

A Study on Significance of Empowering Teachers for the Corporate World

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Abstract

The research study was undertaken to investigate the significance of empowering teachers for the corporate world. The sample consists of 100 pre-service teachers (B.Ed. student teachers) from Shimoga city, selected using a stratified random sampling technique based on the independent variables of gender and stream. Pre-Service teachers' attitude towards empowerment was accessed with the help of the Teacher Empowerment Scale Developed by the investigator Dr. Manju N. D. The study employed a descriptive survey method. The data obtained from the survey was analyzed by using Percentage analysis and t-test. Findings of the study were: 1. Majority of the pre-service teachers in Shimoga city i.e., 62.0% of them possess an Average level of empowerment and 25% possess highly empowered, and only 13% of the pre-service teachers possess less empowered in their teaching. 2. There is no significant difference between male and female pre-service teachers in their teacher Empowerment. 3. There is no significant difference between Arts and Science Stream Pre-serviced teachers in their Teacher Empowerment.

Keywords: *Teacher Empowerment, Attitude, Student Teachers, Corporate world*

Introduction:

The future being inherently uncertain, views rise to both hopes and fears, we are living in the era in which human knowledge particularly scientific and technological knowledge is increasing at an exceptionally rapid. This in turn is having propounded impact on the economic, political, and social evaluation including international relations. The rapidity of these changes is an added source of uncertainty. As a result of fast growth in the science & technology the world is shrinking to a global village with blurred, political and geographical, boundaries in these existing circumstances no individual or nation can remain unaffected by the happening in any other part of the world. Therefore, the future generations have to acquire new skills to deal with the demands of the complex society of the future.

The organization also looks to education for guidance, answers and solutions affecting the country. As a result, through the last quarter of the 20th century education systems have increased in complexity. In response to the increased expectations placed on schools, there are two policies bearing that have been developed those that support standardization, accountability, and assessment and policies that support building capacity in teachers and enabling good practice. Since teachers are the center of the entire education system and the main catalyst for change in teaching and learning, everything should be done to strengthen teachers' innovation and creativity. It goes without saying that the teacher himself can really use his resources to acquire new knowledge and skills.

Today, there is a new hope for education that focuses on turning teachers

into future leaders for sustainable education in the business world. The change is from teachers in the classroom to collaboration between teachers, students, and their peers. The important role of schools is reflected in various measures to change the status and functioning of formal and non-formal education. Universal access to quality education is essential for development. This requires improvement in teacher education to produce competent teachers.

In educational empowerment has received much attention in the last decade (Richardson, Lane, and Flanigan, 1995). Empowerment means minimizing the responsibility for decision making and indicates that managers do not make all the decisions. Leadership in the presence of a powerful teacher is very different from the bureaucratic, hierarchical sense that separates people, prevents them from working, and puts them in a relationship of mutual obedience. Delegation enables employees to actively participate in decision-making and take accountability; thus, teachers are involved in selecting teaching and learning materials, as they are the individuals closest to the students in the classroom.

The process of Empowerment is to enhance the quality and effectiveness of education by increasing the autonomy of teachers, principals, and staff to make school-based decisions. Empowerment emphasizes increased authority of the teachers to make their decisions outside of the confines of traditional structures of authority. Autonomy is the backbone of empowerment. Typically, school autonomy involves decision making authority in three areas: budget, staffing, and curriculum (David, 1989).

Empowerment should make conditions in schools that assist innovation, improvement, and continuous growth for every teacher in the school. Empowerment

necessitates administrators and teachers attempting together to share responsibility and power in the governance of school. Empowerment can help to teachers and principals to respond less randomly, but more cooperatively, to the thousands of decisions made every day in schools. Thus, empowerment provides greater flexibility, enhances participation in decision-making, and allows for the accommodation of the specific needs of both students and teachers in the corporate environment.

Teacher Empowerment:

The word empowerment has many meanings in different cultural, political, and economic contexts. Concepts such as personal power, self-control, self-reliance, self-confidence, personal choice, the ability to live with dignity as one's core values, the ability to fight for one's rights, freedom, self-determination, liberty, knowledge and wisdom is the meaning of empowerment.

