

**PERCEPTIONS OF HIGHER SECONDARY SCHOOL
TEACHERS OF MIZORAM ON THEIR EMPOWERMENT**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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MZU Regn No. - 1 of 2013

Ph.D. Regn No. - MZU/Ph. D/ 813 of 9.11.2015



DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION AND HUMANITIES

JANUARY, 2021

PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF
MIZORAM ON THEIR EMPOWERMENT

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In partial fulfilment of the requirement of the Degree of Doctor of
Philosophy in Education of Mizoram University, Aizawl.

CERTIFICATE

This is to certify that Ruatpuii Chhangte, Ph.D. Regn No. - MZU/Ph. D/ 813 of 9.11.2015 has completed her thesis entitled **“Perceptions of Higher Secondary School Teachers of Mizoram on their Empowerment”** under my supervision and the thesis is worthy of being considered for the award of Ph.D. degree. This research work has not been submitted for any degree of any other university.

This research work is being submitted to the Mizoram University for the award of Doctor of Philosophy in Education.

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DECLARATION

Mizoram University
January, 2021

I, Ruatpuii Chhangte, hereby declare that the subject matter of this thesis is a record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the award of Doctor of Philosophy in Education.

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ACKNOWLEDGEMENT

First and foremost, I thank the Almighty God for his abundant guidance and blessings, which made me able to complete this thesis.

I offer my deep felt sense of gratitude to my Supervisor, Prof. Lalbiakdiki Hnamte, for her valuable guidance, scholarly advice, and patience rendered to me all through the research work. She has been a constant source of direction and encouragement, without which this research work would not have been completed.

I genuinely thank all the principals of the selected/sample higher secondary schools of Mizoram for extending their cooperation and support during my data collection. I also want to thank all the teachers who had taken the trouble of answering the questionnaire which make this study a success.

I am also thankful to my loving family and friends for extending their moral support and encouragement. I would like to extend my heartfelt thank to my husband, K. Lalrodinga, for always being so helpful and supportive, without which this research work would not have been completed.

(RUATPUII CHHANGTE)

Scholara

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CHAPTER – I

CONCEPTUAL FRAMEWORK

“A teacher affects eternity; he can never tell where his influence stops.”

Henry Adams

“Education is the key to success in life, and teachers make a lasting impact in the lives of their students.”

Solomon Ortiz.

“Teaching is the profession that created all other professions”

Anonymous

“The teacher is like the candle which lights others in consuming itself”

S. Radhakrishnan

“Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality teachers to the teaching profession, providing them the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective”

Indian Education Commission (1964-66)

From the popular sayings mentioned above and from experiences we can say that ‘teachers are the most influential persons for students, who are the future leaders of a nation, a society or a community.’

1.1 THE TEACHER

Teachers, as everyone popularly understand, are those who work in formal educational institutions and provide knowledge and information to students using planned instruction. The role of a teacher is not limited within the four walls of a classroom; it

is an ongoing task and includes activities inside and outside the school campus. To become a teacher of formal education, a person needs to acquire certain qualifications required for teaching in different levels of education. The requirements for becoming a teacher may be different from country to country and certain differences are also found for different levels of studies. After being qualified for the teaching job a teacher is expected to pursue a continuing professional development. The role of a teacher may be different from place to place. A teacher teaches not only from the text books, but is expected to provide craftsmanship, leadership, vocational training, arts, religion, civic, community roles, life skills etc.

A good teacher is one who accepts that he/she is a continuous learner and lives accordingly. He/She would learn to teach and live according to the demand of the people and changing situation. And in order to do so, he/she needs to learn many things. He/She must learn new concepts and new topics that crops up in his/her subject area. The demands of the time are such that he/she also needs to know how the proper use of ICT (Information and Communication Technology) for effectively taking up the task of teaching and all the related activities. He/She must also learn the differences and special quality that each and every student possess and try to make use of different teaching methods and techniques so that every student in his/her class is benefited with his/her teaching. He/She also needs to learn to dress up decently so that no one would look his/her down because of his/her dress. He/She should not hesitate to ask his/her seniors what he/she does not know on various aspects of school activities.

The most important asset of any educational institution is the teacher. Of course, the school building, equipment, syllabus, learning material etc. are also very important, but without the presence of a teacher, these will never serve any useful purpose.

Teachers occupy a very important place in the life of the students. The teachers' role at the school level is more important than that of higher level because school-students are not yet mature enough to make decision in what to do and what not to do. They need teachers to guide and help them to make good judgment in all phases of life. Teacher can motivate and encourage them to fulfill their school duties which include academic and co-curricular activities. Students copy so many manners and behaviors from their teachers, because teachers are the role model for their students. Teacher with

a good sense of humor, fun loving and innovative are much appreciated by the school students. With such kind of teachers students are able to engage themselves in their studies and they are motivated to use their energy in the right direction. Teachers can help students to reach higher levels by uplifting their self-esteem and make them successful academically. All these are possible when a teacher has the professional competence and good nature to impart good values to students.

