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THE PROBLEM & ITS BACKGROUND

INTRODUCTION

Women constitute half of the world’s population and they have an equally important role along with men in creating a better life of family. The status of women in a society is the true index of its cultural, social, religious and spiritual levels. It is one of the most important criteria for estimating with precision the degree of civilization attained by a particular society.

Empowerment of women begins when she changes her ideas about the causes of their powerlessness, when she recognizes the forces that oppress them, and when they develop positive feelings about themselves and act to change the conditions of their life. As women become empowered they become change agents who influence decisions and actions, which affect organizations, institutions and communities. They become innovative and dynamic leaders who see power as something to be shared. It was reported by the International Labour Organization (1986) that development of a nation is inconceivable without the active participation of women, as women are almost half of the adult population. They constitute one third of the labour force, but consume two thirds of the world working hours and yet earn one tenth of the income and own only one percent of world property (United Nations, 1975). In the words of Pandit Jawaharlal Nehru, “in order to awaken the people it is the women who have to be awakened, once she is started to move the family moves, the village moves, the nation moves.”
The concept of empowerment is more generally applicable to those who are powerless, whether this is male or female individuals or a group, class or caste. Hence, there is nothing about the concept of empowerment per se which applies to women alone. Nonetheless, women’s empowerment or lack of it, is unique in that it cuts across all types of class and caste powerlessness and unlike class or caste powerlessness is played out also within families and households (Malhotra et. al., 2002).

Women’s position and degree of empowerment is defined by gender and gender relations in society. Gender represents not just the biological sex of an individual, but also the different roles, rights, and obligations that are attached by society to individuals born with male or female sex characteristics. Although, sex differentiated roles, rights, and obligations vary by class and lifecycle stage, they exist in every sphere of human functioning (domestic, communal, labour market, religious, etc). This makes gender a fundamental dimension of societal stratification. Moreover, the sex-specific roles, rights and obligations are not just different they also tend to be unequal. In almost every sphere of human functioning, the roles defined for women are subordinated to those defined for men, the rights for women the obligations women have are more limiting than those of men. Unequal gender relations imply that men not only have and can exercise greater power than women in almost all spheres of functioning they also have culturally and often legally sanctioned power over women and have greater control of and access to resource and information. This inequality in gender relations is embodied in various societal institutions, but is reproduced daily in the household.
Kishor (2000) argues that capturing the empowerment process with cross-sectional data needs not only indicators that evaluate the end-product of the process (i.e., indicators that measure evidence of empowerment), also indicators of women’s access to different sources of empowerment and of women’s location within an appropriate setting for empowerment. Together the indicators of evidence, sources, and setting provide a snapshot of both the success of the process of empowerment as well as the hurdles that exist.

The National Family Health Survey (1998-99) also throws light on various indicators of women’s empowerment. Few indicators are (i) Women Participation in Household Decision, (ii) Women’s Freedom of Movement, (iii) Women’s Acceptance of Unequal Gender Roles, (iv) Gender Preferences for Children, (v) Educational Preferences According to Sex of Child. These indicators of empowerment of women in India shows that concretisation with regard to gender equality is low among women, son preference remains high and women’s control over household decisions, even decisions about their own health, remains extremely limited.

When we come to seek the answer of why the empowerment of women is needed were all the views of “The National Prospective Plan for Women 1988-2000 A.D. (1988) which has made a free, fronts and objective analytics of the impact of developmental plans and programs of Indian Women, with special reference to rural women. The views gives the following profile of women in India ____.” There is continued inequality and vulnerability of women in all sectors – economic, social, political education, healthcare, nutrition and legal. As women are a pressed in all spheres of life, the care, nutrition and legal. As women are a
pressed in all spheres of life, they need to be empowered in all walks of life.

**Kamala Bhasin (1992)** believes that women needs to be empowered because they have and will bad us in our search for a world free of violence and war. Women have led the peace and ecology movements in many parts of the world. She argues that sustainable development has to be women-centred because women take care of the basic needs of society like food, fodder, fuel, shelter, nutrition. They are also more in true with nature. As child-bearers they have had to be more in tune with their own nature.

**Amartya Sen (1999)** emphasises, “Indeed the empowerment of women is one of the central issues in the process of development for many countries in the world today”.

The quality of working life of the working women has now become a problem for the psychologists, sociologists and social scientists and very few attempts have been made in this area. The studies of **ICSSR (1975)** highlight only objective indicators, the subjective indicators, i.e., feelings towards work conditions, are yet to attract attention of the researchers which seems to be the most important parameter of quality of working life specially of women workers.

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behaviour, personnel and human resource management and organizational management. It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in
regard to one’s feelings or state of mind regarding to the nature of their work. But in reality how far such job satisfaction is ensured in different jobs. The researcher interest is to analyze job satisfaction from organizational perspective. Looking at job satisfaction from women perspective will also be interesting to present. This study is an attempt to reveal the job satisfaction among the female teachers of secondary schools.

With regard to the proper utilizations of women resources on the field of work and productivity, one important aspect that merits considerations is the job satisfaction. Each and every women worker seeks gratification from her job and under the influence of this gratification she is attracted towards work. If this gratification is denied the productivity of the work is bound to run under low key. It is in this context that the study of job satisfaction has attracted the attention of the researchers especially the study of job satisfaction of female workers.

The findings of several investigations suggest that job satisfaction is positively correlated with high production and general adjustment (Sinha & Singh, 1961; Sihna & Sharma, 1962; Blood, 1969; Purbil, 1973; Mohanthy, 1981; Jyotsana, 1988 and name a few). If a worker will be satisfied with his/her work, he /she will suffer seldom with monotony and boredom and the production level will always be high. Under the circumstances, to provide interest in the work and make the job satisfactory and pleasant, there is tremendous need for the job satisfaction research. It is only from the date of scientific research that the management can know the factors contributing to job satisfaction and then only can necessary steps be taken to improve job satisfaction.
Moreover, knowledge of attitudes and factors leading to job satisfaction will provide scope for better selection procedure.

