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An Empirical Study about the Level of Women Empowerment among Female Prospective Teachers

ORIGINAL ARTICLE



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Abstract

Women's empowerment is a continuous and evolving process that strengthens their capacity to shape and overcome barriers in order to have a say in all public financial, political, and social matters. It is perceived as a method by which women can challenge current power hierarchies and take on greater accountability for their own lives. Education can be harnessed as a means to achieve this goal. The concepts of "gender," "equality," and "empowerment" of females have been commonly employed as popular phrases in educational resources for a considerable period, as evidenced by the National Curriculum Framework for Institute Education (2005). Gender in the context of ensuring fair and equal access to resources. The focus was primarily on a formal approach to equality, where equal treatment held greater significance than achieving equal outcomes. Empowerment refers to the possession of autonomy, authority, and agency to govern one's own life, manage one's own resources, and exercise one's own decision-making capabilities.

Education that prioritizes equality helps girls to assert their rights and make significant contributions to enduring, sustainable development. Empowerment in the classroom encompasses several key components, such as instilling in students a sense of self-worth and appreciation for their individual contributions, fostering critical thinking skills, promoting an understanding of gender equality, providing increased access to resources, and equipping them with the ability to assess alternatives and make informed decisions.

Key Words

Women Empowerment , Female Prospective teacher.

Women Empowerment

Empowerment is the process of taking charge of our lives, our resources, and our decision-making abilities. Girls who are educated for equality have a higher likelihood of advocating for sustainable development and exercising their rights. In the context of education, empowerment entails fostering self-awareness, a positive self-concept, and self-actualization; developing the ability to think critically; giving access to resources; and cultivating the ability to assess options and make decisions.

Female Prospective Teacher

Definition of Female Prospective teachers:- Female prospective teachers are women whose temporary activity is instructing students, involving the delivery of lessons to students during their internship. Being a teacher is a college-supervised experience that is usually the last course of an undergraduate or graduate degree at a university or college. It requires teacher education and certification and is usually situated in a neighboring institute.

Objectives

1. To assess and compare the level of Women Empowerment, Personality factors and self-concept among prospective teachers of primary, B.Ed. and B.Ed. with PG level education.
2. To study the difference between rural and urban prospective teachers of primary, B.Ed. and B.Ed. with PG in their level of Women Empowerment, personality factors and self-concept.

Literature Review

A literature review offers a viewpoint on the subject by pointing out current research gaps and possible lines of research.

Bhargava Anupama (2015), Her study surveyed 330 student teachers from five colleges in Ranchi, focusing on their attitudes towards the teaching profession and professional competencies. The majority had a positive attitude, with a 5% difference between male and female teachers. However, there was a significant difference between experience and non-experience, art and science tribe and non-tribal teachers.

Kugmurthi S (2012), This research reveals that family support, institutional support, professional development activities, and preventing promotion are significant factors influencing the professional mobility of female perspective teachers in India and Sri Lanka. Other factors include facilities for professional development, opportunities, and awareness of rights. In India, efforts for professional development are associated with professional mobility, but barriers for further education and training remain. Domestic factors, intra-organizational factors, and psychological factors also play a role.

Jasmine Anne Shyla, F. L (2019), Her study surveyed 856 female B.Ed. teachers from 10 out of 75 colleges, revealing no significant differences in classroom abilities, extra-curricular activities management, teaching approach, ethics, relationship with students, and teaching competency. However, it found significant differences in hobbies and birth order, highlighting gender and age's role in female B.Ed. success.

Kanti, KS (2011), Her study explores the correlation between the values, attitude, and teaching aptitude of prospective B.Ed. institute teachers. Results show that male and graduate teachers have higher values, while religion, sex, academy qualification, and parents' income do not affect theoretical worth. Arts and Hindu religion-related professors have better economic worth.

Punam Sindhu (2015), Her study reveals a significant difference in teaching capacity between intelligent and non-intelligent B.Ed. student teachers in Haryana, with high-intelligent urban female teachers having greater capacity than low-IQ male teachers. No discernible difference exists between rural and urban teachers, with varied teaching competency levels.

Level of Women Empowerment Among Female Prospective Teachers

For women to truly participate in decision-making processes and achieve independence, they must be empowered, especially aspiring teachers. According to this study, more aspiring teachers from all three educational levels had an average degree of women's empowerment, with elementary teachers having a somewhat greater percentage of better empowered women than B.Ed. and B.Ed. with PG level instructors. The causes of this discrepancy include media, education, greater social mobility, and more in-person interactions between men and women. The study also shows that potential teachers in rural and urban areas, especially those pursuing a B.Ed., have significantly different degrees of women's empowerment. While there are no

significant differences between potential primary and B.Ed. teachers in rural and metropolitan areas with PG level education, rural teachers are better equipped to handle everyday problems and diverse scenarios. Teacher effectiveness, performance, behaviors, organizational productivity, and the development of students' personalities and skills are all significantly influenced by their personality traits. At all educational levels, a higher percentage of aspiring teachers have the independence and extroversion that successful educators require. On the other hand, prospective instructors for B.Ed. and B.Ed. with PG tend to be poised and alert, but they also have significant anxiety and maladjustment.

