5.1 NEED AND SIGNIFICANCE OF THE STUDY

The Government of India declared the year 2001 as ‘Women’s Empowerment Year’. There will be a shift in policy approaches from the concept of ‘welfare’ in the seventies to ‘development’ in the eighties and now to ‘empowerment’ in the nineties and twenties. The status of women in India has been undergoing a sea change and present emphasis on women empowerment holds significant position of destine character in every social life. The emergence of women on the economic scene is a significant development of women securing them a place in the society.

Teachers play a major role in moulding the character/personality of children and thereby making them future architects of the country. Education is a powerful tool of social transformation which is necessary to participate fully in the development process. Women teachers are more in number at primary and secondary education level. They play major role in the development of children in particular and development of society in general. Empowerment of women teachers implies empowerment of women, which indicates the process of equipping women with the knowledge, skills and self confidence to participate in the development process.

If women teachers are empowered in many aspects, it is quite natural that they find many occasions/opportunities to speak to girl students about women issues, orient/influence/encourage them towards women empowerment. But, as it is observed in the present situation, no efforts are being attempted by many women teachers at any level of education.
Level of empowerment varies from individual to individual depending upon many personal and social factors like personality factors, self concept, self confidence, family structure/background, education level etc. Personality characteristic like extrovert/introvert tendency, low/high anxiety level, independent/dependent nature will definitely make changes in achieving empowerment. For example, those who are enterprising, independent and outgoing are more empowered than who are introverts, dependents, etc. Similarly, self concept also influences women’s attempt towards empowerment. It is also observed that the way of empowerment is not free from hurdles like patriarchal norms, traditional beliefs, economic system etc. Many research studies have reflected over these points, but results are not consistent. As such there is a great need for research in this area.

It is evident from the present scenario, women including women teachers are not empowered completely. They may be highly educated, economically secured but not empowered in true sense: insecurity feeling is dancing in the life of most of our women. This is true in case of women teachers too. The review of related literature also indicated the dearth of studies on women empowerment in relation to personality factors and self concept and thus the present study is necessitated. It is found imperative to take up a study on the above said variables and attempt to answer the questions like

1. What is the level of women empowerment among women teachers at different levels of education - primary, secondary and tertiary?

2. Do rural and urban teachers differ in their women empowerment?

3. Do teachers with different personality characteristics and different level of self concept differ in their women empowerment?
This study will be of great significance in the direction of working out strategies and programmes for enabling women teachers in particular and women of any category in general to reach high level empowerment. This may also highlight the need for rethinking on women related issues and provision for them to ‘live with dignity’.

5.2 OPERATIONAL DEFINITION OF KEY TERMS

a. Women Empowerment

In this study, women empowerment is considered as an active, multidimensional process which enables women to realize their full identity and power in all sphere of life, develop intelligence to support other women and work diligently towards strengthening women in their efforts to survive or gain equality. It includes the following indicators.

1. Self reliance, self respect and dignity of women
2. Decision making ability
3. Acceptance of small family norms
4. Better care of health for herself and children
5. Better conscious of their rights
6. Gender equity awareness
7. Women participation and involvement in job performance
8. Higher literacy and education

Level of Women Empowerment is determined based on the total score obtained on the Women Empowerment scale development by the investigator.
b. Personality Factors

The personality is that which permits predictions of what a person will do in given situation.

According to Cattell, the personality consists of 16 primary or source traits or Factors – A, B, C, E, F, G, H, I, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4. Each personality trait is defined by bipolar qualities which constitute two extremes (low end and high end). Further, 8 second order characteristics again with bipolar description are derived from primary factors.

In the present study only first 4 out of 8 second stratum factors, whose components are very much appropriate and suitable to the main variable ie Women Empowerment have been considered. They are

F-I Adjustment Vs High Anxiety
F-II Introversion Vs Extraversion
F-III Tender minded Vs Alert poise
F-IV Subduedness Vs Independence

The bipolar description of these four second order personality factors is given in table 4 vide 3.1.5 supra.

c. Self Concept

Self concept means individual’s evaluation about himself or herself. Self concept is dominant element in the personality pattern and it governs the individual’s reaction to people and situation. It is multidimensional construct that refers to an individual’s portion of self relation to any number of characters.

In the present study, the level of Self Concept of women teachers is represented by the total scores obtained by women teachers on Self Concept inventory standardized by Dr. Beena Shah, according to whom Self Concept consists of the following ten dimensions.
1. Social Self-Concept
2. Emotional Self-Concept
3. Physical Self-Concept
4. Cognitive Self-Concept
5. Aesthetic Self-Concept
6. Political Self-Concept
7. Job related Self-Concept
8. Self-Confidence Self-Concept
9. Self-Concept related to Belief and Tradition
10. Self-Concept related to Personality Traits

d. Locality of Schools – Area in which a school exists

**Rural schools**: The area consisting of a population of 10,000 or less is considered as rural area and the schools in these areas from are considered as rural schools. Teachers from these rural schools are considered as rural teachers.