It is to be kept in the view that job satisfaction is a personal and individual feeling. It increases not only work efficiency, but also provides intrinsic motivation for work. It is also conductive to the all-round development of the organization because directly and indirectly it also influences attitudes, morale, absenteeism and production level.

The study of empowerment and job satisfaction of secondary school women teachers will be helpful in increasing the level of job satisfaction of teachers and also the decision making capacity among women teachers. The findings of the study will have their relevance in the field of Psychology, Sociology public administration and other social sciences.

The need and significance of the present study is to provide the ways to achieve maximum level of empowerment and job satisfaction, specially to the working women in Secondary schools so that the teenager citizens of the country who are the future and backbone of the nation can receive healthy guidance and counseling from the teachers. If religiosity is found linked with job satisfaction in positive way, then the training to increase the religiosity of the women teachers will be helpful to develop the level of empowerment and job satisfaction.

**STATEMENT OF PROBLEM**

The study has been entitled as, *“Feeling of Empowerment And Job Satisfaction Of Secondary School Women Teachers In Relation To Religiosity, Marital Status and Type Of Institution”*. 
CONCEPT OF WOMEN EMPOWERMENT

Empowerment in its simplest form means the manifestation of redistribution of power. It is aimed at decentralizing authority and getting the participation of the deprived sections in the decision-making process.

Empowerment is the process by which the powerless gain greater control over the circumstances of their lives. It includes both control over resources and over ideology (Sen & Batliwala, 1997). The process of empowerment involves not only changes in access to resources, but also an understanding of one’s rights and entitlements and the concretisation that ‘gender roles can be changed and gender equality is possible’ (The Centre for Development and Population Activities, 1996).

Women’s empowerment process is being initiated and realized in terms of personal assertions and confidence building of women as individuals in their personal lives and their ability to protect themselves as women. Opportunities are provided for attaining economic independence as well as ownership of productive assets. Besides the ability to handle small capital as revolving funds, providing leadership to both women related issues as well as community related issues. Women’s empowerment includes the ability confidence, freedom, decision-making and independence they have got.

Empowerment is closely related to the right to decision making. The women have been and still are being denied the right to make choice concerning their education, career, marriage, lifestyle, freedom of movement and so on. Decision-making is an activity by which a course of action is consciously chosen from available alternatives, suggestions
may be sought from family members in the initial stage, but it is the male members of the family who has the final say. Women enjoy less empowerment than men.

They are still not given right to decision making, whether it is recurring decision like food, entertainment, child education, expenditure on clothing, vocational activity, or non recurring decisions like construction of home, buying furniture, L.I.C. policy saving etc. Empowerment is the opportunity to act independently on one’s own behalf and not at the behest and order of someone else. How much power a woman enjoys needs to be examined across time and age, caste and culture and how much the empowerment of women affects their mental health should also be observed. Bansal (1998) observed women are still not empowered in the right to decision making in economic, family entertainment, marriage, use of material facilities and career choices.

“Women hold up half the sky” is a saying that expresses the basic concept of women’s place in the development. Indian women have traveled with the times for centuries and have proved to the world that the hand rocks the cradle can rule the world.

At present the status of women is not heard and their future is dependent upon decision made by male leaders in the power structure of the world community, religious communities and families. To meet the challenges of 21st century and to develop the country, it is essential to empower women. Empower means to enable, permit and give power to authorize and to commission.

To empower women “is to increase women’s ability to do, the capability to accomplish tasks, the command over events and the ability
to exercise influence. In a more general sense it is the power that stems from new knowledge, skill acquired, action taken and gaining inner strength from an educational experience. But according to a more universal definition, empowerment is an intentional, on-going process centered in local community, involving mutual respect critical reflection, caring and group participation through which people lacking an unequal share of valued resources gain greater access to control over these resources (Cornel Empowerment Group, 1989)

Empowerment of women begins when she changes her ideas about the causes of their powerlessness, when she recognizes the forces that oppress them, and when they develop positive feelings about themselves and act to change the conditions of their life. As women become empowered they become change agents who influence decisions and actions, which affect organizations, institutions and communities. They become innovative and dynamic leaders who see power as something to be shared. It was reported by the International Labour Organization (1986) that development of a nation is inconceivable without the active participation of women, as women are almost half of the adult population. They constitute one third of the labour force, but consume two thirds of the world working hours and yet earn one tenth of the income and own only one percent of world property (United Nations, 1975). In the words of Pandit Jawaharlal Nehru, “in order to awaken the people it is the women who have to be awakened, once she is started to move the family moves, the village moves, the nation moves.” Women play significant and critical role in agricultural development and allied fields including crop production, livestock production, horticulture post harvest operations, etc. women in rural areas have primary responsibility of running household, procuring fuel, fodder and water, and most of their
time goes in performing the household chores. They are also engaged in agricultural activities, especially in hill region. They do all the work of agricultural livestock keeping. **Gupta (1976)** concluded that in Madhya Pradesh women’s contribution to crop production alone was always 50 percent more than that of the work in animal husbandry and from support activities at home but work is not given due credit. There is hardly any activity in agricultural production in which women are not actively involved

Transportation and storage of grains were found to be exclusive domain of women. The other farm operations like weeding, harvesting, carrying, head load, women performed threshing and winnowing jointly but predominantly.

The multiple role of women in agriculture allied operations and household activities are generally underestimated and less valued. By and large they have remained as invisible hand. Women’s involvement in agricultural task, by and large, is a heavy burden of drudgery on them. Drudger ridden agriculture tasks are assigned to women probably because of male dominated social sector.

Poor women in developing countries continue to be responsible for the time and labour intensive tasks of crop production, gathering, storage and preparation of food. While they are an integral and crucial part of agricultural system, they do not have access to new technologies that could save them from tremendous amount of and back breaking labour.

