

EMPOWERMENT OF HIGHER SECONDARY WOMEN TEACHERS IN RELATION TO THEIR MOTIONAL COMPETENCE

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Abstract: *The present investigation has been undertaken in order to study the Empowerment and Emotional Competence of higher secondary women teachers. Teacher Empowerment Scale constructed and validated by the Investigator (2018) and Emotional Competence Scale constructed and standardized by Harish Sharma and Rajeev Lochan Bharadwaj (2016) has been administrated to a random sample of 600 higher secondary women teachers working in Kanchipuram, Thiruvallur and Vellore Districts. The statistical techniques adopted to analyse the collected data were descriptive, differential and correlation analysis. Findings revealed that the Empowerment of higher secondary women teachers is average whereas they are emotionally competent. It is found that teachers significantly differ in Empowerment in respect of Age, Marital status and Type of the School Management. It is found that teachers significantly differ in Emotional Competence in respect of Age, Marital status and they do not differ significantly in Emotional Competence in respect of Type of the School Management.*

Keywords: *Empowerment, Emotional competence, Age, Marital status, Type of the School Management, Higher secondary women teachers.*

I. INTRODUCTION

Education is the key to progress today's children and youth who are the hopes and future of a nation. The teachers are the pillar of a society and the builders of a nation. The teaching fraternity plays a pivotal role in transforming our nation to its excellence. Hamphill (1940) suggested that leaders, who are able to establish mutual trust, respect and ascertain warmth and rapport with members of their group will be more effective and empowered. Empowered teachers infuse confidence, generate for national character and emblems, develop social conduct and morals and establish standards of excellence in their academic fields. Empowered teachers through both print and digital resources tend to create an interactive classroom and improve learning outcomes. An empowered and emotionally competent, teachers are better able to create a classroom environment that is positive, supportive and well organized.

II. EMPOWERMENT OF TEACHERS

Bolin (1989) defined teacher empowerment as "investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach". Researches indicate that decision-making as one of the most effective way of empowering teachers. Harpell & Andrews, (2010) sees

teacher empowerment as the confidence to make and the power to enact situational appropriate instructional decisions that improve the quality of education for students. An empowered teacher believes that they have confidence, skills and knowledge to improve a situation in which they operate.

III. EMOTIONAL COMPETENCE

Goleman claimed that Emotional Competence or not innate talents, but learned capabilities, that must be worked on to achieve outstanding performance. Goleman (1995), "Emotional Competence" is an ability to realize and recognize own feelings and also feeling of others, for self-motivation for management of the emotions in itself and in the relations with others. Emotional competence refers to one's ability to express or release one's inner feeling and emotions. It implies an ease around others and determines one's ability to effectively and successfully lead and express. According to Daniel Goleman (1998) for star performance in all jobs, in every field, Emotional competence is twice as important as purely cognitive abilities for success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage.

IV. SIGNIFICANCE OF THE STUDY

Empowerment of teachers is vital for implementing the best educational practices in order to meet the diversified demands of the educand. It is also a necessary factor in the success of the school outcomes which works towards a common goal for effective functioning. Teachers with high empowerment are more likely to implement innovative approaches in the classroom practices and adequate teaching methods that encourage students' achievement and excellence outcome. Teachers' emotional competence constitutes the capacity to tactfully respond to emotion stimuli elicited by various situations. It helps the teachers to balances both the level of self-esteem and optimism, communication, tackling emotional upsets such as frustration conflicts and inferiority complexes, ability to relate to others, emotional self control, capacity to avoid emotional exhaustion such or stress burnout, learning to avoid negativity of emotions and handling egoism.

V. OBJECTIVES OF THE STUDY

- To find out the Empowerment and Emotional Competence of higher secondary women teachers.
- To find out whether there is any significant difference in the Empowerment of higher secondary women teachers in respect of the following demographic variables a) Age, b) Marital status and

c) Type of the school management.

- To find out whether there is any significant difference in the Emotional Competence of higher secondary women teachers in respect of the following demographic variables a) Age, b) Marital status and c) Type of the school management.
- To find out whether there is any significant relationship between Empowerment and Emotional Competence of higher secondary women teachers.

VI. HYPOTHESES OF THE STUDY

- The level of Empowerment and Emotional competence of higher secondary women teachers is high.
- There is no significant difference in the Empowerment of higher secondary women teachers in respect of the following demographic variables a) Age, b) Marital status and c) Type of the school management.
- There is no significant difference in the Emotional Competence of higher secondary women teachers in respect of the following demographic variables a) Age, b) Marital status and c) Type of the school management.
- There is no significant relationship between Empowerment and Emotional Competence of higher secondary women teachers.