**Urban schools**: The area consisting of a population of 50,000 and more is considered as urban area and the schools in these areas are considered as urban schools. Teachers from these urban schools are considered as urban teachers.

e. Stages of Education

Primary level of education: Education from standard 1<sup>st</sup> to 7<sup>th</sup>

Secondary level of education: Education from standard 8<sup>th</sup> to 10<sup>th</sup>

Tertiary level of education: College level education

f. Levels of Women Empowerment

Levels of Women Empowerment consisted of 3 levels – Above Average, Average, Below Average. These 3 levels have been defined using common criteria as follows.
Above Average – If the score obtained is above $M + \sigma$ of the distribution

Average – If the score obtained between $M - \sigma$ and $M + \sigma$ of the distribution.

Below Average – If the score obtained below $M - \sigma$ of the distribution

5.3 STATEMENT OF THE PROBLEM

The present study is aimed at assessing the level of women empowerment among women teachers at primary, secondary and tertiary level education and also to study the relationship among the variables- Women Empowerment, Personality Factors and Self-Concept. Further it is attempted to prepare profiles of some empowered women teachers from the sample selected for the study.

The study is entitled as, “Empowerment of Women Teachers in Relation to their Personality Factors and Self-Concept”.

5.3.1 Objectives of the Study

1. To assess and compare the level of Women Empowerment among women teachers of primary, secondary and tertiary level education.

2. To assess and compare the Personality Factors among women teachers of primary, secondary and tertiary level education.

3. To assess and compare level of Self-Concept among women teachers of primary, secondary and tertiary level education.

4. To study the difference between rural and urban women teachers in total sample and of primary, secondary and tertiary level education in their level of Women Empowerment.

5. To study the difference between rural and urban women teachers in total sample and of primary, secondary and tertiary level education in their Personality Factors.

6. To study the difference between rural and urban women teachers in total sample and of primary, secondary and tertiary level education in their Self-Concept.
7. To study the difference among women teachers with different levels of Women Empowerment in total sample and of primary, secondary and tertiary level education in their Personality Factors.

8. To study the difference among women teachers with different levels of Women Empowerment in total sample and of primary, secondary and tertiary level education in their Self-Concept.

9. To prepare profile of empowered women teachers and analyse them.

### 5.3.2 Null Hypotheses

1. There is no significant difference among women teachers of primary, secondary and tertiary level education in their level of Women Empowerment.

2. There is no significant difference among women teachers of primary, secondary and tertiary level education in their Personality Factors.

3. There is no significant difference among women teachers of primary, secondary and tertiary level education in their Self-Concept.

4. There is no significant difference between rural and urban women teachers in total sample in their level of Women Empowerment.

5. There is no significant difference between rural and urban women teachers of primary, secondary and tertiary level education in their level of Women Empowerment.

6. There is no significant difference between rural and urban women teachers in total sample in their Personality Factors.

7. There is no significant difference between rural and urban women teachers of primary, secondary and tertiary level education in their Personality Factors.

8. There is no significant difference between rural and urban women teachers in total sample in their Self-Concept.
9. There is no significant difference between rural and urban women teachers of primary, secondary and tertiary level education in their Self-Concept.

10. There is no significant difference among women teachers with different levels of Women Empowerment in total sample in their Personality Factors.

11. There is no significant difference among women teachers with different levels of Women Empowerment of primary, secondary and tertiary level education in their Personality Factors.

12. There is no significant difference among women teachers with different levels of Women Empowerment in total sample in their Self-Concept.

13. There is no significant difference among women teachers with different levels of Women Empowerment of primary, secondary and tertiary level education in their Self-Concept.

5.3.3 Variables Considered for the Study

A. Criterion/Main Variables

(a) Women Empowerment

(b) Personality Factors

(c) Self-Concept

In case of objectives no.7 and 8, and hypotheses 10 to 13 level of Women Empowerment is considered as a background variable.

B. Background Variables

- Stages of education – Primary, Secondary and Tertiary Levels
  - Primary school – Standard 1 to 7
  - Secondary school – Standard 8 to 10
  - Tertiary level – Degree level education
• **Locality:** Rural and Urban

• **Level of Women Empowerment:** Above Average, Average and Below Average

5.4 SAMPLING DETAILS

1. Selection of the samples for study was done at three stages

   a. Selection of Taluks

   b. Selection of Schools and Colleges

   c. Selection of women teachers

   Out of 8 taluks in Hassan district and 5 taluks i.e. Arasikere, Sakaleshpur, Arakalagudu, Channarayapatna and Hassan were selected for the study considering the direction of the base, keeping Hassan as the centre place.

