

**RELATIONSHIP BETWEEN EMPOWERMENT AND JOB PERFORMANCE AMONG WOMEN HIGH SCHOOL TEACHERS****Dr Raj Kumar Dhiman****Principal****Raj Rajeshwari College of Education, Chorab (Mansui), PO Bhota, Tehsil Barsar****Distt. Hamirpur (H.P.) – 176041****ABSTRACT**

The study has been designed to find out the relationship between empowerment and job performance among women high school teachers. The sample comprised of 200 Women High School Teachers drawn from 47 Schools of District Bilaspur in Himachal Pradesh through Incidental Technique of Sampling. The data were collected by using *Employee Empowerment scale developed by Ugbaro in 2006*. The data analysis showed that there existed a significant positive relationship between empowerment and job performance among women high school teachers.

**KEY WORDS: Relationship, Employee, Empowerment, Job Performance, Women, High School Teachers.....**

**INTRODUCTION**

*“Education of a boy is the education of one person but education of a girl is education of the entire family” - Pt. Jawaharlal Nehru*

For centuries women were not treated equal to men in many ways. They not allowed owning property, they did not have a Share in the property of their parents, they had no voting rights and they had no freedom to choose their work or job and so on. Gender inequality has been part and partial of an accepted male-dominated Indian society throughout history. Women were expected to be bound to the house, while men went out and worked. This division of labour was one of the major reasons why certain evils like Sati Pratha, Pardaha System, Child Marriage and Dowry System, etc. took birth in our society. The traditional Indian mentality assumes that the place of women is mainly concentrated to the household activities like kitchen work and upbringing of the children.

Women Empowerment is the ability of women to exercise full control over their actions. This means control over material assets, intellectual resources and

even over their ideologies. The position of women has not changed much in thousands of years. The birth of a son is still greeted as an occasion for celebration, whereas the birth of a girl with sorrow and silence. She is honoured as the deity of house but in reality she is a maid servant. She has no independent identify or personality. Man has never treated her as his companion *Kavi Kulguru Kalidas has stated that "Grihani Schive Sakshi Mitta"* but the common man has never accepted it. The Indian women have failed to realize that she is not just a wife, mother and confident of her children but an individual with a mind of her own.

The problem of women have been considered by ancient Indian writers, philosophers and scored texts. There are often contradictory and ambiguous statements about the status of women in Indian society. On the other hand as weak, docile, fragile and needing protection of man at all stages of life. Thus, her discrimination always has to be dependent on man due to inherent weakness of her nature. There is no chance for the world unless the condition of girls is improved. Swami Vivekananda the great Saint and Philosopher rightly said, "It is not possible for a bird to fly on only one wing".

One of the basic truths in education is that quality of education depends largely upon the quality of teachers. Enlightened, emancipated and empowered teachers lead communities and nations towards better and higher quality of life. Teachers are the torch bearer in creating social cohesion, national integration in learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating the role of education.

The educational expansion, Universalization of elementary education, Vocationalization of secondary education, higher & professional education and overall quality of education are major challenges before the country. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. The task of bringing qualitative change in institutional officially of the teacher education system in itself is a huge and challenging one. Moreover, women are much qualified than men and working tirelessly but not empowered and secured. Thus, there is urgent need to empower Indian women for multifarious tasks with zero feeling of insecurity.

### CONCEPT OF EMPOWERMENT

The origin of the concept of empowerment goes back to the civil rights movement in the USA in the 1960. It has since then been interpreted differently and filled with new meanings and is today used in such different sectors as business, social work, development discourse and by advocates of different political agendas. The different definitions of empowerment range between defining it as a largely individual process of taking control of and responsibility for one's life and situation and defining it as a political process of granting human rights and social justice to disadvantaged groups of people. The empowerment of women is located within the discourse and agenda of gender equality and is increasingly being taken in the agendas of international development organizations, perhaps more as a means to achieve gender equality than as an end in itself.

The status of Women in India has been subject to many great changes over the past few millenniums. In early Vedic period Women enjoyed equal status with men. *Rig-Veda & Upanishads* mention several names of women sages and seers notably *Gargi & Maitri*. However later, the status of women began to deteriorate approximately from 500 B.C., the situation worsened with invasion of Mughal and later on by European invaders.