New technology has been transferred mostly to middle class, male decision makers and land owners, poor women suffer from
increased social stratification and displacement or fewer wage earning opportunities because women are not recognized as being important in most developing countries, they are never included in decision making or planning.

Women have unequal access to formal education and training, especially in regard to agriculture, and technology. Women, especially poor women, do not and cannot challenge the existing order of things, they have neither the extra domestic nor household power to respond to preferred innovation. Women around the world need support, encouragement and positive role models to develop leadership skill, self-esteem confidence to take leadership roles in public life and policy decision-making. In some countries women have often not been permitted to enroll classes that would in improve their farming skills. Agricultural extension services still treat women as housewives instead of acknowledging that they are farmers and need information, assistance and appropriate status.

In Indian perspective, social scientists have examined the factors, which help to understand why women are not empowered today. The factors can broadly be classified into social, economic, physical and psychological.

Social: the social attitude towards women is a significant factor in the perception of women’s position in the society. In the ancient time, it is said; the women folk were respected more. Though they were referred to as the ‘weaker sex’ even then women commanded more respect from the society. In the medieval times things changed and she was not considered a significant factor of the society any more and hence neglected largely. The scenario is changing again today and women are
proving their might and this has led to their being respected for what they are. We can of course say that this process is very slow, but nonetheless, it has started.

But our Indian society is molded in a patriarchal form, and hence men get more importance in the society. The social factors also relates to the familial aspect. Another element the social factor entails is, less of exposure and lack of opportunity for the woman, which naturally pulls her down in comparison- to her male counterpart. It is not thought of in the right vein if a woman mingles too much socially. Unlike the men in the family she has to restrict herself to only a few friends and acquaintances and normally these are made or initiated by her husband. If done on her own, the society does not take much time to label her as ‘fast’.

**Economic :** The second factor is the economic factor. UN reports on the women show that they make up half of the world total population and contribute 2/3rd or the work hours and ye receive only 1/10th of the world income and own less than 1/100th the world property.

Though we see women working today their earning, we can hardly say that they are economically empowered. If we see the rural woman who toils hard in the farm, more often than not she turns out to be the one who is the bread earner of the family. Foe her husband usually drains away his earnings in alcohol and gambling before she reaches home. But even then she plays second fiddle to the man in the house. Speaking of urban woman who is better educated takes up a job mostly in organize sector and earns a decent pay package, but can not do so without consulting the male members of the family. This is usually reflected into the buying decisions. A survey reported in the Indian
Management Journal (Dec. 1999) indicates that 34% of men make the buying decision at regards eatables whereas only 4% of women do so. Matters relating to household expenses, Luxury expenses and expenses on children’s education are largely taken by men, whereas it is the woman who has to maintain these things later on.

Physical: The physical equality among men and women as we know it is not possible for the basic fact that they are biologically very different. The physical strength of a woman’s body in comparison to a man’s body is normally known to be less. But the physical ability to reproduce lies with the women and this again is a known fact their ability to bear pain is much more than that of men. As such, the right of freedom to reproduce lies with the woman, but this rarely seen. Decisions regarding when to have children and how many, are mostly taken by men irrespective of class, caste, education or financial background. A woman who voices her concerns regarding not having a baby or not having it at a particular time is immediately labeled as ‘incompetent’ in many ways and has to face a social stigma.

The general health of women is also largely neglected. In the present day life style where there is a large possibility of the spread of the acquired immunodeficiency syndrome, the wife has less say to protect herself physically from it and as such more at stake.

Also a woman is so conditioned that she does not even allow herself the privilege of full decent meal. Even in urban affluent families we see the that woman in the house will first feed the family and only then help herself with what is left in the kitchen.
**Psychological**: This is perhaps the most largely neglected factor that relates to women’s empowerment. Over the ages, attitudes relating sex role differences have become so deep rooted that distinguishing between a boy and a girl begins no sooner the child is born. Sex-specific roles are assigned to children and they are expected to abide by it. The girls are thought to run errands at home and the boy is taught run errands outside. These attitudes relating to sex role typing which become more and more rigid with the growing age of children are responsible in creating a deeper divide between the two sexes and the factors responsible for the set thinking patterns, which is reflected in other factors like social, economic and physical.

Another factor relating to psychology is the perception of women herself, which again is a fallout of grooming of girls in a particular way. The self-perception in itself is very low. This contributes to low self-esteem. The third psychological factor is the personality of the woman which is a cumulative effect of her personal traits, circumstances, environment, her education and her experiences. Whether the woman is submissive, assertive or dominant will affect the process of her empowerment.

**How to increase empowerment**

1: Creating an environment through positive economic and social policies for full development of women to enable them to realize their full potential.

2: The de-jure and de-facto enjoyment of all human rights and fundamental freedom by women of equal basis with men in all spheres- political, economic, social, cultural and civil.
3: Equal access to participation and decision making of women in social, political and economic life of the nation.

4: Equal access to women to health care, quality education at all levels, careers and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.

5: Strengthening legal system aimed at elimination of all forms of discrimination against women.

6: Changing social attitudes and community practices by active participation and involvement of both men and women.

7: Mainstreaming a gender perspective in the development process.

8: Elimination of discrimination and all forms of violence against women and the girl child.

9: Building and strengthening of partnerships with civil societies, particularly women’s organizations.

**Decision Making:**

Women’s equality in power sharing active participation in decision making, including decision making in political access at all levels will be ensured for the achievement of the goals of empowerment. All measures will be taken to guarantee women equal access to and full participation in decision making bodies at every level, including the legislative, executive, judicial, corporate, statutory bodies, as also the advisory commissions, committees. Boards, etc. affirmative action such
as reservations/ quotas, including in higher legislative bodies, will be considered whenever.

Necessary on a time bound. Women-friendly personnel policies will also be drawn up to encourage women to participate effectively in the developmental process.