   Out of all, the primary schools (244), secondary schools (152) and degree colleges (104) in the five taluks about 5% of schools and colleges were selected randomly with representation to urban and rural schools.

   From all, the women teachers in the selected 62 primary schools, 21 secondary school and 14 degree colleges, totally 500 teachers (200 from primary schools, 200 from secondary schools and 100 from degree colleges) with 100 in each taluk were selected randomly.

5.5 MEASURING TOOLS USED FOR DATA COLLECTION

The following tools were used for data collection in the present study.


5.5.1 Women Empowerment Scale

The Women Empowerment Scale was prepared by the investigator and the details are given under the following headings.

(i) Deciding the indicators of Women Empowerment

(ii) Construction and Validation of Items

(iii) Validity and reliability of the Scale

(i) Deciding the indicators of Women Empowerment

After going through the literature on indications of women empowerment analyzing the factors considered by different studies, following indications (mentioned in Sowmya’s study, 2012) were selected for the present study.

1. Self reliance, self respect and dignity of women
2. Decision making ability
3. Acceptance of small family norms
4. Better care of health for herself and children
5. Better conscious of their rights
6. Gender equity awareness
7. Women participation and involvement in job performance
8. Higher literacy and education

(ii) Construction and Validation of Items for the Scale

Totally 90 items spread over 8 indicators were constructed fixing 3 alternative responses – Agree, Undecided and Disagree under each item. After validating them in consultation with a few subject experts, items were reduced to 60 and the draft was prepared. Pilot study was conducted on a sample of 50 women teachers from Hassan and Belur taluks. Based on the performance of teachers on the draft scale and discussion with them after the session, certain items were revised restructured; then ‘t’
value for all the 56 items was calculated and then the items were selected considering the ‘t’ values of each item and the final form of the scale with 50 items was prepared in consultation with the guide (Appendix I).

(iii) Validity and Reliability of the Scale

The content validity of the scale is ensured as the items were validated at different stages of construction of statements. The items were scrutinised and revised through the discussion of item with subject experts, guide and experienced teacher educators, and a pilot study on a sample of 50 teachers. Chronbach alpha reliability coefficient was calculated and it was found to be 0.8986 and indicates higher level of reliability.

(iv) Kannada Version of the Scale

As the sample of the study consisted of some teachers from Kannada medium, the scale was translated into Kannada version by the investigator with the help of the guide.

The translation was reviewed by two more persons well versed both in English and Kannada languages. As such the validity for Kannada version is also ensured. Chronbach reliability was calculated and found to be 0.824 which ensured reliability for Kannada version of the scale (Appendix II).

5.5.2 Sixteen Personality Factor Questionnaire

The 16PF questionnaire form A developed originally in English by R.B. Cattell was translated by Sudhakar James and K. Yeshodhara into the regional language, i.e. Kannada and both the versions English and Kannada have been used in this study (Appendices III and IV).

This questionnaire consisted of 187 items measuring sixteen distinct dimensions or traits of personality. These 16 dimensions of personality are designated as primary factors – A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4. Each
dimension of personality is defined by bipolar qualities which constitute two extremes, of which one pole has a score at the low end of the steps (1, 2 and 3) and other pole at the high end of the steps (8, 9 and 10).

In addition to the 16 primary factors, the questionnaire can be used as a measure of four secondary dimensions (second order factors) which are broader traits, scorable from the component of primary factors. The four second order factors considered for this a study consisted of the following well known dimensions: (i) Introversion v/s Extraversion, (ii) Adjustment v/s Anxiety, (iii) Tender minded v/s Altertpoise or Pathemia v/s Cortertia, (iv) Subduedness v/s Independence.

Second order scores are not derived directly from raw scores but from the stens on the primaries. The primary scores are combined with weights to get the steps for the second order factors.

Validity for Kannada version was ensured by the translators by getting the expert opinion that the meaning of the original version has been retained. Cronbach alpha reliability was established and it was found to be 0.85.

5.5.3 Self-Concept Inventory

The Self-Concept Inventory (adult form) developed by Dr. Beena Shah (1986) was used in the present study (Appendix V) for collection of data on self concept.

This inventory is a self reporting one with 64 items and it was designed for adults (age group 21 to 50 years) of both the sexes (male and female) belonging to urban and rural areas.
The items in the inventory are spread over the following ten dimensions of self-concept.

1. Social Self-Concept
2. Emotional Self-Concept
3. Physical Self-Concept
4. Cognitive Self-Concept
5. Aesthetic Self-Concept
6. Political Self-Concept
7. Job related Self-Concept
8. Self-Confidence Self-Concept
9. Self-Concept related to Belief and Tradition
10. Self-Concept related to Personality Traits

Each item in the inventory represents adjectives related positively or negatively to the good self-concept indicating the feelings of an adult about a particular trait and demands response on a five-point scale – always, often, 50% occasion, seldom and never. Test takers are required to indicate their level of feeling by putting (√) against appropriate levels of responses.

