



## A COMPARATIVE STUDY OF TEACHER EMPOWERMENT OF URBAN PRIVATE SECONDARY SCHOOL MALE AND FEMALE TEACHERS OF AGRA DISTRICT

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### ABSTRACT

Teachers are the sources of true knowledge and information. They provide education and shaped future of their students. And this will happen when teacher will be empowered. Empowerment is necessary for successful teacher. An empowered teacher can mould and change the mind and life of students. The present research designed to study and compares the teacher empowerment of urban private secondary school teachers. Descriptive survey method was used. Secondary schools were selected through convince sampling method and 52 male teachers and 48 female teachers were selected through simple random method. Amit Kauts and Harveen Kaur's Teacher Empowerment Scale was used to collect data. Mean, S.D. and t- test were used to draw the conclusions. Finding of the study shows that no significant difference is found between male and female teachers empowerment of urban private secondary schools.

**Keywords :** Teacher Empowerment, Urban, Private, Secondary School, Male and Female

### INTRODUCTION

Success of any organization depends on its employees' empowerment. Level of empowerment decides the level of success. Empowerment enables a person to use and enhance his abilities, self – confidence and knowledge so challenges can be won. In the process of empowerment a person think, behave and act according to their capabilities. It helps a person to get satisfaction also because if someone does work according to his/her desire and freedom naturally he/she will get satisfaction in job and life. It is also believe that under the empower atmosphere people can work together, use their creativity, solve their problem more easily and take initiatives to complete any task. According to *Lightfoot, 1986 Empowerment is defined as the opportunities an individual has for autonomy, choice, responsibility, and participation, in decision making in organizations.* . It also leads to personal organizational and societal growth also.

Teaching is an art. It is not an easy task and cannot be done by anyone. Effective teaching is done by an empowered teacher. Teacher empowerment means a teacher who has the power of taking decisions, opportunities to get knowledge and professional growth, and also have the recognition and autonomous power. Empower teacher can affect the school and himself/herself also. In the school setting, empowerment means school staff or participants develop their skills, knowledge and competence so that they can control the situations and produce desirable outcomes. Irwin (1991) views about an empowered teacher is that who is aware about her/his

ability to take initiatives in the right direction, knows the supreme power of an institution and utilizes his/her skills for the improvement of unfair exercises of community, respects and protects individuals' qualities and characteristics. Empower teachers are the need of present education system because today's education is vast, vivid and full of challenges. Teachers are the central character in the schools. They are known as the maker or builder of society. So it is necessary that teachers should be empowered.

## **DIMENSIONS OF TEACHER EMPOWERMENT**

### **Autonomy in Decision Making**

This dimension of teacher empowerment believes that teachers should have the authority of make decision regarding to curriculum planning, curriculum instruction, evaluation, assigned portfolios, teacher development and this power should be given by the higher authority of the school.

### **Curriculum Planning**

The sub dimension of teacher empowerment focuses on that teachers should have freedom to select the aims and objectives of subject matter, preparation of lesson plans and freedom to select activities, instructions and depth of subject matter.

### **Curriculum Transaction**

This sub dimension is related to the implementation of planned curriculum. It deals with class room teaching. Teachers should be free to choose communication language in which the students can understand better. Teaching methods and material should also be selected by the teachers. They also manage the teaching time inside and outside the class room according to plans and objectives.

### **Evaluation**

This sub aspect is used to evaluate the progress of the students. Teacher can assess the progress and growth of the students according to their own way or through their designed tests/ question papers. They should have the authorities to adopt their different methods and techniques of evaluation.

### **Assigned Portfolios**

The duties of a teacher not only confined to the teaching but he/she has to performs many tasks and duties such as faculty head, examination head, discipline head and time table head etc. Power should be given them so they can perform these duties with perfection.

### **Teacher Development**

An effective teacher should upgrade his/her knowledge, skills and abilities. This dimension deals with freedom to attend the teacher's professional development programs, opportunities to enhance their own learning and autonomy to use available resources etc. It is the duty of a school or an organization to maintain the qualities of teachers so allow them to keep themselves up to date in all aspects of teaching and learning.

### **Status**

This aspect clarifies the position of a teacher in classroom. Teacher gets respect and attention with his/her valuable work from the seniors and higher authorities. Only their work and good behavior can give them admiration and status in the school.

### **Engrossment**

Engrossment means a kind of involvement and attachment. This dimension of teacher empowerment shows love and involvement of a teacher toward his/her duty. As much as a teacher works with happiness and engrossment, he/she will definitely gets success and satisfaction. A degree of engrossment decides success of students, school and teacher himself/herself also.

