



TEACHER EFFICACY AND LEADERSHIP IMPORTANT ASPECTS OF RIGHT TO EDUCATION: A STUDY

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ABSTRACT

The study Teacher Self-efficacy and Leadership, commissioned by Right to Education Act, comes at the time when teaching profession is increasingly facing pressures from society and policy makers and we need to reaffirm the role and potential of teachers in leading educational change. This study in particular draws on a range of recent research on teachers' self-efficacy and confidence as well as the conceptual work. Collaborative professional cultures within schools, within which teachers are confident in their own knowledge and capacity has, the Right to Education Act believes, a number of important and positive impacts. The essence of distributed leadership is that it gives teachers the responsibility for leading in particular areas of pedagogy, development of the curriculum and in responding to the social, emotional and wellbeing needs of pupils, unlocks innovative and untapped potential in teachers. In doing so it increases the capacity of schools to meet the needs of pupils and to enhance educational achievement. Such distributed leadership also enhances the collective capacity of schools and provides time and capacity for the principal and his or her senior management team who can work with and take an overview of the successes and developmental needs of schools.

Key Words: Teacher efficacy, leadership, RTE etc.

INTRODUCTION

Teacher self-efficacy — teachers' confidence in their abilities to plan, organize, and carry out activities that allow them to attain their educational goals — is an attribute of particular interest, as it is associated with teacher contributions to student achievement gains in a number of studies (Anderson, Greene, & Loewen, 1988; Caprara, Barbaranelli, Steca, & Malone, 2006). Research has also linked teacher self-efficacy to increased instructional quality (Kunter, 2013) and the use of innovative instructional practices (Ghaith & Yaghi, 1997). In addition, greater teacher self-efficacy has been linked with increased teacher job satisfaction and lower burnout.

"The right of children to free and compulsory education Act, 2009" which is popularly known as RIGHT TO EDUCATION (RTE) ACT,2009 has been inserted by the 86th Amendment in December 2002, & passed by the parliament in July, 2009 & the provisions of Act came into force from 1ST APRIL,2010.This is a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution.



TERMINOLOGIES USED IN THE STUDY

Teacher Efficacy

Human attainments and positive well-being require an optimistic sense of personal efficacy. Self-doubts can set in quickly after some failures or reverses.

Leadership

Those educators that work with fellow colleagues for the purpose of improving teaching and learning, whether in a formal or an informal capacity (Patterson & Patterson, 2004)

Right to Education

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act added Article 21A. The right to education act seeks to give effect to this amendment.

REVIEW OF RELATED LITERATURE

1. **Verma (2010)** while discussing inclusive education lacks stress on teacher development, by building competencies of all ‘regular teacher’ to deal with diverse population of students and to learn pedagogical strategies that facilitate the learning of all students in their classroom. These include certain specific competencies i.e. foundational, practical and reflective competencies.
2. **Diwan (2010)** too, lays stress on increasing teaching efficacy in order to strengthen under-resourced schools to serve the cause of educability of young learners in the disadvantaged groups of society such as urban slums, SCs/Sts and in remote forest and hilly areas. It is a gigantic task that can be accomplished with the support of competent teachers showing a feeling of empathy and compassion along with being knowledgeable and with good communication skills.
3. **Kaur (2008)** studied job satisfaction, occupational, stress and value dimensions as correlates of teacher effectiveness. A sample of 1000 teachers was selected from Government secondary school teachers of four districts of Punjab, namely, Ludhiana, Patiala, Mukatsar and Moga. Data was collected by different scales like teacher effectiveness scale by Kumar and Mutha, Job satisfaction scale by Sharma and Singh, study of value scale by Ojha and self constructed occupational stress scale. The result of present study reflects that: The government secondary school teachers are average in their effectiveness; highly effective teachers were more satisfied with their jobs than less effective teaches. Further the study has shown that job satisfaction is a positive correlate of teacher effectiveness; Occupational stress is a negative correlate of teacher effectiveness. Also the teachers who are under high occupational stress are less effective; Theoretical, aesthetical and social values are found to be positive

correlate and economic and political values are found as negative correlates of teacher effectiveness.

OBJECTIVES OF THE STUDY

1. To find out the status of Teachers in educational institutions.
2. Empowering teachers to guide learning for self efficacy and to enhance leadership qualities.

ASSUMPTION OF THE STUDY

Transformational linkage between teacher efficacy and leadership measuring teachers' perception by developing the capacity of the organization and its members to adapt to the demands of a changing environment

DELIMITATIONS OF THE STUDY

1. The present study is delimited to Teachers working in SSE & CBSE schools, Kolhapur.

RESEARCH DESIGN

For the present study researchers found Survey method appropriate to achieve the objective of the study hence adopted.

SAMPLE OF THE STUDY

As the objective of the study is to compile and identify Teachers efficacy and Leadership 218 teachers from CBSE Schools, Kolhapur were chosen purposive incidental random sample.

TOOLS FOR THE STUDY

Researchers made tool

The data for the study consisted of responses to a survey of Likert items with a 6-point response scale anchored by strongly disagree and strongly agree. All items were taken from previous studies (Goddard et al., 2000). Transformational leadership consisted of 12 items measuring teacher perceptions that their principal leads by developing the capacity of the organization and its members to adapt to the demands of a changing environment. Other researchers defined leadership more broadly than we did. We used a global measure that tapped four of them: symbolizing good professional practice, providing individualized support, providing intellectual stimulation, and holding high performance expectations. We excluded fostering a vision and collaborative decision making because we thought they were too close to the outcome variables, teacher commitment to school mission and commitment to professional community.

