

## IMPACT OF TEACHER COLLECTIVE EFFICACY IN SECONDARY SCHOOLS OF INDIA

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### ABSTRACT:

*Human race is at an inflection point today and the challenges they are witnessing, are not the same, they used to be few decades back. Factors like Disruptive innovations namely internet and smartphones, ever evolving technology, changing standards of social and moral values, busy urban life, nuclear families with working couples, industrialization and globalization etc. have reshaped the interaction of humans in almost every dimension. This has considerably impacted the upbringing of children in the society and hence significance of teachers has become important than ever. Parents are expecting an all-round development of their children from the schools and the teachers as community. Teachers are main source of bringing change in children which further results in making a good society and a good country. It has led to an augmented role of teachers and the responsibilities of teachers collectively in the school. However, secondary schools do a miserable job on key educational statistics and governments have failed over a period of time to improve education level in India. Even despite genuine intention, policy paralysis at Government's end is to blame current situation. This points to a parallel solution approach which rides on the shoulder of very foundation element of education system i.e. teachers again.*

### INTRODUCTION

Since time immemorial the teacher has played a pivotal role in the growth and development of the human race. In our country we have learnt to worship teachers, according to them a position only next to God. Gurus contributed to the overall development of the student's personality and growth and development of the nation. Today a teacher's role in society becomes all the more relevant as we talk of human capital which is an attempt to capture the social, biological, cultural and psychological complexity of the human being. For the balanced growth of a

society or country, growth of human capabilities is of foremost importance. So we see that the brief of the Teacher has changed and evolved over time. Education has to be restructured and reconstructed to meet the aspirations of the citizens of the new century. Priorities in education have to be re-organized, so that no child is left behind and every child attains his/her full potential. Instead of competition, students have to be taught team-work, to collaborate with each other. Instead of cut-throat competition, students have to be taught the values of love and compassion so that they become a part of one global ethos.

### **FOUNDING CAUSE OF SECONDARY SCHOOLS: THE OBJECTIVE**

In the same context, going back to the original determinant of establishing secondary schools in India by British, aim was to prepare and train educated officials and clerks for conducting administrative work. Unfortunately, the aim continued to remain more or less the same for a long time. Except preparing the students for entrance into the university, the secondary education had got no definite aim. It was after the recommendations of S.E.C. (1952-1953), that the secondary education is being treated as self-sufficient and independent unit in itself and not merely complementary to university education. For the first time this commission prescribed certain aims for secondary education keeping in view the needs of the independent and democratic India.

### **CURRENT STATE AND DESIRED STATE OF SECONDARY SCHOOLS: THE PROBLEM**

It is expected that the secondary education should therefore, seek to fulfil all these many sided aims of education by inculcating in students the qualities of democratic citizenship and leadership, and developing their faculties as complete units so that they might make their own contribution to the prosperity and enrichment of national life in all possible respects. But it is most depressing that most of the present secondary schools are not able to shoulder their essential responsibilities and fall short of the expectation because of many prevailing challenges in our education system such as:

- High Pupil Teacher Ratio
- Theoretical and Bookish Course material
- Does not relate to productivity
- Does not discuss Indian Economic environment
- Does not focus on Personality Growth
- Poor Government Expenditure on education
- Does not focus on Character Training
- Does not provide Leadership training

- Does not focus on developing good citizens
- Inadequate number of Teacher
- Lack of Teacher's training
- Poor Gross Enrollment Ratio

## **STATISTICS FROM UNESCO AND INDIAN EDUCATION MINISTRY: VALIDATION OF PROBLEM**

Referring to UNESCO Institute for Statistics (UIS) and Indian Education Ministry Report clearly reveals that secondary schools in India are far behind than the desired goal on key educational statistics such PTR, GER and Government expenditure on education; Student achievement has remained low and teaching outcome is steadily decreasing. It is the need of hour that Indian Secondary School education goes through an overhaul, a transformation and works on a clear roadmap. Without such an effort, our future generations are endangered and none of us would like to leave such a word behind us for our children.