### **Expertise**

This dimension deals with the teachers own knowledge of subject matters, knowledge of general facts and pedagogy knowledge. Teachers should use different way of teaching to make his teaching creative and interesting.

### **Self – Efficacy**

This dimension believes that a teacher has the abilities and skills which are necessary for the holistic development of a student. Self-efficacy is the belief that one possesses the ability to perform their job effectively (Janssen, 2004; Short & Johnson, 1994).

## **JUSTIFICATION OF THE STUDY**

The quality of education depends on the qualities of teachers. Sometime teachers are full of qualities but they are not able to achieve goals and objectives. Because they are not empowered. They do not have any power to take decision regarding their teaching goals. So it is necessary that with all the other qualities, teachers should be empowered also. If teachers are free in decision making, they should deeply involve themselves to design the learning process to achieve the pre – decided goals. The study of *Amoli, F. A. & Youran, M.(2014). 'Delving the Relationship between Teacher Empowerment and Job Satisfaction among Iranian EFL Teachers in Tehran Aviation University*, shows that the total teacher empowerment is significantly different based on gender. On the other hand the study of *Veisia, S. & et al. (2015). The Relationship between Iranian EFL Teachers' Empowerment and Teachers' Self-Efficacy* shows that there is no significant difference between teachers' empowerment and gender. So the researcher thinks to conduct the present research to know whether there exists significant difference between teacher empowerment of urban private secondary school male and female teachers or not?.

## **OBJECTIVES OF THE STUDY**

### **Main Objective**

1. To study and compare the teacher empowerment of urban private secondary school male and female teachers.

### **Specific Objectives**

1. To study and compare the Autonomy in decision making of urban private secondary school male and female teachers
2. To study and compare the status of urban private secondary school male and female teachers
3. To study and compare the engrossment of urban private secondary school male and female teachers
4. To study and compare the expertise of urban private secondary school male and female teachers

5. To study and compare the self- efficacy of urban private secondary school male and female teachers.

### HYPOTHESES OF THE STUDY

On the basis of above dimensions of teacher empowerment the hypotheses were-

1. There exists no significant difference between the teacher empowerment of urban private secondary school male and female teachers.
2. There exists no significant difference among Autonomy in decision making, status, engrossment, expertise, and self- efficacy of urban private secondary school male and female teachers.

### METHOD OF THE STUDY

For the present study, Descriptive survey method was used

### SAMPLE OF THE STUDY

In the present study 12 secondary schools were selected through convince sampling method and 48 female and 52 male secondary school teachers were selected through simple random method.

### TOOLS OF THE STUDY

Teacher Empowerment was measured by the Amit Kauts and Harveen Kaur’s Teacher Empowerment Scale. This scale works on five areas of teacher empowerment such as: Autonomy in decision making, Status, Engrossment, Expertise and Self Efficacy. This tool included 46 items in which 28 items are positive and 18 items are negative.

### STATISTICAL TECHNIQUES

Mean, S.D. and t test were calculated to study and compare the teacher empowerment.

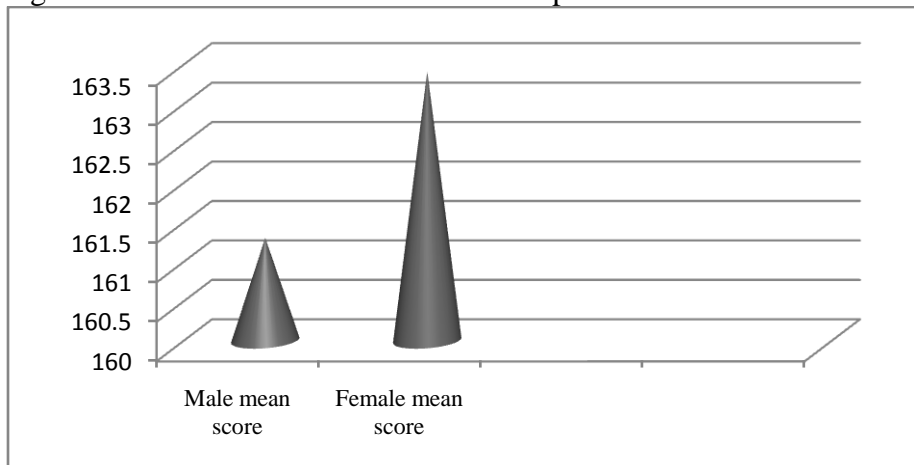
### FINDINGS OF THE STUDY

#### Main objective -

#### To study and compare the teacher empowerment of urban private secondary school male and female teachers

Figure 1.0 shows the Mean difference of teacher empowerment of urban private secondary school male and female teachers –

