TEACHER EMPOWERMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER, QUALIFICATION AND TYPE OF INSTITUTION

A

DISSERTATION

SUBMITTED TO THE MIER COLLEGE OF EDUCATION
(AUTONOMOUS)
UNIVERSITY OF JAMMU
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION

SUPERVISOR

Dr. Bharti Tandon
Associate Professor

INVESTIGATOR

Anu Sharma
M.Ed. Sem. IV
Roll No. 2101014

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU

2023

MIER COLLEGE OF EDUCATION
Autonomous
College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A' Grade
ISO 9001:2008 Certified

SUPERVISOR'S CERTIFICATE

This is to certify that **Ms. Anu Sharma,** student of M.Ed. Semester IV, Session 2021-2023, bearing Roll No. 2101014 has worked under my supervision for her dissertation entitled:

"TEACHER EMPOWERMENT OF SECONDARY SCHOOL TEACHERS IN RELATIONS TO THEIR GENDER, QUALIFICATION AND TYPE OF INSTITUTION"

Her dissertation is fit for submission in partial fulfillment of the requirement for the award of the Degree of Master of Education.

DATE:

(Dr. Bharti Tandon)
SUPERVISOR

श्रेष्ठ
B.C. Road Jammu
180 001
Ph.: 0191-2546078,2565098
Fax:0191-2548239
Email:principal@miercollege.in
Website: www.miercollege.in

ACKNOWLEDGEMENT

A research work is accomplished well with the collective efforts. The guidance by my teachers, help rendered by friends, family members and others have made this possible. First and foremost, I wish to express my sincere gratitude to the esteemed Professor Dr Bharti Tandon, under whose eminent and able supervision, the present study was undertaken. It was only due to her valuable academic guidance, encouragement, deep personal interest and inspiration that the present study could be completed well in time. It was her time to time guidance in a cheerful manner and her creative energy that I could complete my research in spite of all odds.

I wish to place my heartfelt gratitude to the erstwhile chairman, Late. Dr. Arun K. Gupta, Chairman MIER Group of Institutions Dr. Renu Gupta , MIER Group of institutions, Dr. Adit Gupta, Principal, MIER College of Education, Dr. Ronika Sharma H.O.D. who provided me valuable access to various facilities for conducting research and also the freedom to interact with the students and staff of the different wings of the institution.

I owe my sincere thanks to the Principal of various schools in Jammu city who permitted me to collect data from teachers of their respective schools. I also pay my sincere thanks to the teachers who were kind enough to share their personal data to accomplish the desired study on the subject matter. I am also thankful to those research scholars, whose studies I have quoted in my study.

My special thanks to Dr. Nishta Rana for intellectual and academic inputs and Mrs. Rohini Sharma for providing computer assistance. I would also like to acknowledge the library support provided by Mrs Eesha Sharma, librarian.

I am grateful to my parents for their endless support and encouragement, which constantly motivated me to pursue and complete this research without which this academic journey would not have been possible. I would like to acknowledge with gratitude the co-operation and assistance rendered to me by my friends who always cherished the desire to see me rise.

This acknowledgement is not merely a formal thanks note; it is the best way I could attempt to convey my sincere gratitude and respect for those who have been indispensable in completing this project.

By these words I remember all the persons who helped me accomplish this research work.

Anu Sharma

TABLE OF CONTENTS

	Contents	Page No.
	Supervisor's Certificate	i
	Acknowledgement	ii
	Tables of Content	iii
	List of Tables	vi
	List of Figures	vii
	List of Appendices	viii
	List of Abbreviation	ix
	Abstract	x
	CHAPTER-I	
	INTRODUCTION	
1.1	Introduction	1
1.2	Concept of Teacher Empowerment	2
1.3	Need and Significance of the Study	6
1.4	Statement of the Problem	8
1.5	Operational Definition	8
1.6	Objectives of the Study	8
1.7	Hypothesis of the Study	9
1.8	Delimitations of the Study	9
	CHAPTER-II	
	REVIEW OF RELATED LITERATURE	
2.1	Introduction	10
2.2	Review of Related Literature	10
2.3	Conclusion	17

CHAPTER-III

RESEARCH METHODOLOGY

3.1	Introduction	18
3.2	Design of the study	19
	3.2.1 Method	20
	3.2.2 Population	20
	3.2.3 Sample of the Study	20
3.3	Variables used	21
3.4	Description of the Tool	22
3.5	Data Collection	24
3.6	Administration of the Tools	24
3.5	Statistical Techniques Employed	24

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1	Introduction	25
4.2	Analysis of Results	25
4.3	Conclusion	28

CHAPTER-V

FINDING, CONCLUSION, IMPLICATIONS AND SUGGESTIONS FOR THE FURTHER RESEARCH

5.1	Introduction	29
5.2	Major Findings of the Study	29
5.3	Conclusion and Discussion	31
5.4	Educational Implications	31

5.5 Suggestions for the Further Study 32

SUMMARY **33**

REFERENCES **43**

APPENDIX

LIST OF TABLES

Table No.	Description	Page No.
3.1	Distribution of sample from government and private higher secondary school teachers	21
3.2	Distribution of items in components	22
3.3	Scoring system for each item is the same as per the table given below	23
4.1	Value of N, Mean, S.D, S.Em and t Value to study the Gender difference in the Teacher Empowerment	26
4.2	Value of N, Mean, S.D, SEm and t value to study the Qualification difference in the Teacher Empowerment	26
4.3	Value of N, Mean, S.D, S.Em and t value to study the Institutional difference in the Teacher Empowerment of secondary school teachers	27
4.4	Norms for interpretation of the level of Teacher Empowerment	27

LIST OF FIGURES

Figure No.	Description	Page No.
1.1	The six components of Teacher Empowerment	5

LIST OF APPENDIX

Appendix-A A Standardized Tool by Dr.N.D Manju and Dr G .Sheela (2021)

LIST OF ABBREVIATIONS

SBN	Side Based Management
CPD	Continuous Professional Development
APE	Audit of Principal Effectiveness
S.D	Standard Deviation
ANOVA	Analysis of Variance
SPSS	Statistical Package of Social Sciences
ESL	English as a second language
TWD	Teacher well-being at the workplace

ABSTRACT

Teachers empowerment refers to the process of enhancing the authority, skills and confidence of the educators in the field of education. . It involves granting teachers the authority and resources they need to excel in their roles. 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. An empowered teacher can mold and change the mind and life of the students. Teacher empowerment can lead to improved student outcomes, and highlights the significance of empowering teachers and the positive impact it can have on the educational landscape and also increased job satisfaction among educators and a more effective and dynamic education system. Teacher Empowerment provides the teachers with ongoing opportunities to develop a critical awareness of their own lives and experiences in schools. In order to fully achieve the positive outcomes of teacher empowerment, teachers should always be in the center of any change or implementation and their voice and participation should be accountable. Empower teachers are the need of the present education system because today's education is vast, vivid and full of challenges. Teacher empowerment is an alternative proposal from socio-epistemology that postulates it is a tool for the professional development of the teachers, the need of the study is to make a successful teacher. The present research is designed to study and compare the teacher empowerment of private and government school teachers. The need for teacher empowerment is to create a sense of a community engaged in a common mission of social transformation. The present study attempts to examine Teacher empowerment of secondary school teachers in relation to gender, qualification and types of institution. The study is quantitative in nature and the sample consists of 100 secondary school teachers in Jammu city 5 government school teachers and 3 from the private school located from Jammu city through Random stratified sampling techniques. The main objective of the study is to find out the significant difference in Teacher empowerment of secondary school teachers in relation to gender types of institution. This abstract highlights the significance of empowering the teachers and the positive impact I can have on the educational landscape. The study aims to investigate the teacher's empowerment among secondary school teachers. For this study a stratified random sampling technique was employed. The Study was conducted on hundred secondary school teachers working in Jammu city. Descriptive survey method employed for this study. For this study, "Teacher Empowerment Scale" developed by Dr

Manju and Dr Sheela (2021) was used. To analyze the data, the statistical technique of percentage and *t*-test is employed. Further, analysis of data revealed significant and positive relationships between teacher empowerment and gender. Women are more empowered than male. No significant gender difference in teacher empowerment of secondary school teachers. No significant difference in teacher empowerment of school teachers in relation to the types of institution private and government schools.

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Empowerment has emerged as an important theme in the women's movement, in community organizing and in the progressive movements for peace and social justice. In the beginning empowerment can be seen as a way where the weaker individuals were trying to overcome their dominance and tight control of other powerful groups of people. Therefore, it can be said that the idea of empowerment has resulted from the direct response of powerlessness and social forms that contributed to domination. Besides that, empowerment can also be viewed as the urge of understanding, identifying, and describing processes through which people create alternative ways to overcome domination through both personal and organizational change (Conger & Kanungo, 1988). Empowerment includes organizational processes and structures that enhance member participation and improve goal achievement for the organization.

In other words, empowerment can be seen as a process of boosting up the organizational outcomes and effectiveness (Perkins & Zimmerman, 1995). At present, the concept of empowerment has developed into many forms, evolving from the employee involvement and participative decision making concepts into the contemporary empowerment perspective. The idea behind the concept of empowerment involves the workforce being provided with a greater degree of flexibility and more freedom to make decisions relating to work. Through empowerment, people are encouraged to make certain decisions without consulting their superiors and to which organizational dynamics are initiated at the bottom (Greasley et al., 2004). Power is also said to be redistributed by those in higher position to the lower position. When empowerment exists in organizations, the individuals within that organization tend to feel their own ownership of their work and they will transform their personal feelings towards their responsibilities and satisfaction to their jobs. These situations both from the side of the individuals and their organizations contribute to a win-win situation for both parties involved. Having

this in mind, the concept of empowerment has also contributed to the emergence of a focus on research in the educational setting.