Teacher empowerment refers to the development of teachers to teach ideas and strategies through instruction in lesson design, content, presentation, application design, analysis, study, motivation and fun of participation, level of education, connected content, logical and simple topics. Presentations and explanations, student learning patterns, topics to be covered in lessons, the psychology of teaching and learning, student teacher relationships, presentation model, lesson planning, technology, assessment, response, and problem solving, etc.

According to **Short** (1992), "Teacher empowerment is a process whereby teachers develop the competence to take charge of their own growth and resolve their own problems".

Irwin (1990) "defines teacher empowerment as a point of view or mindset

that produces behaviors which result in autonomy for teachers to solve local problems in an unencumbered way”.

Empowerment of teacher has both intrinsic and instrumental value for educators and college students. The maximum serious obstacle to effective change in teaching is not always the confined potential of instructions, however, as a substitute, the failure of the system to truly empower them in a swiftly converting environment.

Need for Empowering the Teachers to the Corporate World:

Corporate strength is a crucial component in boosting investor confidence, promoting competitiveness and ultimately improving economic growth. Corporate governance is the set of processes, customs, policies, laws and institutions affecting the way a corporation is managed, managed or controlled. The corporate world also includes the relationships between many stakeholders and the goals for which the company is managed. It is a system of structuring, managing, and controlling a company in order to achieve long-term strategic goals for the satisfaction of employees, shareholders, creditors, customers, and suppliers and in accordance with legal and regulatory requirements, without regard to meeting the needs of the environment and local communities. In other words, it ranges from managing and maintaining operational transparency to something as simple as complying with legal disclosure standards. Strong corporate governance mechanisms strengthen the competitiveness of the corporate sector, which in turn enhances national competitiveness and fosters empowerment.

Whitaker and Moses (1990) proposed five reasons why teachers should be empowered.

- ❖ Empowerment creates an intelligence of ownership in teachers' work environments and provides opportunities for teachers to perform to their fullest capabilities. Empowerment builds greater ownership, and greater ownership results in more ingenuity and productivity.
- ❖ Empowering teachers is that empowerment enfranchises teachers. Although teachers are often asked their opinions, it seldom makes a difference in the decisions that are made. When teachers feel excluded from the decision-making process, they may develop a sense of powerlessness, which can often result in their departure from the teaching profession.
- ❖ Teacher empowerment prevents mindless bureaucracy. Many schools still remain modeled after the industrial-age school where orders are given from the principal and conformity is expected. Empowered teachers seek to take actions that benefit students, and successful school restructuring relies on maximizing teachers' potential to make decisions that impact students.
- ❖ A teacher to be empowered is the inspiration to grow as professionals. Growth and creativity are most likely to occur when teachers have autonomy to think, interact, and innovate. Teacher empowerment is the foundation for growth, conscious making a decision and reflection. The development of a conscious educational belief system is the cornerstone of professionalism which requires teachers to be empowered. Top-down school reform is reactive, whereas internally motivated change stemming from teacher empowerment is creative and reflective which generates higher levels of professional growth, commitment, and performance.

Empowerment inspires collaboration among teachers. Empowerment is based on Collaboration. Teachers working in a collaborative environment look for them out for assistance and take responsibility for helping colleagues as well as students.

Strategies to empower the teachers for the corporate world:

The forces of globalization and technology are continuously reshaping the world. According to a new United Nations Development Report (UNDP), technology is developing the potential to realize in a decade progress that required generations in the past. Corporations across the world are now establish new standards of pace, competence, and output across all sectors. The current understanding of corporate world also attempts to deploy institutions core competencies to help address the society's problems. Schools have corporate teams that create policies, strategies and goals for their programs and set aside budgets to support them. Teachers become the backbone of these initiatives and volunteer their time and contribute their skills, to implement them.

The following are the strategies to empowering the teachers to the corporate world:

- ❖ **E-knowledge management:** new technology environments particularly the internet, intranet and wireless media are transforming the very way knowledge. Knowledge is experienced and transformed, triggering off a cascading cycle of reinvention of education and organizational collaboration. As content and process becomes unbundled and new audiences of consumers, co-creators and valuers emerge, new business models and opportunities open for content aggregator, professional associations, educational institutes, and knowledge

professionals. Within enterprises, the original concept of knowledge management has evolved to broader notions of knowledge ecology, knowledge experiences, knowledge habitats and knowledge marketplaces. Over time, the strategic importance of fusing e- learning and knowledge management will become clear to policy makers and practitioners alike.