**Economic Empowerment of Women**

Poverty Eradication: Since women comprise the majority of the population below the poverty line and are very often in situations of extreme poverty line and given the harsh realities of intra household and social discrimination. Macro economic policies for poverty eradication program will specifically address the needs and problems of such women oriented with special targets for women. Steps will be taken for mobilization of poor women and convergence of services, by offering them a range of economic and social options, along with necessary support measures to enhance their capabilities.

**Micro credits:**

In order to enhance women’s access to credit for consumption and production the establishment of new and strengthening of existing micro-credit mechanisms and micro-finance institution will be undertaken so that the outreach of credit is enhanced. Other supportive measures would be taken to ensure adequate flow of credit through extend financial institutions and bank so that all women below poverty line have easy access to credit.
Women and Economy:-

Women’s perspectives will be included in designing and implementing macro-economic and social policies by institutionalizing their participation in such processes. Their contribution to socio-economic development as producers and workers will be recognized in the formal and informal sectors (including home based workers) and appropriate policies related to employment and to her working conditions be drawn up. Such measures could include:

Education:

Equal access to education for women and girls will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, create a gender-sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life long learning as well as development of occupation/vocation/technical skills by women. Reducing the gender gap in secondary and higher education would be a focus area. Sect oral time targets in existing policies will be achieved, with a special focus on girls and women, particularly those belonging to weaker sections including the Scheduled Castes / Scheduled Tribes others minorities. Gender Sensitive Curricula would be developed at all levels of educational system in order to address sex stereotyping as one of the causes of gender discrimination.

Health:

A holistic approach to women’s health which includes both nutrition and health services will be adopted and special attention will be given to needs of women and the girl at all stages of the life cycle. The
reduction of the infant mortality and maternal mortality, which are
sensitive indicators of human development, is priority concern. This
policy reiterates the national demographic goals for Infant Mortality rate
(IMR), Maternal Mortality Rate (MMR) set out in the National
Population Policy 2000, women should have access to comprehensive,
affordable and quality health care. Measures will be adopted that take into
account the reproductive rights of women to enable them to exercise
informed choice, their vulnerability to sexual and health programmes
together with endemic, infectious and communicable diseases such as
malaria, tuberculosis, and water borne diseases as well as hypertension
and cardiopulmonary diseases. The social developmental and health
consequence of HIV / AIDS and other Sexually Transmitted Diseases
(STD) will be tackled from a gender perspective.

To effectively meet problems of infant and maternal mortality,
and early marriage the availability of food and accurate date at micro
level on deaths, birth and marriages is required. Strict implementation of
registration of births and deaths would be ensured and registration of
marriages would be made compulsory.

In accordance with the commitment of the National Population
Policy (2000) to population stabilization, this policy recognizes the
critical need of men and women to have access to safe, effective and
affordable methods of family planning of their choice and the need to
suitably address the issues of early marriages and spacing of children.
Interventions such as spread of education, compulsory registration of
marriage and special programmes like BSY should impact on delaying
the age of marriage so that by 2010 child marriages are eliminated.
Nutrition:

In view of the high risk of malnutrition and disease that women face at all the three critical stages viz. infancy and childhood, adolescence and reproductive phase, focused attention would be paid to meeting the nutritional need of women at all stages of the life cycle. This is also important in view of the critical link between the health of adolescent girls and pregnant and lactating women with the health of infant and young children. Special efforts will be made to tackle problem of macro nutrient deficiencies especially amongst pregnant and lactating women as it leads to various diseases and disabilities.

Intra household discrimination in nutritional matters visa-a-vis girls and women will seek to be ended through appropriate strategies. Widespread use of nutrition education would be made to address the issues of intra-household imbalances in nutrition and the special needs of pregnant and lactating women. Women’s participation will also be ensured in the planning, superintendence and delivery of the system.

Drinking Water and Sanitation:

Special attention will be given to the needs of women in the provision of safe drinking water, sewage disposal, toilet facilities and sanitation within accessible reach of households, especially in rural areas and urban slums. Women’s participation will also be ensured in the planning, delivery and maintenance of such services.

House and Shelter:

Women’s perspectives will be included in housing colonies provision of shelter in both rural and urban areas. Special attention will
be given for providing adequate and safe housing and accommodation for women including single women, heads of households, working women, students, apprentices and trainees.

**Women in Difficult Circumstances:**

In reorganization of the diversity of women’s situations and in acknowledgment of the needs of specially disadvantaged group, measures and programs will be undertaken to provide them with special assistances. These group include women in conflict situations, women affected by natural calamities, women in less developed regions, the disabled widows, elderly women, single women in difficult circumstances, women heading households, those displaced from employment, migrants, women who are victims of marital violence, deserted women and prostitutes, etc.

**Violence against Women:**

All forms of violence against women, physical and mental, whether at domestic or social levels, including those arising from customs traditions or accepted practices shall be dealt with effectively with a will to eliminate its incidence. Instructions and mechanisms/schemes for assistances will be created and strengthened for prevention of such violence, including sexual harassment at work place and customs like dowry for the rehabilitation of the victims of violence and for taking effective action against the perpetrators of such violence. Special emphasis will also be laid on programmes and measures to deal with trafficking in women and girls.
Rights of the Girl Child:

All forms of discrimination against girl child and violation of her rights shall be eliminated by undertaking strong measures both preventive and punitive within and outside the family. These would relate specifically to strict enforcement of laws against prenatal sex selection and the practices of female feticide, female infanticide, child marriage, child abuse and child prostitution, etc. Removal of discrimination in the family treatment of the girl child within the family and outside and projection of a positive image of the girl child will be actively fostered. There will be special emphasis on the needs of the girl child and earmarking substantial investment in the areas related to food and nutrition, health and education, and in vocational education. In implementing programmes for eliminating child labour, there will be a special focus on girl education.