1.2 CONCEPT OF TEACHER EMPOWERMENT

The concept of teacher empowerment has evolved also in many forms. From teacher autonomy, side based management (SBM) to decision making and collaborative leadership and so on. There is no doubt that teacher empowerment is an excellent concept and the basic idea behind it is of course to give teachers an added sense of ownership and connectedness to their teaching profession where teachers must feel control over their profession (Goyne et al., 1999). In order to fully achieve teacher empowerment in schools, teachers must come together sharing ideas to solve practical problems and they should also be given the support from their superiors through the opportunity to develop and express their thoughts through the ongoing process of teaching and learning in school. When teacher empowerment occurs in school, then it can contribute to higher job satisfaction, motivation, commitment, better communication and efficient decision making among the teachers. The situation is almost the same as in the organizational setting behavior in the business industry. Apart from that, teacher empowerment can also be seen as an indirect weapon that can be used to combat teacher alienation and segregation in their profession. Teacher empowerment can be achieved in schools with teachers entering into a process of personal and institutional change that will lead to the transformation of both the structure of schools within which they work in and their relationships toward their colleagues and their students (Short & Greer, 1997). These will provide the teachers with ongoing opportunities to develop a critical awareness of their own lives and experiences, of the meaning and impact of their teaching and their students' learning experiences in schools. In order to achieve fully the positive outcomes of teacher empowerment, teachers should always be in the center of any change or implementation and their voice and participation should be accountable.

Teacher empowerment means a teacher who has the power of making decisions, opportunities to get knowledge and professional growth, and also has the recognition and autonomous power. An Empowered 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 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 the 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.

1.2.1 Definitions of Teacher Empowerment

- According to Short, Greer and Levin (1994) ''a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems'' Therefore, empowered teachers are teachers who believe in and feel confident of their knowledge, skills, and agency in the workplace.

- Maer (1988) states that empowerment is achieved through access to decision making, a perception of improved status, and an increase in knowledge and skills.

- According to Rinehart (1992) instead credit impact, self-efficacy, decision making, autonomy, and professional growth with increased empowerment.

- Dictionary definitions of empowerment generally distinguish between empowerment as "to give power or authority to, especially by legal means" and empowerment as "to enable or permit". This distinction presents the first problem in defining empowerment in relation to education because it is not immediately clear whether one or both of these definitions relates to being an empowered teacher. Additionally, each definition is somewhat abstract and difficult to link to educational practice Although the first definition given above emphasizes power, being empowered is not the same as being powerful. Power is often defined as "the ability or right to control people or things", implying that people with power have the authority to influence the actions of others.

- According to Frances Bolin, (2015) defined it as “investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach”. In this view, being an empowered teacher means having access to information and materials and being free to use these resources in a way that meets student needs and targets. Empowered teachers are given the encouragement and support necessary to take risks and engage in Continuous Professional Development (CPD) while collaborating with their colleagues, and this process is essential to success in education.

Being an empowered teacher means having enough resources and freedom to provide every student with the education that they deserve. Teachers who have not yet experienced empowerment are unable to fully personalize their teaching to the needs of each student and, as mentioned in my recent post about how adaptive learning technology is personalizing education, students are turning to expensive personalized tuition sessions in search of the full attention of an educator who can provide them with personalized content and feedback. The importance of empowerment is also illustrated by its role in increasing teacher motivation, improving problem-solving skills, and teaching students to become empowered, all of which are vital to improving learning outcomes for every school

1.2.2 The six components of Teacher Empowerment identified

1. **Teacher Decision Making** —- teachers should have a say in curricular and instructional decisions, allowing them to tailor their teaching methods to the needs of their students. Pearson,(2011) It involves giving educators the autonomy to make choices related to curriculum , instructional methods and professional development . Empowerment teachers often have a say in school policies and collaborative decision -making processes, fostering a sense of ownership and responsibility in their roles. This approach aims to enhance the overall effectiveness and satisfaction of educators while positively impacting student learning outcomes.

2. **Teacher Impact**—-empowerment teachers see the directness of their work on student learning outcomes,which is essential for motivation and job satisfaction.(Ahrari,2021)

3. **Teacher status**— recognizing and elevating the status of teachers within the community and education system can empower them to take ownership of their roles(OECD,2018)

4. **Teacher self- efficacy**—- building teachers confidence in their abilities to educate and engage students is essential for empowerment. When these components are present, teachers are more likely to feel empowered and be more effective in their role of education(Barni,2023)

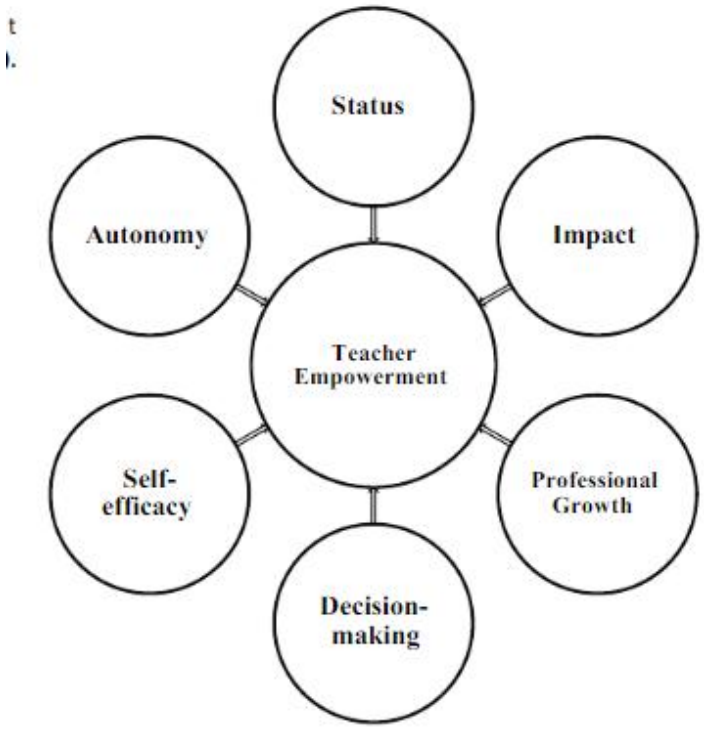


Figure :1.1 source.(https://www.researchgate.net/publication/350006335)

1.2.3 Characteristics of Teacher Empowerment

Teacher Empowerment refers to the process of enhancing the authority, leadership opportunities and decision- making capacity of educators. Some of the key components can be further explained as below:-

1) **Professional Development**: professional development plays an important role in teacher empowerment as it provides teachers with several opportunities to enhance their skills, knowledge and teaching methodology by boosting their confidence and fosters a sense of autonomy in their profession.

2) **Autonomy**: Autonomy facilitates teachers freedom and flexibility to make decisions in curriculum design, teaching methods and classroom management as they feel empowered to tailor their lesson to meet the needs of their students

3) **Collaboration**: It is a powerful tool in teacher empowerment to collaborate with their colleagues to share their ideas and thoughts and learn from each other and collectively solve the challenges they encounter in the classroom(IRIS, 2023)

4) **Leadership Opportunitie**s: Leadership opportunities not only recognise their expertise but also empower them to drive change, contribute to the school's vision and mission and advocate for improvement in teaching practices and policies.

5) **Access and Resources**: Adequate access to resources supports the professional growth of the teachers by allowing them to stay updated with the latest educational trends and methodologies which fosters a sense of confidence of efficiency and empowerment in their teaching practice (World Bank Report ,2021).

1.3 NEED AND SIGNIFICANCE OF THE STUDY

An empowered teacher can mold and change the mind and life of the students. Empowered teachers are more motivated, innovative and able to adapt to diverse students needs, ultimately contributing to improved student outcomes and overall educational success. Empowered teachers have access to ongoing professional

development opportunities. Which help them stay updated on effective teaching methods, new technologies and innovative approaches, allowing them to continuing enhance their skills. Autonomy and decision making allows teachers to make decisions about the curriculum development, teaching methods and classroom management not only boosts their confidence but also enables them to polish their teaching to meet the particular needs of the students. Empowered teachers often become more involved in the school community. Their active participation in decision making processes can strengthen the collaboration between educators, administrators and parents creating a more supportive educational community. The field of education is dynamic, with constant changes in curriculum technology and pedagogy. Empowered teachers are more adaptive and better prepared to navigate these changes, ensuring that students receive a relevant and up-to-date education. Teacher empowerment is crucial for nurturing a dynamic and effective educational system .It is not only benefits individual teachers but also has a profound impact on overall quality of education and the success of students.

The need of the study is to make a successful teacher. The need for teacher empowerment is to create a sense of a community engaged in a common mission of social transformation.

Empowerment has different meanings in different socio, cultural and political contexts. It has both intrinsic and instrumental values. The conspicuous feature of the term is that it contains within it the word power. It is relevant to individuals and groups and can be economical, social or political, i.e. the power is exercised by either an individual or a group at economic, social or political level. Empowerment has two important components: it is a power to achieve desired goal but not a power on others; it is relevant to those who are powerless irrespective of gender specific, individual or group. This includes both internal and external quantities- Internal quantities: self-awareness and self-confidence; External quantities: health, education, mobility, awareness, status in the family, decision making and also material security. The present research is designed to study and compare the teacher empowerment of private and government school teachers.