The world's biggest profession is teaching. It was estimated that there were 30,000,000 teachers throughout the world in early 1980. There is an immense explosion in the world of education due to demographic explosion and expansion of democratic rights in the world. It can be assumed that the number of teachers have crossed 40,000,000 now. According to the Annual Publication-List of schools with number of teachers and enrolment of students (2015-2016) by the Department of School Education, Government of Mizoram, there were 24,419 school teachers in Mizoram. Among these teachers 13579 were male and 10840 were female teachers. And 8330 were primary school teachers, 10159 were middle school teachers, 4394 were high school teachers and 1536 were higher secondary school teachers.

1.2. TASK OF A TEACHER

In ancient times, teachers are considered to be a man of lofty character and known for their scholarship and learning and were known as 'Guru'. It was expected that teachers would lead their students from lack of knowledge to the lamp of wisdom and spirituality.

During the medieval period, teachers occupy an important place in the society and it was believed that teachers were the only ways and means of attaining true knowledge.

With changing times, the roles and functions of teachers have become very challenging, complex and complicated. The teachers' role may include roles pertaining to the development of the nation, moral, intellectual, and value development of students, emotional integration, environmental awareness, international understanding, and also as agents of social change and transformation of educational system.

Regarding the importance of the role of the teacher, the Commonwealth Report (1974) stated, “The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform; on the other hand he can participate actively as the initiator himself or an interpreter of the plans devised by others.”

The documents circulated at the 45th session of the International Conference on Education, organized by UNESCO/IBE, held at Geneva in 1996, included in general the following roles that the teachers are expected to follow in the wake of globalization which is affecting all walks of life including education.

- Promoting skills and competency in literacy and numeracy, sensitivity to the environment and harmony between the school and its community.
- Helping the growth of basic skills and attitudes for proper and continued development of cognitive, social, moral and emotional development.
- Transmitting culture and knowledge, and help students become aware of the world community.
- Nourishing creative and critical abilities.
- Encouraging adaptability in a dynamic and ever-changing society.
- Helping each individual achieve full self-actualization to become a fully functional member of society.
- Providing the students and the community with an admirable role model as a professional teacher.
- Ensuring students’ physical well-being.
- Becoming accountable to the community and student’s parents.

In any educational institution, the teacher is an active force. A school where there is no teacher is compared to a body without the soul, a skeleton without flesh and blood, and a shadow without substance. There can be no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. The teachers, as social engineers are able to socialize and inspire the youth to achieve their goals by their man-like qualities. The teachers act as an index for

measuring the achievements and aspirations of the nation. The values and potentialities of any country were evaluated in and through the work of teacher.

Secondary Education Commission stated, “Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right method of teaching and the right kind of teachers.”

The importance of teacher is that, they guide, provide knowledge and right direction to the career of their students. A teacher inspires, encourages, supports, and persuades their students to struggle fervently for achieving great things in life. Teachers mould and shape the future of their students, and nurture the students’ interest, talents, abilities and potentialities.

A good teacher, in fact, becomes a role model for students. Students tend to follow their teacher in almost every way. The teacher’s caring attitude will have a major influence on the students. Student’s self-esteem could be uplifted by a good teacher. Teacher gives wings to the ambitions and aim in the mind of the student for future academic success. So, the teacher should have the professional competence as well as a good nature in order to impart good values to students.

In this new era of rapid change, teachers are required to play various roles and handle many responsibilities in order to cater for various school functions. These functions go beyond classroom teaching to encompass class management, curriculum development, mentoring, research, and life-long learning. In order to fulfill these functions effectively, teachers must be empowered and must have a say in the decision making process which enables them to develop a sense of ownership and commitment towards any attempt for change. In this light, school principals must come to value the importance of shared responsibility since it influences teacher’s perception of the meaningfulness of their work and consequently affects their sense of satisfaction and commitment.

Teachers’ role in the twenty first century is moving beyond classroom practices to encompass a variety of responsibilities that includes curriculum planning, research,

and professional development. These responsibilities can be a source of great pressure on teachers. Therefore, it is essential for leaders to provide teachers with the satisfying conditions to grow professionally. It is crucial that teachers feel satisfied in order to cope with the increasing responsibilities. If satisfied, teacher can play a major role in being a catalyst for change and improvement since satisfaction is the base for commitment.

A good teacher can influence positively on the career path of a student. A teacher, in his/her role as a good mentor can motivate the students at every point of difficulties not only in the classroom but also outside the classroom. The teaching profession can be entered by a person with proper vision, experience, and one who has passion of teaching.

1.3 EMPOWERMENT

Empowerment may be explained as assigning responsibilities, authority and decision-making power to employees and holding them accountable for results. Empowerment is expected to lead to the enhancement of the employee's skill and performance. Heloisa Faragoso (2000) defines empowerment as enlargement of employees' jobs giving them the responsibility and authority to make decisions about their work without supervisory approval while creating value for ultimate customers. The essence of empowerment is to release, rather than ignore or under-utilise employees experience, initiative, knowledge, wisdom and vision. Employee performance is the major factor that leads to success and failure of business.