**Scoring:** The inventory can be scored by hand. For any adjective, positively associated with good self concept, a score of 4 for always, 3 for often, 2 for 50% occasion, 1 for some times and 0 for never is to be given. On the contrary, for those adjectives which are negatively associated with good self concept scoring is done in reverse order, i.e. 0, 1, 2, 3 and 4 respectively. On the same five points always, often, 50% occasions, sometimes and never. Thus, the total score one would get on this inventory ranges from 0 to 256 (64x4).
Reliability and Validity was established. Coefficients for all the 10 dimensions varied between 0.50 and 0.82 which are highly significant (far beyond 0.001 level of significance). This indicated that the inventory is highly reliable. Intrinsic validity and Construct validity was found.

The value of correlation of coefficients between the two areas of self as well as between composite self and individual dimensions were very high (far beyond 0.001 level of significance). This concludes that the validity of this self concept inventory is satisfactorily high.

Kannada version of the scale was prepared by the investigator. The validity for Kannada version is also ensured by taking expert opinion that meaning of the original form is not distorted. Chronbach reliability was calculated and found to be 0.812 which ensured reliability for Kannada version of the scale.

5.5.4 METHOD EMPLOYED

The data required for the study was collected by administering the tools selected/prepared for the study. Women Empowerment Scale, Self-Concept Inventory and R.B. Cattell 16PF Questionnaire to the women teachers are constituted the sample for the study. The tools were given to the teachers in each school with necessary instructions to answer them and clarifications were given to teachers wherever required. There was no time limit for answering this tool. However, they were requested to complete the task as early as possible and also to answer all the items in the tools. The answered tools were collected back from them after a gap of 2 to 3 days. The responses were scored manually following the procedure given in the manual for respective tools i.e. in case of 16PF Questionnaire and Self-Concept inventory (SCI) and as per the details given wide 3.4.1 in case of Women Empowerment Scale.
The data obtained on different variables of the study was tabulated and subjected to statistical analysis using appropriate techniques/tests.

**5.6 STATISTICAL TECHNIQUES USED FOR DATA ANALYSES**

To analyse the data collected, both descriptive and inferential statistical techniques were used, the details of which are given below.

1. Descriptive statistics i.e. Mean, SD and percentage analysis to report and compare the levels of Women Empowerment, Personality Factors and Self-Concept among women teachers of primary, secondary and tertiary level education.

2. One-way ANOVA and Dunken’s ‘t’ test to the hypothesis on the difference among women teachers of primary, secondary and tertiary level education with respect to Women Empowerment, Personality Factors and Self-Concept.

3. ‘t’ test of significance for difference between means to test the hypotheses on the difference between rural and urban teachers, regarding Women Empowerment, Personality Factors and Self Concept.

4. One way ANOVA to test the hypothesis on the difference among women teachers with different levels of Women Empowerment with respect to Personality Factors and Self-Concept.

For this purpose SPSS package version 11.00 was used.

**5.7 MAJOR FINDINGS OF THE STUDY**

1. In total higher percentage (66.2%) of women teachers have exhibited average level of Women Empowerment. To be specific, women teachers have average understanding about Women Empowerment.

2. In all the 3 levels of education i.e. primary, secondary, tertiary, more than 60% women teachers (67.6%, 66.3% and 62.6% respectively) are found to have Average level of Awareness. However, that slightly higher percentage of primary
teachers are better in their Women Empowerment compared to those of secondary and tertiary level teachers.

3. All most all the women teachers selected for the sample have expressed extrovertive tendency. Higher percentage of teacher are tend to be extrovertive, alert poise and independent, whereas nearly 50% of teachers in sample have exhibited high anxiety and other 50% have exhibited low anxiety.

4. With reference to selected women teachers from different level of education it was found that,

a. Women teacher’s at primary level of education are tend to have generally satisfying life., tend to achieve those things that seem to them important and tend to be well adjusted (F-I); tend to be Extroverts which means they tend to be socially outgoing, uninhibited, good at making and maintaining interpersonal contacts (F-II); tends to be tender minded emotional which means they tend to be sensitive to the subtleties’ of life, likely to be artistic and gentle, tend to often involve too much thought and consideration before action is taken (F-III) and tend to be independent which means aggressive, independent, daring, incisive person (F-IV).

b. Women teacher’s at secondary level of education are tend to have generally satisfying life, tend to achieve those things that seem to them important and tend to be well adjusted (F-I); tend to be Extroverts which means they tend to be socially outgoing, uninhibited, good at making and maintaining interpersonal contacts (F-II), tends to be Alert poise which means likely to be an enterprising, decisive and resilient personality (F-III) and tend to be Independent which means aggressive, independent, daring, incisive person (F-IV).
c. Women teacher’s at tertiary level of education are tend to have high anxiety level which means they tend to be generally disruptive of performance and productive physical disturbance and tend to be maladjusted (F-I); tend to be Extroverts which means they tend to be socially out going, uninhibited, good at making and maintaining interpersonal contacts (F-II);tends to be Alert poise which means likely to be an enterprising, decisive and resilient personality (F-III) and tend to be Independent which means aggressive, independent, daring, incisive person (F-IV).