Legislation:

The existing legislative structure will be reviewed and additional legislative measures taken by identified departments to implement the policy. This will also involve a review of all existing laws including personal, customary and tribal laws, subordinate legislation, related rules as well as executive and administrative regulations to eliminate all gender discriminatory references. The process will be planned over a time period 2000-2003. The specific measures required would be evolved through a consultation process involving civil society, National Commission for Women and Department of Women and Child Development. In appropriate cases the consultation process would be widened to include other stakeholders too.
Effective implementation of legislation would be promoted by involving civil society and community. Appropriate changes in legislation would be undertaken, if necessary.

**Shetly (1992)** comes to the conclusion that empowerment is easy to "intuit" but complex to define. An empowered individual would be one who experiences a sense of self-confidence and self worth: a person who critically analyses his/her social and political environment a person who is able to exercise control over decisions that affect his/her life.

**Stromquist (1996)** defines empowerment as "a process to change the distribution of power both in interpersonal relations and in institutions throughout society".

**Components of Empowerment**

Empowerment can have four components: cognitive, Psychological, Economic and Political.

According to **Stromquist (1996)** the cognitive component would include the “women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro levels of society. It involves acquiring new knowledge to create a different understanding of gender relations as well as destroying old beliefs that structure powerful gender ideologies”.

The Psychological component would include the "development of feelings that women can act upon to improve their condition. This means formation of the belief that they can succeed in change efforts."
The economic component "requires that women be able to engage in a productive activity that will allow them some degree of autonomy, no matter how small and hard to obtain at the beginning."

The political component would encompass the "ability to organize and mobilize for change. Consequently, an empowerment process must involve not only individual awareness but collective awareness and collective action. The notion of collective action is fundamental to the aim of attaining social transformation.

It follows from the above components that empowerment allows women to have choices, which in turn means relative strength and bargaining power for them while it is clear that women can be empowered individually, the feminist vision is one where women are able to articulate a collective voice and demonstrate collective strength.

**Indicators of Empowerment**

Understanding that empowerment is a complex issue with varying interpretations in different societal, national and cultural contexts, following indicators are –

**At the level of the individual woman and her household:**

- Participation in crucial decision – making processes.
- Extent of sharing of domestic work by men.
• Extent to which a woman takes control of her reproductive functions and decides on family size.

• Extent to which a woman is able to decide where the income she has earned will be channeled to

• Feeling and expression of pride and value in her work.

• Self-confidence and self esteem : and

• Ability to prevent violence.

At the community and organizational level:

• Existence of women's organizations.

• Allocation of funds to women and women's projects.

• Increased number of women leaders at village, district, provincial and national levels.

• Participation in community programmes, productive enterprises, politics and arts.

• Involvement of women in nontraditional tasks : and

• Increased training programmes for women, and

• Exercising her legal rights when necessary.

At the national level:

• Awareness of her social & political rights.
Integration of women in the general national development plan.

Existence of women's net works and publications.

Extent to which women are officially visible and recognized:

The degree to which the media take heed of women's issues.

Facilitating and constraining factors of empowerment

Empowerment does not take place in vacuum. There are some factors/condition that can hasten or hinder empowerment.

Facilitating factors –

- Existence of women's organization.
- Availability of support systems for women.
- Availability of women-specific data and other relevant information.
- Availability of funds.
- Feminist leadership
- Networking
- Favorable media coverage.
- Favorable policy climate
Constraining factors –

- Heavy work load of women.
- Isolation of women from each other.
- Illiteracy.
- Traditional view that limit women's participation.
- No founds
- Internal strife / militarization / wars.
- Disagreements / conflicts among women's groups.
- Structural adjustment policies.
- Discriminatory policy environment.
- Negative and sensational coverage of media.

CONCEPT OF JOB SATISFACTION

Job satisfaction is a dynamic concept and is influenced by various factors including job situation and personal attributes of employees. It is closely related to general level of aspiration in the society of particular social groups. Job satisfaction refers to person's feeling of satisfaction on the job, which acts as a motivation to work. Job from the operational point of view is not only an activity which is performed under contractual agreement and for which one receives payment, but it also refers to total relationship of an individual with the firm, not the specific
duties and responsibilities which he might have. Job satisfaction is reflected in the attitude people held towards the job.

Blum (1949) observes job satisfaction as the result of various attitudes possessed by an employee towards his job.

In the words of Bullock (1952), "Job satisfaction may be defined as an attitude which results from a balancing and summation of many specific likes and dislikes experienced by an employee in the performance of his job.”

Smith (1961) asserts job satisfaction as an employee's judgment of how well his job, on the whole provides opportunities to satisfy his needs.

Sinha and Sharma (1962) opine that job satisfaction refers to one's job, his general adjustment and social relationship in and outside his job. This satisfaction or dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realisation of personal goals and perceived contribution of the job to it.

Dr. Vroom (1964) has been widely accepted as an explanation for the term satisfaction. Dr. Vroom (1964) contends that explanation of satisfaction requires the use of work role and also personality variables. These two sets of variables always interact with each other. The satisfaction that the individuals derives from a work role is assumed to be a function not only of the objective properties of that work roles but also of the motives of the individuals.
According to Blum and Naylor (1968), "Job satisfaction is the result of various attitudes the employee holds toward his job, toward related factors, and toward life in general".

Job satisfaction is the total of the sentiments related with the job conducted. If the worker perceives that his/her values are realized within the job, he/she develops a positive attitude towards his/her job and acquires job satisfaction (Mc Cormic and Tiffin 1974).

Job satisfaction can be viewed as “a pleasurable or positive emotional state resulting from the appraisal of one’s job experience” (Locke, 1976).

Schultz (1982) defined job satisfaction as “the psychological disposition of people towards their work—and this involves a collection of numerous attitudes or feelings.”