The process that gives strength, confidence and power which enables the individual to develop competence in taking charge of his growth and resolving his own problem is known as empowerment. Empowered people believe in themselves and are confident in their actions as they believed that they are competent enough and have knowledge to act on a situation and improve it. Empowerment is most often viewed as a process through which people become powerful enough to engage in, share control of and influence events and institutions affecting their lives (Bolin, F.S. 1989).

Empowerment requires that people gain knowledge, skill and power necessary for influencing their lives and the lives of those they care about. Dunst (1992) has suggested that empowerment consists of two issues (i) enabling experiences, provided

within an organization that fosters autonomy, choice, control and responsibility, which (2) allow the individual to display existing competencies as well as learn new competencies that support and strengthen functioning.

In the beginning empowerment can be seen as a way where the weaker individuals were trying to overcome their dominance and tight control of other powerful group of people on them. Therefore, it can be said that the idea of empowerment has resulted from the direct response of powerlessness and social forms that contributed to domination. Besides that, empowerment can also be viewed as the urge of understanding, identifying, and describing processes through which people create alternative ways to overcome domination through both personal and organizational change (Conger & Kanungo, 1988).

At present, the concept of empowerment has developed into many forms, evolving from the employee involvement and participative decision making concepts into the contemporary empowerment perspective. The idea behind the concept of empowerment involves the workforce being provided with a greater degree of flexibility and more freedom to make decisions relating to work. Through empowerment, people are encouraged to make certain decisions without consulting their superiors and to which organizational dynamics are initiated at the bottom (Greasley et al., 2004). Power is also said to be redistributed by those in higher position to the lower position.

When empowerment existed in organizations, the individuals within that organization tend to feel their own ownership on their work and they will transform their personal feelings towards their responsibilities and satisfaction to their jobs. These situations both from the side of the individuals and their organizations contribute to a win-win situation for both parties involved. Having this in mind, the concept of empowerment has also contributed to the emergence of a focus on research in the educational settings.

Anyone who belongs to an organization which empowers its employees would feel a sense of ownership on their work; as a result of which they will convert their personal feeling towards their responsibilities and satisfaction to their jobs. These situations both from the employer and the employee contribute to a win-win situation.

Keeping in mind this, in the educational settings, the concept of empowerment has also contributed to the emergence of a focus on research.

Focus on empowerment has emerged due to changing conceptions of reform and leadership in organizations in various industries and sectors (Lawler, 1986, 1992), including education (Duke & Gansneder, 1990; Marks & Louis, 1999; Short & Greer, 1997; Short & Johnson, 1994). In education, empowerment as a leadership and reform approach rests primarily on a belief that organizational effectiveness is enhanced by participative decision making by teachers related to problems of practice. Recently, research has defined this empowering process according to (a) the types of decisions in which teachers are empowered to participate (Duke & Gansneder; Rice & Schneider, 1994) and (b) the actual processes and contexts that engage teachers in those decisions (Rinehart & Short, 1994 ; Short, 1998 ; Short & Greer). Specifically, research suggests that teacher empowerment hinges on teacher involvement in decision-making (an essential dimension of empowerment), but for that involvement to be meaningful, two conditions must be met. First, decisions must focus on areas important to teachers, such as issues related directly to teaching and learning. Second, teachers must feel that their participation actually affects the decisions made (Short & Greer, 1993). Furthermore, Rice and Schneider found that empowerment-defined primarily as decision making power-was positively related to academic teachers' job satisfaction.

Empowerment in education has drawn considerable attention over the past decade (Richardson, Lane & Flanigan, 1995). Empowerment means different things to different people. Leadership, where teacher empowerment exists, looks quite different from traditional bureaucratic, hierarchical conceptions that slot individuals into different, limited functions and that place them in subordinate relationships to one another (Darling-Hammond, Bullmaster & Cobb, 1995). Empowerment creates ownership for those responsible for carrying out decisions by involving them directly in the decision-making process (Harrison, Killion, & Mitchell, 1989). Therefore empowerment can be defined as a form of decentralization that places decision making and accountability at the lowest level; thus, teachers are involved in decisions about instruction, curriculum because they are the ones in the classroom, closest to the students (Richardson, Lane & Flanigan, 1995).

1.4 TEACHER EMPOWERMENT

The process by which a professional educator can increase his/her enthusiasm, effectiveness and skill when it comes to transmitting information to teachers may explain the concept of teacher empowerment. A teacher who is being empowered appreciates his/her role as an educator and feels that his/her teaching job has real value. Because of the works he/she has done to learn it herself, an empowered teacher will be confident in his/her subject and this result in a higher degree of accuracy in the student's achievement. An empowered teacher will be able to show the feeling of enthusiasm and love for the subject, which will rub off on students and inspire them to enjoy the learning process.

Empowerment in education may be understood as a process whereby school participants develop the competency to take charge of their growth and resolve their own problems. Individuals who are empowered are likely to possess the skills and knowledge to act on a situation and improve it. In the process of empowerment teachers are capable of engaging in, sharing control of and influencing events and institutions that affect their lives.

