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A STUDY ON TEACHERS' EMPOWERMENT IN RELATION TO THEIR PROFESSIONAL STRESS OF HIGHER SECONDARY WOMEN TEACHERS

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ABSTRACT:

The aim of the study is to find out the study on teachers' empowerment in relation to their professional stress of higher secondary women teachers. For this purpose, a sample of 600 higher secondary women teachers was selected through random sampling technique and normative survey method. Teachers' Empowerment Scale (TES) and Professional Stress Scale (PSS) constructed and validated by the Investigator (2018). Results found that the teachers'

empowerment and professional stress of higher secondary women teachers are average level. The age and locality of the school of higher secondary women teachers is differ significantly in their teachers' empowerment and professional stress. Finding also indicated that there is significant and negative relationship between teachers' empowerment and professional stress.

KEYWORDS: Teachers' Empowerment, Professional Stress, Higher Secondary Women Teachers.

INTRODUCTION

The literal meaning of the term "empowerment" is "becoming powerful". The concept of empowerment was introduced at the International women's conference held in 1985 at Nairobi. The conference defined empowerment as "A redistribution of social power and control of resources in favour of women" Empowerment refers to a social process which challenges the fundamental imbalances of power distribution and relations. It is a process of redistribution of power within and between families,

societies, through disempowering some structures, systems and institutions.

NEED FOR THE STUDY

For time immemorial women in general been forced to occupy a secondary place in relation to men. Women have been relegated to the margins in spite of the fact that they are numerically half of the world's population. This has resulted in women being unable to take a place of human dignity as free and independent entities associated with men on an intellectual and professional equal wavelength. In the ancient period women were known to engage in many productive activities but over the time reproduction and challenges of

pregnancy and childbirth gradually made her dependent on men for protection and food. By the time mankind reached more settled existence patriarchy was fully established. This is not just asked at the top. It is asked at every level of a business enterprise. These factors motivated the investigator to carry out a study to find out the teachers' empowerment and professional stress of higher secondary women teachers.

OBJECTIVES OF THE STUDY

- To find out the level of teachers' empowerment of higher secondary women teachers.
- To find out the level of professional stress of higher secondary women teachers.
- To find out whether there is any significant difference in teachers' empowerment of higher secondary women teachers with regard age and locality of the school.
- To find out whether there is any significant difference in professional stress of higher secondary women teachers with regard to age and locality of the school.
- To find out the significant relationship between teachers' empowerment and professional stress of higher secondary women teachers.

HYPOTHESES

1. The level of teachers' empowerment of higher secondary women teachers is low.
2. The level of professional stress of higher secondary women teachers is low.
3. There is no significant difference in teachers' empowerment of higher secondary women teachers with respect to age and locality of the school.
4. To find out whether there is any significant difference in the professional stress of higher secondary women teachers with respect to age and locality of the school.
5. There is no significant relationship between teachers' empowerment and professional stress of higher secondary women teachers.

METHOD AND SAMPLE OF THE STUDY

The normative survey method has been adopted in this study. The random sampling technique has been used in the selection to collect the data from a sample 600 higher secondary women teachers.

Analysis and Interpretation Data

Hypothesis 1: The level of teachers' empowerment of higher secondary women teachers is low.

Table 1: Mean and Standard Deviation scores of Teachers' Empowerment of Higher Secondary Women Teachers

Variable	N	M	SD
Teachers' Empowerment	600	189.42	22.12

It is evident from the Table-1, that the calculated mean score of entire sample is found to be 189.42 and the standard deviation value is 22.12. The mean score is average value of 168-210. Therefore Hypothesis 1 is rejected and hence it is inferred that the teachers' empowerment of higher secondary women teachers' is average.

Hypothesis 2: The level of professional stress of higher secondary women teachers is low.

Table 2: Mean and Standard Deviation scores of Professional Stress of Higher Secondary Women Teachers

Variable	N	M	SD
Professional Stress	600	179.63	27.56

It is evident from the Table-2, that the calculated mean score of entire sample is found to be 179.63 and the standard deviation value is 27.56. The mean score is average value of 150-206. Therefore Hypothesis 2 is rejected and hence it is inferred that the professional stress of higher secondary women teachers' is average.

Hypothesis 3: There is no significant difference in the teachers' empowerment of higher secondary women teachers with respect to age locality of the school.

Table 3: Teachers' Empowerment of Higher Secondary Women Teachers based on Age and Locality of the School

	Sub-Samples	N	M	SD	CR value	Level of Significance at 0.05 level
Teachers' Empowerment	Below 35 years	179	185.39	24.64	4.85	Significant
	35-45 years	246	189.75	20.72		
	Above 45 years	175	192.17	21.38		
	Rural	365	190.10	23.82	2.93	Significant
	Urban	235	188.41	19.89		

Table-3 shows that the calculated 'CR' values are found to be 4.85 and 2.93 for age and locality of the school respectively which are significant at 0.05 levels. Hence, the framed null hypothesis 3(a) and 3(b) is rejected. It is inferred that the age and locality of the school of higher secondary women teachers is differ significantly in their teachers' empowerment. It is also inferred that above 45 years age and rural area school teachers are more significant in their level of empowerment.

Hypothesis 4: There is no significant difference in the professional stress of higher secondary women teachers with respect to age and locality of the school.

Table 4: Professional Stress of Higher Secondary Women Teachers based on Age and Locality of the School

	Sub-Samples	N	M	SD	CR value	Level of Significance at 0.05 level
Professional Stress	Below 35 years	179	184.82	34.42	4.26	Significant
	35-45 years	246	177.63	24.61		
	Above 45 years	175	177.62	23.42		
	Rural	365	178.79	22.75	2.74	Significant
	Urban	235	180.41	30.55		

Table-4 depicts that the calculated 'CR' values are found to be 4.26 and 2.74 for age and locality of the school respectively which are significant at 0.05 levels. Hence, the framed null hypothesis 4(a) and 4(b) is rejected. It is inferred that the age and locality of the school of higher secondary women teachers is differ significantly in their professional stress. It is also inferred that below 35 years age and urban area school teachers are more significant in their level of professional stress.

Hypothesis 5: There is no significant relationship between teachers' empowerment and professional stress of higher secondary women teachers.

Table 5: Correlation between Teachers' Empowerment and Professional Stress of Higher Secondary Women Teachers

Teachers' Empowerment and Professional Stress	N	'r' value	Remark
	600	-0.083	Significant at 0.05 level

From Table-5, the r-value between teachers' empowerment and professional stress of higher secondary women teachers is found to be -0.083 at 0.05 level which indicates that there is significant and negative correlation between teachers' empowerment and professional stress scores.

FINDINGS OF THE STUDY

1. The teachers' empowerment of higher secondary women teachers is average.
2. The professional stress of higher secondary women teachers is average.
3. The different age group of higher secondary women teachers differs significantly in their teachers' empowerment.
4. The rural and urban area of higher secondary women teachers differs significantly in their professional stress.
5. The different age group of higher secondary women teachers differs significantly in their professional stress.
6. The rural and urban area of higher secondary women teachers differs significantly in their professional stress.
7. There is significant and negative relationship between teachers' empowerment and professional stress of higher secondary women teachers.

CONCLUSIONS

The higher secondary women teachers' empowerment and professional stress is average. There is significant and negative relationship between teachers' empowerment and professional stress of higher secondary women teachers.

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