1.4 STATEMENT OF THE PROBLEM

TEACHER EMPOWERMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER, QUALIFICATION AND TYPE OF INSTITUTION.

1.5 OPERATIONAL DEFINITIONS OF THE KEY TERMS:

- **Teacher Empowerment** — It refers to the teacher's right to participate in the determination of school goals, policies and practices and to exercise professional judgment about what and how to teach and evaluate as measured by Teacher Empowerment Scale by Manju and Sheela for the year (2021)

- **Types of institution-** in the present study type of institution refers to Government and Private secondary school teachers in Jammu City.

- **Gender-** In the present study gender refers to male and female secondary school teachers in Jammu City.

- **Qualification-**In the present study qualification refers to master's in arts and master's in science steam teachers of secondary school in Jammu City.

1.6 OBJECTIVES OF THE STUDY

1. To study the level of teacher empowerment of secondary school teachers.

2. To study differences in the teacher empowerment of secondary school teachers in relation to their qualifications.

3. To study differences in teacher empowerment of secondary school teachers in relation to the type of institution.

4. To study the difference in teacher empowerment of secondary school teachers in relation to their gender.

1.7 HYPOTHESES OF THE STUDY

1. There is a general high level of teacher empowerment of secondary school teachers.

2. There is no significant qualification difference in the level of Teacher Empowerment of Secondary School teachers.

3. There is no significant institutional difference in Teacher Empowerment of secondary teachers.

4. There is no significant gender difference in the level of teacher empowerment of secondary school teachers of Jammu city.

1.8 DELIMITATIONS OF THE STUDY

1. The study is delimited to the sample of 100 of secondary schools teachers of Jammu city

2. The study is exclusively restricted to the secondary schools teachers within the Jammu city.

3. The study is narrowed down to focus on only one tool i.e Teacher Empowerment Scale by Manju and Sheela (2021)

4. The study is successfully completed within a specific period of time.i.e 2 years (M.ED)

5. The study is exclusively restricted to the survey method.

CHAPTER-II

REVIEW OF THE RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature is an essential part of a research report. It implies synthesis in and going into the work of research that has already been done in the field over a period of time. Needless to say, an investigator must be aware of the research conducted in the field of the study in the past and only then he is in a position to contribute something original. The review of related literature gives the researcher an understanding of the research methodology which shows the way for conducting study. The review of related literature pertaining to the problem becomes essential for the research in order to have complete and thorough information of the work done in the country and abroad. It is through the related studies that the researcher knows untouched or unexplored areas of research. Review of the related studies helps us to obtain information about the studies done in the field. It enables us to know the means of getting to the perimeter in the field of our problems until we have learnt what others have done in our area.

2.2 REVIEW OF RELATED LITERATURE

Sharp (2009) studied the relationship between teacher empowerment and grander through the School Participant Empowerment Scale SPES. Principal effectiveness was measured by the Audit of Principal Effectiveness (APE). In the study total 20 correlations were calculated with the three domains of APE (Organizational Development, Organizational Environment and Educational Program) and six subscales of teacher empowerment. Among them 18 correlations were found significant. The findings of this research showed that teacher empowerment and principal effectiveness both are correlated. Strong correlation occurred between APE and professional growth.

Jha (2011) conducted a study on teacher empowerment and institutional effectiveness in teacher education colleges. Sample of the study was 100 trainee teachers from 10 different colleges of Ahmedabad city. Self constructed tool was adopted which has

100 qualities of teachers. Findings of the study reveals that teachers should have good qualifications and other qualifications, under the category of personal qualities, he/she should have kind, gentle, active, honest, gentle, humble, artistic, efficient, knowledgeable, hard working etc.

Weshah (2012) investigated the perception of empowerment and delegation of authority by teachers in Australian and Jordanian Schools. Empowerment and delegation of authority as perceived by teachers in Australian and Jordanian schools. A questionnaire which was developed by the researcher was completed by the participants, which consisted of 188 teachers at public schools in Jordan and Australia. Descriptive and differential statistics were performed to determine the significant mean differences. The results revealed that the teachers in both Jordanian and Australian schools perceived of empowerment and delegation of authority as moderate,

Chebet (2013) investigated empowerment of teachers and performance of private secondary Assistant Professor schools in Bomet Bomet county, kenya. A Descriptive, cross - sectional census survey was used. Research used both primary and secondary data. Data was collected using, seri structured Questionnaire. The population of the study consisted of all the 12 private secondary schools in Bomet county. The results indicate there was a strong correlation between teacher empowerment and school performance.

Pathak (2013) studied teacher empowerment and academic climate of schools in reference to Administrative Behaviour of School Heads. Sample of the study was 48 heads, 405 teachers and 480 students. Tools of the study were Administrative Behaviour Scale which was developed by Dr. Haseen Taj (1998), Academic Climate Description Questionnaire constructed by M. L. Shah and Amita Shah (1988) , and the Teacher Empowerment Questionnaire was prepared by the researcher. Mean, S,D. , t-test and Pearson product moment correlation were applied to reach the conclusions. Results revealed that teacher empowerment and Administrative behavior both were correlated.

Lee kin chin et.al (2014)teacher empowerment and receptivity in curriculum reform in China This study explores the relationships between teacher empowerment, teacher

receptivity toward, and perceived outcomes of, a system-wide curriculum change, particularly national curriculum reform in basic education in China. The results of a survey of 1,646 teachers from six provinces indicate that teachers were positive in their receptivity to reform outcomes in general. Female teachers reported that they were more empowered and more receptive to the curriculum reform. These findings lead to some suggestions for improved understanding and management of curriculum reform in schools in China.

Ahmed et.al (2014) linking teacher empowerment with organizational commitment, professional commitment and organizational citizenship behavior. Current study seeks to further elaborate the connection between teacher empowerment and their exhibition of organization citizenship behavior, professional commitment, and their commitment to the organization. It studies the dimensions of teacher empowerment which when present predict the three outcomes. A questionnaire distributed among a sample of 230 intermediate and secondary school teachers in Pakistan was used to collect data. Pearson correlation and regression analysis have shown a strong correlation between teachers' perception of their empowerment and their commitment to their organization, teaching, and their display of organization citizenship behavior. Among the six dimensions of empowerment it was found that self-efficacy and status best predicted professional and organizational commitment and that these along with decision making best predicted organization citizenship behaviors. The significance of our research is described in terms of policy-makers, administrators, and teachers.

Dorji and Soranastaporn (2015) investigated teacher empowerment as perceived by ESL (English as a second language) teachers in the schools of central Bhutan. The purpose of this study was to examine ESL teachers' perception of Teacher Empowerment. The population of this study consisted of 88 ESL teachers of 24 schools in Trongsa District, Central Bhutan. A sample of five ESL teachers was selected through purposive sampling technique for the structured interview. Interview questions were framed using Short and Rinehart Teacher Empowerment concepts, which are classified under six dimensions as decision making, professional growth, self-efficacy, status, autonomy, and impact. Six questions for the teacher empowerment dimensions with three sub-questions under each dimension were developed. The results revealed that the teachers who are not shouldering

administrative roles perceived themselves to be in a state of decision-deprivation in finance, instructional, curricular and managerial decision domains. The results also indicated the lack of competent professional development professionals and the mismatch between the in-service programs and their teaching discipline.

Ofejebe Wenceslaus And Chukwuma (2015) conducted a study on teacher empowerment for promoting quality education in Anambra state secondary schools. A sample of 593 tutorials (teacher) are selected through the Stratified Random Sampling Method. Finding of the study shows that teacher empowerment played a significant role to promote quality education in the Amambay state.

Dahiru (2017) explored effective school characteristics as antecedents of teacher empowerment. a multistage random sampling technique was used to select 357 school teachers. For effective school characteristics instruments by Lezotte and Snyder and Spreitzer' psychological empowerment instruments of teacher empowerment were adopted. Product moment correlation and multiple regression were used to draw the conclusion. Study shows that a significant and strong relationship is found between teacher empowerment and effective school characteristics.

Babu and Fathima (2017) conducted a study to assess the level of empowerment and family adjustment among women teachers. A sample of 500 women teachers working in private, aided and government schools from Cuddalore District, Tamil-Nadu, were selected by using simple random sampling techniques. Empowerment scale constructed and validated by Sri-Devi (2005) was administered with teachers to collect responses for the study .Descriptive statistics, differential and correlation analysis were the statistical techniques adopted to analyze the collected data. The study found that the level of empowerment and family adjustment are high levels. It is inferred from the findings that a positive and significant correlation exists between women teachers' empowerment and family adjustment.

Tindowe (2019) studied the influence of empowerment on teachers' organizational behaviors of. 215 tertiary teachers selected through stratified random sampling method. Teacher empowerment was measured by Short and Rinehart (1992)'s School Participant Empowerment Scale. The findings show that the empowerment and organizational behaviors of catholic teachers were high. Empowered teachers have

positive organizational behavior. 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.

