

TEACHER EMPOWERMENT: A COMPARATIVE STUDY OF URBAN PRIVATE & GOVERNMENT SECONDARY SCHOOL TEACHERS OF AGRA DISTRICT

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ABSTRACT--Teachers are the sources of true knowledge and information. They provide education and shaped future of their students. And this will happen when teacher will be empowered. Empowerment is necessary for successful teacher. An empowered teacher can mould and change the mind and life of students. The present research designed to study and compare the teacher empowerment of urban private and government secondary school teachers. Descriptive survey method was used. Secondary schools were selected through convince sampling method and secondary school teachers were selected through simple random method. AmitKauts and HarveenKaur's Teacher Empowerment Scale was used to collect data. Mean, S.D. and t- test were used to draw the conclusions. Finding of the study shows that no significant difference is found between teacher empowerment of urban private and government secondary school teachers.

Keywords-- Teacher Empowerment, Urban, Private, Government Secondary School, Male and Female Teachers

I INTRODUCTION

Success of any organization depends on its employees' empowerment. Level of empowerment decides the level of success. Empowerment enables a person to use and enhance his abilities, self – confidence and knowledge so challenges can be won. In the process of empowerment a person think, behave and act according to their capabilities. It helps a person to get satisfaction also because if someone does work according to his/her desire and freedom naturally he/she will get satisfaction in job and life. It is also believe that under the empower atmosphere people can work together, use their creativity, solve their problem more easily and take initiatives to complete any task. According to Lightfoot, 1986 Empowerment is defined as the opportunities an individual has for autonomy, choice, responsibility, and participation, in decision making in organizations. . It also leads to personal organizational and societal growth also.

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Teaching is an art. It is not an easy task and cannot be done by anyone. Effective teaching is done by an empowered teacher. Teacher empowerment means a teacher who has the power of taking decisions, opportunities to get knowledge and professional growth, and also have the recognition and autonomous power. Empower teacher can affect the school and himself/herself also. In the school setting, empowerment means school staff or participants develop their skills, knowledge and competence so that they can control the situations and produce desirable outcomes. Irwin (1991) views about an empowered teacher is that who is aware about her/his ability to take initiatives in the right direction, knows the supreme power of an institution and utilizes his/her skills for the improvement of unfair exercises of community, respects and protects individuals' qualities and characteristics. Empower teachers are the need of present education system because today's education is vast, vivid and full of challenges. Teachers are the central character in the schools. They are known as the maker or builder of society. So it is necessary that teachers should be empowered.

II DIMENSIONS OF TEACHER EMPOWERMENT

1. Autonomy in Decision Making

This dimension of teacher empowerment believes that teachers should have the authority of make decision regarding to curriculum planning, curriculum instruction, evaluation, assigned portfolios, teacher development and this power should be given by the higher authority of the school.

2. Curriculum Planning

The sub dimension of teacher empowerment focuses on that teachers should have freedom to select the aims and objectives of subject matter, preparation of lesson plans and freedom to select activities, instructions and depth of subject matter.

3. Curriculum Transaction

This sub dimension is related to the implementation of planned curriculum. It deals with class room teaching. Teachers should be free to choose communication language in which the students can understand better. Teaching methods and material should also be selected by the teachers. They also manage the teaching time inside and outside the class room according to plans and objectives.

4. Evaluation

This sub aspect is used to evaluate the progress of the students. Teacher can assess the progress and growth of the students according to their own way or through their designed tests/ question papers. They should have the authorities to adopt their different methods and techniques of evaluation.

5. Assigned Portfolios

The duties of a teacher not only confined to the teaching but he/she has to performs many tasks and duties such as faculty head, examination head, discipline head and time table head etc. Power should be given them so they can perform these duties with perfection.

6. Teacher Development

An effective teacher should upgrade his/her knowledge, skills and abilities. This dimension deals with freedom to attend the teacher's professional development programs, opportunities to enhance their own learning and autonomy to use available resources etc. It is the duty of a school or an organization to maintain the qualities of teachers so allow them to keep themselves up to date in all aspects of teaching and learning.

III STATUS

This aspect clarifies the position of a teacher in classroom. Teacher gets respect and attention with his/her valuable work from the seniors and higher authorities. Only their work and good behavior can give them admiration and status in the school.

a. Engrossment

Engrossment means a kind of involvement and attachment. This dimension of teacher empowerment shows love and involvement of a teacher toward his/her duty. As much as a teacher works with happiness and engrossment, he/she will definitely gets success and satisfaction. A degree of engrossment decides success of students, school and teacher himself/ herself also.

b. Expertise

This dimension deals with the teachers' own knowledge of subject matters, knowledge of general facts and pedagogy knowledge. Teachers should use different way of teaching to make his/her teaching creative and interesting.

c. Self – Efficacy

This dimension believes that a teacher has the abilities and skills which are necessary for the holistic development of a student. Self-efficacy is the belief that one possesses the ability to perform their job effectively (Janssen, 2004; Short & Johnson, 1994).