Job satisfaction is the degree to which people like their jobs. It is a general attitude towards the job; the difference between the amount of rewards employee receives and the amount they believe they should receive. A person with a high level of job satisfaction holds positive attitude towards the job, while the person who is dissatisfied with his or her job holds negative attitude about the job (Robbins, Waters-Marsh, Cacioppe and Millet 1994.)

In the light of these definitions, we can define the job satisfaction as the sum of all negative and positive aspects related to the individual's salary, his/her physical and emotional working conditions, the authority he/she has, the autonomous usage of this authority, the level of success he/she has maintained and the rewards given due to this success, the social status maintained in relation with his/her job, and
his/her relations with his/her colleagues and administrators. Individual elements do not result in the job satisfaction. Job satisfaction can only be mentioned if all these elements exist in a place in harmony.

In other words job satisfaction is a positive emotional state that occurs when a person's job seems to fulfill one's needs. It is not always related with the money factor—because some people also work to satisfy their urge to work. Dissatisfaction in a job occurs due to many factors. Let's take them up one by one.

Job satisfaction is influenced by several factors including job situation, personal attributes of the employee and mental strength of employee. Job satisfaction is reflected in the attitude people hold towards their job, a positive attitude towards job denotes satisfaction and negative attitude towards job indicates dissatisfaction.

Thus, job satisfaction or dissatisfaction depends on a large number of factors ranging from where employees have to eat their lunch to the sense of self-fulfillment they may receive from doing their jobs. Usually, job satisfaction involves a delineation of those factors that an employee perceives to either foster a positive attitude about work, or a negative attitude about work. Herzberg (1973) found that “job attitude are a powerful force and are functionally related to the productivity, stability and adjustment of the industrial working force.” (p.96) Also, “the positive effects of high attitude are more potent than the negative effects of low attitudes.” Herzberg (1973, p.96). Thus, a delineation of the factors that produce a positive attitude about work is important to the improvement of job performance.
Dimensions of Job Satisfaction

There is some doubt whether job satisfaction consists of a single dimension or a number of separate ones. Some workers may be satisfied with some aspects of their work and dissatisfied with others. There appear to be a positive correlation between satisfaction levels in different areas of work. This suggests a single overall factor of job satisfaction. It seems that there is no one comprehensive theory, which explains job satisfaction.

Generally there are three main dimensions to Job Satisfaction-

1. Job satisfaction being an emotional response to a job cannot be seen, as such, it can be inferred.

2. Job satisfaction is often determined by how satisfactorily outcomes meet or exceed expectations.

3. Job satisfaction represents an employee’s attitudes towards five specific dimensions of the job: pay, the work itself, promotion opportunities, supervision and co-workers.

Job satisfaction is an emotional reaction to an employee's work situation. This can be defined as an overall impression about one's job in terms of specific aspects of the job (e.g., compensation, autonomy, colleagues) and it can be connected with specific results, such as productivity. Job satisfaction is crucial to the pursuit of happiness and well-being.

Hackman and Oldham (1975) proposed five "core" dimensions for evaluating the immediate work environment constituting the Job Diagnostic Survey (JDS). These core dimensions turned out to be
associated significantly with job satisfaction and a high sense of workers' motivation. That is, the work environment source consisted of five dimensions, namely those of skill variety, task identity; ask significance, autonomy and feedback.

Hackman and Oldham (1975) define “The job itself” into five dimensions. They say that any given job can be analyzed, utilizing these five dimensions for its motivating potential. The job can then be redesigned to eliminate what is bothering the workers. Listed below are the five dimensions of motivating potential:

Skill Variety
- Doing different things; using different valued skills, abilities, and talents.
- The degree to which a job requires a variety of challenging skills and abilities.

Task Identity
- Doing a complete job from beginning to end, the whole job rather than bits and pieces.
- The degree to which a job requires completion of a whole and identifiable piece of work.

Task significance
- The degree of meaningful impact the job has on others; the importance of the job.
The degree to which the job has a perceivable impact on the lives of others, either within the organization or the world at large.

**Autonomy**

- Freedom to do the work as one sees fit; discretion in scheduling, decision-making, and means for accomplishing a job.
- The degree to which the job gives the worker freedom and independence in scheduling work and determining how the work will be carried out.

**Feedback**

- Clear and direct information about job outcomes or performance.
- The degree to which the worker gets information about the effectiveness of his or her efforts, either directly from the work itself or from others.

In 1918, Edward Thorndike also explored the relationship between work and satisfaction in the Journal of Applied Psychology. Increasing job satisfaction is important for its humanitarian value and for its financial benefit (due to its effect on employee behavior).

Evidence from various research studies indicate that the more important elements that contribute to job satisfaction are as under:

i. **Nature of work:** Most employees crave intellectual challenges on their jobs. Therefore, they prefer to jobs that
offer them challenges and an opportunity to use their skills and abilities. However, while too much challenge in job creates frustration and feeling of failure, too little challenges cause boredom. In fact it is the conditions of moderate challenge in which employees experience pleasure and satisfaction.

ii. **Pay and promotion:** Employees want their reward system of pay and promotion policies as unambiguous, and in line with their expectations. Accordingly if they see pay as fair, based on job demands and employee’s skill and as per community pay standards, it results in job satisfaction.

Not surprisingly, employees consider promotions as their ultimate achievements in their careers. When they achieve it, they feel satisfied with their jobs. Besides, Promotions made on a fair and just manner are also likely to create job satisfaction for the employees.

iii. **Quality Supervision:** Quality of supportive supervision establishes cordial and supportive personal relationship with subordinates and takes interest in subordinate’s well being. These characteristics of supervision create satisfaction for employees on their jobs.

iv. **Supportive colleagues:** Experiences show that employees get more out of work than only money or tangible achievements. It happens so primarily by having opportunities for instruction with colleagues. Thus, teamwork fills the need for social interaction. Thus, having
supportive colleagues also leads to employee’s job satisfaction.

v. **Conductive working conditions:** Employees are facilitating doing a job. Therefore, the physical surrounding that are safe, clean, comfortable and with minimal degree of distractions result in a good or poor feeling towards their jobs. The good feeling towards one’s job reflects his or her job satisfaction.

