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

P. Pramiladevi¹ and Dr. T. Thilagavathy²

¹Ph.D. Research Scholar, Department of Education, Anmalai University, Annamalainagar, Tamil Nadu.  
²Associate Professor, Department of Education, Anmalai University, Annamalainagar, Tamil Nadu.

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 to 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

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Empowerment</td>
<td>600</td>
<td>189.42</td>
<td>22.12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Stress</td>
<td>600</td>
<td>179.63</td>
<td>27.56</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sub-Samples</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>CR value</th>
<th>Level of Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 35 years</td>
<td>179</td>
<td>185.39</td>
<td>24.64</td>
<td>4.85</td>
<td>Significant</td>
</tr>
<tr>
<td>35-45 years</td>
<td>246</td>
<td>189.75</td>
<td>20.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 45 years</td>
<td>175</td>
<td>192.17</td>
<td>21.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>365</td>
<td>190.10</td>
<td>23.82</td>
<td>2.93</td>
<td>Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>235</td>
<td>188.41</td>
<td>19.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sub-Samples</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>CR value</th>
<th>Level of Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 35 years</td>
<td>179</td>
<td>184.82</td>
<td>34.42</td>
<td>4.26</td>
<td>Significant</td>
</tr>
<tr>
<td>35-45 years</td>
<td>246</td>
<td>177.63</td>
<td>24.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 45 years</td>
<td>175</td>
<td>177.62</td>
<td>23.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>365</td>
<td>178.79</td>
<td>22.75</td>
<td>2.74</td>
<td>Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>235</td>
<td>180.41</td>
<td>30.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teachers’ Empowerment and Professional Stress</th>
<th>N</th>
<th>‘r’ value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>600</td>
<td>-0.083</td>
<td>Significant at 0.05 level</td>
</tr>
</tbody>
</table>

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 is differs significantly in their teachers’ empowerment.
4. The rural and urban area of higher secondary women teachers is differs significantly in their professional stress.
5. The different age group of higher secondary women teachers is differs significantly in their professional stress.
6. The rural and urban area of higher secondary women teachers is 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.

REFERENCES