IV JUSTIFICATION OF THE STUDY

The quality of education depends on the qualities of teachers. Sometime teachers are full of qualities but they are not able to achieve goals and objectives. Because they are not empowered. They do not have any power to take decision regarding their teaching goals. So it is necessary that with all the other qualities, teachers should be empowered also. If teachers are free in decision making, they deeply involve themselves to design the learning

process then they can easily achieve the pre – decided goals. As well as private and government school environment also contribute in the development and growth of students and teachers. Their Working conditions, salaries, structure and teaching learning process are different from each other. But empowerment of both types of school teachers is necessary. Because empower leads to the way of success. The study of *Chebet, R.(2013). Empowerment Of Teachers And Performance of Private Secondary Schools InBomet County, Kenya*found that a strong positive relationship between empowerment of teachers and performance of private secondary schools.Inthe*Subroto T.W.(2012) study Analysis Influence Of Teacher Empowerment Performance Within Improving The Quality Of Education In Elementary School In Surabaya City*also explains that empowerment of teachers influence the increase of performance with indicators of knowledge, attitude and skills influenced to increase of education quality.*Babu, R. &Fathima, A. (2017).Empowerment of Women Teachers in Relation to Their Family Adjustment* also shows thatlow positive and significant correlation is found between women teachers empowerment and family adjustment.Importance of teacher empowerment is clear from the above studies.In the study of *Amoli, F. A. &Youran, M.(2014). ‘Delving the Relationship between Teacher Empowerment and Job Satisfaction among Iranian EFL Teachers in Tehran Aviation University*,the purpose of this study was to examine the relationship between teachers’ empowerment and job satisfaction. The result indicated that significant correlations were found between total teacher empowerment and total teacher job satisfaction and total teacher empowerment is significantly different based on gender. Another study of *Veisia, S. &et al. (2015). The Relationship between Iranian EFL Teachers’ Empowerment and Teachers’ Self-Efficacy*Thepurpose of the study was to study the relationship between teacher empowerment and teacher self-efficacy. 60 EFL teachers were selected for the study. The findings of the study show that significant positive correlation between teacher empowerment and teacher self-efficacy and there is no significant difference between teachers' empowerment andgender. On the other hand the study which is conducted on types of schools,*Parihar P. B.(2010) “A Study of Teachers’ Self-Empowerment in Schools In Relation To Motivation and Teachers’ Self-Regulation”*Findings of the researchshow that the types of schools were found to have no significant effect on mean scores of the total sample of Teachers of Grant-in-aid schools, Teachers of Government Schools and Teachers of Private Schools on Teacher Self Empowerment Total Scores. So the researcher thinks to conduct the present research to know whether there exists significant difference between teacher empowerment of urban private and government secondary school male and female teachers or not?As well as to know either government school’s teachers are more empowered or private schools’ teachers?

V OBJECTIVES OF THE STUDY

Main Objectives

1. To study and compare the teacher empowerment of urban private secondary school male and female teachers.
2. To study and compare the teacher empowerment of urban government secondary school male and female teachers.

3. To study and compare the teacher empowerment of urban private and government secondary school teachers.

Specific Objectives

1. (a). To study and compare the Autonomy in decision making of urban private secondary school male and female teachers

(b).To study and compare the status of urban private secondary school male and female teachers

(c).To study and compare the engrossment of urban private secondary school male and female teachers

(d).To study and compare the expertise of urban private secondary school male and female teachers

(e).To study and compare the self- efficacy of urban private secondary school male and female teachers.

2. (a).To study and compare the Autonomy in decision making of urban government secondary school male and female teachers

(b).To study and compare the status of urban government secondary school male and female teachers

(c).To study and compare the engrossment of urban government secondary school male and female teachers

(d).To study and compare the expertise of urban government secondary school male and female teachers

(e).To study and compare the self- efficacy of urban government secondary school male and female teachers.

3. (a).To study and compare the Autonomy in decision making of urban private and government secondary school teachers.

(b).To study and compare the status of urban private and government secondary school teachers.

(c).To study and compare the engrossment of urban private and government secondary school teachers.

(d).To study and compare the expertise of urban private and government secondary school teachers.

(e).To study and compare the self- efficacy of urban private and government secondary school teachers.

VI HYPOTHESES OF THE STUDY

On the basis of above objectives of teacher empowerment, the hypotheses were-

1. There will be no significant difference between the teacher empowerment of urban private secondary school male and female teachers.

2. There will be no significant difference between the teacher empowerment of government secondary school male and female teachers.

3. There will be no significant difference between the teacher empowerment of private and government secondary school teachers.

4. There will be no significant difference among Autonomy in decision making, status, engrossment, expertise, and self- efficacy of urban private secondary school male and female teachers.

5. There will be no significant difference among Autonomy in decision making, status, engrossment, expertise, and self- efficacy of urban government secondary school male and female teachers.

6. There will be no significant difference among Autonomy in decision making, status, engrossment, expertise, and self- efficacy of urban private and government secondary school teachers.

Method of the study

For the present study, Descriptive survey method was used.

Sample of the study

In the present study 12 private and 11 government secondary schools were selected through convince sampling method and 52 private maleteachers, 48 private female teachers, 50 government maleteachers and 50 government female teachers were selected through simple random method. Total 23 secondary schools and 200 secondary schools teachers were selected for the study.