5. Higher percentage of women teachers in total and at all the three levels of education i.e. primary, secondary, tertiary, levels are found to have average level Self Concept. The percentage of tertiary teachers is higher than that of secondary teachers.

6. Women teachers at primary, secondary and tertiary level education differ in their level of Women Empowerment. The primary level women teachers have shown slightly higher level of Women Empowerment and very significantly differ from secondary and tertiary level teachers, whereas teachers at secondary and tertiary level do not differ significantly.

7. There is no significant difference in case of F-I, F-III and F-IV and there is significant difference in case of F-II among teachers of primary, secondary and tertiary level. The primary level women teachers are slightly higher on Personality Factor F-II and significantly differ from secondary and tertiary level teachers, whereas teachers at secondary and tertiary level do not differ significantly. Primary teacher tend to be more extrovertive compared to secondary and tertiary teachers.
8. Women teachers at primary, secondary and tertiary level education differ in their level of their self concept. The primary women teachers are slightly stronger in their self concept and significantly differ from secondary and tertiary teachers, whereas teachers at secondary and tertiary level do not differ significantly.

9. There is significant difference between rural and urban women teachers in total sample in their level of Women Empowerment. Further rural women teachers are better in their level of Women Empowerment, when compared to urban teachers.

10. There is no significant difference between rural and urban women teachers of primary and tertiary level education and there is significant difference between rural and urban women teachers of secondary level education.

11. There is no significant difference between rural and urban women teachers in total sample in all the 4 Personality Factors i.e F-I, F-II, F-III and F-IV.

12. There is no significant difference between rural and urban women teachers of primary, secondary and tertiary level education in their Personality Factors i.e. F-I, F-II, F-III and F-IV.

13. There is no significant difference between rural and urban women teachers in total sample in their Self Concept.

14. There is no significant difference between rural and urban women teachers of primary, secondary and tertiary level education in their Self Concept.

15. Women teachers with average level of women empowerment are slightly higher in case F-III, and significantly differ from teachers with Above Average and Below Average level of Women Empowerment. It means the primary women teachers are slightly more alert poise that is they are more enterprising, decisive and resilient persons than secondary and tertiary teachers.
16. There is no significant difference among primary, secondary and tertiary women teachers with different levels of Women Empowerment, in case of all the 4- Personality Factors F-I, F-II, F-III and F-IV.

17. There is significant difference among women teachers with different level of Women Empowerment in their self-concept. Further, Women teachers with Above Average and Average level of Women Empowerment have exhibited slightly higher level of self concept and significantly differ from teachers with Below Average level Women Empowerment.

18. Women teachers with different levels of Women Empowerment do not differs significantly in self concept in case of primary and tertiary level education. Whereas there is significant difference among secondary level women teachers with different level of Women Empowerment with respect to their self concept. Further, the secondary teachers with Below average and Average level of Women Empowerment have exhibited higher level self concept and significantly differ from teachers with Above Average level who have exhibited low level self concept.

19. Profile of Empowered Women Teachers

(a) Analysis of the profile of 25 empowered women teachers indicated the following points

- Most of them empowered women teachers belong to 30-45 age and married to employed or business person with adequate income.
- Most of them from nuclear family with 3-4 members and only a few cases (about 6) are from joint family with 5-6 members.
- Most of empowered teachers have good family background with educated and encouraging parents, siblings and relatives. In many cases they get
their maternal/paternal family support for their achievements even after marriage.

- In most of the cases, they got support from their spouse family members too, as they are also educated. In rare cases, this support is sought even though their in-laws are not educated properly.
- They take decision in most of the cases at family level in consultation with their husbands and other family members. Hardly they take decision independently. Only some of them take decisions individually in workplace related issues. In most cases, they are unable to take decision at workplace; are guided by others.
- They are conscious of their health and their family members.
- Majority of them are not aware of all the constitutional provisions for women, facilities and scheme for women empowerment, and women rights. Only a few have piece weak knowledge about these points.
- Participation in women related progress is very poor as primary and secondary teachers are busy with training/orientation programmes for quality education organized by department, are not interested in the women related programs, whereas tertiary level teachers (a few) participate in these programme.