Figure 1.0 : Mean difference of teacher empowerment of male and female teachers



**Table 1.0 : Mean, S.D. and t value of teacher empowerment of male and female teachers**

Gender	Mean	S.D.	Calculate value	t	Significance level
Male (52)	161.3	13.511	0.572		Insignificant (0.572<0.01)
Female (48)	163.41	17.04			

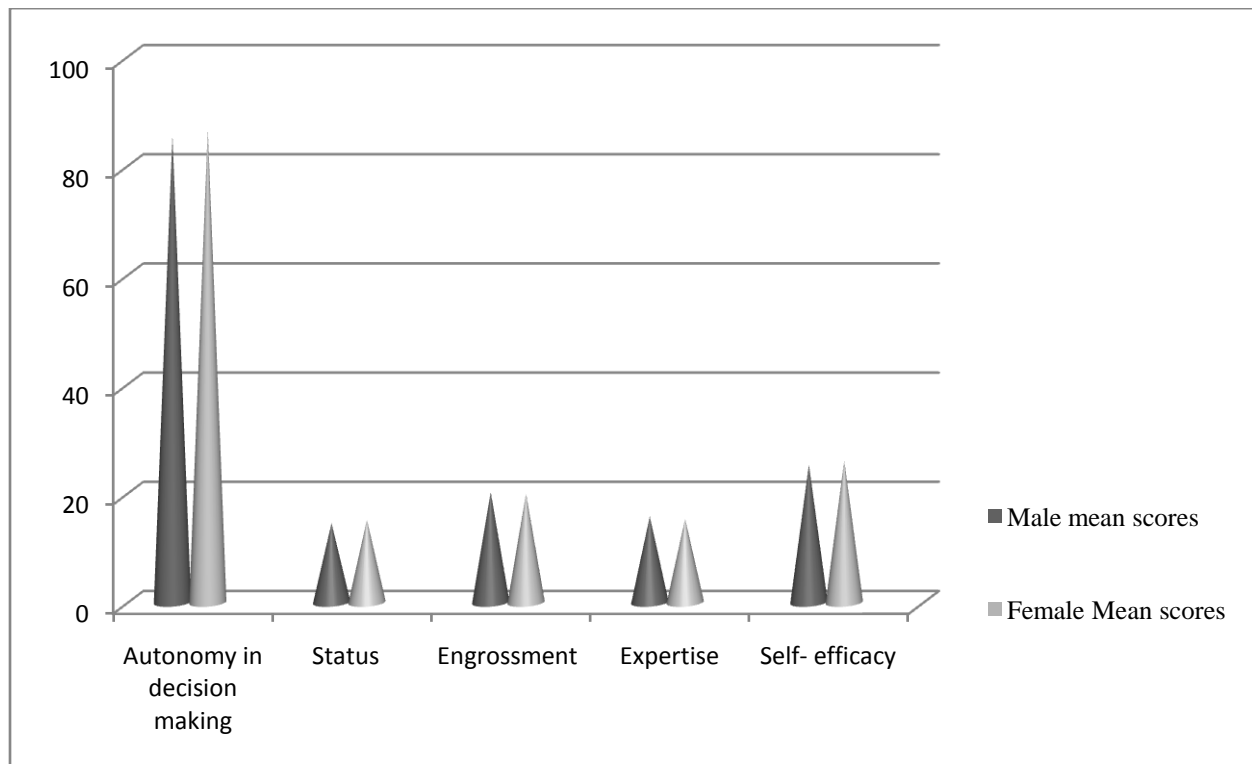
Table 1.0 shows the mean score of the male and female teacher empowerment are 161.30, 163.41 with respective S.D. 13.511 and 17.04. To compare the teacher empowerment, t test was adopted. The calculated t value was 0.572 which is less than the table value at 0.01 level of significance which means no significant difference is found between teacher empowerment of male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between the teacher empowerment of urban private secondary school male and female teachers is accepted. In the study of teacher empowerment of *Parihar P. B. (2010) 'A study of teachers self empowerment in schools in relation to motivation and teachers self regulation'* also found that no significant difference is exists between male and female mean scores on teacher self empowerment total score. In the another study of teacher empowerment of *Veisia, S. (2015). The Relationship between Iranian EFL Teachers' Empowerment and Teachers' Self-Efficacy* also shows that there is no significant difference between teachers' empowerment and gender.