Tools of the study

Teacher Empowerment was measured by the AmitKauts and HarveenKaur's Teacher Empowerment Scale. This scale works on five areas of teacher empowerment such as: Autonomy in decision making, Status, Engrossment, Expertise and Self Efficacy. This tool included 46 items in which 28 items are positive and 18 items are negative.

VII STATISTICAL TECHNIQUES

Mean, S.D. and t - test were calculated to study and compare the teacher empowerment.

VIII FINDINGS OF THE STUDY

Main objective -

Objective 1.To study and compare the teacher empowerment of urban private secondary school male and female teachers

Table 1.0:Mean, S.D. and t value of teacher empowerment of urban private secondary school male and female teachers

Gender	Mean	S.D.	Calculate t value	Significance level
Male (52)	161.3	13.511	0.572	Insignificant (0.572<0.01)
Female (48)	163.04	17.04		

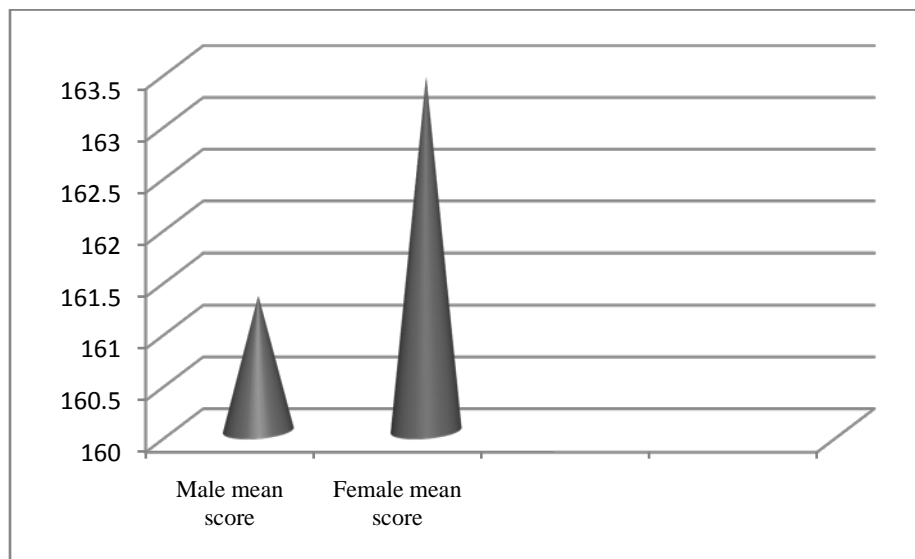


Figure 1.0: Mean difference of teacher empowerment of urban private secondary school male and female teachers

Table 1.0 shows the mean score of urban private secondary school male and female teachers empowerment are 161.30, 163.04 with respective S.D. 13.511 and 17.04. To compare the teacher empowerment, t - test was adopted. The calculated t value is 0.572 which is less than the table value at 0.01 level of significance which means no significant difference is found between teacher empowerment of urban private secondary school male and female teachers. So the null hypothesis there will be no significant difference between the teacher empowerment of urban private secondary school male and female teachers is accepted. In the study of teacher empowerment of *Parihar P. B. (2010)* 'A study of teachers self empowerment in schools in relation to motivation and teachers self regulation' also found that no significant difference is exists between male and female mean scores on teacher self empowerment total score. In the same study also found that 'There is no significant difference among mean scores of Teachers of Government schools, Teachers of Grant-in-aid schools and Teachers of Private schools on Teacher Self-Empowerment Total Scores of Teacher Self-Empowerment Scale.' In another study of teacher empowerment of *Veisia, S. (2015)*. *The Relationship between Iranian EFL Teachers' Empowerment and Teachers' Self-Efficacy* also shows that there is no significant difference between teachers' empowerment and gender.

IX Specific Objectives

Specific objectives are based on the dimensions of teacher empowerment. The tool has 5 dimensions which have 46 statements. All the 5 dimensions were studied separately –

Table 2.0: Mean, S.D. and t value of urban private secondary school male and female teachers on different dimensions of teacher empowerment

S.N.	Dimensions	Urban Male Teachers		Urban Female Teachers		t-Value	Significance Level At 0.05 Level
		Mean	S.D.	Mean	S.D.		
1.	Autonomy in decision making	85.5	8.91	86.70	9.47	0.512	Insignificant (0.512<0.01)
2.	Status	14.53	2.23	15.16	2.18	0.159	Insignificant (0.159<0.01)
3.	Engrossment	20.23	3.17	19.95	3.67	0.691	Insignificant (0.691<0.01)
4.	Expertise	15.78	2.4	15.31	3.09	0.392	Insignificant (0.392<0.01)
5.	Self- efficacy	25.25	3.57	26.02	3.93	0.307	Insignificant (0.307<0.01)