Teachers will have the capacity to empower themselves if the following precepts are always kept in mind:

Being positive.

Belief in oneself and in what one is doing.

Being proactive and not reactive.

Being assertive and not aggressive.

There are several ways of defining teacher empowerment. 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. Lee (1991) shared this definition and further emphasized the development of an environment in which teachers act as professional and are treated as professional. Lightfoot (1986) explained empowerment in terms of the opportunities that an individual has for power, autonomy, choice, and responsibility. Extending this concept further by empirically grounding it within education, Short and Rinehart (1992) constructed six dimensions to the concept of teacher empowerment: (i) Participation of teachers in critical decisions that directly affect their work, (ii) Teacher impact as an

indicator of influencing school life, (iii) Teacher status concerning professional respect from colleagues, (iv) Teacher autonomy, that is that teacher can control certain aspects of their work life, (v) Professional development opportunities to enhance continuous learning and expand one's skills and (vi) Self-efficacy, the perception of having the skills and ability to help students learn.

Teacher empowerment is a vast concept, it covers many different areas like self-confidence, decision-making, identifying the skill, capabilities and utilization of all these things for the development of self, his family and ultimately for the society. He must take the initiative to solve the problems of the society and should be able to take good decision.

Teacher empowerment is a function of the readiness of administrators to share their autonomy with those whose commitment is necessary to make the educational programme function at the highest degree of efficiency. Teacher empowerment stands for the expansion of assets and capabilities of teachers to participate in influence control and hold accountable institutions that affect their lives and schools.

An empowered teacher is one who believes in himself/herself and his/her ability of action. He/She understands the system of domination and dedicates to the improvement of oppressive practice in the society. He/She respects others and uses his/her power to protect the uniqueness of individual. Whether working alone or with other people, they are firm, practical and passionate. He/She dedicates to the self-realization of people in the classroom, at school and in the community.

According to the traditional school setting, the principal has all the powers and would give instructions to the teachers to follow. Whereas according to the modern perspective, the teachers are the co-partner in the development of the institute. The principal who used to be the sole authority now shares some of the power with the teachers which pave the way for teacher empowerment. There is shift from top-down, hierarchical mode of functioning to shared decision-making, team work and community building. According to Maeroff (1988) teachers should be raised in status, made more competent at their craft and given access to the decision-making process. Empowerment was to be defined (accorded) by those who were in positions of authority within the

school system. However teacher empowerment had to do with teachers' individual department, their power to exercise their craft with confidence and ability "to help shape the way the job is done". This implies that teacher empowerment is drawn from teacher's self-determination or the choices they feel they can make about teacher-related tasks and their sense of self efficacy. The school authorities as well as the teachers contribute to teacher empowerment. Bolin, F.S. (1989) has 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.

Teacher must feel empowered before they have the confidence to 'hand over the keys' to students to drive their own educations. Without teachers having the confidence to give up the need to control all aspects of learning, students cannot try and fail or succeed. Both failure and success build learning confidence. Empowered teachers are in the best position to empower students because they can effect change not only in their classrooms, but in the school.

Some teachers are more inclined to feel empowered the others. Those who work in an environment predisposed to empowering members of the community, naturally, feel more empowered. Some of the qualities of an empowering environment would be:-

- Clarity of role and expectation,
- Political support and sanctions for work,
- Socio-emotional peer support with a sense of community,
- Access to strategic information and resources such as space, materials, time and -funds and,
- Inspired leadership with vision and value input.

Teacher empowerment can be achieved in schools with teachers entering into a process of personal and institutional change that will lead to the transformation of both the structure of schools within which they work in and their relationships toward their colleagues and their students (Short & Greer, 1997). These will provide the teachers with ongoing opportunities to develop a critical awareness of their own lives and experiences, of the meaning and impact of their teaching and their students' learning experiences in schools. In order to achieve fully the positive outcomes of teacher

empowerment, teachers should always be in the centre of any change or implementation and their voice and participation should be accounted.

Short and Rinehart (1992) investigated the processes shown to be associated with empowered teachers and systematically clarified and codified empowerment factors. These factors include (a) decision making, (b) professional growth, (c) status, (d) self-efficacy, (e) autonomy, and (f) impact. According to their research that examined the psychometric properties and factorial validity of the empowerment dimensions, decision making, which accounted for most of the total variance among the subscales (19.6%), relates to teachers' sense of inclusion in critical decisions that directly affect their work. Professional growth (4.7%) measures teachers' belief that the school offers them opportunities for professional growth and development. Status (3.0%) refers to teachers' sense of esteem given them by students, parents, community members, other teachers, and administrators. Self-efficacy (2.8%) reflects the degree to which teachers believe that they are able to help students learn. Autonomy (2.2%) addresses teachers' sense that they have the latitude within the school to make work-related decisions. And lastly, impact (2.0%) measures teachers' sense that they can influence the overall well-being of the organization and that they are recognized for their accomplishments.