- ❖ **E-learning:** teachers should be empowered to design their packages of e-learning. They should be empowered for content management, choose alternative modes and styles of teaching and e-testing, counseling e-assessment.
- ❖ **E-governance:** teachers should be made aware of e-governance and e-administration. They should be empowered to enable services in e-educational decision making as well as operate as a pressure group in policy making.
- ❖ Promote teambuilding and collaborative projects through peer mentoring, resource exchange and collaborative problem solving.
- ❖ Minimizing the mismatch between what teachers says they need in professional development and what they are getting.
- ❖ Increased opportunities for participation in seminars and conferences along with freedom of choice to do so according to one's interest and providing them financial assistance.
- ❖ Specification of those domains for teacher involve in making decision is taking into consideration of time constraints.
- ❖ Encourage risk taking and challenges and fair recognition of capabilities.

- ❖ Minimize unimportant tasks and meets to facilitate extensive reading, book reviews, research etc.,
- ❖ Equip teachers with strategies that enable them to adapt their existing subject-area content knowledge to address the needs of differentiated instruction.

The main plan is to replace authority-based management with participative management. Contemporary educational trends have incorporated empowerment strategies as a means to develop school effectiveness. Empowerment is a way to lift the burden from individuals and provide the criteria for distributing the professional work of leadership throughout the teaching force. Empowerment brings about constructive school change. The empowerment of teachers is necessary for schools to reach their full potential. Teacher empowerment gives decision making power to those closest to the students as well as teachers. Teachers' sense of empowerment grows as they have opportunities to grow and develop professionally, become life-long learners, believe they have an impact on student learning, have decision-making opportunities, trust they will be taken seriously, and have a sense of status.

Objectives of the study:

1. To assess the level of Empowerment of Pre service teachers for the corporate world.
2. To find if there is any significant difference in male and female pre-service teachers with respect to their teacher empowerment.
3. To find if there is any significant difference in Arts and Science Stream Pre-service teachers with respect to their teacher empowerment.

Hypotheses of the study:

1. There is no significant difference between male and female Pre-Service Teachers with respect to their Teacher Empowerment.
2. There is no significant difference between Arts and Science Stream Pre-service teachers with respect to their Teacher Empowerment.

Methodology:

This study was carried out to investigate the Significance of Empowering the Pre-service teachers for the corporate world and to find whether there is any difference in these variables with respect to gender and stream. Descriptive survey method of study was followed.

Variables of the study:

Dependent variable: Teacher Empowerment

Moderate variables: Gender and Stream

Sample of the study:

The research was conducted on the sample of 100 Pre-Service teachers of Shimoga city. The selection of teachers was done on the basis of stratified random sampling method.

TOOLS:

The following tools used to collect the data from the Pre-Service teachers:

- **“Teacher Empowerment Scale”** developed by Dr. Manju N. D was used. The scale contains 63 different statements which are included in the following six components:
 - Teacher Status
 - Teacher Self Efficacy
 - Teacher professional Growth
 - Teacher impact
 - Teacher Decision Making,
 - Teacher Autonomy

Cronebach's Alpha reliability for the Scale was found to be 0.951 which high reliable.

PROCEDURE FOR DATA COLLECTION:

Data for the study was collected by administering the Teacher Empowerment Scale to the selected sample by the investigator. The data collected across various background variables were organized into tables and analyzed using a range of statistical techniques.

STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA:

The obtained data was analyzed with the help of Percentage Analysis and 't' test.

DATA AND ANALYSIS INTERPRETAION OF THE RESULTS:

The data analysis, interpretation, and discussion of the results are presented below:

Objective 1: To assess the level of Empowerment of Pre service teachers for the corporate world.

In pursuance of the objective 1 of the study the analysis is presented in table No 1.

Table No. 1: The percentage of the Pre-Service teachers with respect to their different levels of Teacher Empowerment.