VII. METHOD OF THE STUDY

Normative survey method has been adopted for the present investigation. The present investigation is an attempt to find out the effect on demographic variables Age, Marital status, Type of the school management and independent variable Emotional Competence on the dependent variable Teacher Empowerment.

VIII. SAMPLE OF THE STUDY

The present investigation has been confined to representative sample of 600 higher secondary women teachers working in Kanchipuram, Thiruvallur and Vellore districts. Simple random sampling technique has been employed for the selection of the sample with randomness and representativeness.

IX. TOOLS USED FOR THE STUDY

The following tools have been administered in the study for the collection of data:

- Teacher Empowerment Scale (TES) Construct and Validated by the Investigator (2018).
- Emotional Competence Scale (ECS) Construct, Validated and Standardized by Harish Sharma and Rajeev Lochan Bharadwaj (2016).

X. SCORING PROCEDURE

Teacher Empowerment scale constructed and validated by the Investigator has concluded that the high score is 211 and above, average score is 168-210 and low score is 167 and below. Emotional competence constructed and standardized

by Harish Sharma and Rajeev Lochan Bharadwaj (2016) has given the highly competent score is 70 and above, competent score is 60-69, average score is 40-59, incompetent score is 30-39 and highly incompetent score is 29 and below.

XI. ANALYSIS AND INTERPRETATION DATA

The analysis and interpretation are given the following tables

Descriptive Analysis

Hypothesis 1
 The level of Empowerment and Emotional Competence of higher secondary women teachers is high.

Table-1

Showing the Mean and Standard Deviation scores of Empowerment and Emotional Competence of Higher Secondary Women Teachers

Variable	N	M	SD
Teachers' Empowerment	600	189.25	22.00
Emotional competence	600	66.47	18.10

It is evident from the Table 1, that the calculated mean score of entire sample is found to be 189.25 and the standard deviation value is 22.00. The mean score is average value of 168-210 and it is concluded that the Empowerment of higher secondary women teachers is average. The calculated mean score of entire sample is found to be 66.47 and the standard deviation value is 18.10. The mean score is average value of 60-69 and it is concluded that the higher secondary women teachers are emotionally competent. Therefore hypothesis 1 is rejected.

Hence it is inferred that the Empowerment of higher secondary women teachers is average whereas they are emotionally competent.

Differential Analysis

Hypothesis 2

There is no significant difference in the Empowerment of higher secondary women teachers in respect of their different age group.

Table-2

ANOVA results for Empowerment Scores of Higher Secondary Women Teachers in respect of their different Age Group

Variable	Source of Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Teachers' Empowerment	Between Groups	4793.671	2	2396.836	4.85	Significant
	Within Groups	294872.169	597	493.923		
	Total	299665.840	599			

From table 2, ANOVA results shows, this difference is significant [$F_{(2,597)} = 4.85 > P$ at 0.05]. Hence, the framed null hypothesis 2 is rejected and it is concluded that there is a significant difference in the Empowerment of higher secondary women teachers in respect of their different age group.

Hypothesis 3

There is no significant difference in the Empowerment of higher secondary women teachers in respect of their marital status.

Table-3

Comparison of Mean Empowerment Scores of Higher Secondary Women Teachers in respect of their Marital Status

Variable	Marital Status	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Teachers' Empowerment	Married	449	188.97	23.00	3.61	Significant
	Unmarried	151	190.10	21.48		

From table 3, shows the computed 't' value 3.61 which is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is a significant difference between married and unmarried higher secondary women teachers in respect of their empowerment. It is also inferred that unmarried teachers have high empowerment than the married teachers.

Hypothesis 4

There is no significant difference in the Empowerment of higher secondary women teachers in respect of their different type of school management.

Table-4

ANOVA results for Empowerment Scores of Higher Secondary Women Teachers in respect of their different Type of School Management

Variable	Source of Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Teachers' Empowerment	Between Groups	636.717	2	318.359	5.63	Significant
	Within Groups	299029.123	597	500.886		
	Total	299665.840	599			

From table 4, ANOVA results shows, this difference is significant [$F_{(2,597)} = 5.63 > P$ at 0.05]. Hence, the framed null hypothesis 4 is accepted and it is concluded that there is a significant difference in the Empowerment of higher secondary women teachers in respect of their different type of school management.