Some reformatory movements by *Guru Nanak, Jainism, Raja Ram Mohan Roy, Ishwarchandra VidyaSagar, Pandita Rama Bai* and others did give some relief. It is not that British didn't do anything for improving the condition of women. Some laws were enacted such as "*Abolition of practice of Sati*", *Widow Remarriage Act 1856 etc.* The real change came after independence. Constitution of India guarantees equality to women (*Article 14*). There are other articles too which ensure rights of women e.g. no discrimination by the state [article15 (1)] equality of opportunity (*Article16*) etc. Feminist activism picked up momentum in India during later 1970's. Later on many groups and NGO's have been working for the Empowerment of women. We are proud that in India Women got voting right much before USA and some other European countries.

After Independence the Constitution of India guarantees equality to women by introducing (*Article 14, 15 (1) and 16*) which ensure rights of women that is no discrimination by the State, equality of opportunity etc. Not only the above

mentioned Articles but also during the 73rd and 74th Amendments (1993) to the Constitution of India provided for reservation of seats (at least one third) in the local bodies of Panchayati Raj Institutions and Municipalities for women. Another Constitutional Amendment (84th Constitutional Amendment Act, 1998) reserving 33 per cent seats in Parliament and State Legislatures is in the pipeline. But even after 66 years of our independence, women are still one of the most powerless and marginalized sections of Indian society.

The 2001 Census shows that the sex ratio for India is 933, which is among the lowest in the world. Percentage of female literacy is 54 per cent against male literacy of 75 per cent. Women's representation in Parliament and in the State Assemblies has never gone beyond 8 and 10 per cent respectively. Most of the working women remain outside the organized sector. Mere 2.5 per cent women are administrators and managers. Violence and atrocities against women are on the rise. Gender discrimination is the major problem, which the Indian women face in the present day society. One concurrent example of gender discrimination is glass-ceiling effect. The term "glass ceiling" is used to describe an invisible barrier where women are deprived of opportunities at all levels of employment and are discriminated only because they are women. No doubt women have the potential to achieve an equal footing with men. But, it is the social practices and male attitudes that are making an effective and invisible barrier preventing women from rising above a certain point. One consequence of sex stereotypes is that women's achievements tend to be devalued or attributed to luck or effort rather than ability or skill, and therefore this stereotype has the potential to reduce the organizational awards that they deserve.

Empowerment the term implies the relative status of women within the household and also in society. For instance the higher status of women comes through women's employment, their awareness and the decision making power in day to day family life. Women's physical mobility in the outside world and freedom in mobility give them confidence in mixing with other people and make them aware about social and economic problems. Power over resources and involvement in decision making and their liberty in mobility make them empowered in participating in community development or to raise voice against the injustice with other people,

especially with the women in society. Empowerment is not a product; it is a process of on-going movement.

The movement may come through the collective protest by women. Women's awareness regarding current politics and decision making and participation in politics bring political empowerment among them. Empowerment the word is more qualitative rather than quantitative and each aspect of women's life cannot be quantified. But in the present study the concept of empowerment has been defined and has been tried to quantify as much as possible. Empowerment gets affected by education. Education makes women aware about social, economic and political situation. Education helps women to acquire knowledge and information. Women get exposure with their increasing physical mobility which is also perceived through education.

Education helps in capacity building and development of their skill and women start contributing in economic activities. Women's power over decision making increase with the rising level of education and better empowerment. Women's controlling power within the household can be observed through their participation in decision making process. In family, every now and then members need to take decision on several household issues, e.g. food, clothing, purchasing, education of children, marriages etc. Women's participation in taking decisions give women their freedom of choice. Whether practising family planning or not, explain their freedom of choice as well as their rights on their body. Generally women have less knowledge about family planning and they depend on their husband and mothers in-law in most cases. The process highlights the status of women ranges between moments of subordination and assertion in their attempts to control fertility. Therefore, one can easily conclude that education make them aware about the knowledge of family planning and how to control the family size, while mostly women are ignorant about it. Education helps women in associating in social movement. It also makes them capable of making right decision at the time of voting. So education supports them to take active participation in public affairs.

#### **Definitions of Empowerment**

“The beauty of empowering others is that your own power is not diminished in the process” - **Colorose Barbara**

**According to Bush & Folgers,** "Empowerment means the restoration to individuals of a sense of their own value and strength and their own capacity to handle life's problems."

**According to For Rubino (2007),** "Empowerment is a process of unleashing the human potential and enhancing the human ability to effect and maintain societal growth."

Now a days the role of education in the achievement of social justice and liberation of women had been well recognised. Education and knowledge give women the power to reason and in turn help them much in their fight against social injustice. It is significant to see participation of women in voluntary organisations, neighbourhood organisations and public life.