Collective teacher efficacy consisted of 14 items reflecting two dimensions of collective teacher efficacy: the 7 items with the highest loading on the perceptions of the task factor and the 7 with Goddard et al. (2000). We developed a shorter instrument because the original 21-item instrument was unbalanced in its weighting of the two dimensions of teacher

efficacy identified by Tschannen-Moran, Hoy, & Hoy (1998), as noted by Goddard (2002b). Although the two-factor structure of the variable was maintained for face validity reasons, the two factors are highly correlated and, as in previous research, we combined the items into single scale.

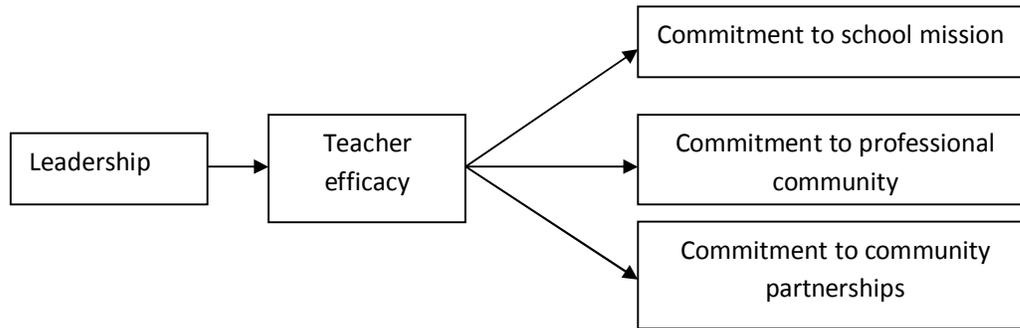


Figure 1. Hypothesized model linking leadership, collective teacher efficacy, and school process variables.

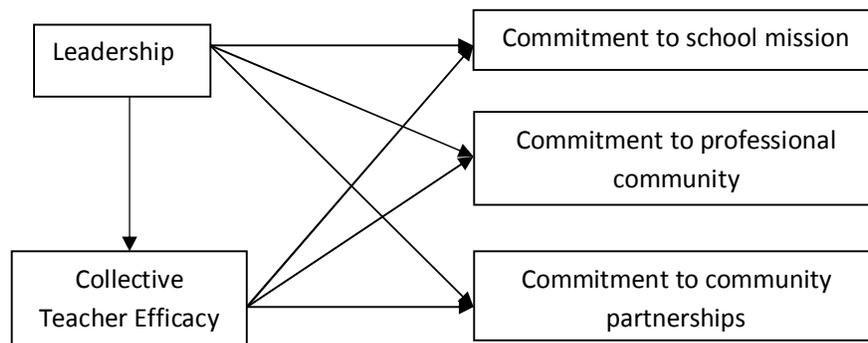


Figure 2. Hypothesized model linking leadership, collective teacher efficacy, and school process variables.

DATA ANALYSIS

Since it was hypothesized that autonomous teachers would demonstrate less on-the-job stress, greater work satisfaction, perceived empowerment, and a high degree of professionalism; relationships were examined using the Pearson product-moment correlation coefficient. Specifically, it was hypothesized that curriculum autonomy would demonstrate stronger relationships with on-the-job stress and work satisfaction since these variables relate directly to the instructional process; and it was hypothesized that general teaching autonomy would demonstrate stronger relationships with perceived empowerment and professionalism since these variables relate more to personal on-the-job decision-making. Since perceptions of autonomy have been found to be related to the various factors already discussed but not factors such as academic ability or quality of prior training, the only demographic variable

examined was level of teaching (elementary, middle, high school) using the aforementioned variables as dependent variables and teaching level as the independent variable using multivariate analysis of variance, and effect sizes were determined using η^2 (the strength of the association between the teaching level variable and the scores).

RESULTS

Internal consistency reliability was determined on the variables general teaching autonomy, curriculum autonomy, stress, satisfaction, empowerment, and professionalism was deemed adequate for investigative purposes with the exception of the satisfaction scale, with very low reliability probably due to this variable being measured by only two items. As indicated by the means, the teachers reported high levels of curriculum and general teaching autonomy, high levels of stress, were generally satisfied with their current employment, perceived empowerment, and a high degree of professionalism.

CONCLUSION AND SUGGESTIONS

It was hypothesized that autonomous teachers would demonstrate less on-the-job stress, greater work satisfaction, perceived empowerment, and a high degree of professionalism. As demonstrated in this study, as curriculum autonomy increased on-the-job stress decreased, but there was little association between curriculum autonomy and job satisfaction. It was also demonstrated that as general teacher autonomy increased so did empowerment and professionalism. Also, as job satisfaction, perceived empowerment, and professionalism increased on-the-job stress decreased, and greater job satisfaction was associated with a high degree of professionalism and empowerment. The strongest relationship was found between perceived empowerment and professionalism, which would suggest that teachers who perceive themselves as empowered also view their occupation as a true profession. The results of this study, however, did not provide strong support for the relationship between both curriculum and general teacher autonomy and job satisfaction. Flexibility in such activities is critical when elevating teaching to professional status; and autonomy is a determinant of novice teachers' use of such practices.

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