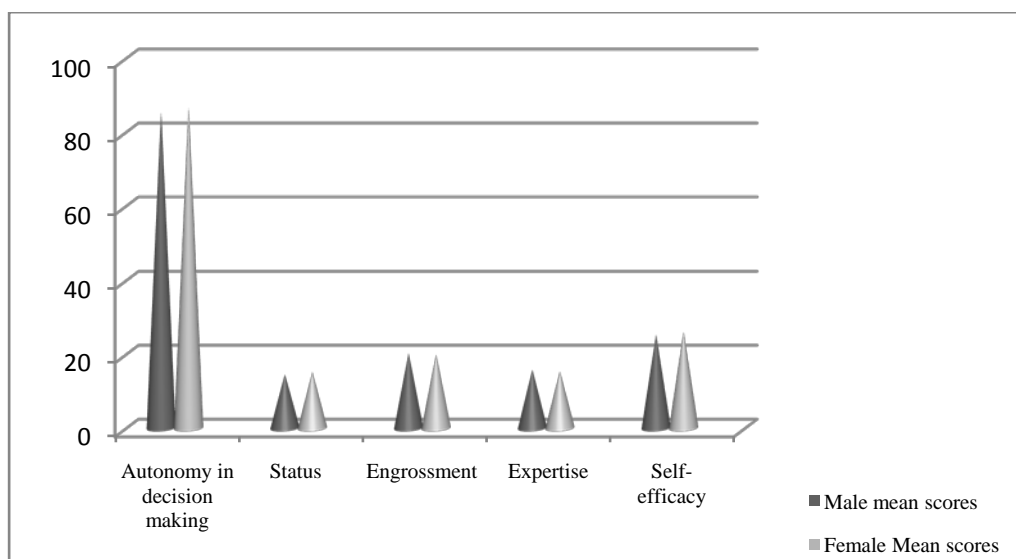


Figure 2.0: Mean score difference of urban private secondary school male and female teachers on different dimensions of teacher empowerment

Objective 1(a) : *To study and compare the Autonomy in decision making of urban private secondary school male and female teachers*

Table 2.0 shows the mean scores of urban private secondary school male and female teachers are 85.5, 86.70 and S.D. scores are 8.91, 9.47 respectively. To compare the Autonomy in decision making t - test was adopted. The calculated t value is 0.512 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there will be no significant difference between Autonomy in decision making of urban private secondary schools male and female teachers is accepted. In the study of *Parihar P. B.(2010) A study of Teachers' Self-Empowerment*

in Schools In Relation To Motivation and Teachers' Self-Regulation”found that ‘There is no significant difference between mean scores of Male Teachers and Female Teachers on Decision Making dimension of Teacher Self-Empowerment Scale.’

Objective 1(b): To study and compare the status of urban private secondary school male and female teachers

Table 2.0 shows the obtained mean scores of male and female teachers are 14.53, 15.16 and S.D scores are 2.23, 2.18 respectively. To test the hypothesis t- test was adopted. The calculated t value is 0.159 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there will be no significant difference between status of urban private secondary schools male and female teachers is accepted. In the study of *Parihar P. B.(2010) “A Study of Teachers’ Self-Empowerment in Schools In Relation To Motivation and Teachers’ Self-Regulation”* found that ‘There is no significant difference between mean scores of Male Teachers and Female Teachers on Status dimension of Teacher Self-Empowerment Scale.’

Objective 1(c): To study and compare the engrossment of urban private secondary school male and female teachers

Table 2.0 shows the obtained mean score of male and female teachers are 20.23, 19.95 and S.D. score are 3.17, 3.67 respectively. To compare the engrossment t - test was adopted. The calculated t value is 0.691 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there will be no significant difference between engrossment of urban private secondary school male and female teachers is accepted.

Objective 1(d): To study and compare the expertise of urban private secondary school male and female teachers

Table 2.0 shows the mean and S.D. scores of the male teachers are 15.78 and 2.4 and mean and S.D. of female teachers are 15.31 and 3.09 respectively. To test the hypothesis t test was adopted. The calculated t value was 0.392 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there will be no significant difference between expertise of urban private secondary school male and female teachers is accepted. . In the study of *Parihar P. B.(2010) “A Study of Teachers’ Self-Empowerment in Schools In Relation To Motivation and Teachers’ Self-Regulation”*found that ‘There is no significant difference between mean scores of Male Teachers and Female Teachers on Professional Knowledge dimension of Teacher Self-Empowerment Scale.’ Professional knowledge is the synonym of expertise.

Objective 1(e): To study and compare the self- efficacy of urban private secondary school male and female teachers.

Table 2.0 shows the mean score of the dimension ‘the self- efficacy’ of male and female teachers are 25.25, 26.02 respectively. S.D. scores of male and female teachers are 3.57 and 3.93 respectively. To compare the self- efficacy t - test was adopted. The calculated t value was 0.307 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there will be no significant difference between the self- efficacy of urban private secondary schools male and female teachers is accepted. In the study of *Parihar P. B.(2010) “A Study of Teachers’ Self-Empowerment in Schools In Relation To Motivation and Teachers’ Self-Regulation”* found that ‘There is no significant difference between mean scores of Male Teachers and Female Teachers on Self-Efficacy dimension of Teacher Self-Empowerment Scale.’

