment programs.
- Empower Teachers through Teachers’ Associations.

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