By examining personality traits associated with teacher effectiveness, research on teachers' personalities can contribute to the enhancement of teaching-learning processes. The results of the study on personality variables among aspiring teachers who have varying degrees of women empowerment are consistent with earlier research and imply that more investigation into these aspects may improve teaching-learning outcomes.

According to the study, aspiring teachers at all three educational levels—primary, B.Ed., and B.Ed. with PG have average levels of female empowerment and bold, self-assured, and resilient personalities. This shows that even if they are capable of making decisions and solving problems fast, situational circumstances like a lack of autonomy, a propensity to take pains, and a lack of social support may prevent them from doing so.

The literature on self-concept indicates that women's empowerment is not as frequently studied as students. A teacher's accomplishments, effectiveness, and involvement in the education sector are significantly influenced by their self-concept. Nonetheless, the study discovered that in order to increase their effectiveness and sense of empowerment, aspiring instructors must cultivate a high-level self-concept. Indicators that support female perspective instructors include family history, marital status, educational attainment, acceptance of small family norms, knowledge of gender equality and sensitivity in the constitution, involvement in women-related initiatives, and possibilities for decision-making. Parental support throughout the family both before and after marriage is crucial for empowerment. Although women are frequently competent, capable of making decisions, and able to carry out responsible activities, they are unable to fully achieve empowerment in all domains. This problem can be exacerbated by elements like patriarchy, men's covert reluctance to accept women, and the propensity to grin constantly. While striving for empowerment is not in vain, it is imperative to keep up the momentum in order to empower aspiring educators and make a significant contribution to the advancement of society.

Women's empowerment is essential to their independence and involvement in decision-making, especially for aspiring teachers. According to this survey, a greater proportion of aspiring teachers across all three educational levels have an average degree of women's empowerment, with elementary teachers marginally more likely to be better empowered than B.Ed. and B.Ed. with PG level instructors. The reasons for this discrepancy include social connection between men and women, media, education, and greater social mobility.

The study also shows that potential teachers in rural and urban areas, especially those pursuing a B.Ed., have significantly different degrees of women's empowerment. While there are no significant differences between potential primary and B.Ed. teachers in rural and metropolitan areas with PG level education, rural teachers are better equipped to handle everyday problems and diverse scenarios. The efficacy, performance, and organizational productivity of instructors are significantly influenced by their personality traits. At all educational levels, a larger percentage of aspiring teachers are generally independent and gregarious, while B.Ed. and B.Ed. with PG aspiring teachers are typically perceptive, poised, and enterprising. Even in cases where there is no official relationship between a teacher and student, teachers should make the most of their personality when doing instructional responsibilities. According to the study, personality traits including resilience, decisiveness, and enterprisingness are important for instructors' efficacy. However, in terms of women's empowerment, prospective teachers at all three educational levels—primary, B.Ed., and B.Ed. with PG—are mediocre. This shows that even if they are capable of making decisions and solving problems fast, situational circumstances like a lack of autonomy, a propensity to take pains, and a lack of social support may prevent them from doing so.

The literature on self-concept indicates that women's empowerment is not as frequently studied as students. The results imply that in order to increase their effectiveness and sense of empowerment, aspiring instructors should cultivate a high-level self-concept. Compared to primary teachers with greater qualifications, those with lower qualifications had a slightly stronger self-concept.

Indicators that support female perspective teachers' empowerment include family background, marital status, education level, acceptance of small family norms, knowledge of gender equality/sensitivity and constitutional provisions, involvement in women-related programs, and opportunities for decision-making. However, women's empowerment requires more than just education and understanding of women's issues. In order to support women in becoming independent, dynamic, brave, and able to handle challenging circumstances, it is also essential to educate those in their immediate vicinity, especially men, and cultivate a good attitude toward women. Women's empowerment is also greatly aided by parental support both before and after marriage. Even if a large number of female prospective teachers may succeed and be efficient in their administrative and academic roles, a number of obstacles prevent them from fully achieving empowerment. Therefore, in order to guarantee that aspiring teachers are fully empowered and make a significant contribution to the advancement of society, efforts must be sustained, increased, and done so with more devotion.

Conclusion

Teachers play a crucial role in education, transmitting knowledge, promoting personality development, and participating in society's development activities. Nonetheless, they frequently deal with issues like sexual harassment, violence, and atrocities in addition to gender inequality. According to a study, aspiring teachers are outgoing, self-reliant, and perceptive, with average levels of women's empowerment and self-concept. Both formal and non-formal education systems should implement policies aimed at empowering these educators. It is recommended that views toward women and women's empowerment be changed, that women studies be strengthened in teacher education programs, and that women studies be integrated into the curriculum. In addition, need-based education on women's rights, gender sensitivity, equity, welfare facilities, and constitutional provisions should be created. Lastly, training curricula must be created with aspiring educators in mind, emphasizing particular difficulties and offering direction on how to empower women.

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