Women organise Anganwadi and Mahila Mandals through which they can solve their own problems. Membership of various cultural organisations helps in generating self-confidence. Women are an integral part of these welfare organisations. It is hypothesised that the more modem a woman, the more she will be inclined to become a member of socio-cultural organisations. Educated women are freer to participate in social activities. The modem educated women have increased the sphere of their social activities and interaction with outside world. The process of women empowerment will continue to go forward by increased number of women participating in their communities, in groups and organisations, in politics, public life and decision-making in private as well as public domain. There has been an expansion of both basic and higher educational opportunities for women, greater recognition of women's unpaid work and social and economic roles as well as wider representation of women in electoral politics which will create favourable condition for women's participation. Awareness building and skill building among women themselves is equally important so that women gain confidence to participate in decision-making and demand their rights and begin the process of empowerment.

### **CONCEPT OF JOB PERFORMANCE**

The performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions.

However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioural.

The difference between individual controlled action and outcomes is best conveyed through an example. On a sales job, a favourable outcome is a certain level of revenue generated through the sale of something (merchandise, some service, insurance etc.). Revenue can be generated or not, depending on the behaviour of employees. When the employee performs this sales job well, he is able to move more merchandise. However, certain factors other than employees' behaviour influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preferences, production bottlenecks, etc. In these conditions, employee performance can be adequate, yet sales can still be low. The first is performance and the second is the effectiveness of that performance. These two can be decoupled because performance is not the same as effectiveness.

Another closely related construct is productivity. This can be thought of as a comparison of the amount of effectiveness that results from a certain level of cost associated with that effectiveness. In other words, effectiveness is the ratio of outputs to inputs—those inputs being effort, monetary costs, resources, etc.

Utility is another related construct which is defined as the value of a particular level of performance, effectiveness, or productivity. Utilities of performance, effectiveness and productivity are value judgment.

Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness).

Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are vastly many jobs each with different performance

standards. Therefore, job performance is conceptualized as a multidimensional construct consisting of more than one kind of behaviour.

## REVIEW OF RELATED LITERATURE

The review of related studies on Women Empowerment has been given as under:

**Verma (1989)** studied that educated women have highly favourable attitude towards politics and considered education as an essential for economic status.

**Nayar (1990)** observed that education play a positive interventionist role in the empowerment of women. With the changing levels of education women are more economically independent, aware about political situation, participate in decision making.

**Guha (1991)** explained the socio-economic determinants of female literacy. In India female literacy is lower than male literacy. Boys have much higher chance of getting education than girls. Occupational structure of the family, per capita income, number of working members, age at marriage, etc. are determinants of women education.

**Batliwala (1993)** tried to explain what the empowerment of women implies in social, economic and political terms. Education is central to process of empowerment. Education as a dynamic process of learning helps women to gain meaningful information, knowledge and skills. With their growing strength women begin to assert their rights to control resources and participate equally in decision making within the family, community or village.

**Bambawale (1994)** has said that in India literacy level of women is low which effects in her status and position. Urbanisation, education and employment of women bring change in attitudes and belief of women in terms of equality, independence and individuality. For an independent assessment of any situation, if it



is marriage, family matters etc. a woman should be capable of making her own decision which is only possible through education.

**Mukherjee (1996)** observed that equality in access to educational opportunities is particularly important for women because it is a means of enhancing income-earning capacity and entry into public domain.

**Batliwala (1997)** observed that empowerment increases women's power both in the private and public sphere of their lives. It is a transformation from traditional gender relation to more equal gender relation. The changes are seen into food distribution, health care, access to education, credit, employment, public policies and programmes, women's legal rights and their participation in decision making both in private and private and public domain...

**Rani & Saguna (2002)** observed that since women constitute a great force, national development is not possible without their development, to involve women in the process of development, it is important to educate them and non- formal education has been identified as suitable tool to eradicate illiteracy among women and their educational effect on their social status.

**Sandhy, Rani & Suguna (2003)** found from their study that education helps women not only to raise their economic status in the society through vocational training courses, but also encourages them to be involved in decision making process, to fight for their rights as well as to revolt against evils and exploitations both at home and outside.

**Pany & Singh (2003)** found a close interrelationship between women empowerment, future orientation, family planning attitude, behaviour and health status.

**Sharma (2004)** concluded that there is urgent need for women's education, though it is a basic human right. Women are in fact a vital part of human resource of a country, education is the most effective instrument to channelize these resources

for the national development and education liberates from ignorance and enhances her self- esteem.