### Specific Objectives

Specific objectives are based on the dimensions of teacher empowerment. The tool has 5 dimensions which have 46 statements. All the 5 dimensions were studied separately –

Table 2.0 : Mean, S.D. and t value of male and female teachers on different dimensions of teacher empowerment

S.N.	Dimensions	Male Teachers		Female Teachers		t-Value	Significance Level At 0.05 Level
		Mean	S.D.	Mean	S.D.		
1.	Autonomy in decision making	85.5	8.91	86.70	9.47	0.512	Insignificant (0.512<0.01)
2.	Status	14.53	2.23	15.16	2.18	0.159	Insignificant (0.159<0.01)
3.	Engrossment	20.23	3.17	19.95	3.67	0.691	Insignificant (0.691<0.01)
4.	Expertise	15.78	2.4	15.31	3.09	0.392	Insignificant (0.392<0.01)
5.	Self- efficacy	25.25	3.57	26.02	3.93	0.307	Insignificant (0.307<0.01)



**Figure 2.0: Mean score difference of male and female teachers on different dimensions of teacher empowerment**

**Objective 1: To study and compare the Autonomy in decision making of urban private secondary school male and female teachers**

Table 2.0 shows the mean scores of male and female teachers are 85.5, 86.70 and S.D. scores are 8.91, 9.47 respectively. To compare the Autonomy in decision making t test was adopted. The calculated t value was 0.512 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between Autonomy in decision making of urban private secondary schools male and female teachers is accepted. In the study of *Parihar Prashant B.(2010) A study of Teachers' Self-Empowerment in Schools In Relation To Motivation and Teachers' Self-Regulation* found that 'There is no significant difference between mean scores of Male Teachers and Female Teachers on Decision Making dimension of Teacher Self-Empowerment Scale.'

**Objective 2: To study and compare the status of urban private secondary school male and female teachers**

Table 2.0 shows the obtained mean scores of male and female teachers are 14.53, 15.16 and S.D scores are 2.23, 2.18 respectively. To test the hypothesis t- test was adopted. The calculated t value was 0.159 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between status of urban private secondary schools male and female teachers is accepted. In the study of *Parihar P. B.(2010) "A Study of Teachers' Self-Empowerment in Schools In Relation To Motivation and Teachers' Self-Regulation"* found that 'There is no significant difference between mean scores

of Male Teachers and Female Teachers on Status dimension of Teacher Self-Empowerment Scale.’

**Objective 3: To study and compare the engrossment of urban private secondary school male and female teachers**

Table 2.0 shows the obtained mean score of male and female teachers are 20.23, 19.95 and S.D. score are 3.17, 3.67 respectively. To compare the engrossment t test was adopted. The calculated t value was 0.691 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between engrossment of urban private secondary school male and female teachers is accepted.

**Objective 4: To study and compare the expertise of urban private secondary school male and female teachers**

Table 2.0 shows the mean and S.D. scores of the male teachers are 15.78 and 2.4 and mean and S.D. of female teachers are 15.31 and 3.09 respectively. To test the hypothesis t test was adopted. The calculated t value was 0.392 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between expertise of urban private secondary school male and female teachers is accepted. . In the study of *Parihar P. B.(2010) “A Study of Teachers’ Self-Empowerment in Schools In Relation To Motivation and Teachers’ Self-Regulation”* found that ‘There is no significant difference between mean scores of Male Teachers and Female Teachers on Professional Knowledge dimension of Teacher Self-Empowerment Scale.’ Professional knowledge is the synonym of expertise.

**Objective 5: To study and compare the self- efficacy of urban private secondary school male and female teachers.**

Table 2.0 shows the mean score of the dimension ‘the self- efficacy’ of male and female teachers are 25.25, 26.02 respectively. S.D. scores of male and female teachers are 3.57 and 3.93 respectively. To compare the self- efficacy t test was adopted. The calculated t value was 0.307 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between the self- efficacy of urban private secondary schools male and female teachers is accepted. In the study of *Parihar P. B.(2010) “A Study of Teachers’ Self-Empowerment in Schools In Relation To Motivation and Teachers’ Self-Regulation”* found that ‘There is no significant difference between mean scores of Male Teachers and Female Teachers on Self-Efficacy dimension of Teacher Self-Empowerment Scale.’

**CONCLUSION**

The present study was conducted to explore and compare the teacher empowerment of urban private secondary school male and female teachers and also to compare the dimension of teacher empowerment of urban private secondary school male and female teachers. Standardized tool of teacher empowerment of Amit Kauts and Harveen Kaur was applied. The results of the study explain that no difference is found between teacher empowerment and dimensions of teacher empowerment of urban private secondary school male and female teachers. From the above result it can be concluded that mean score of female teachers in the three dimensions of teacher

empowerment ‘autonomy in decision making, status and self – efficacy’ is greater than male teachers. On the other hand in the dimension of engrossment and expertise male’s mean score is greater than female. But overall no difference is found between male and female’s teacher empowerment. The reason behind no difference between male and female teachers empowerment can be that teacher empowerment is more depending on higher authorities’ of an institution or a school.

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