X Main objective

Objective 2: To study and compare the teacher empowerment of urban government secondary school male and female teachers

Table 3.0 : Mean, S.D. and t value of teacher empowerment of urban government secondary school male and female teachers

Gender	Mean	S.D.	Calculate t value	Significance level
Female Teachers (50)	199.22	14.48	0.07	Insignificant (0.07<0.01)
Male (50)	203.88	11.02		

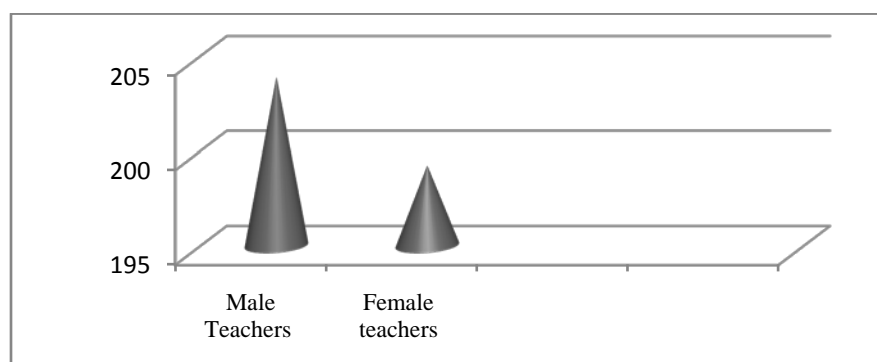


Figure 3.0 : Mean scores of Teacher Empowerment of urban government school male and female teacher

Table 3.0 shows the mean score of urban government male and female teacher empowerment are 203.88,199.22 with respective S.D. 11.02 and 14.48. To compare the teacher empowerment, t - test was adopted. The calculated t value was 0.07 which is less than the table value at 0.01 level of significance which means no

significant difference is found between teacher empowerment of urban government male and female teachers of secondary schools. So the null hypothesis there will be no significant difference between the teacher empowerment of urban government male and female teacher is accepted. In the study of teacher empowerment, *Parihar P. B.(2010) 'A study of teachers self empowerment in schools in relation to motivation and teachers self regulation'* found that no significant difference is exists between male and female mean scores on teacher self empowerment total score. In the same study also found that 'There is no significant difference among mean scores of Teachers of Government schools, Teachers of Grant-in-aid schools and Teachers of Private schools on Teacher Self-Empowerment Total Scores of Teacher Self-Empowerment Scale.' In another study of teacher empowerment of *Veisia, S. (2015). The Relationship between Iranian EFL Teachers' Empowerment and Teachers' Self-Efficacy* also shows that there is no significant difference between teachers' empowerment and gender.

XI Specific Objectives

Specific objectives are based on the dimensions of teacher empowerment. The tool has 5 dimensions which have 46 statements. All the 5 dimensions were studied separately –

Table 4.0 : Mean, S.D. and t value of urban government secondary school male and female teachers on different dimensions of teacher empowerment

S.N.	Dimensions	Government Male Teachers		Government Female Teachers		t-Value	Significance Level At 0.05 Level
		Mean	S.D.	Mean	S.D.		
1.	Autonomy in decision making	118.08	4.07	108.08	9.61	9.37	Significant (9.37>0.01)
2.	Status	16.02	1.64	17.12	2.07	0.004	Insignificant (0.004<0.01)
3.	Engrossment	24.5	3.98	25.48	3.90	0.217	Insignificant (0.217<0.01)
4.	Expertise	16.34	2.12	18.12	2.27	0.0001	Insignificant (0.0001<0.01)
5.	Self- efficacy	28.88	2.97	30.42	3.93	0.029	Insignificant (0.029<0.01)

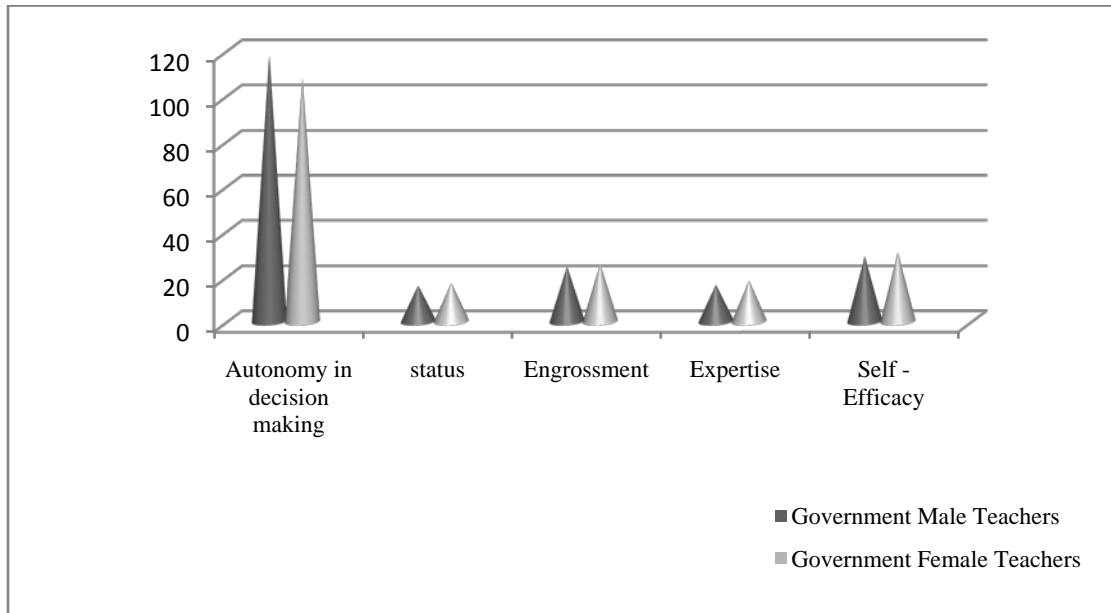


Figure 4.0: Mean values of urban government secondary school male and female teachers on different dimensions of teacher empowerment

Objective 2(a): To study and compare the Autonomy in decision making of urban government secondary school male and female teachers.