Melenyzer, B. J. (1990) utilized ethnographic method of participant observation and narrative research and revealed the following definition of teacher empowerment:

“Teacher empowerment is the opportunity and confidence to act upon one's ideas and to influence the way one performs in one's profession. True empowerment leads to increased professionalism as teachers assume responsibility for and an involvement in the decision making processes,”

In their study on the comparison of the teachers in charter schools and traditional schools, Bomotti, Ginsberg, and Cobb (1999) revealed that in the empowerment variables of “empowerment in the school wide arena” and “empowerment in the classroom with students” there is statistically significant difference between the teachers from the charter schools and the teachers from the traditional schools. In the variable of “empowerment in the classroom with curriculum content”, there is no significant difference. It is interesting and encouraging that the teachers of both group revealed a relatively high

level of contentment when they go to work each day, even if there is some areas of dissatisfaction.

According to the findings of Bogler and Somech (2004), among 983 teachers in 25 middle school of Israel, all the six subscales of empowerment were significantly and positively correlated with organizational commitment, professional commitment and organizational citizenship behavior. Analysis of the data point out that among the empowerment subscales status has the highest mean score followed by professional growth, impact and self-efficacy. The subscale of decision making has the lowest mean score. It was also revealed that the more the teachers perceived themselves as practicing any of the teacher empowerment components, the more they expressed commitment towards the organization, the profession and OCBs.

In his study on ‘Teachers’ perceptions of empowerment in their work environments as measured by the psychological empowerment instrument’, Gardenhour (2008) tried to find if there were significant differences in teachers’ perceptions of their empowerment with the four dimensions of PEI (Meaning, impact, self-determination, competence). The ‘meaning’ dimension of the PEI measured teachers’ perceptions of the meaning they perceived they had in their work, it was a part of their overall perceived empowerment. No significant difference were found statistically between male and female teachers on the dimension of ‘meaning’ which suggested that all teachers could find meaning in their work and that gender did not play a part in the relevance they found. Educational level seems not to make a significant difference in teacher meaning which suggest that meaning could be based on the experience of the individual or the quality of the teaching program they attended.

The sample teachers of the study agreed that competence was important to their workplace empowerment, and they have reported that level of education and gender did not change their perception about teaching. Years of experience showed significant difference on competence suggesting that teachers acquired confidence in their teaching ability as they gained experience. The level of education was also found not to make a difference in teachers’ perception of their competence. The perceptions of the teacher on their competence were found to be directly related to their empowerment. The self-determination dimension measured the perceived self-determination teachers had in

their workplace. It was revealed in this study that there were significant findings with regard to years of experience groups. It was worth noting to find that teachers with 31 or greater years of experience reported that they had more self-determination than beginning teachers. There were no significant difference in the self-determination dimension between males and females which suggest that males and females have equal chances to be self-determined. No significant difference was found in level of education also. The dimension of impact measured teachers' perception of the impact they had on their work environment. It was found that years of experience made a significant difference on teachers' perception of their impact, this means that the career of a teacher and what a teacher means to students over a long period of time is important to public education. Although this study did not yield any significant differences for gender and level of education, teachers generally reported that impact was important to their empowerment.

1.5 DIMENSIONS OF TEACHER EMPOWERMENT

(1) Decision Making:-

This dimension of empowerment relates to the participation of teachers in critical decisions that directly affect their work. In many cases, this means participation in and responsibility for decision involving budgets, teacher selection, scheduling curriculum and other programmatic areas. Providing teachers with a significant role in school decision-making and is a key element in teacher empowerment. Teachers gain the opportunity to increase control over their work and environment. The kind of school climate that encourage involvement in decision-making is characterized by openness and risk taking. This environment encourage teacher to try new ideas and approaches.

This dimension refers to level of involvement of teachers in decisions which directly affect their work. The teacher's participation largely depends on how the principal facilitates their involvement. As the principal begins to realize that he is the key person for enabling teacher's participation, he makes efforts:

- To create a clear and compelling vision around which the school activities will be centered.
- To guide and align teachers towards the achievement of the school's vision and mission.

- To create an environment where teachers can make decisions in matters related to their classrooms and their schools.
- To foster an atmosphere that encourages teachers to take risks to meet the needs of students. He assures them that the responsibility of the risk will be shared by him.
- To promote open ended discussions and enable teachers to feel free to express their ideas and fears.
- To empower teachers by making them feel that their thoughts are valuable to bring about effectiveness in the school.
- To give opportunity to teachers to increase control over their work environment by giving them freedom to decide the activities they wish to introduce in their class.
- To involve teachers in making decisions related to tier work and also in preparing budgets, selection of teachers, preparing schedules, curriculum and other school related activities.
- To encourage teachers in decision-making by asking questions or suggestions rather than telling them how the tasks must be accomplished.
- To consider the decisions made by the teachers and not ignore them.

Such a behavior makes the teachers realize that their involvement and opinions are important and will have an impact in the outcome of the decision. Such efforts encourage the teachers to participate in the decision-making process competently.

