



ISSN: 2350-0328

**International Journal of Advanced Research in Science,
Engineering and Technology**

Vol. 8, Issue 7 , July 2021

To Study Difference Among Women Teachers of Primary, Secondary and Tertiary Level Education in Their Level of Women Empowerment

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ABSTRACT: Women Empowerment means strengthening of women in different dimension where women can make independent decisions for their personal progress and getting equal status in society. In present study There is a women empowerment but we can see the difference among them that primary women teachers have higher level of women empowerment when it was compared with the secondary and tertiary level teachers, whereas teachers at secondary and tertiary level do not differ significantly..

KEY WORDS: Women Empowerment, difference in their level of Women Empowerment

I. INTRODUCTION

Women Empowerment means strengthening of women in different dimension where women can make independent decisions for their personal progress and getting equal status in society. .In present context women have identity in every field .in present study knowing the difference among women teacher of primary ,secondary and tertiary level of education concerning to their level of empowerment.

II . REVIEW OF LITERATURE

Studies on Women Empowerment and Other Background Variables. Some Studies of Abroad and Studies in India as follows .

Pradhan (1992) reports that the female teachers are not empowered and as a consequence, they do not have a positive attitude towards the teaching-learning process.

Mangal (1991) reveals that due to the conflict of the women teachers are faced with the problem of inadequate time to rest and subsequent fatigue. However, the social and interpersonal relationship is not affected much

Stacki S. (2002) worked on Women teachers empowered in India and reports of assessing and analyzing the importance of gender bias. The women teachers to be true role models and be able to pass on the values of gender equity to girls and boys they need to be able to facilitate their own empowerment in both personal and public life.

Kishor (2000a) conducted factor analysis of several variables that may impact empowerment in Egypt and reported that from analysis, there is comparatively better correlated than others with ten dimensions. There is a necessity to get women teachers empowered economically, socially and politically.

Scribner et al. (2000) found in their study that both women and men teachers are empowered. However, the nature of empowerment is different across the two groups. Men have more autonomy power and the female teachers have more decision- making capacity, i.e. men have more power but women were good decision makers.



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Many research studies (Mason & Smith, 2000; Jejeebhoy, 2000; Kritz et al., 2000; Schuler et al., 1995b; Hashemi et al., 1996) unequivocally confirmed the importance of context in both defining and measuring the impact of women's empowerment on development outcomes.

The review of literature on collective action and women's empowerment, however, mostly identified work that is either descriptive or prescriptive in nature. It reveals a number of important strengths in the existing work on women's empowerment that provides the foundation for further progress on measurement

III. TITLE OF THE PAPER

“To Study Difference among Women Teachers of Primary, Secondary and Tertiary Level Education in their Level of Women Empowerment”

IV OBJECTIVE OF THE STUDY

- Difference among women teachers of primary, secondary and tertiary level education in their level of women empowerment

V.HYPOTHESIS

- There is no significance difference among women teachers of primary, secondary and tertiary level education in their levels of Women Empowerment

VI.METHOD

A. Design Of The Study

The present study is descriptive-cum-analytical study involving survey method. In the present study, the data is collected using different tools to assess the Level of Women Empowerment

B. Variable

Women Empowerment

C. Population

All the women teachers working in the selected primary and secondary schools and degree colleges constituted the population for the study.

D. Sample

From the above said population, 210 primary teachers, 199 secondary teachers and 91 college teachers were selected randomly

E. Tools

Women empowerment scale prepared by investigator and the guide (both in English and kannada version)