Table 4.0 shows the mean scores of urban government secondary school male and female teachers are 118.08, 108.08 and S.D. scores are 4.07, 9.61 respectively. To compare the Autonomy in decision making t - test was adopted. The calculated t value was 9.37 which is greater than the table value at 0.01 level of significance which means significant difference is found between urban government male and female teachers of secondary schools. So the null hypothesis there will be no significant difference between Autonomy in decision making of urban government secondary school male and female teachers is not accepted.

Objective 2 (b): To study and compare the status of urban government secondary school male and female teachers.

Table 4.0 shows the obtained mean scores of urban government secondary school male and female teachers are 16.02, 17.12 and S.D scores are 1.64, 2.07 respectively. To test the hypothesis t- test was adopted. The calculated t value was 0.004 which is less than the table value at 0.01 level of significance which means no significant difference is found between urban government secondary school male and female teachers. So the null hypothesis there will be no significant difference between status of urban government secondary school male and female teachers is accepted. In the study of Parihar P. B.(2010) "A Study of Teachers' Self-Empowerment in Schools In Relation To Motivation and Teachers' Self-Regulation" found that 'There is no significant difference between mean scores of Male Teachers and Female Teachers on Status dimension of Teacher Self-Empowerment Scale.'

Objective 2(c): To study and compare the engrossment of urban government secondary school male and female teachers.

Table 4.0 shows the obtained mean score of urban government secondary school male and female teachers are 24.5, 25.48 and S.D. score are 3.98, 3.90 respectively. To compare the engrossment t - test was adopted. The calculated t value was 0.217 which is less than the table value at 0.01 level of significance which means no significant difference is found between urban government secondary school male and female teachers. So the null hypothesis there will be no significant difference between engrossment urban government secondary school male and female teachers is accepted.

Objective 2(d): To study and compare the expertise of urban government secondary school male and female teachers.

Table 4.0 shows the mean and S.D. scores of the government male teachers are 16.34 and 2.12 and mean and S.D. of government female teachers are 18.12 and 2.27 respectively. To test the hypothesis t - test was adopted. The calculated t value was 0.0001 which is less than the table value at 0.01 level of significance which means no significant difference is found between urban government secondary school male and female teachers. So the null hypothesis there will be no significant difference between expertise of urban government secondary school male and female teachers is accepted. . In the study of *Parihar P. B.(2010) "A Study of Teachers' Self-Empowerment in Schools In Relation To Motivation and Teachers' Self-Regulation"* found that 'There is no significant difference between mean scores of Male Teachers and Female Teachers on Professional Knowledge dimension of Teacher Self-Empowerment Scale.' Professional knowledge is the synonym of expertise.

Objective 2(e): To study and compare the self- efficacy of urban government secondary school male and female teachers.

Table 4.0 shows the mean score of the dimension 'the self- efficacy' of urban government secondary school male and female teachers are 28.88, 30.42 respectively. S.D. scores of urban government male and female are 2.97 and 3.93 respectively. To compare the self- efficacy t - test was adopted. The calculated t value was 0.029 which is less than the table value at 0.01 level of significance which means no significant difference is found between urban government secondary school male and female teachers. So the null hypothesis there will be no significant difference between the self- efficacy of urban government secondary school male and female teachers is accepted. In the study of *Parihar P. B.(2010) "A Study of Teachers' Self-Empowerment in Schools In Relation To Motivation and Teachers' Self-Regulation"* found that "There is no significant difference between mean scores of Male Teachers and Female Teachers on Self-Efficacy dimension of Teacher Self-Empowerment Scale.'

XII Main objective

Objective 3: To study and compare the teacher empowerment of urban private and government secondary school teachers

Table 5.0 : Mean, S.D. and t value of teacher empowerment of urban private and government secondary school teachers

Gender	Mean	S.D.	Calculate t value	Significance level
Private teachers (100)	162.14	15.24	2.12	Insignificant (2.12<0.01)
Government Teachers (100)	201.55	13.02		

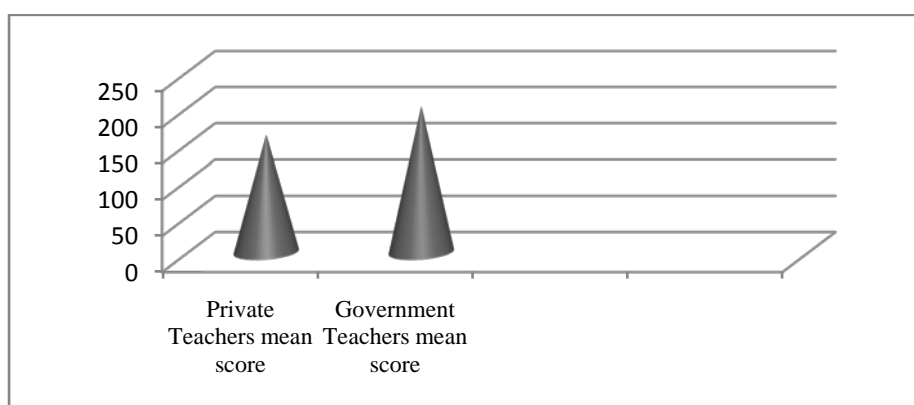


Figure 5.0: Mean difference of teacher empowerment of urban private and government secondary school teachers