This dimension of empowerment relates to the participation of teachers in critical decisions that directly affect their work (Short, 1992). The school environment required to nurture decision making was characterized by openness, trust, and risk taking. If decision making was to be empowering, teachers must feel their involvement is authentic and that their opinion has an impact on the outcome of the decision (Short & Greer, 1997).

A school climate that promotes involvement in decision making is characterized by openness and risk taking which encourages teachers to try new ideas and take different approaches. The problem solving capacity of teachers is strengthened when shared decision-making is utilized in schools and teachers who are decision makers feel

ownership and commitment to the process. Teachers who feel responsible for student learning and accountable for their work have a greater interest and willingness to participate in decision-making (Short, 1994).

When teachers are involved in the process of decision-making, they found greater appreciation to those who were leading them (Enderlin-Lampe, 1997). Shepard (1995) stressed that teachers who make critical decisions about their professional work environments were able to transfer the cognitive process to their students. This made both teachers and their students as better problem solver (Shepard).

Teachers must feel included in processes that affect the way they complete their responsibilities. Schools move forward when decision making is shared with teachers (Hemric et al., 2010; Lintner, 2008; Rice & Schneider, 1994). Coble (2011) identified that, when employees believe their input is valuable, they desire autonomy and to participate in decision making to allow them to implement empowered behaviors for effectiveness. Hobbs and Morelang (2009) found that decision making had an immediate impact on teacher empowerment. When teachers know they will be included in decision that directly affect them, mutual respect and trust develops between the principal and teachers. Research informs us that teachers should be included in the decision making process within their school, since they affect what happens in the school (Barth, 1990).

Decision making refers to the participation of teachers in important decisions that directly affect their work life. Such participation is essential if teachers are to increase control over their work environment, increase their internal locus of control, and decrease feelings of alienation at the work place.

Kleckler and Loadman (1998) highlight the fact the decision-making includes teacher's involvement in education decision such as financial issues, choosing teachers, determining programs, and measuring student success. Short and Greer (1997) claim that decision making should be exercised more carefully and that teacher's participation areas should be well defined. Hence, Short (1994) states that providing teacher's full-participation in critical decisions impacts their quality of work. By doing so, their voice is heard in many areas related to their work.

When teachers participate in making decisions, their problem-solving ability improves, and the entire school benefits from it, resulting in a feeling of stronger commitment to the overall organization (Dee, Henkin & Duermer, 2002; Devos, Tuytens, & Hulpia, 2014, Moran, 2015). Therefore, delegating decision-making tasks to teachers is a major element of teacher empowerment. However, schools should have certain and well-explained rules regarding teacher participation in order to avoid its becoming a privilege for just a few teachers.

Fullham and Hargreaves (1995) also advocates greater involvement of teachers “outside as well as inside their own classroom” and “in curriculum development and improvement of the school”. This is participative decision making which involves a sharing of power by the Principal with the teachers to take decisions.

(2) Professional Growth

Professional growth refers to teachers’ perceptions that the school in which they work provide them with opportunities to grow and develop professionally, to learn continuously and to expand one’s own skills through the work life of the school (Short & Johnson, 1994). Professional development was also defined as the perception that the school provides opportunities for professional growth, development, continuous learning and expansion of skills (Short, 1992). Development of the staff can become the foundation for teacher growth and collegial support had ultimately leads to new and authentic approaches to teaching and learning (Blasé & Blasé, 2001).

The teachers often feel that they are not able to grow professionally because they are not given the opportunities or they are oriented to programmes not suitable to their needs or the training they receive is inadequate for them to pursue in the real situations. Providing what the teachers require would entail a thorough study that focuses on what the professional development programme promises and how it best fulfills the needs of the teacher, students and the school. The principal initiates the professional growth of the teacher by:-

- Providing on-going, relevant and continuous professional development rather than one time opportunities so as to support the life-long growth of teachers and help them to maximize their potential.

- Encouraging the teachers to form online learning communities so that they can share resources and collaborate with peers anytime and anywhere.
- Facilitating the teachers to use educational portals for availing online resources. This would serve useful for enhancing their teaching and learning.

Providing such opportunities for professional growth enable the teachers to build confidence to act upon their ideas and also help them to perform well in their profession.

Development of the staff can become the foundation for teachers' growth and collegial support that ultimately leads to new and authentic approaches to teaching and learning (Blasé & Blasé, 2001).

Robertson and Tang (1995) reported that empowerment for teachers often depend on their commitment to professional growth. An increased commitment to professional growth often made teachers feel that the work they did had personal meaning. They explained that making a difference and having fulfillment in the area of teaching could be directly correlated to the amount of time spent in close contact with students (Robertson and Tang, 1995). By monitoring the personal growth of students, teachers often gained unique perspectives on student achievement based on student inquiry.

Teacher's perception about the opportunities their school provides for them to grow and learn about their occupation defines professional growth. Many researchers have recognized teacher professional development as imperative (Coble, 2011; Terry, 1995; Tischler, 2004). In Short and Rinehart (1992) they revealed that white female teachers considered participatory decision making, control over their daily routine, teaching competency, and opportunities for growth and development to be empowering aspects of their daily work life. By providing professional growth, principals can build a strong committed faculty respectful of each other and their profession.