(b) Empowered women teachers opined that larger section of women has been empowered socially, economically, educationally and emotionally to a considerable extent (average level).
(c) Empowered women have suggested the following points for strengthening empowerment among women.

- More facilities and encouragement should be given for women education
- Awareness programmes regarding women problems and issues are to be organized.
- Women are to be empowered politically.
- Awareness about constitutional provisions and Acts should be developed.
- Women’s quantitative participation in the workforce is to be increased as it is important not only in addressing the disproportionate levels of poverty among women, but also as a key step towards raising household income and encouraging economic development.
- They must be socio-economically strengthened.
- Awareness programmes need to be organized to encourage social empowerment.

From above said details, it is inferred that the following are the indicators which encourage empowerment of women teachers.

1. Family Background (both parents and in-laws) including education level, moral support and economic support (if possible) from family members.
2. Marital status – They were married to educated employed/independent occupation with adequate income.
3. Accepting small family norms-nuclear family with 1 or 2 children.
4. Awareness about constitutional provisions and gender equality/gender sensitization.
5. Participation in women’s related programmes.
6. Freedom for decision making.
5.8 DISCUSSION OF THE STUDY

Empowerment of women in general and women teachers in particular is crucial for their emancipation and meaningful participation in the decision making process, and also many developmental activities. Empowerment of women teachers is considered to be of great significance because it paves the way for the empowerment of future generations.

In this study it is found that higher percentage of women teachers from all the 3-levels of education have shown average level of women empowerment and slightly higher percentage of primary teachers are better empowered compared to those of secondary and tertiary level teachers. This finding is on par with the findings of Amarnath et al. (1996), Pradhan (1998), Scribner et al. (2000) and Stacki (2002) who have also opined that women are empowered to some extent, but it is not enough; they are yet to be empowered. However Scribner (2000) relates this to the effect of education and other factors like increased social mobility, effect of media, more proximate social interaction between men and women. Some degree of change of attitude towards women on part of men might have contributed to increase in the level of empowerment.

It is revealed that there is significant difference between rural and urban women teachers in total sample and secondary teachers in particular in their level of Women Empowerment. Further rural women teachers are better in their level of Women Empowerment, when compared to urban teachers. This may be because of fact that rural women teachers face so many challenges and problems in daily life and as such they might have been more confident enough to solve their problems and face the situations whatever it may be. Further, this finding is on par with the findings of Srivastava (1988), who has pointed out that the rural women have the dual burden of
contributing to family income as well as shouldering the responsibility of looking after family, which moves them towards empowerment. It is also revealed that there is no significant difference between rural and urban women teachers of primary and tertiary level education, which is again contrasting with the finding of Srivastava (1988).

Researches in the area of personality characteristics of teachers have revealed the importance of personality factors in determining teacher effectiveness, teacher performance and behaviours, organizational productivity and their role in the development of students personality and abilities. Studies have also highlighted diversity in teachers personality by sex, teaching experience, SES, and locale etc. In this study, it is found that higher percentage of women teachers at all the level of education - primary, secondary and tertiary - tends to be extrovertive and independent. It is quite natural for teachers to be so, as both the qualities of extrovertive tendency and independence are required to be effective teachers, which means they are to be socially out going, uninhibited, good at making interpersonal relationship, independent and daring. The women teachers constituting the sample are to be complemented for having positive personality characters of a teacher.

Primary and secondary teachers of this study tend to be well adjusted. This may be due to the fact that many of them have less anxiety, not worried about promotions and other attractions expect the schoolwork aiming at performance of children, in addition to their domestic responsibility and other women related problems. They do not want to be entangled with controversies/problems either at home or at work place, and thus they try to be well adjusted and smooth going.

Further, it is found that secondary and tertiary women teachers tend to be alert poise that is enterprising. Teacher at this level are highly educated compared to primary teachers and they desired to prove high of themselves, and thus become alert
poise in their surroundings. In particular, tertiary teachers tend to have high anxiety and be maladjusted. This can be attributed to the point that women teachers have to face many problems with students, which they are unable to resolve because of their softness, sincerity; some times they may fail to achieve excellence, do justice to job because of so many domestic problems; unable to meet the expectations of students and public. Women teachers’ maladjustment may also be due to lack of recognition for work done, and encountering negative attitude towards teaching profession. Further, it appears personality of teachers matters a lot in their profession, as supported by many studies which have linked teacher effectiveness with outgoing, extraverted tendencies, confidence (Soloman, 1965); emotional stability, emotional maturity, calmness, low anxiety, warm and empathetic personality, sensitivity and warmth (Gage, 1965); problem-solving ability (Gage, 1965; Matteson, 1974); less inhibition, control, less impulsive personality, sense of humour and flexibility.