It is to be kept in the view that job satisfaction is a personal and individual feeling. It increases not only work efficiency, but also provides intrinsic motivation for work. It is also conductive to the all-round development of the organization because directly and indirectly it also influences attitudes, morale, and absenteeism and production level.

**CONCEPT OF RELIGIOSITY**

From the dim and hoary past of man's history to the doubting and unbelieving new era, men have assumed that there was a God or Gods somewhere who cared about their lives and destinations. This is what may be supposed to have given birth to quasi-religious rituals in the beginning and ultimately resulted in the development of the institutionalized religions, complete with spiritual/philosophical orientation, the world over.

At the dawn of 21st century, it is imperative to take stock of the situation, which is likely to emerge in the forthcoming decades. Two major concerns in this regard are the fast speeding power of the giant
transnational corporations and the growing influence of global religions. It is of consideration worthy that one of the various essential components of the emerging complex global system, as professed by Toffler (1970:326), is religion.

Most religions offer their followers a religious philosophy and a set of values and beliefs that help them to understand and to organize their lives (Hopkins, 1983:317). Religiosity may be conceptualized in a wide variety of different ways including self-reported affiliation, personal devotion and church attendance (Hayes & Pittelkow, 1993; 757).

Religion, as we meet it in ever day life, consists of a system of professed beliefs, attitudes and practices commonly centered on a place of worship. From the personal point of view of the religious individuals, religion is that which is of ultimate concern. It is for many an answer to man's hunger for certainty, for assurance, for a faith to which they can cling, and for a sustaining hope (Jersild, 1978:546).

It is somewhat difficult to negate or reject Loomba's assertion, which maintains that there is no such thing as a religious instinct. Furthermore, it also appears to be logical to say that “the idea of god is not native to the child's mind yet in a sense investigators of the child psychology are agreed that the genesis of religious feelings in the child is spontaneous" (Tewari, 1986: 33). But it needs to be remembered that the great psychoanalyst C.G. Jung (1933) believed that the unconscious contains many kind of strivings, including religious and spiritual ones.

As a matter of fact, C.G. Jung's psychoanalytical theory vehemently supports the vital role of religious orientation in the development of personality. He even considered religious questions vital
and meaningful in their own right (Crain, 1980:196). Classic contributions by psychologists interested in religious issues (e.g. Jung, 1932, 1933) suggest another way that religious beliefs might be beneficial to health they may do so by providing a sense of meaning to one's life.

One's attempts to resolve the various life crises may derive profound assistance from his religious beliefs and faith. The processes of crises resolutions may be effected not only by one's faith on one's own self but also on significant others. In a culture where religion traditionally plays important role personal and social life, one of the 'most important others' happen to be the God. This formulation is what has been asserted by Erikson when he maintains that 'religion restores, at regular intervals and through rituals significantly connected with the important crises of the life cycle and the turning points of the yearly cycle, a new sense of wholeness of things rebound' (Erikson, 1971).

Harms has delineated a three-fold structure of the stages of religious development: the fairy-tale stage of religion (3-6 years), the realistic stage (7-12 years), and the individualistic stage (12+ years). The first stage showed greater uniformity than latter stages. At the realistic stage, the child becomes more able to adopt himself to institutional religion and he is much more realistic in his portrayal. Children in the individualistic stage in adolescence show a wide variety of interpretation from the conventional to the creative and mystical.

Dittes (1971) has identified three sources of religious beliefs i.e., reinforcement from objective reality, social reinforcement and intra-psychic reinforcement.
There is tremendous diversity in religious interest on the continuum of no religiosity to deep religiosity (Bealer and Willets, 1967:441).

In this era of techno-advancements where materialistic orientation has emerged as a powerful determinant of socio-cultural behaviors on the surface of the things, it appear that to talk and to consider 'Religiosity' as something of some worth and importance is now a mere orthodoxy because of the irrelevance and obsolescence of religion in the modern times. Some people are of opinion that whatsoever might have been the impact or influence of 'religion' in the not so distant and distant past, it has been so seriously weakened in the present times that it is now either of very trivial importance or of no significance at all. Notwithstanding this viewpoint, it seems to be plausible to be plausible to consider the imperatives of paying heed to Wagner's (1978:353) proclamation that religion is a search for ecstasy, explanation and self-station and self-satisfaction.

Interestingly, it is attention worthy to note that even in developed nation such as united Kingdom, United States of America and Australia wide spread prevalence of religious experience ahs been demonstrated in a number of studies and surveys. Special mention may be made in this regard of the studies by Greer and Francis (1992, U.K.), Stoltenberg, Blair-Loy and Waite (1995, U.S.A.) and Hayes and Pittelkow (1993, Australia). As a matter of fact in that part of the world, the past two decades has witnessed a burgeoning of interest and research in the area of religious socialization (Hayes and Pittelkow, 1993:755).

Sigmund Freud, a giant in psychology and the father of psychoanalysis, proclaimed that 'religion is born of the need to make
tolerable the helplessness of man' (Freud, cited in Stoner & Parke, 1977:77). In a somewhat different vein, the twentieth century's neo Freudian, Erikson (1971:106) opined that religion is the institution, which through man's history has striven to verify basic trust. He further maintains that faith is a vital need for which man must find some institutional confirmation and which is manifested in the form of trust on some other or others. Religion it seems is the oldest and has been the most lasting institution to serve the ritual restoration of a sense of trust in the form of faith while offering a formula for sense of evil against which it promises to arm and defend man. However with the passage of time relationships of human with religion are continuously being redefined and it has been rightly pointed out by Hull (1990:337) that 'previously, during the primitive stage, society was a divine cosmos; now human society has a divine cosmos, of which it is a reflection.' The transition from a state of being to a state of having is repeated again and again, both in the history of religion and in the history of the self. To be conscious of having a relationship with some thing is already to have distinguished between oneself and that to which one is related. One is thus no longer simply with it.