Yarsen and Musallam (2019) conducted a study on teacher empowerment as an important component of job satisfaction: a comparative study of teachers' perspectives in Al-Farwaniya District, Kuwait .The present comparative study investigates the perceptions of male and female teachers regarding the relationship between empowerment and job satisfaction. For that purpose, teachers were selected from three educational levels (primary, middle and secondary) in Al-Farwaniya District in the State of Kuwait. A total of 231 teachers from the Al-Farwaniya School District responded to a questionnaire. Both *t*-test and one-way ANOVA were applied. Data analysis reveals a lack of job empowerment and a high degree of dissatisfaction among teachers. The study concludes with several suggestions including opening up a dialogue with teachers in order to understand their problems and needs and involving them in the process of decision-making and change

Ahmed and Milik (2019) conducted a study on the impact of psychological empowerment on Job.

The study was carried out to investigate the impact of psychological empowerment and psychological well-being on the performance of teachers and to explore the effect of psychological well-being as a mediator between psychological empowerment and performance. Convenience sampling was used to collect data from 261 secondary school teachers through a survey questionnaire in this cross-sectional study. The collected data was statistically analyzed by using SPSS software 23. Coefficient correlation, multiple regression and mediation analyses were carried out in pursuance of study objectives. It was found that psychological empowerment and well-being were significantly and positively related to job performance of teachers

Hussian and Mummmad (2020) investigated the purpose of the study was to find out the relationship of teachers' empowerment and workplace relations with organizational commitment. The public secondary school teachers of Punjab were the

focus group of the study. The reliability of the questionnaires was as teachers' empowerment scale 0.910 and organizational commitment scale 0.781. The research design was correlation based on survey. A multistage random sampling technique was used to collect data of 1200 teachers (male = 600 and female = 600), and 1103 teachers sent questionnaires back. Results of the study showed a positive strong relationship between teachers' empowerment and organizational commitment. School management must incorporate teachers' empowerment as motivational techniques to enhance teachers' commitment toward the teaching profession. So, educational administration must include teachers' empowerment in human resource policy to make teachers' committed personnel.

Yusoff and Tengku Ariffin (2020) study focuses on the relationship between teacher empowerment (TE) and teacher wellbeing at the workplace (TWB). The study tool consists of the adapted instrument, the School Participant Empowerment Scale (SPES) that measures teachers' perceived empowerment and a modified version of the Workplace Wellbeing Index that measures TWB. The study was a cross-sectional survey involving 371 schoolteachers selected via multi-stage sampling in one of the states in Malaysia. Results showed no significant difference in TWB based on the demographic factors (gender and age). Results also indicated significant positive correlations between TE and TWB ($r=.64$, $p<0.01$) and TE explained as high as 60% of the variance in TWB ($r2=.60$, $F=91.187$).

Downloads

Ahmed (2021) the study investigated the teacher empowerment and organizational citizenship behavior in public schools in Saudi Arabia study reports on an investigation of the relationships between teacher empowerment and organizational citizenship behaviors. Data were collected from 457 teachers. The results indicated that teacher empowerment was positively correlated with organizational citizenship behaviors among teachers. Regression analysis indicated that teacher empowerment explained 48% of the variance in organizational citizenship behavior scores.

The results of the study revealed that decision making, professional growth, status and impact had the most contribution in explaining the variance of total organizational citizenship behaviors. These results indicated the significance of empowering teachers in the school settings. The more the teachers are empowered, the more they exhibit behaviors that go beyond their traditional roles towards the advantage of their students, colleagues, and schools.

Verma and Manwani (2022) explore a comparative study of teacher empowerment of urban private secondary school male and female teachers of Agra District . Teachers are one of the main sources of true knowledge and information. The present research is designed to study and compare the teacher empowerment of urban private secondary school teachers. Descriptive survey method was used. Secondary schools were selected through a convenience sampling method and 52 male teachers and 48 female teachers were selected through simple random methods. The study explores professional development and empowerment among secondary school teachers. Qualitative approach was employed to gather information on teachers' empowerment, professional development, and factors limiting professional development. The target population was secondary school teachers, Head of Secondary Schools and Educational Officials in Mkuranga District, Pwani region.

Teacher empowerment means a teacher who has the power of taking decisions, opportunities to get knowledge and professional growth, and also has the recognition and autonomous power. The present research is designed to study and compare the women empowerment of female secondary school teachers. The descriptive survey research method was used for the present study. A representative sample of 500 (250 rural and 250 urban) female secondary school teachers selected randomly from twenty (10 rural and 10 urban) randomly selected schools from five randomly selected districts of Punjab. A self constructed tool in the form of scale using Likert method of scale construction for measuring empowerment of female secondary school teacher. Mean, S.D. and t- test were used to draw the conclusions. Finding of the study shows that no significant difference was found between rural and urban female secondary school teachers on women empowerment.

Gulsen,Fatma,el.at (2021) study investigates teacher empowerment dimensions to predict the effective school perceptions of secondary school teachers. The sample of

the study includes 363 teachers [120 male (33.1%), 243 (66.9 %) female] from 24 secondary schools in four central districts (Mezitli, Yenisehir, Toroslar, Akdeniz) in Mersin. The data of the study was collected via the Personal Information Form, School Culture Inventory, the School Effectiveness Index, and the School Participant Empowerment Scale. The data was analyzed through a stepwise regression analysis statistical method. The alpha value of 0.01 was established as a level of significance. The results revealed that professional development which is a dimension of school culture, is the most important predictive variable, and it was followed by collegial support, collegial leadership, unity of purpose, self-efficacy, decision making and teacher collaboration.

2.3 CONCLUSION

Review of literature was undertaken to know the research conducted in relation to, Gender, their qualification and type of institution. The review of related literature quoted above has been very brief and precise. As the present investigation is about teacher empowerment of secondary school teachers in relation to gender, their qualification and type of institution, very limited research is available in this field. In most of the studies it was found that there is a positive relation between these two variables gender and types of institution.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter explains the research methodology is a systematic way to solve the problem. It is a science of studying the research to be carried out. It describes an analysis method, throwing more light on their limitations and resources. Research methodology is the specific procedures or techniques used to identify, select, process and analyze information about a topic. The research methodology and research method used in this research is acknowledged and discussed. Research may be very broadly defined as systematic gathering of data and information and its analysis for advancement of knowledge in any subject. Research attempts to find answers to intellectual and practical questions through application of systematic methods.

Webster's Collegiate Dictionary defines Research as "studious inquiry or examination; investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws". Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness for, when the unknown confronts us, we wonder and our inquisitiveness makes us probe and attain full and fuller understanding of the unknown. This inquisitiveness is the mother of all knowledge and the method, which man employs for obtaining the knowledge of whatever is known, can be termed as research. Research is an academic activity and as such the term should be used in a technical sense.

According to Clifford Woody, Research comprises defining and redefining problems, formulating hypotheses or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

Steiner and Stephenson in the Encyclopaedia of Social Sciences define Research as "the manipulation of things, concepts or symbols for the purpose of generalizing to

extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art."

Research is, thus, an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment. In short, the search for knowledge through an objective and systematic method of finding a solution to a problem is research.The systematic approach concerning generalization and the formulation of a theory is also research. As such the term 'Research' refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalizations for some theoretical formulation. Research is, thus, an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison, and experiment. In short, the research for knowledge through objective and systematic methods of finding solutions to a problem is research.The systematic approach concerning generalization and the formation of a theory is also research. As such the term research refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and researching certain conclusions either in the form of solutions towards the concerned problem or in certain generalization for some theoretical formulation.

3.2 DESIGN OF THE STUDY

Research design is the systematic structure and plan for the investigation. It is also called the blueprint for the collection, measurement, analysis of data and ultimately to reach the objectives. The design of the Research is the blueprint of the procedures for the collection of various steps and researching valid conclusions. Research design is required to go through smoothly with different research operations, thereby making research as efficient as possible. Research design for a study involves the selection of most appropriate methods and techniques to study the subject matter under investigation. It provides guidelines for the researcher to enable them to stay on track, to know the right direction of moving and to achieve the desired objectives. Keeping in mind the objectives of the study the present study was designed as Quantitative

study is defined as a research to use to investigate level of empowerment amongst the teachers of secondary schools.

3.2.1 Method

By method, one means a systematic approach towards a particular phenomenon. Methodology used in an investigation determines its density. It is the nature of techniques and procedures adopted which determines the reliability ,procession and validity of the data. Therefore, it is essential that in order to investigate the problem in a systematic way, the right methodology should be used. In the present study, Descriptive Research Method has been applied as it is a systematic approach towards a particular phenomenon

3.2.2 Population

A population refers to any collection of specific groups of human beings or of non-human such as objects, educational institutions, time unit geographical areas, prices of wheat or salaries drawn by individuals. In the present survey the population consisted of all the s teachers of secondary schools in the Jammu city. The population of present study was 4,286(UDISE) secondary school teachers of the Jammu city. (https://www.google.com/search?q=udisplus+population)

3.2.3 Sample of the study

A sample refers to a smaller manageable version of a large group. It was a subset containing the characteristics of a large population. Samples are used in statistical testing when population size is too large for the test to include all possible members or observations. A sample of 100 secondary school teachers by selecting five government schools and three private schools of the Jammu city was taken in the present study adopting Stratified Random Sampling Technique.