Research on teachers’ personality is based on the assumption that the teacher as a person is a significant figure in the teaching-learning process. Personality influences the behavior of the teacher in diverse ways, such as in interaction with students, teaching methods selected, and learning experiences chosen. The effective use of a teacher’s personality is essential in conducting instructional activities. Students learn from a teacher’s personality even if there is no formal interaction between student and teacher. It is interesting to quote here a study by Shukla (1956), which revealed a list of qualities constituting good teaching personality. The qualities were intelligence, cheerfulness, sociability, politeness, sense of humour, cooperativeness, self-confidence, reasoning ability, organizing ability, teaching ability, ability to maintain discipline, ability to get on well with pupils, higher educational qualifications, scholarship, knowledge of subject, capacity to take pain,
concentration, experience in teaching, desire to cooperate with parents, proficiency in the medium of instruction, love and sympathy for pupils, interest in extra curricular activities pleasing manners, sense of responsibility and a good moral character.

Sharma (1974) also reported positively correlated with Cattel’s six personality factors and teacher effectiveness out of 16, are positively correlated with teacher effectiveness. The factors were B (intelligence); I (trusting, adaptable, easy to get on with); Q1 (experimenting, critical, liberal, analytical, free thinking); Q2 (self sufficient); F (happy-go lucky impulsive, lively, gay, enthusiastic); and M (practical, careful, regulated by external realities).

As such, the findings on personality factors of teachers in this study may go a long way in improving the quality of teaching-learning process by continuing research on these personality factors in relation to teacher effectiveness.

The finding that there is significant difference in Personality Factor F-III, among women teachers with different levels of women empowerment is on par with the findings of Solot, David Mark Edward’s (2013) who explored that some personality characteristics affect preference for empowerment in the work place.

Spreitzer (1995), and Viswesvaran, Reis and Barrick Mount (1996) who opined that some personality trait and psychological empowerment have significant relationship with empowerment.

As per the findings of the present study women teachers of all the three levels of education – primary, secondary and tertiary – are average in women empowerment and are enterprising, decisive and resilient person. This indicates the relationship between the level of empowerment and Personality Factors. The Personality characteristics such as enterprising, decisive and resilient personality appear to be required to achieve empowerment and as such women teachers of the study are found
empowered. But they are at average level of empowerment which may indicate that though they are capable of taking decisions and overcoming the problems quickly, they are not able to do so because of many situational factors like lack of freedom, tendency of women to take pains and tolerate any violence because of the welfare of others in the family/work place, too many conflicts and lack of support from others. Hence, it is very imperative that women should overcome these negative tendencies and develop positive thinking to go up in the ladder of empowerment.

It is found from the review of literature on self concept that most of the studies reported are related to students and considerable no. of studies are on teachers. But these studies on teachers are focused on different aspects like teacher effectiveness, adjustment, achievement motivation etc, but not on women empowerment. As such, scope for discussion of the findings in relation to other studies is limited.

The findings that women teachers have exhibited average level self concept and teachers working at different levels of education differ in their self concept is considerable in the present context. As many studies have revealed the relationship between teachers self concept and professional adjustment (Khatry, 1973), student achievement (Aspy & Buhler 1975, Jayalatha 1991; Coney, 1978), teacher effectiveness (Subbarayan, 1985), attitude towards teaching profession (Sameer, 1996), job involvement of teachers (Rajani, 2007) and achievement motivation (Sugatha Kumar, 2005), it can be understood that self concept plays an important role in teachers’ accomplishments, effectiveness and involvement in education sector. Thus, it is very important that teachers posses high level and positive self concept. But the women teachers in the present study have exhibited average level self concept which implies there is a need to develop high level self concept among women teachers to make them more effective and empowered.
The finding indicating slightly higher self concept among primary teachers with lower qualification compared to secondary and tertiary teachers is contrasting with the finding of Ramesh and Thiagarajan (2005) who reported that higher the qualification, higher is the self concept.

As no studies have been reported on the relationship between self concept and women empowerment, there is no place for discussion on the finding in relation to self concept and women empowerment.

Profile analysis of some empowered women teachers inferred that the following are the indicator which encourage empowerment of women teachers-family background (both parents and in laws), marital status and education level, accepting small family norms, awareness about constitutional provisions and gender equality/sensitivity, participation in women related programmes and opportunities for decision making. This finding is on par with the findings of Manson Karen (1998) who found that the indicators such as social context – family system house hold management, decision making and other points have direct and indirect effects on women empowerment; Malhotra A. and Mather M. (1997) who have studied women empowerment considering indicators like women’s role in decision making, women and husband education, family structure and found their impact on empowerment; Sridevi T.O. (2005) who revealed that variables like family type, education, number of children, family support have affected the level of empowerment of women.