Pre-Service teachers	Level of Perception of Artificial Intelligence (in %)			Total
	Highly Empowered	Average Empowered	Less empowered	
Frequency	25	62	13	100
Percentage	25	62	13	100

The table No.1 reveals that majority of the student teachers that is 62% of them have average level of Empowerment. It is also seen that only 25% and 13% of the student teachers are highly and less empowered respectively.

Ho. 2: There is no significant difference between male and female Pre-Service Teachers with respect to their Teacher Empowerment.

Table No. 2: Summary table of 't' test of male and female Pre-Service Teachers towards their Teacher Empowerment.

Gender	N	Mean	Standard Deviation	t-value	df	Significant level
Male	15	175.46	35.03	0.142	98	N S at 0.05 level
female	85	175.37	34.24			

The table 2 shows that the obtained 't' value of 0.142 is less than the table value of 1.98 at 0.05 significant level for degree of freedom 98. It is inferred that there is no significant difference in teacher empowerment of male and female Pre-Service Teachers. Hence the null hypothesis is accepted.

Ho.2: There is no significant difference between Arts and Science Stream Pre-service teachers with respect to their Teacher Empowerment.

Table No. 3: Summary table of 't' test of Arts and Science stream pre-service teachers with respect to their Teacher Empowerment.

Streams	N	Mean	Standard Deviation	t-value	df	Significant level
Arts	45	179.48	29.20	0.825	98	N S at 0.05 Level
Science	55	177.13	32.82			

The table 3 shows that the obtained 't' value of 0.825 is less than the table value of 1.98 at 0.05 significant level for df 98. It is inferred that there is no significant deference between the Arts and Science Stream Pre-service teachers towards their Teacher Empowerment. Hence the null hypothesis is accepted.

Findings of the study

It is found that:

1. Majority of the pre-service teachers in Shimoga city i.e., 62.0% of them possess an Average level of empowerment and 25% possess highly empowered, and about 13 per cent of pre-service teachers felt they are less empowered in their teaching.
2. There is no significant difference between male and female pre-service teachers in their teacher Empowerment.
3. There is no significant difference between Arts and Science Stream Pre-serviced teachers in their Teacher Empowerment.

Recommendations for empowering the teacher in the corporate world:

Teacher empowerment is connected to enhanced organizational effectiveness. It involves practices that enable school participants to build the skills needed to manage their own growth, solve their own challenges, and meet their needs to actively and effectively engage in the workplace. It is also exercises of power in the pursuit of occupational improvement, professional autonomy, and the overall improvement of the educational process.

The following are the recommendations for empowering teachers to the corporate world.

- ❖ Specially organized in-service programmes at the vocation may be very useful in this process.
- ❖ Visiting the other institutions must be encouraged with some materialist incentives.
- ❖ Innovative teacher educators may be given privileges.

- ❖ Providing the technology facilities and media may also help them to empower in this process.
- ❖ Self-evaluation modules be prepared and make them to realize their importance in the process.
- ❖ Documentation of innovative practices may be providing to all the teacher education institutions.

Corporations need to the future the potential needs. Educational Institutions need to offer more custom learning options that are progressive and can be augmented to adapt to each style and level of learning with interactive and progressive testing as a way to solidify their capabilities. Cultural changes from the educational institutions and corporations to be more realistic and also interactive in partnering for the future. Flexibility of the interaction between distance and traditional mode of learning environment and the ability for some advanced learning attributes to be interfaced with corporate operations as part of an annual performance and learning improvement process based around teachers' succession planning.

Conclusion:

The need and importance of corporate governance arises from the separation between ownership and management. To be successful, the business must pay attention to both commercial and social issues. Teachers and student teachers must treat fairly. It has many responsibilities to students, teachers, and society and finally management, and it must fulfill these responsibilities in every way. From future perspectives, business management has a big role to play. Their corporate structures are quite futuristic. They take risks, embrace new ideas and have future goals, slogans and targets to achieve. In an era of globalization and international competition, effective business management

is essential for organizations. It existed from Vedic times as the Highest standards in Artha Shastra to today's set of ethics, principles, rules, regulations, values, morals, thinking, laws etc. as good corporate governance. Empowering student teachers allows them to play a pivotal role in shaping the world by equipping the next generation to face the future with confidence and to build it with purpose and responsibility.

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