While the nation could hope for another commission and its findings, another government driven movement to meet these challenges, it is of utmost importance that a parallel strategy is devised to combat these problems rising from the very motivation of giving a better future to next generations by optimally using what we have at our hand to dispose. Teaching community will have to buckle up to battle out these challenges on its own and stay together to weave such an ecosystem where external forces do not impact the ultimate goal of student achievement and teaching outcome.

## **TEACHER COLLECTIVE EFFICACY: A POTENTIAL SOLUTION**

Teacher collective efficacy has been at its best to fit into these problems and results have been outstanding. *Several researches have been done in past to establish the fact that there is a correlation between teacher collective efficacy and student achievement, to find out whether higher job satisfaction leads to higher student achievement. Researches are there which prove transformational leadership has played a key role in teaching outcomes.*

Teacher collective efficacy refers to the perceived “performance capability of a social system as a whole” (Bandura, 1997). Perception of collective teacher efficacy is the perception of teachers within a school of the impact of the efforts of the entire faculty on student learning.

Transformational Leadership According to Bass (2000), transformational leadership occurs when leaders broaden and elevates the interests of their employees through idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Job Satisfaction: It is defined as teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher.

Demographic characteristics: Demographic characteristics are age, gender, experience, type of school, subject taught, and highest degree received.

### TCE - PDCA MODEL: THE RECOMMENDATION

Taking cues from these, researcher proposes a strategy that all secondary schools should be measured for TCE (Teacher Collective Efficacy). Ministry of education should define a threshold of TCE to determine the compliance level of schools. All the schools which fall below this ratio must submit their improvement plan within an agreed period.

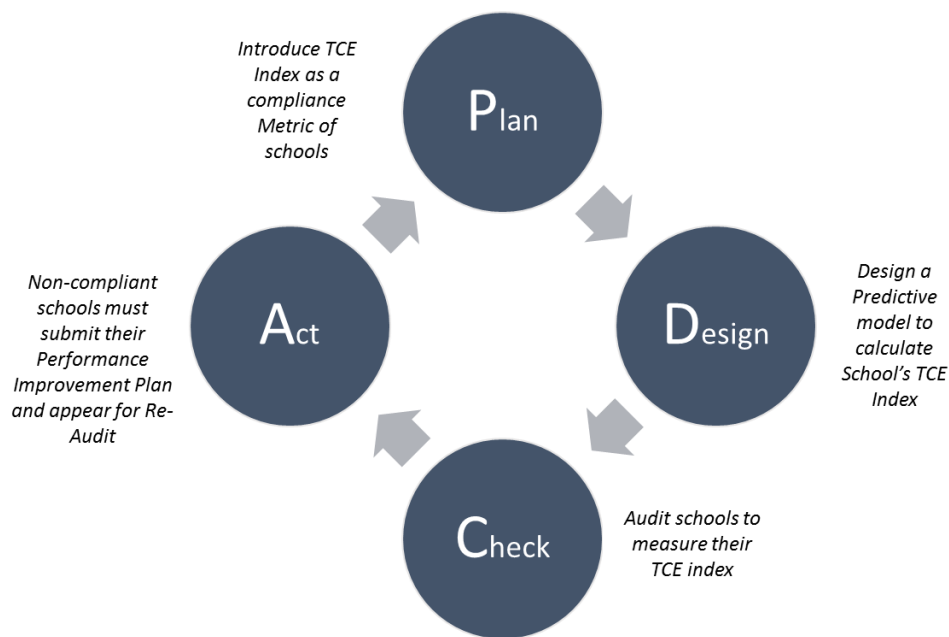


Fig - PDCA Model to meet Secondary School Challenges

The improvement plan for these schools would primarily revolve around increasing Job Satisfaction and improving transformation leadership in the school. This confirms that teachers will be benefitted and motivated to perform their job duties leading to better student achievement; which is the ultimate goal.

## CONCLUSION

TCE - PDCA model is an innovative approach which does not need government spend. It also does not need a lot of time in implementation and schools are likely to be receptive of this approach as this will benefit their staff and annual results eventually. Implemented once with all recommendations, the model is bound to produce results in first 1-2 years of implementation given the coverage of schools and accuracy of TCE predictive model.

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