Table 3.1

Distribution of sample from Government and Private higher secondary school teachers

S.No	Name of institution	Types of institution	Male	Female	Total
1	KV No 2 Jammu Cantt	Govt	8	9	17
2	Govt Boys High School Jammu Cantt	Govt	5	10	15
3	Govt Girls Hr sec School Shastri Nagar Jammu	Govt	4	5	9
4	Govt Girls Hr sec School Bakshi Nagar Jammu	Govt	6	4	10
5	Govt Hr Sec School Bakshi Nagar Jammu	Govt	6	3	9
6	BSF Sr Sec School Jammu	Private	7	6	13
7	Dogra Hr sec School Shastri Nagar Jammu	Private	8	7	15
8	SM Jain Hr sec School Jammu	Private	3	9	12
Sub Total			*18*	*22*	*40*
Total			47	53	100

3.3 VARIABLES USED

Variables are those which may vary from person to person or situation to situation of the present study. A research question aims to ask about the relationship between two or more variables. In order to state the expected answer to the research question, a research hypothesis is formulated which determines the expected relationships between dependent and independent variables.

A. Independent Variables: The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It was the presumed cause. In this study, the independent variables are.

1. Gender (Male and Female)

2. Types of School (Government and Private)

3. Qualification (Master's in Arts and Master's in Science)

B. Dependent variable: The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is the presumed effect.

1. Teachers Empowerment.

3.4 DESCRIPTION OF THE TOOL

The tool was designed to elicit information from the government secondary schools and private secondary school teachers about their teacher empowerment The tool consists of 63 items which were framed on the basis of six different dimensions mentioned below.

Table 3.2

Distribution of items in components

S No.	Area	Statements	Item Numbers	Sub Total	Total
1	Teacher Decision Making	Positive	1,7,13,19,25,31,37,43,49	9	9
		Negative	-	0	
2	Teacher Impact	Positive	2,14,20,26,32,38,44,55,59	9	11
		Negative	8,50	2	
3	Teacher Status	Positive	3,9,15,21,27,39,45,51	8	9
		Negative	33	1	
4	Teacher autonomy	Positive	4,10,16,22,28,34,40,46,52, 56,60	11	11
		Negative	-	0	
5	Teacher professional growth	Positive	5,11,17,29,35,41,47,53,57, 61,63	11	12
		Negative	23	1	
6	Teacher Self efficacy	Positive	6,12,24,30,36,42,45,54,58, 62	10	11
		Negative	18	1	
(Positive items 58+ Negative items 5)Total					63

Scoring system

The scoring system for the Teacher Empowerment Scale is as follow:-

Table 3.3

There are 4 options for each item and the scoring system for each item is the same, as per the table given below:-

S. No.	Type of Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Positive	5	4	3	2	1
2	Negative	1	2	3	4	5

Note: For the purpose of smooth scoring a dot (●) has been placed after the serial number of the negative items.

Validity of the Scale

(1) **Face Validity-** The tool possesses face validity.

(2) **Content Validity**- The items of the English version of Teacher Empowerment Scale were examined by experts from the field of Education, Psychology and management to determine whether they cover the representative sample of the situations that measure Teacher Empowerment of secondary school teachers. Due weightage was given to all the components while constructing the items. Thus the Teacher Empowerment Scale was found to have content validity as experts opined that the items measured teacher empowerment.

(3) **Construct Validity**- The tool possesses construct validity since the items included in the final tool have 't' values equal to 1.75 or more than 1.75 (Allen. L. Edwards).

Reliability of the Scale

Test – Retest and Cronbach's Alpha reliability coefficient were calculated to establish reliability of the scale.

(1) Test –Retest Reliability – The coefficient of correlation was computed between test and retest scores. The obtained reliability coefficient of the tool was found to be 0.915 which is significant at 0.01 level of significance.

3.5 DATA COLLECTION

The data collection for the study was quantitative in nature. The quantitative data has been measured by the tool namely Teacher Empowerment Scale by Dr. Manju N. D and Dr G. Sheela.

3.6 ADMINISTRATION OF THE TOOLS

The standardized tools for the study on the topic 'Teacher Empowerment of Secondary school teachers in relation to their gender, qualification and type of institution' was bought from National Psychological Corporation, Agra. The investigator made a detailed plan to administer the test in the different secondary schools on different days for collection of data. The investigator visited the schools personally with the permission letter assigned by the head of the institution for the collection of data. On the due days the investigator approached the principals of the respective schools and briefed them about the items (questions) of the tools in detail. Later, the questionnaire of the tool was first handed over to the teachers so as they could mark the responses and the next day their responses were collected by the investigator for further research. Then the investigator analyzed the filled questionnaire for further scoring and the data collected was compiled in tabular form in Ms Excel for further analysis. They explain the purpose of the investigation and its utility. The principals were gracious enough to advise the teaching staff to participate in the sample collection with due care and dedication.

3.7 STATISTICAL TECHNIQUES EMPLOYED

In order to arrive at a certain conclusion, it was necessary to analyze the scores of subjects obtained from the test. After tabulation of the scores following statistical techniques were applied to analyze the scores.

- Percentage
- t -test

CHAPTER–IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce the data into intelligible and interpretable form so that meaningful results can be arrived at. Analysis of the data can be done in the light of the objective of the study. The most important step in any search project is the analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly so as to draw proper inference. Analysis means the study of the tabulated material in order to determine inherent facts of meanings. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking up complex factors into smaller parts and putting them in a new arrangement for the purpose of interpretation. The present chapter describes the result from the quantitative analysis of data obtained through administering the questionnaire, "Teacher empowerment scale developed by National Psychological Corporation, Agra". The data was collected and tabulated and further processed and analyzed by using SPSS as per the research design.

4.2 ANALYSIS OF RESULTS

The resulting data were analyzed using statistical technique, t-test and percentage. Findings based on the research question and followed by data analysis are given below.

4.2.1 To study gender difference in teacher empowerment of Secondary School Teachers

Table 4.1

Value of N, Mean, SD, $S.E_m$ and t value to study the gender differences in the Teacher Empowerment of Secondary School Teachers.

GENDER	N	Mean	S.D	$S.E_M$	df	t-value	Significance
Male	47	256.45	21.35	3.11	98	1.84	Non Significant
Female	53	244.60	6.34	5.40			

Table 4.1 reveals that there was no significant gender difference in teacher empowerment of Secondary School teachers. The mean score of the male and female teacher was (256.45) and (244.60) the standard deviation was (21.347) and (6.343). The calculated t- value was (1.837) which was not significant at 0.05 level. Therefore, the Null Hypothesis was accepted.

4.2.2 To study qualification differences in the Empowerment of secondary school teachers.

Table 4.2

Value of N, Mean, SD, $S.E_m$ and t value to study the qualification differences in the Teacher Empowerment of Secondary School Teachers.

Qualification Academic	N	Mean	SD	S. E_M	df	t-value	Significance
Arts	64	254.73	23.02	2.88	98	1.89	Non Significant
Science	36	242.06	44.03	7.34			

Table 4.2 reveals that there was no significant qualification difference in the empowerment of secondary school teachers in relation to their academic qualification. The mean score of teachers of the arts stream was 254.73 and that of science stream was 242.06 and the standard deviation of the arts stream was 23.024 and of the science stream was 44.028. The calculated t-value was 1.893 which was not significant at 0.05 level. Therefore, the null hypothesis was accepted.

4.2.3 To study institutional differences in teacher Empowerment of Secondary School Teachers.

Table 4.3

Value of N, Mean, SD, $S.E_m$ and t value to study the institutional differences in the Teacher Empowerment of Secondary School Teachers.

Types of School	N	Mean	SD	$S.E_M$	df	t-value	Significance
Secondary School Teacher	36	245.1	21.79	3.63	98	-1.17	Not Significant
High Secondary	64	253.02	37.14	4.64			

Table 4.3 reveals that there was no institutional differences in the Teacher Empowerment of Secondary School Teachers working in the secondary school as well as high secondary school. The mean score of teachers of the secondary school teacher was 245.11 and that of higher secondary school teacher was 253.02 and the standard deviation of the secondary school teacher was 21.790 and of the higher secondary school teacher was 37.137. The calculated t-value was -1.167 which was not significant at 0.05 level. Therefore, the Null hypothesis was accepted.

4.2.4 To study the level of teacher Empowerment of Secondary School Teachers.

Table 4.4

Norms for Interpretation of the Level of Teacher Empowerment

S. No	Range of Raw Score	Grade	Frequency	Level of Teacher Empowerment
1	288 & Above	A	2	Extremely high
2	267-287	B	35	High
3	246-266	C	25	Above average
4	217-245	D	34	Average
5	196-216	E	4	Below Average
6	175-195	F	0	Low
7	174 & Below	G	0	Extremely Low

Table 4.4 depicts the raw scores range, grade, frequency and level of teacher empowerment. It shows that out of 100 secondary and high secondary school teachers, 35 % have a high level of teacher empowerment and 34% have average level of teacher empowerment 25% have above average 2% have extremely high level of teacher empowerment and 4% have below average level of teacher empowerment. None of the teachers has a low or extremely low level of teacher empowerment. The data has been presented diagrammatically in Figure 4.4.

4.3 CONCLUSION

On the basis of research objectives, the following results have been found, that there was no statistical significant difference in the level of teacher empowerment on the basis of gender, educational qualification as well as level of secondary or higher secondary school institutions.

CHAPTER-V

FINDING, CONCLUSION, IMPLICATIONS AND SUGGESTIONS FOR THE FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in the previous chapter, the findings have been delimited and discussed in the present chapter. The findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the result is discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations don't match the findings of the same investigators. Keeping the major finding in view, the education implication does not fit in all the concerns of the study. As such some suggestions have been given for future research. This chapter is therefore devoted to focusing the conclusion, discussion of the result of the study and for indicating their implications and suggestions for further research.

5.2 MAJOR FINDINGS OF THE STUDY

The major findings of the present study are reported as under:-

5.2.1 Research Objective 1

To find out the gender difference in teacher empowerment of Secondary School Teachers.