F. Statistical Techniques

One-way ANOVA was employed and Dunken's test

VII .ANALYSIS AND INTERPRETATION OF DATA

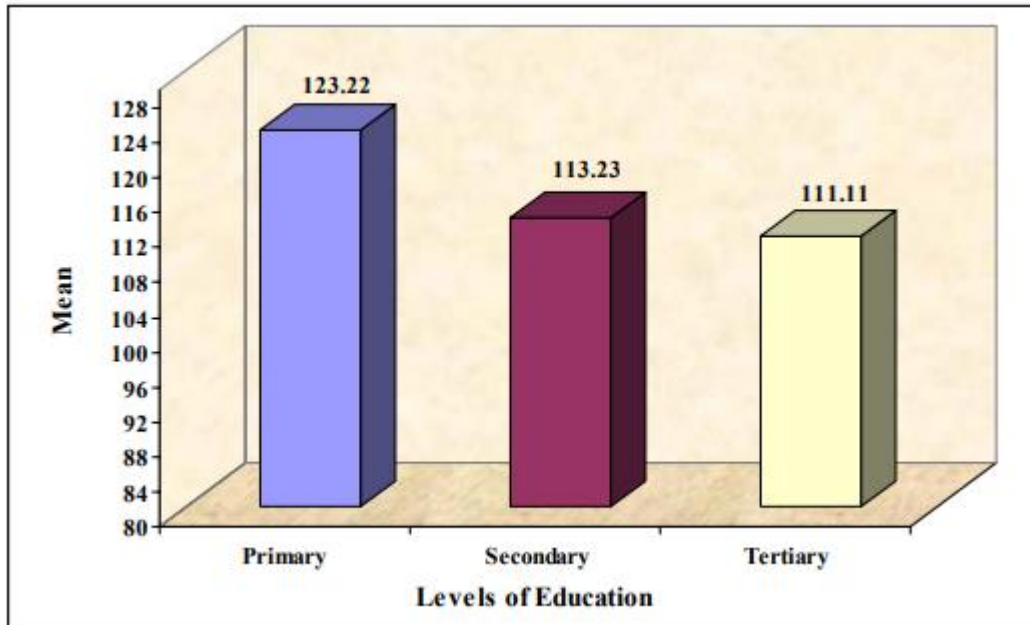
One-way ANOVA was employed to test this hypothesis and the details are given in the following table.

Table-1: Details of one-way ANOVA for the difference among primary, secondary and tertiary level education

	Sum of squares	df	Mean square	F	Significant
Between Groups	14112.629	2	7056.314	37.182	0.000*
Within Groups	94319.649	497	189.778		
Total	108432.278	499			

Table

Figure 1: Details of one-way ANOVA for the difference among primary, secondary and tertiary level education



The table 1 indicated that F-value for difference among the Means of women teachers of different levels of education is significant beyond 0.01 level. Hence the null hypothesis rejected and inferred that of women teachers at primary, secondary and tertiary level education differ in their level of Women Empowerment. In order to facilitates group comparison in the level of Empowerment. The Duncan t-test was used and the results are presented in the table. It is observed from the table that Mean value of primary women teachers have slightly higher Mean than secondary and Tertiary women teachers.

Table 2: Details of Duncan t-test for comparison in the level of Women Empowerment

Levels	N	Subset for alpha = 0.05	
		1	2
Primary	210		123.22
Secondary	199	113.23	
Tertiary	91	111.1	

The table shows that the primary level women teachers having slightly higher level of Women Empowerment and significantly differ from secondary and tertiary level teachers, whereas teachers at secondary and tertiary level do not differ significantly

VIII . FINDINGS

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

IX .EDUCATIONAL IMPLICATION

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

X. SUGGESTION FOR FURTHER STUDY

- Comparative study of awareness of men and women teachers about Women empowerment and other women issues
- Correlational studies with women empowerment and other factors like intelligence, creativity and personality patterns, etc

XI .CONCLUSION

There is a women empowerment but we can see the difference among them that primary women teachers have higher level of women empowerment when it was compared with the secondary and tertiary level teachers, whereas teachers at secondary and tertiary level do not differ significantly..

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ISSN: 2350-0328

International Journal of Advanced Research in Science, Engineering and Technology

Vol. 8, Issue 7 , July 2021

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