**Andrew Morrison (2007)** in the meeting of Growth Commission held at Yale University presented a simple model depicting the direct and indirect relationship in growth of a nation on gender equity in the households, market and society. He opined that the potential barriers to female labour force participation are education levels, time burden of domestic responsibilities, wage gaps (dynamic disincentive), discrimination in other markets (land, credit) and culture.

**Semim (2011)** reported that women can do many things than men. In present situation there is an urgent need to adopt fast measures to train these newly elected female Panchayat Leaders to makes them understand about their duties and responsibilities.

**Njoh, Ambe (2012)** reported that women empowerment under the third Millennium Development Goals (MDGs), include the: (1) percentage of school-aged girls in school, (2) female adult literacy rates, (3) female share of non-agricultural employment, and (4) female representation in government.

**Kirti (2015)** concluded that senior secondary women teachers were found more empowered than primary & secondary women teachers.

Thus, it has been observed from the above review of literature that there is dearth of research pertaining to women teachers at all levels of education.

#### **NEED AND JUSTIFICATION OF THE STUDY**

Women empowerment is very important in our society. Women are working in many fields like Medical, military and teaching etc. women takes lots of bourdon in own environment like domestic works, care of child and our family members. On other hands, if women work in a profession like teaching her burden will be increased. Working women require such an environment which provides proper job performance. It is only possible when working conditions are according to the need

and according to their requirement. Job performance depends upon on school environment, management of school working, our and other facilities like their training, reinforcement elements. Lots of work has already done on different area of women empowerment but researcher could hardly find a study on women empowerment with job performance. So, an attempt has been made to investigate empowerment in relation job performance of women teachers.

#### **OBJECTIVE OF THE STUDY**

To study the relationship between Empowerment and Job Performance of women high school teachers.

#### **HYPOTHESIS OF THE STUDY**

There will be significant positive relationship between Empowerment and Job Performance of women high school teachers.

#### **RESEARCH METHOD**

In the present study descriptive survey method of research was used.

#### **POPULATION**

The population of the present study consisted of women high school teachers of Himachal Pradesh.

#### **SAMPLING TECHNIQUE**

In the present study incidental technique of sampling was used to draw the sample.

#### **THE SAMPLE**

The sample of the study consisted of 200 Women High School Teachers of District Bilaspur in Himachal Pradesh.

#### **TOOLS USED**

In the present study Employee Empowerment Scale developed by Ugbaro (2006) and Self-Perceived Job Performance Scale developed by Keller (1997) were used for data collection.

### STATISTICAL TECHNIQUE USED

Karl Pearson's Product Moment Coefficient of Correlation 'r' was employed to test the hypothesis.

### ANALYSIS AND INTERPRETATION OF DATA

#### Relationship between Empowerment and Job Performance of Women High School Teachers

The Table-4.1 gives the calculated statistics of Pearson's Coefficient of Correlation 'r' between Empowerment and Job Performance of Women High School Teachers.

**Table - 1**

**Correlation between Empowerment and Job Performance  
Of Women High School Teachers  
(N=200)**

Empowerment	Job Performance	
	'r' - Values	Significance
Meaningfulness	0.314	**
Confidence	0.396	**
Self-determination	0.452	**
Impact	0.443	**
Overall Score	0.524	**