It is true that education of women and awareness about many issues and problems of women on the part of women are not sufficient factors for women empowerment. At the same time, it is very much required that the people around her including men are also to be educated, positive attitude towards women needs to be developed to encourage women to become self reliant, dynamic, courageous and
capable of meeting any stressful/painful situations. It is also very much significant that family support from parents before marriage, from in-laws and husband after, marriage counts a lot in the direction of empowerment.

Many a times, women are more intelligent, and capable of taking decisions as well as participating in many responsible tasks, but they are not able to do so because of many psycho-social and economic factors and circumstantial forces. Though, they are towards empowerment, cannot reach maximum level and can not be empowered in all the aspects like socially, economically, politically etc and they cannot be, empowered, the reasons for all these may be patriarchy in our society and men’s hidden resistance to accept women on par with them in many cases which manifest in subtle gender discrimination, authority over tender minded women, unwillingness on the part of women to go against men and society, tendency to live with smile swallowing all the pains, dedication to the welfare of their kith and kins and family members at the cost of her life.

In case of women teachers, it is possible that many of them may prove effective, efficient and inspiring teachers for students, they may come up with flying colours in their academic field and administration also (in some cases).

This indicates their empowerment in the restricted area of work or lap-sided empowerment. But majority of them cannot be empowered in true sense or to the expected level as the above said factors relating to women in general affect women teachers also. It doesn’t mean the attempts towards achieving empowerment are futile. But it is very significant that all efforts are to be continued, intensified with greater commitment to see that women teachers are empowered to the maximum extent and contribute meaningfully to the development of the society.
5.9 EDUCATIONAL IMPLICATIONS

Teachers are architects of nation; the role of teachers in educational process is challenging and dynamic. In addition to transmission of knowledge, teachers are to be resourceful and creative to promote personality development of students and to participate in development activities of the society. Teachers play major role in inspiring and guiding the students towards cherished goals. To meet their expectations and to prove effective as well as resourceful teacher, teachers are to be empowered. But many a times the women teachers are over burdened with their domestic work and also school work. They face many problems like gender discrimination, sexual harassment, violence and atrocities at home and work place which go a long way in hindering their empowerment. However the present study indicated that women teachers at primary, secondary and tertiary level education have exhibited average level of women empowerment and self concept. They are also found tend to be extrovertive, independent, alert poise in their personality factors. The educational implications of these findings of the present study have been presented here under.

1. Though it is claimed that some women teachers are empowered as assessed in the present study, personal interaction with them indicated that they are yet to go up on the ladder of empowerment. Hence there is a great need to encourage women teachers to get empowered to maximum extent. For this purpose, some measures are to be taken both in the formal and non-formal/informal system of education.

2. Women studies as a subject should be integrated into teacher education programme and also to secondary and tertiary level curriculum.

3. Courses on Women Empowerment/development need to be strengthened, so as to give practical experience to women and help them to become empowered. Success stories of women (both from rural and urban) who have achieved women
empowerment, in spite of adverse environment should be highlighted through print and electronic media.

4. Indirect measures through print and electronic media need to be taken to change the attitude of male section of population towards women and women empowerment.

- In addition to free and compulsory education upto standard X and positive encouragement for higher education of girl students, they should be given need oriented education regarding women issues, problems and empowerment.
- Women should be oriented towards constitutional provisions and Acts which safeguard the interest of women. Intensive attempts should be made to develop an awareness among them regarding the facilities and various schemes for their welfare and how to utilize them.
- Provision should be made to develop gender sensitivity, gender equity, women rights among all the sectors of women and men.
- They should be empowered to raise their voice against atrocities, harassment and exploitation, and to fight for living with dignity.
- Even though women are being encouraged to participate in political activities, they are not empowered to exercise their power and discharge their duties. As such, it is very imperative to see that they are empowered politically in true sense.
- As per the present study primary secondary and tertiary teachers differed in some aspect of personality, of them. Some characteristics are positive and some are negative towards women empowerment. This implies the need for training in life skills/soft skills leading to personality development. It is known fact that initiative have been already taken to provide training for teachers in
life skills. But, it is very important to organise there training programmes specifically for women teachers were in some special issues related to women will be highlighted and women teachers are oriented toward towards achieving women empowerment.

- It is found that women teachers have average level self concept. But high level self concept is required to meet the requirements of high level empowerment. This implies more provisions for development of higher self concept among women teachers.

**5.10 SUGGESTIONS FOR FURTHER RESEARCH**

This area of investigating may be further researched by taking up the following studies.

1. Extension of same study with many more variables of unique importance.

2. A similar type of study taken with respect to other and working women in respective, zilla/village panchayat members and women executives etc

3. Comparative study of awareness of men and women teachers about Women empowerment and other women issues

4. Correlational studies with women empowerment and other factors like intelligence, creativity and personality patterns, etc.

5. Experimental studies to enable women to get empowered, develop leadership qualities and entrepreneurship.