Table 5.0 shows the mean score of the Private and Government school’s teacher empowerment are 162.14, 201.55 with respective S.D. 15.24 and 13.02. The calculate mean of government teachers are higher than the calculate mean of private teachers. To compare the teacher empowerment, t - test was adopted. The calculated t value was 2.12 which is less than the table value at 0.01 level of significance which means no significant difference is found between teacher empowerment of Private and government school teachers. So the null hypothesis there will be no significant difference between the teacher empowerment of urban private and government secondary school isaccepted. In the study of teacher empowerment of *Parihar P. B.(2010) ‘A study of teachers self empowerment in schools in relation to motivation and teachers self regulation’* also found that There is no significant difference among mean scores of Teachers of Government schools, Teachers of Grant-in-aid schools and Teachers of Private schools on Teacher Self-Empowerment Total Scores of Teacher Self-Empowerment Scale.’ In the another study of teacher empowerment of *Babu, R. &Fathima, A. (2017). Empowerment of Women Teachers in Relation to Their Family Adjustment* also shows thatThere is no significant difference between the mean empowerment scores of Government, Private aided and Private unaided school teachers

XIII Specific Objectives

Specific objectives are based on the dimensions of teacher empowerment. The tool has 5 dimensions which have 46 statements. All the 5 dimensions were studied separately –

Table 6.0 : Mean, S.D. and t value of urban private and government secondary school teachers on different dimensions of teacher empowerment

S.N.	Dimensions	Private school Teachers		Government school Teachers		t-Value	Significance Level At 0.05 Level
		Mean	S.D.	Mean	S.D.		
1.	Autonomy in decision making	86.08	9.16	112.9	8.88	3.17	significant (3.17>0.01)
2.	Status	14.84	2.22	16.55	1.94	2.81	significant (2.81>0.01)
3.	Engrossment	20.1	3.40	24.94	3.95	3.38	significant (3.38>0.01)
4.	Expertise	15.56	2.74	17.21	2.37	1.04	Insignificant (1.04<0.01)
5.	Self- efficacy	25.62	3.75	29.61	3.55	6.19	significant (6.19 >0.01)

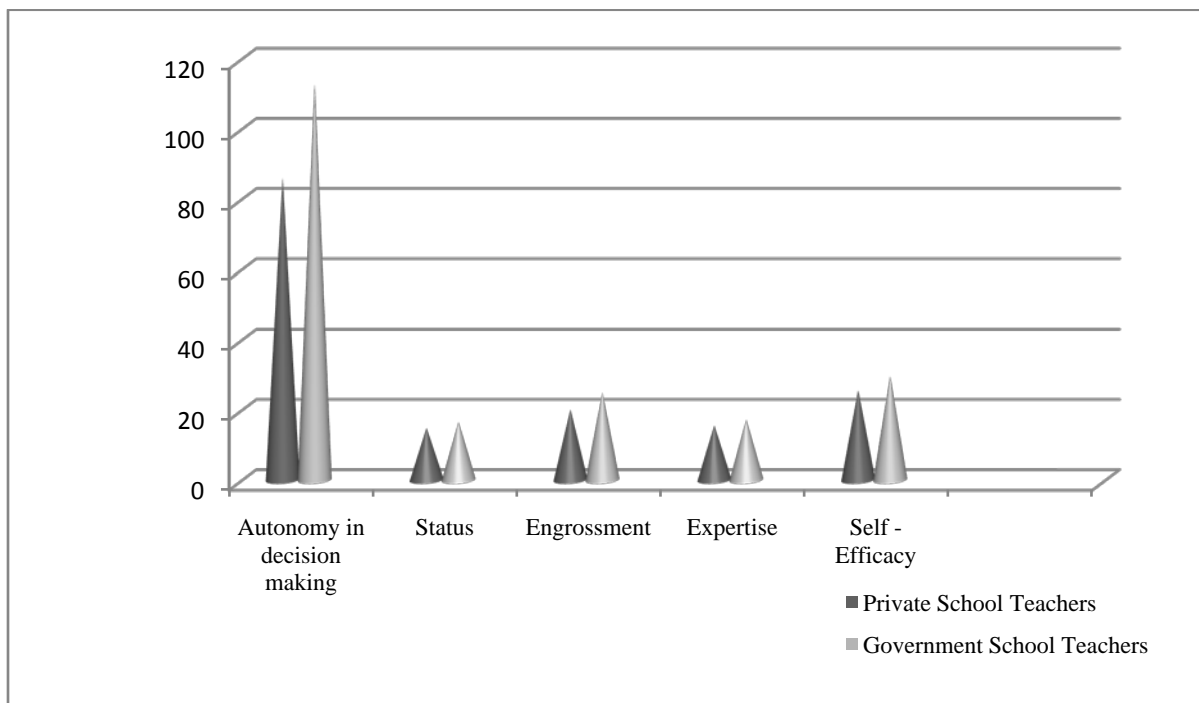


Figure 6.0:Mean values of urban private and government secondary school teachers on different dimensions of teacher empowerment

Objective 3 (a): To study and compare the Autonomy in decision making of urban private and government secondary school teachers

Table 6.0 shows the mean scores of urban private and government secondary school teachers are 86.08, 112.9 and S.D. scores are 9.16, 8.88 respectively. To compare the Autonomy in decision making t - test was adopted. The calculated t value was 3.17 which is greater than the table value at 0.01 level of significance which means significant difference is found between urban private and government secondary school. So the null hypothesis there will be no significant difference between Autonomy in decision making of urban private and government secondary school teachers is not accepted.