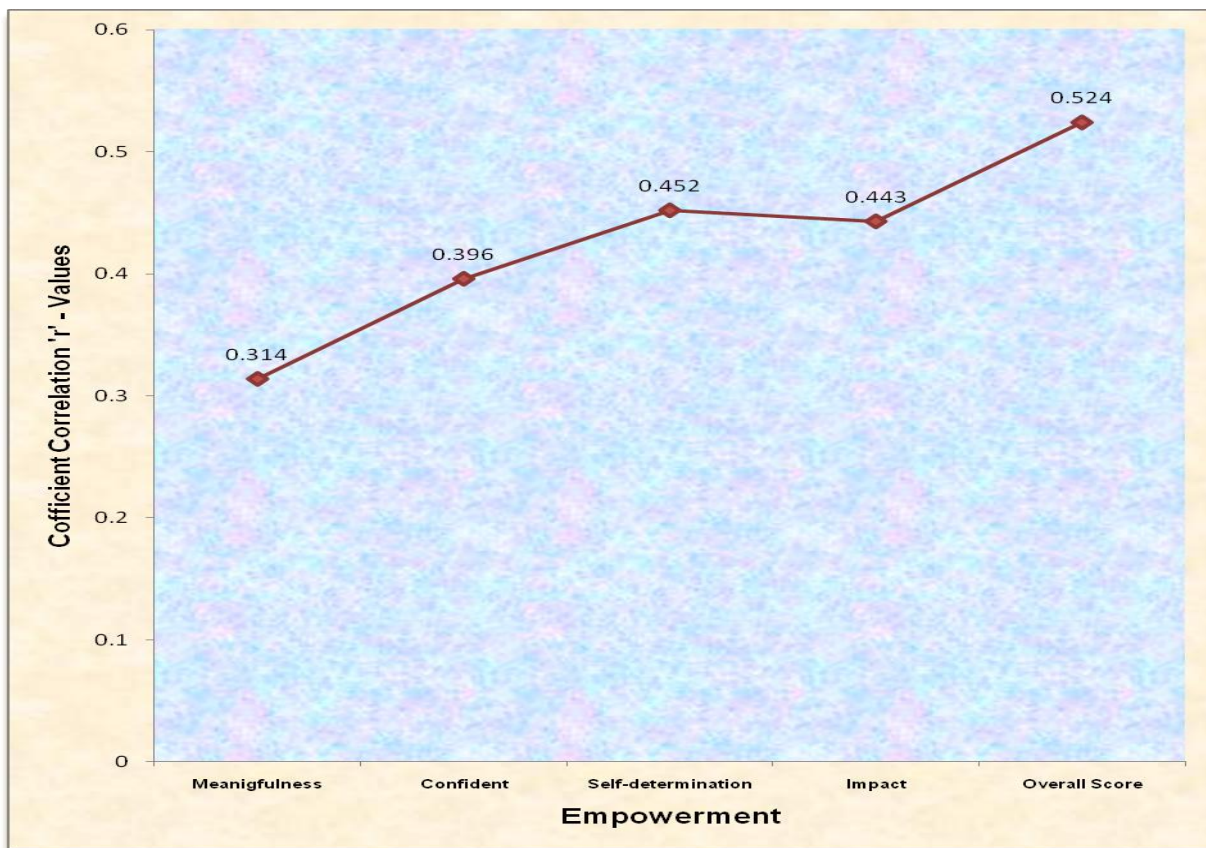
**\*\* Significant at 0.01 level of Significance**

It is evident from the Table 4.1 that the obtained coefficient correlation 'r'- values between Empowerment and Job Performance were found to be 0.314 for Meaningfulness Empowerment, 0.396 for Confidence Empowerment, 0.452 for Self Determination, 0.443 for Impact and 0.524 for Overall Empowerment. These values of

are significant at 0.01 level of significance. This means that Empowerment and Job Performance along with its components has positive and significance relationship among Women High School Teachers. Further, we can say that as Empowerment in items of Meaningfulness, Confidence, Self- Determination and Impact increases/ enhanced the Job Performance of Women High School Teachers will automatically be raised. Thus, Empowerment among women high school teachers is directly proportional to their Job Performance. Hence, the research hypothesis that, "There will be significant positive relationship between Empowerment and Job Performance of Women High School Teachers," was accepted.

The Figure-1.1 shows that significant positive relationship between Empowerment and Job Performance of Women High School Teachers.

**Figure-1.1**  
**Showing Significant Positive Relationship between Empowerment and Job Performance of Women High School Teachers**



### FINDINGS OF THE STUDY

A significant and positive correlation was found between overall empowerment along with its components and job performance among women high school teachers.

### EDUCATIONAL IMPLICATIONS

Women empowerment changes the whole world. It is necessary to empower them. Education plays a vital role in women's empowerment. An educated woman knows her rights. Empowerment gives security, confidence and self-respect. The present may contribute in the following ways:

- ✚ **Effect of Empowerment in School:** An empowered women teacher will teach students confidently and take better decisions regarding her teaching related tasks.
- ✚ **Effect of Women Teacher's empowerment on Students:** Empowered women teachers will give a positive message to the students, especially to female students. It motivates them to do something in their life.
- ✚ **Effect of Women Empowerment in State:** If women in the particular states are empowered enough then it effects the development in the state. It will help in all round development of the state.
- ✚ **Effect of Empowerment at Nation Level:** National development depends upon the empowerment of their citizens. If women of the nation are empowerment than they will equally participate in the development of the nation as men do. So, it is necessary to give equal chance of development to the women as well.

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