What is clear from surveying prior research in the psychology of religion literature is that religion is a complex, multidimensional phenomenon (Wright, Frost & Wise carver, 1993). Tewari (1986:36) reviewed relevant studies and asserted that 'creed or religious awareness develops with increasing age and this development involves certain qualitative as well as quantitative changes'.

Swami Vivekanand speaks of the three parts or elements of religion. First, there is the philosophy, the second part being mythology,
which is philosophy made concrete. The third part is ritual, which is still more concrete and is made up of forms and ceremonies and many other things that appeal to the senses. In his opinion religion always takes three steps- the first is dualism. Then man gets to a higher state, partial non-dualism. And at last, he finds he is one with the universe (Selections from the complete works of Swami Vivekanand, (1993:92). Thus, religiosity may be thought of as a resultant of multi layered interactions of one's attitude towards divinity/God and one's adherence to ritualized faiths as well as extent and type of one's indulgence in traditional forms/norms of worshiping or praying.

NEED OF THE STUDY

Women, the half of human population, are still being ignored by our social planners and program implementers. Research on social issues in India is being conducted by a plethora of organizations, namely, research institutions like NCERT, ICSSR, UGC etc. government ministries and departments, NGOs, other international and autonomous organizations, but the ground reality is that the nutritional status, health practices, income generation, domestic violence, rights of women etc are very attention seeking. As research is a vital input for development, planners, administrators and researchers are on the lookout for social factors which have the potential to impact the outcomes for various programmes.

The National Perspective Plan for women 1988-2000 AD (1988) in India observed “There is continued inequality and vulnerability of women in all sectors- education, social, political, education, health
care, nutrition and legal. As women are oppressed in all spheres of life, they need to be empowered in all walks of life.

The above mentioned facts reveal that there is a need of recognizing women’s contribution to society, enhancing their self respect and self-dignity, helping them to fight their own fears and feeling of inadequacy and inferiority and providing them opportunities to become economically independent and self-reliant (Kamala Bhasin, 1992).

Women as a teacher especially at secondary level, play a powerful role in moulding and shaping of personality of students at this level. This is the stage of career building when students start to frame dreams but at the same time their bodily and hormonal changes keep different types of biological and social problems before them. At this stage the boys and girls need social and emotional support from family members and teachers. A female teacher can help them better than a male teacher because of her soft and motherly approach. Empowered women teacher may feel better level of job satisfaction and can effectively deal with the students of secondary schools.

The rationale against choosing the topic like empowerment and job satisfaction of secondary school women teachers is that the secondary level of education is the backbone of whole educational system and the women teachers at this level have to face both early and later adolescents (boys and girls both) who are full of ‘internal storm’ and ‘anti norm’. So, the empowered women with full job satisfaction will be more helpful in shaping, molding and cultivating the future of the country. Since, religiosity, marital status and type of institutions are linked up with women empowerment and job satisfaction (Sanghi, 1992; Michael et al, 2003; Kumari et al, 2008) hence it was proposed to
conduct study on “feeling of empowerment and job satisfaction of secondary school women teacher in relation to religiosity, marital status and type of institution”.

**OBJECTIVES OF THE STUDY**

The main and the subsidiary objectives of the study are as follows:

**Main Objectives**

(i) To understand the nature and extent of relationship between empowerment and job satisfaction of secondary school women teachers.

(ii) To understand the religiosity wise differences in the nature and extent of relationship between empowerment and job satisfaction of secondary school women teachers.

(iii) To understand the marital status-wise differences in the nature and extent of relationship between empowerment and job satisfaction of secondary school women teachers.

(iv) To understand the type of institution wise differences in the nature and extent of relationship between empowerment and job satisfaction of secondary school women teachers.

(v) To find out whether it is possible to identify and extract the common factors involved in the development of empowerment and job satisfaction of secondary school women teachers.
Subsidiary Objectives

(i) To ascertain the significance of difference in the feeling of empowerment of high religious and low religious secondary school women teachers.

(ii) To ascertain the significance of difference in the feeling of empowerment of married and unmarried secondary school women teachers.

(iii) To ascertain the significance of difference in the feeling of empowerment of Govt. Secondary school women teachers and private secondary school women teachers.

(iv) To ascertain the significance of difference in the feeling of job satisfaction of high religious and low religious secondary school women teachers.

(v) To ascertain the significance of difference in the feeling of job satisfaction of married and unmarried secondary school women teachers.

(vi) To ascertain the significance of difference in the feeling of job satisfaction of Govt. Secondary school women teachers and private secondary school women teachers.

HYPOTHESES

On the basis of objectives of the study the following hypotheses have been formulated:
1. There will be no significant correlation between empowerment and job satisfaction of secondary school women teachers.

2. There will be no significant correlation between religiosity and empowerment of secondary school women teachers.

3. There will be no significant correlation between religiosity and job satisfaction of secondary school women teachers.

4. Religiosity would not be a significant factor in determining the empowerment and job satisfaction of secondary school women teachers.

5. Marital status would not be a significant determinant of empowerment and job satisfaction of secondary school women teachers.

6. Type of institution would not be significant determinant of empowerment and job satisfaction of secondary school women teachers.

**DELIMITATION OF THE STUDY**

The present study was delimited as mentioned below-

1. In this study only the women teachers of secondary schools were included in the sample.

2. Only those women teachers were included in the sample who were regular teachers.
3. Only the married and unmarried women teachers were included in the sample. The widows and divorced teachers were not been included in the sample.

4. The study was delimited within the range of Nainital districts and the women teachers of government and private schools of this district were included in the sample.

5. The study was also delimited in methods and techniques.