To study the gender difference in teacher empowerment of secondary school teachers, t- test was used. The calculated t-value is 1.84 which is not significant at 0.05 level. Hence hypothesis 1 stating “There will be no significant gender difference in teacher empowerment of secondary school. However, the mean value of Female teacher empowerment in secondary school is (244.6) less than mean value of Male teacher empowerment in secondary school (256.45). Hence we find that the Male teachers are more empowered than the female teachers.

5.2.2 Research Objective 2

To find out the qualification difference in the Empowerment of secondary school teachers

To study the qualification difference in the empowerment of Secondary school teachers, T–test was used. The calculated T-Value is 1.89 which is not significant at 0.05 level. Hence Hypotheses I Stating, "There will be no significant difference in the Arts and Science teachers. However the mean score of teachers of the arts stream is 254.73 higher than that mean score of science stream i.e. 242.06. We find that the academic qualification in the Arts stream teachers have more teacher empowerment than that of science stream teachers.

5.2.3 Research Objective 3

To find out the institutional differences in teacher Empowerment of Secondary School Teachers.

To study the institutional differences in the Teacher Empowerment of Secondary School Teachers t – test was used. The calculated t-value is -1.167 which is not significant at 0.05 level. Hence hypothesis 3 stating, "There will be no significant institutional difference in the teacher empowerment secondary school teacher". However the mean value of the secondary school teacher is 245.11 which is less than that of higher secondary school teacher which is 253.02. In this study we find out that higher secondary school teachers are more empowered than the secondary school teachers.

5.2.4 Research Objective 4

To find out the level of teacher Empowerment of Secondary School Teachers.

To find out the overall level of teacher empowerment of secondary teachers, the raw scores range, grade, frequency and level of teacher empowerment. It is observed that out of 100 secondary and high secondary school teachers, 35 % have a high level of teacher empowerment, 34% have average level of teacher empowerment, 25% have above average, 2% have extremely high level of teacher empowerment and 4% have below average level of teacher empowerment. None of the teachers has a low or extremely low level of teacher empowerment.

5.3 CONCLUSION AND DISCUSSION

On the basis 0f the interpretation of the results drawn in the present study, the following conclusions have been drawn;

1. The present study revealed that there is no significant difference in relation male and female secondary school teachers.

2. The present study revealed that there is no significant difference between the qualifications of government and private secondary school teachers.

3. The present study revealed that there is no significant difference in the teacher empowerment of secondary school teachers in the private institutions and the government school teachers.

4. The present study also attempted to examine the overall relationship between the gender, their qualification and types of institutions and it was found there is a positive significant relationship between teacher empowerment and qualification.

5.4 EDUCATIONAL IMPLICATIONS

On the basis of conclusions and inferences drawn following are the implication of the present study

1. The study shows that level of teacher empowerment of secondary school teacher in relation to their qualification .The result revealed that the arts teachers are more empowered than the science teachers their professional development is good in comparison to science teachers.It includes providing opportunities for continuous training, workshops and access to resources that help them stay up-to- date with the latest educational trends.

2. To enhance teacher empowerment in secondary school teachers, effectives strategies like teacher career advancement ,providing a positive school culture, and increasing teacher motivation should be adopted.

3. The study shows that male teachers are more empowered than females . So in order to increase teacher empowerment among female teachers, following strategies should be followed such as leadership opportunities, supportive work environment, mentorship programs, recognition and appreciation and professional network.

5.5 SUGGESTIONS FOR THE FURTHER STUDY

Based on the finding, the study recommended further studies on the following areas.

1. A similar study can be carried out at the lower level in the primary schools teachers empowerment and compare with the findings to establish generalizability.

2. A similar study of teacher empowerment can be carried out at the college level in relation to other variables like residential background, occupational background etc.

3. A similar study can be carried for the teachers of particular areas of the city so that we can generalized the differences in different variables

4. A similar study can be carried out in relation to Physiological states such as anxiety, stress arousal, fatigue, and mood states so a study can be conducted in this area.

5. The present study deals with 100 secondary school teachers only. but a similar study can be conducted while taking more sample for large study

SUMMARY

TITLE: TEACHER EMPOWERMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER, QUALIFICATION AND TYPES OF INSTITUTION

SUPERVISOR **INVESTIGATOR**

Dr. Bharti Tandon **Anu Sharma**

A. PROBLEM

Empowerment concept has emerged as an important theme in the women's movement, in community organizing and in the progressive movements for peace and social justice. In the beginning empowerment can be seen as a way where the weaker individuals were trying to overcome their dominance and tight control of other powerful groups of people. Therefore, it can be said that the idea of empowerment has resulted from the direct response of powerlessness and social forms that contributed to domination. Besides that, empowerment can also be viewed as the urge of understanding, identifying, and describing processes through which people create alternative ways to overcome domination through both personal and organizational change (Conger & Kanungo, 1988). Empowerment includes organizational processes and structures that enhance member participation and improve goal achievement for the organization.

Teacher empowerment means a teacher who has the power of making decisions, opportunities to get knowledge and professional growth, and also has the recognition and autonomous power. An Empowered 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 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 the 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.

Teacher empowerment is defined as ''a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems'' (Short, Greer, and Levin, 1994, p.38). Therefore, empowered teachers are teachers who believe in and feel confident of their knowledge, skills, and agency in the workplace. Although Maer off (1988) states that empowerment is achieved through access to decision making, a perception of improved status, and an increase in knowledge and skills, Short and Rinehart (1992) instead credit impact, self-efficacy, decision making, autonomy, and professional growth with increased empowerment. present nt research is designed to study and compare the teacher empowerment of private and government school teachers. Teacher empowerment is an alternative proposal from socio- epistemology that postulates it is a tool for the professional development of the teachers, the need of the study is to make a successful teacher. The need for teacher empowerment is to create a sense of a community engaged in a common mission of social transformation.

Empowerment has different meanings in different socio, cultural and political contexts. It has both intrinsic and instrumental values. The conspicuous feature of the term is that it contains within it the word power. It is relevant to individuals and groups and can be economical, social or political, i.e. the power is exercised by either an individual or a group at economic, social or political level. Empowerment has two important components: it is a power to achieve desired goal but not a power on others; it is relevant to those who are powerless irrespective of gender specific, individual or group. W. This includes both internal and external quantities- Internal quantities: self-awareness and self-confidence; External quantities: health, education, mobility, awareness, status in the family, decision making and also at the material security (Mathew, 2003). The Teacher empowerment Scale measures the empowerment of a teacher in everyday working situations. This test is constructed in order to measure the Teacher empowerment of secondary school teachers,

B. NEED AND SIGNIFICANCE OF THE STUDY

An empowered teacher can mold and change the mind and life of the students .Empowered teachers are more motivated, innovative and able to adapt to diverse students needs, ultimately contributing to improved student outcomes and overall educational success. Empowered teachers have access to ongoing professional development opportunities. Which help them stay updated on effective teaching methods, new technologies and innovative approaches, allowing them to continuing enhance their skills. Autonomy and decision making allows teachers to make decisions about the curriculum development, teaching methods and classroom management not only boosts their confidence but also enables them to polish their teaching to meet the particular needs of the students. Empowered teachers often become more involved in the school community. Their active participation in decision making processes can strengthen the collaboration between educators, administrators and parents creating a more supportive educational community. The field of education is dynamic, with constant changes in curriculum technology and pedagogy. Empowered teachers are more adaptive and better prepared to navigate these changes, ensuring that students receive a relevant and up-to-date education. Teacher empowerment is crucial for nurturing a dynamic and effective educational system .It is not only benefits individual teachers but also has a profound impact on overall quality of education and the success of students. The need of the study is to make a successful teacher. The need for teacher empowerment is to create a sense of a community engaged in a common mission of social transformation. Empowerment has different meanings in different socio, cultural and political contexts. It has both intrinsic and instrumental values. The conspicuous feature of the term is that it contains within it the word power. It is relevant to individuals and groups and can be economical, social or political, i.e. the power is exercised by either an individual or a group at economic, social or political level. Empowerment has two important components: it is a power to achieve desired goal but not a power on others; it is relevant to those who are powerless irrespective of gender specific, individual or group. This includes both internal and external quantities- Internal quantities: self-awareness and self-confidence; External quantities: health, education, mobility, awareness, status in the family, decision making and also material security. The

present research is designed to study and compare the teacher empowerment of private and government school teachers.

C. STATEMENT OF THE PROBLEM

TEACHER EMPOWERMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER, QUALIFICATION AND TYPE OF INSTITUTION

D. OBJECTIVES

1. To study the level of teacher empowerment of secondary school teachers.
2. To study differences in the teacher empowerment of secondary school teachers in relation to their qualifications.
3. To study differences in teacher empowerment of secondary school teachers in relation to the type of institution.
4. To study the difference in teacher empowerment of secondary school teachers in relation to their gender.

E. HYPOTHESES

1. There is a general high level of teacher empowerment of secondary school teachers.
2. There is no significant qualification difference in the level of Teacher Empowerment of Secondary School teachers.
3. There is no significant institutional difference in Teacher Empowerment of secondary teachers.
4. There is no significant gender difference in the level of teacher empowerment of secondary school teachers of Jammu city.

F. SAMPLE

A sample refers to a smaller manageable version of a large group. It was a subset containing the characteristics of a large population. Samples are used in statistical testing when population size is too large for the test to include all possible members or observations. A sample of hundred secondary school teachers by selecting five government schools and three private schools of the Jammu city was taken in the present study adopting Stratified Random Sampling Technique.