Objective 3(b): To study and compare the status of urban private and government secondary school teachers

Table 6.0 shows the obtained mean scores of male and female teachers are 14.84, 16.55 and S.D scores are 2.22, 1.94 respectively. To test the hypothesis t- test was adopted. The calculated t value was 2.81 which is greater than the table value at 0.01 level of significance which means significant difference is found between urban private and government secondary schools. So the null hypothesis there will be no significant difference between status of urban private and government secondary school teachers is not accepted.

Objective 3(c): To study and compare the engrossment of urban private and government secondary school teachers

Table 6.0 shows the obtained mean score of urban private and government secondary school teachers are 20.1, 24.94 and S.D. score are 3.4, 3.95 respectively. To compare the engrossment t - test was adopted. The calculated t value was 3.38 which is greater than the table value at 0.01 level of significance which means significant difference is found between urban private and government secondary schools. So the null hypothesis there will be no significant difference between engrossment of urban private and government secondary school is not accepted.

Objective 3(d): To study and compare the expertise of urban private and government secondary school teachers

Table 6.0 shows the mean and S.D. scores of the urban private school teachers are 15.56 and 2.7 and mean and S.D. of government school teachers are 17.21 and 2.37 respectively. To test the hypothesis t - test was adopted. The calculated t value was 1.04 which is less than the table value at 0.01 level of significance which means no significant difference is found between urban private and government secondary school. So the null hypothesis there will be no significant difference between expertise of urban private and government secondary school is accepted. In the study of Parihar P. B.(2010) "A Study of Teachers' Self-Empowerment in Schools In Relation To Motivation and Teachers' Self-Regulation" found that 'There is no significant difference between mean scores of Male Teachers and Female Teachers on Professional Knowledge dimension of Teacher Self-Empowerment Scale.' Professional knowledge is the synonym of expertise.

Objective 3(e): To study and compare the self- efficacy of urban private and government secondary school teachers

Table 6.0 shows the mean score of the dimension 'the self- efficacy' of urban private and government secondary school teachers are 25.62, 29.61 respectively. S.D. scores of urban private and government secondary school are 3.75 and 3.55 respectively. To compare the self- efficacy t - test was adopted. The calculated t value was 6.19 which is greater than the table value at 0.01 level of significance which means significant difference is found between urban private and government secondary schools. So the null hypothesis there exists no significant difference between the self- efficacy of urban private and government secondary schools is not accepted.

XIV CONCLUSION

The present study was conducted to explore and compare the teacher empowerment of urban private and government secondary school male and female teachers and also to compare the dimension of teacher empowerment of urban private and government secondary school male and female teachers. Standardized tool of teacher empowerment of Amit Kauts and Harveen Kaur was applied. The results of the study explain that no significant difference is found between private and government teacher empowerment of secondary school teachers. But the mean scores of government teachers are higher in all the dimensions of teacher empowerment than the private teachers which show that government teachers are more empowered than private teachers. The reason of difference can be that the government teachers work in democratic environment and they possess more freedom to take decisions regarding their teaching learning process. Government provides them opportunities for their promotions and they get increment in salaries which give satisfaction and status in school as well as in society. All these reasons cover the dimensions of teacher empowerment. While in the private schools teachers are the puppet in the hands of higher authorities. They are not free to take any decision regarding their teaching and growth. They don't have facilities as government teachers have. The above result also shows that that mean scores of private male teachers in the two dimensions of teacher empowerment 'engagement' and expertise are greater than female teachers. On the other hand in the dimension of autonomy in decision making, status, and self- efficacy female's mean score is greater than male. In the government schools male mean score in autonomy in decision making is higher than female and in the other dimensions such as status, engagement, expertise and self – efficacy female mean scores are higher than male.

XV EDUCATIONAL IMPLICATIONS

The present study was conducted to know the teacher empowerment of private and government secondary school teachers. The mean of the study shows that government teachers are more empowered than private teachers. As it is clear from the above researchers Empowerment is an important aspect of teachers. So it is needed that the higher authorities of private institutions should empower their teachers. They should provide opportunities, autonomy regarding teaching learning process which also help them to enhance engagement in their teaching work. Private institution should also allow them to upgrade their learning so they can use innovative styles in their

teaching subjects. As the teacher empowerment is directly related to students performance, self – efficacy and adjustment. Soteacher empowerment is necessary for the growth and development of students as well as the teachers themselves. Being an important aspect of education, our Indian government should also focus on the enhancement of the teacher empowerment.

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