Professional growth refers to teacher's perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school.

According to Klecker and Loadman (1998) professional development refers to facilities that schools provide for teachers to increase their professional assets in an

uninterrupted fashion, especially in terms of tier teaching skills. They can develop their skills and learn more about the work via these professional development activities. In this respect, administrators can enhance teachers' effectiveness by supporting their professional development efforts (Short & Greer, 1997; Thomas & Velthouse, 1990). By empowering teachers via these kinds of developmental activities, administrators can create more teacher leaders. They can also prevent teachers' stress as well as identifying their needs and offering professional learning experience as administrators (NCCTQ, 2007).

According to Short (1994), professional growth refers to teacher's perceptions that the school in which they work provides growth and development opportunities continuously, and that they can hone their skills through the work life of the school. Teachers in western schools may have to design curriculum and learning material, and may have to take decision beyond the classroom. Since teaching is not text-based, the need for learning and being up-to-date may be felt constantly. Thus the need for professional growth opportunities may be more felt in those schools, and such opportunities are more appreciated.

(3) Self-efficacy

Self-efficacy, according to Bandura is "a persons' judgment about his or her ability to organize and execute a course of action that is needed to attain a certain level of performance." Self-efficacy theory suggests that "When the collective efficacy is high, teachers are more persistent in their efforts, plan more, accept responsibility for student performance and are not deterred by temporary setbacks". In situations that are demanding, self-efficacy is an important attribute which is required of teachers. The Principal can help the teachers to develop high level of self-efficacy by encouraging them to take up initiatives on their own, mentor them and appreciate them once the assigned task is completed. He can also assign them challenging tasks and support them during the process and also value their contribution.

Bandura stated that self-efficacy is a person's perception of being able to successfully execute behaviors required for producing desired outcome. When teachers have the opportunity for empowerment, it improves their self-esteem and show the way for better communication, whereby teachers are able to convey their vision and ideas

(White, 1992). If teachers are given professional development opportunities and support, it may help them to perceive themselves as having higher level of self-efficacy, it also increase their feeling of confidence and encourage them to apply new and innovative classroom teaching techniques (Blase & Blase, 2001).

Self-efficacy may be explained as teachers' perception that they possess the skill and ability to facilitate learning among the students, are capable of arranging and managing effective programs for students, and also that they can get a required modification in student learning. When an individual attains self-knowledge and is confident of being competent and mastered necessary skills for achieving desired outcomes, self-efficacy develops. (Short, 1994: Short & Johnson, 1994). Teacher's sense of self-efficacy and professional certainty can tell whether she would like to remain in teaching or not. And teacher certainty about professional abilities and skills is strongly related to the achievement of their students.

Short and Johnson (1994) identified the importance of focusing on improving teacher effectiveness, since self-efficacy is required of teachers who would have power to control their job. A belief in oneself about her ability in carrying out a job can strengthen self-sufficiency empowering teachers to be in control of their classroom.

When teachers found self-efficacy in their work role, they experience a sense of being empowered. Self-efficacy occurs when teachers consider themselves as having the skill to complete their job, and they are able to develop curricula for students. What is very important in the teachers' sense of self-efficacy is a feeling of mastery, both in knowledge and practice which result in accomplishing desired outcomes. A feeling of competency about their abilities on the part of the teacher may have positive effect on students' learning. It is a popular belief that strengthening a feeling of competency is an important means of empowering teachers. Offering simple compliments, showing appreciation and recognizing student achievement, may be used by school administrators to empower teachers, and this in turn, will reward the teachers who help, guide and direct the students to achieve their goals (Kimwarey, Chirure, & Omondi, 2014).

(4) Autonomy

The dimension of autonomy refers to the fact that teachers have confidence to control their work, life and decisions. Klecker and Loadman (1998) stated that autonomy refers to the enjoyment of freedom to make decision. Teachers must be considered to be professionals and should be given consent to make decisions in relation with their jobs. In order to complete the manifold task laid upon them, teachers need to have autonomy in their job. In bureaucratic school environment teachers are deprived of autonomy and cannot enjoy any freedom in their workplace and in their profession itself. Thus, the productivity and commitment of teachers have been influenced. If teachers are able to control over their decisions, manner of working, choice of professional growth and other related school issues.

Blasé and Blasé (2001) defined the three characteristics of autonomy as teachers being in control of (a) instructional areas within the classroom, (b) non-instructional areas such as classroom discipline, and (c) the determination of needs for supplies and materials. The Principal does not exercise his control but on the other hand show his support. He gives the teachers the power:-

- To control and influence the instructional process, scheduling, curriculum development, planning instruction and selection of textbooks.
- To take charge of their own growth and resolve their own problems.