TABLE 1

Distribution of sample from Government and Private higher secondary school teachers

Table 1

Distribution of sample from Government and Private higher secondary school teachers

S.No	Name of institution	Types of institution	Male	Female	Total
1	KV No 2 Jammu Cantt	Govt	8	9	17
2	Govt Boys High School Jammu Cantt	Govt	5	10	15
3	Govt Girls Hr sec School Shastri Nagar Jammu	Govt	4	5	9
4	Govt Girls Hr sec School Bakshi Nagar Jammu	Govt	6	4	10
5	Govt Hr Sec School Bakshi Nagar Jammu	Govt	6	3	9
6	BSF Sr Sec School Jammu	Private	7	6	13
7	Dogra Hr sec School Shastri Nagar Jammu	Private	8	7	15
8	SM Jain Hr sec School Jammu	Private	3	9	12
Sub Total			*18*	*22*	*40*
Total			47	53	100

G. VARIABLES USED

Variables are those which may vary from person to person or situation to situation of the present study. A research question aims to ask about the relationship between two or more variables. In order to state the expected answer to the research question, a research hypothesis is formulated which determines the expected relationships between dependent and independent variables.

A. Independent Variables: The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It was the presumed cause. In this study, the independent variables are.

1. Gender (Male and Female)

2. Types of School (Government and Private)

3. Qualification (Master's in Arts and and Master's in Science)

B. Dependent variable: The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is the presumed effect.

1. Teachers Empowerment.

H. TOOL USED

The data collection for the study was quantitative in nature. The quantitative data has been measured by the tool namely Teacher Empowerment Scale by Manju and Sheela (2021)

I. RESULTS

The resulting data were analyzed using statistical technique, t-test and percentage. Findings based on the research question and followed by data analysis are given below.

TABLE 2

Value of N, Mean, SD, $S.E_m$ and t value to study the gender differences in the Teacher Empowerment of Secondary School Teachers.

GENDER	N	Mean	S.D	$S.E_M$	df	t-value	Significance
Male	47	256.45	21.35	3.11	98	1.84	Non Significant
Female	53	244.60	6.34	5.40			

Table 3

Value of N, Mean, SD, $S.E_m$ and t value to study the qualification differences in the Teacher Empowerment of Secondary School Teachers.

Qualification Academic	N	Mean	SD	$S. E_M$	df	t-value	Significance
Arts	64	254.73	23.02	2.88	98	1.89	Non Significant
Science	36	242.06	44.03	7.34			

Table 4

Value of N, Mean, SD, $S.E_m$ and t value to study the institutional differences in the Teacher Empowerment of Secondary School Teachers.

Types of School	N	Mean	SD	$S.E_M$	df	t-value	Significance
Secondary School Teacher	36	245.1	21.79	3.63	98	-1.17	Not Significant
High Secondary	64	253.02	37.14	4.64			

Table 5

Norms for Interpretation of the Level of Teacher Empowerment

S. No	Range of Raw Score	Grade	Frequency	Level of Teacher Empowerment
1	288 & Above	A	2	Extremely high
2	267-287	B	35	High
3	246-266	C	25	Above average
4	217-245	D	34	Average
5	196-216	E	4	Below Average
6	175-195	F	0	Low
7	174 & Below	G	0	Extremely Low

J. FINDINGS OF THE STUDY

1. To study the gender difference in teacher empowerment of secondary school teachers, t- test was used. The calculated t-value is 1.84 which is not significant at 0.05 level. Hence hypothesis 1 stating "There will be no significant gender difference in teacher empowerment of secondary school. However, the mean value of Female teacher empowerment in secondary school is (244.6) less than mean value of Male teacher empowerment in secondary school (256.45). Hence we find that the Male teachers are more empowered than the female teachers.

2. To study the qualification difference in the empowerment of Secondary school teachers, T–test was used. The calculated T-Value is 1.89 which is not significant at 0.05 level. Hence Hypotheses I Stating, "There will be no significant difference in the Arts and Science teachers. However the mean score of teachers of the arts stream is 254.73 higher than that mean score of science stream i.e. 242.06. We find that the academic qualification in the Arts stream teachers have more teacher empowerment than that of science stream teachers.

3. To study the institutional differences in the Teacher Empowerment of Secondary School Teachers t – test was used. The calculated t-value is -1.167 which is not significant at 0.05 level. Hence hypothesis 3 stating, "There will be

no significant institutional difference in the teacher empowerment secondary school teacher". However the mean value of the secondary school teacher is 245.11 which is less than that of higher secondary school teacher which is 253.02. In this study we find out that higher secondary school teachers are more empowered than the secondary school teachers.

4. To find out the overall level of teacher empowerment of secondary teachers, the raw scores range, grade, frequency and level of teacher empowerment. It is observed that out of 100 secondary and high secondary school teachers, 35 % have a high level of teacher empowerment, 34% have average level of teacher empowerment, 25% have above average, 2% have extremely high level of teacher empowerment and 4% have below average level of teacher empowerment. None of the teachers has a low or extremely low level of teacher empowerment.

EDUCATIONAL IMPLICATIONS

On the basis of conclusions and inferences drawn following are the implication of the present study

1 The study shows that level of teacher empowerment of secondary school teacher in relation to their qualification .The result revealed that the arts teachers are more empowered than the science teachers their professional development is good in comparison to science teachers. It includes providing opportunities for continuous training, workshops and access to resources that help them stay up-to- date with the latest educational trends.

2 To enhance the teacher empowerment in secondary school teachers, effectives strategies like teacher career advancement ,providing a positive school culture, and increasing teacher motivation should be adopted.

3 The study shows that male teachers are more empowered than females . So in order to increase teacher empowerment among female teachers, following strategies should be followed such as leadership opportunities ,supportive work environment, mentorship programs, recognition and appreciation and professional network.

SUGGESTIONS FOR THE FURTHER STUDY

Based on the finding , the study recommended further studies on the following areas.

1. A similar study can be carried out at the lower level in the primary schools teachers empowerment and compare with the findings to establish generalizability.

2. A similar study of teacher empowerment can be carried out at the college level in relation to other variables like residential background, occupational background etc.

3. A similar study can be carried for the teachers of particular areas of the city so that we can generalized the differences in different variables

4. A similar study can be carried out in relation to Physiological states such as anxiety, stress arousal ,fatigue, and mood states so a study can be conducted in this area.

5. The present study deals with 100 secondary school teachers only. but a similar study can be conducted while taking more sample for large study

REFERENCES

Al-Yaseen, W. S., & Al-Musaileem, M. Y. (2015). Teacher empowerment as an important component of job satisfaction: a comparative study of teachers' perspectives in Al-Farwaniya District, Kuwait. *Compare: A journal of comparative and international education*, *45*(6), 863-885.

Dorji, P., & Soranastaporn, S. (2015). Teacher Empowerment as Perceived by ESL Teachers in the Schools of Central Bhutan. *ICDCS 2015*, *37*.

Kiral, B. (2020). The Relationship between the Empowerment of Teachers by School Administrators and Organizational Commitments of Teachers. International Online Journal of Education and Teaching, 7(1), 248-265.

Weshah, A., H. (2012). The Perception of Empowerment and Delegation of Authority by Teachers in Australian and Jordanian Schools: A Comparative Study. European Journal of Social Sciences 3(31) , 359-375.

Chebet, R. (2013). Empowerment of Teachers and Performance of private secondary schools in Bomet, kenya. http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/60805

Ahmed, N & Malik, B. (2019). Impact of psychological empowerment on job performance of teachers: Mediating role of psychological well-being. *Review of Economics and Development Studies*, *5*(3), 451-460.

Devi, P., Thilagavathy. T.(2019). Empowerment of the higher secondary Teacher. *Journal of emerging Technologies and Innovative Research, 6*(5).

Yusoff, S. M., & Tengku-Ariffin, T. F. (2020). Looking after teacher wellbeing: does teacher empowerment matter?. *MOJEM: Malaysian Online Journal of Educational Management*, *8*(4), 43-56.

Ahmed, E. I. (2021). Teacher empowerment and organizational citizenship behavior in public schools in Saudi Arabia. *Management in Education*.

John Chi-Kin Lee, Hong-biao Yin, Zhong-hua Zhang & Yu-le Jin (2011) Teacher Empowerment and Receptivity in Curriculum Reform in China, Chinese Education & Society, 44(4), 64-81. 10.2753/CED1061-1932440404

Pasternak, D. L., Harris, S. D., Lewis, C., Wolk, M. A., Wu, X., & Evans, L. M. (2023). Engaging culturally responsive practice: Implications for continued learning and teacher empowerment. *Teaching and Teacher Education, 122*.

Yunus, M., Sukarno, S., & Rosadi, K. I. (2021). Teacher empowerment strategy in improving the quality of education. *International Journal of Social Science And Human Research, 4*(1), 32-36.

Kimwarey M., C., H.N, C., & Omondi, M. (2014). Teacher Empowerment in Education Practice: Strategies, Constraints and Suggestions. *IOSR Journal of Research & Method in Education, 4*, 51-56.

Jiang, Y., Li, P., Wang, J., & Li, H. (2019). Relationships between kindergarten teachers' empowerment, job satisfaction, and organizational climate: A Chinese model. *Journal of Research in Childhood Education*, *33*(2), 257-270.