Hypothesis 5

There is no significant difference in the Emotional Competence of higher secondary women teachers in respect of their different age group.

Table-5

ANOVA results for Emotional Competence Scores of Higher Secondary Women Teachers In respect of their Age Group

Variable	Source of Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Emotional Competence	Between Groups	3990.004	2	1995.002	5.99	Significant
	Within Groups					

Within Groups	198818.381	597	333.029		
Total	202808.385	599			

From table 5, ANOVA results shows, this difference is significant [$F_{(2,597)} = 5.99 > P$ at 0.05]. Hence, the framed null hypothesis 5 is rejected and it is concluded that there is a significant difference in the Emotional Competence of higher secondary women teachers in respect of their different age group.

Hypothesis 6

There is no significant difference in the Emotional Competence of higher secondary women teachers in respect of their marital status.

Table-6

Comparison of Mean Emotional Competence Scores of Higher Secondary Women Teachers in respect of their Marital Status

Variable	Marital Status	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Emotional Competence	Married	449	66.57	19.86	2.75	Significant
	Unmarried	151	67.46	16.16		

From table 6, shows the computed 't' value 2.75 which is significant. Hence, the framed null hypothesis 6 is rejected and it is concluded that there is a significant difference between married and unmarried higher secondary women teachers in respect of their Emotional Competence. It is also inferred that unmarried teachers are more competent than the married teachers.

Hypothesis 7

There is no significant difference in the Emotional Competence of higher secondary women teachers in respect of their different type of school management.

Table-7

ANOVA results for Emotional Competence Scores of Higher Secondary Women Teachers in respect of their Different Type of School Management

Variable	Source of Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Emotional Competence	Between Groups	728.797	2	364.399	1.07	Not Significant
	Within Groups	202079.588	597	338.492		
	Total	202808.385	599			

From table 7, ANOVA results shows, this difference is significant [$F_{(2,597)} = 1.07 > P$ at 0.05]. Hence, the framed null hypothesis 7 is accepted and it is concluded that there is a significant difference in the Emotional Competence of higher secondary women teachers with regard to different type of school management.

Correlation Analysis

Hypothesis 8

There is no significant relationship between Empowerment and Emotional Competence of higher secondary women teachers.

Table-8

Showing the correlation values between Empowerment and Emotional Competence of Higher Secondary Women Teachers

Sl. No.	Variables		N	'r' Value	Level of Significance
	Entire Sample		600	0.030*	Significant
1	Age	Below 35 years	179	0.046	Not Significant
		35-45 years	246	0.151**	Significant
		Above 45 years	175	0.017	Not Significant
2	Marital Status	Married	449	0.083	Not Significant
		Unmarried	151	0.039	Not Significant
5	Type of the School Management	Government	278	0.019	Not Significant
		Aided	148	0.043	Not Significant
		Private	174	0.211*	Significant

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

From table 8 shows, the calculated 'r' value is 0.030 which indicates that there is a positive correlation between Empowerment and Emotional Competence scores. Therefore hypothesis 8 is rejected and it is concluded that there is a positive and significant relationship between Empowerment and Emotional Competence of higher secondary women teachers.

The sub samples 35-45 years of age and private school of higher secondary women teachers is statistically significant. For the rest of the sub-samples namely below 35 years of age, above 45 years of age, married, unmarried, government school and aided school higher secondary women teachers is not statistically significant.

XII. FINDINGS OF THE STUDY

- There is a significant difference in the Empowerment of higher secondary women teachers in respect of their different age groups.
- There is a significant difference between married and unmarried of higher secondary women teachers with respect to their Empowerment.
- There is significant difference in the Empowerment of higher secondary women teachers in respect of their different type of school management.
- There is a significant difference in the Emotional Competence of higher secondary women teachers in respect of their different age group.
- There is a significant difference between married and unmarried of higher secondary women teachers in respect of their Emotional Competence.
- There is no significant difference in the Emotional Competence of higher secondary women teachers in respect of their different type of management.
- There is a positive and significant relationship between Empowerment and Emotional Competence of higher secondary women teachers.

XIII. CONCLUSION

In the present study the Empowerment of higher secondary women teachers is average whereas they are emotionally competent. It is believed that the empowered teachers develop the competence to take change of their own personal and professional growth and resolve their problems in the educational settings. Also the teacher higher in emotional competence is likely to promote enthusiasm and reinforce a healthy classroom climate which contributes to students emotional outcomes.

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