Kilag, O. K., Miñoza, J., Comighud, E., Amontos, C., Damos, M., & Abendan, C. F. (2023). Empowering Teachers: Integrating Technology into Livelihood Education for a Digital Future. *Excellencia: International Multi-disciplinary Journal of Education*, *1*(1), 30-41.

Dr. Manju N.D. (Shivamogga)
Dr. G. Sheela (Mysuru)

Consumable Booklet of TES-DNMSG

(English Version)

Kindly fill in the following Entries : Date ☐☐☐☐☐☐☐☐

Name _____ Father's Name _____

Date of Birth ☐☐☐☐☐☐☐☐ Gender : Male ☐ Female ☐

Qualifications Academie _____

Professionals _____

Designation _____ Level of Teaching _____

Teaching Subjects _____

Institution Place .

Area : Metro ☐ Urban ☐ Rural ☐

Type of Institution : Govt. ☐ Aided ☐ Private ☐

Teaching Experience _____ Years _____

INSTRUCTIONS

On the following page 63 statement concerning your work as a teacher & situations have been given, kindly read each statement carefully and decide your response on given anyone of the Five alternatives, *viz.*, ***Strongly Agree *Agree *Undecided *Disagree** & ***Strongly Disagree** and put a ☑ mark in the appropriate alternative's.

Kindly do reply to all the 63 statement

Be rest assured your responses will be kept confidential.

SCORING TABLE

Raw Score								z-Score	Grade	Level of Empowerment
Page	2	3	4	5	6	7	8			
Score										
Total										

Scorer.....

Estd. 1971 www.npcindia.com ☎ (0562) 2601080

NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

Sr. No.	Statement	Strongly agree	Agree	Undeci-ded	Dis-Agree	Strongly Disagre	SCORE
1.	I am involved in preparation of class time table.	☐	☐	☐	☐	☐	⬭
2.	My advice is considered while allocating budget to various programmes in our institution.	☐	☐	☐	☐	☐	⬭
3.	I am given responsible positions in our institution which makes me to take important decisions.	☐	☐	☐	☐	☐	⬭
4.	My higher authorities believe in my decision making ability.	☐	☐	☐	☐	☐	⬭
5.	I have to freedom to take decisions about co-curricular activities conducted in school.	☐	☐	☐	☐	☐	⬭
6.	I am involved in making decisions about implementing new programmes in our institution.	☐	☐	☐	☐	☐	⬭
7.	I take decision about activities for evaluation of students.	☐	☐	☐	☐	☐	⬭
8.	School authorities deny my membership in decision making bodies.	☐	☐	☐	☐	☐	⬭
9.	Academic achievement of my students is high.	☐	☐	☐	☐	☐	⬭

Total Score Page 2 ☐

Sr. No.	Statement	Strongly agree	Agree	Undeci-ded	Dis-Agree	Strongly Disagre	SCORE
10.	My presence in the staff room has an impact on my colleagues.	☐	☐	☐	☐	☐	⬭
11.	I have made my students independent learners.	☐	☐	☐	☐	☐	⬭
12.	Most of my students consider me as a model.	☐	☐	☐	☐	☐	⬭
13.	My colleagues seek my advice professionally.	☐	☐	☐	☐	☐	⬭
14.	My colleagues consider it an opportunity to work with me.	☐	☐	☐	☐	☐	⬭
15.	I observe that I have a strong influence on other teachers and students.	☐	☐	☐	☐	☐	⬭
16.	I focus on solving problems instead of finding faults in my colleagues.	☐	☐	☐	☐	☐	⬭
17.	Many of the parents of my students appreciate me since students try to follow my instructions.	☐	☐	☐	☐	☐	⬭
18.	I have a high influence on other people in the society.	☐	☐	☐	☐	☐	⬭
19.	My advice is solicited by others.	☐	☐	☐	☐	☐	⬭

Total Score Page 3 ▭

Sr. No.	Statement	Strongly agree	Agree	Undeci-ded	Dis-Agree	Strongly Disagre	SCORE
20.	My colleagues respect me.	☐	☐	☐	☐	☐	⬭
21.	Higher authorities of my school recognize my contri-butions.	☐	☐	☐	☐	☐	⬭
22.	I am appropriately paid for what I deserve.	☐	☐	☐	☐	☐	⬭
23.	I feel teachers have low status in present society.	☐	☐	☐	☐	☐	⬭
24.	I believe that I am respected because of my profession.	☐	☐	☐	☐	☐	⬭
25.	I feel I am important in the school.	☐	☐	☐	☐	☐	⬭
26.	I feel my profession is an honorable one.	☐	☐	☐	☐	☐	⬭
27.	I feel I make a significant difference in may student's lives.	☐	☐	☐	☐	☐	⬭
28.	As a teacher I am highly respected in the society.	☐	☐	☐	☐	☐	⬭
29.	I have the privilege to take decisions about the methods I adopt in teaching.	☐	☐	☐	☐	☐	⬭
30.	I have the freedom to adjust my work schedule if need by.	☐	☐	☐	☐	☐	⬭

Total Score Page 4 ☐

Sr. No.	Statement	Strongly agree	Agree	Undeci-ded	Dis-Agree	Strongly Disagre	SCORE
31.	I frame my own guidelines regarding teaching.	☐	☐	☐	☐	☐	⬭
32.	I am free to choose learning activities for student in my class.	☐	☐	☐	☐	☐	⬭
33.	I have to just follow what my authorities tell me.	☐	☐	☐	☐	☐	⬭
34.	I am allowed to take initiative to assess my skills and seek appropriate training.	☐	☐	☐	☐	☐	⬭
35.	I have the freedom to decide on which training programmes I need to attend.	☐	☐	☐	☐	☐	⬭
36.	In my institution higher authorities have given me the freedom to attend seminar.	☐	☐	☐	☐	☐	⬭
37.	I have the freedom to prepare new learning materials for my students.	☐	☐	☐	☐	☐	⬭
38.	I am allowed to decide on the learning experience to be provided to students.	☐	☐	☐	☐	☐	⬭
39.	Teachers in our institution are free to adopt team teaching methods and select their members to the team.	☐	☐	☐	☐	☐	⬭

Total Score Page 5 ▭

Sr. No.	Statement	Strongly agree	Agree	Undeci-ded	Dis-Agree	Strongly Disagre	SCORE
40.	I have the opportunity to attend in-service workshops frequently.	☐	☐	☐	☐	☐	⬭
41.	All are given the opportunities to pursue higher studies in our institution.	☐	☐	☐	☐	☐	⬭
42.	The higher authorities of our institution encourage me to visit other schools so that I can incorporate effective strategies followed there.	☐	☐	☐	☐	☐	⬭
43.	I am working in a professional environment.	☐	☐	☐	☐	☐	⬭
44.	I keep receiving good training to do my job.	☐	☐	☐	☐	☐	⬭
45.	In our institution me and my colleagues share information.	☐	☐	☐	☐	☐	⬭
46.	I have good resources in my institution to grow professionally.	☐	☐	☐	☐	☐	⬭
47.	I conduct action research to solve difficulties and improve my educational practices.	☐	☐	☐	☐	☐	⬭
48.	In our institution conferences are arranged to enhance the knowledge of teachers.	☐	☐	☐	☐	☐	⬭

Total Score Page 6 ☐

Sr. No.	Statement	Strongly agree	Agree	Undeci-ded	Dis-Agree	Strongly Disagre	SCORE
49.	The institution supports my academic growth.	☐	☐	☐	☐	☐	▭
50.	My colleagues will help me if I need their help for career planning.	☐	☐	☐	☐	☐	▭
51.	Me and my colleagues are discussing about correspon-dence courses for pro-fessional improvement.	☐	☐	☐	☐	☐	▭
52.	I receive encouragement to come up with new and better ways of doing things.	☐	☐	☐	☐	☐	▭
53.	I evaluate the effectiveness of my own teaching in light of my students feedback.	☐	☐	☐	☐	☐	▭
54.	I promote a positive attitude towards learning in my stu-dents.	☐	☐	☐	☐	☐	▭
55.	If a student in my class is indiscipline I am able to redirect him/her.	☐	☐	☐	☐	☐	▭
56.	I am able to assist my students in improve and mo-tivating them to learn.	☐	☐	☐	☐	☐	▭
57.	I possess skills required to work with my colleagues.	☐	☐	☐	☐	☐	▭

Total Score Page 7 ▭

Sr. No.	Statement	Strongly agree	Agree	Undeci-ded	Dis-Agree	Strongly Disagre	SCORE
58.	I have confidence in my ability to supervise and evaluate my students.	☐	☐	☐	☐	☐	⬭
59.	I can help my students to achieve better academically.	☐	☐	☐	☐	☐	⬭
60.	I have the ability to complete task to achieve my goals.	☐	☐	☐	☐	☐	⬭
61.	I perform effectively on many different positions in my school.	☐	☐	☐	☐	☐	⬭
62.	I deal efficiently with unex-pected events.	☐	☐	☐	☐	☐	⬭
63.	I find solutions to any pro-blems.	☐	☐	☐	☐	☐	⬭

Total Score Page 8 ☐

© All rights reserved. No portion of this inventory material should be reproduced in any form without written permission of the publishers. Consumable Booklet TES-DNMSG (Eng. Ver.) .

CHAPTER-I

INTRODUCTION

CHAPTER-II

REVIEW OF

RELATED LITERATURE

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-V

FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR THE FURTHER RESEARCH

SUMMARY

REFERENCES

APPENDIX