According to Blasé & Blasé (2001), teachers granted autonomy indicated enhanced self-esteem, confidence, professional satisfaction, creativity, sense of classroom efficacy, and ability to participate in instructional reflection. They also made a suggestion that the principal can promote autonomy among his staff through formal and informal interaction, give responsibilities and in certain activities of school programme, show positive and high expectations pleasantly, and proved that he wants his staff to be improved in different ways including enthusiasm for excellence.

Scales-Trent (1999) defined autonomy as “moral authenticity, integrity, or self-identity.” Based on the ability to be trusted with the operation of their classroom school, teachers may be given autonomy. Ludwig and Taymans (2005) established that it is in compliance with the school administrators to share the power of decision making with teachers that teachers may enjoy autonomy in schools. They also illustrated that teachers who often show better learning environments for their students are always teachers

who share power and responsibility. The reason behind this is that they are satisfied with their role in the school (Ludwig & Taymans). Rodgers and Long (2002) also make clear that increasing teacher autonomy increased the leadership quality possessed by the teachers. They also found that when teachers are able to perform collective work on projects, the collective intelligence would surely increase the effectiveness of the decision. According to them teachers with more autonomy were not showing any improper behavior since they give efforts for the success of the school only. McNary (2003) declared that teachers who do not enjoy autonomy experience browbeaten since they have a feeling that their opinion does not worth a thing. If teachers lack administrative support for autonomy it may lead to the disempowerment of teachers.

Autonomy refers that one has a right to handle alone without other's control. While executing an activity, elements inside autonomy need no external elements as there already exist high trust towards self-ability, the appliance of the principles of high-level morality and benefit value.

Teacher autonomy in implementing his activity relates to the leadership at school and outside the school. A principal plays the role of supporting teacher's activities and gives freedom in conducting their duties in the classroom, including selecting learning model in line with the materials taught so that teachers have a space to be creative and always innovate in learning.

Autonomy refers to teacher's believing that they have control over certain aspects of their working life, including scheduling, curriculum development, selection of textbooks and planning instruction; autonomy is directly related to decision making.

Teachers' autonomy is their sense of freedom to make their own decisions about timing, programs, books and instructional planning (Klecker & Loadman, 1998). According to Short (1994) teachers' work control allows them to make their own decision and take more risks. In this manner, Short and Greer (1997) claim that creating a supportive environment can build teachers sense of autonomy.

Teachers who are more autonomous want to implement original ideas during their teaching practices, take risks, assist students, and develop skills. In this regard,

creating opportunities for teachers to become more involved with new initiatives and responsibilities develops teacher autonomy. Furthermore, Dee, Henkin, and Duemer (2002) emphasize that empowerment can become a determinant of organizational commitment. It is also to lower teacher burnout increase.

According to the Self Determination Theory by Deci and Ryan (2000) autonomy is one of the basic psychological needs (the others are competence and relatedness) that human beings have to fulfill, in order to experience well-being and optimal functioning. The Self Determination Theory does recognize that while the basic construct holds true universally, the domains and activities of autonomous behaviors will be different in different cultures (Chirkov, 2009).

(5) Impact

This dimension deals with the teacher's belief in her abilities to effect and influence the working of the school. As the principal realizes that his intervention in school processes are not sufficient but require the collaborative efforts of his team of teachers, she provides the right type of environment to influence the teachers' perception so that they can effect and influence school life. He attempts:-

- To create structures which clearly show that teachers have a certain authority?
- To let the teachers have actual influence over what is going on in school. Such supportive behavior convinces the teachers that their decisions make a difference.
- To strengthen the teacher's belief that they have the skills and knowledge to improve their school situation.

Unfortunately, many teachers often work in isolation and feel devalued and pulled away from their main purpose of teaching. According to Blasé and Blasé, (2001) successful principals encouraged empowerment by focusing on teachers as leaders.

In order to be empowered, teachers had to feel they were making a significant impact on their work environment. Ayres and Klonsky (2006) stated that school were part of the fabric of the community and were the common ground for the community to reach children. They reported that public school teachers made a difference because, in a large part, they help the community grow in a positive direction.

Impact refers to teacher's need to have an influence on the teaching and learning process in which teachers want to be told that they are positively affecting the teaching and learning process.

1.6 EMPOWERED TEACHERS AND QUALITY EDUCATION

Teacher empowerment may be used as a means for ensuring quality education. Teachers are considered as frontline-worker in the education system and they need to be empowered with policy-making, governance and management of the system. Teachers must be granted certain necessities with the right conditions, support, assistance, technology, incentives and motivations with an appropriate system in place for having a positive effect in day-to-day instructional strategies.

Teachers are expected to be highly artistic and show creativity in various activities. Teachers are motivated and encouraged when they are respected and participated in the decision making for their work in various school activities, and they would respond with eagerness. Teachers acquired a feeling of belongingness over their work and different activities in the school and classroom if they have the opportunity to take part in the development of the curriculum, designing of the syllabus, creating and choosing of teaching materials and in training programme which may lead to their own development intellectually and professionally. Empowerment helps teachers to have courage and strengthen their leadership qualities, and if needed be, made changes with the decision made by those who are working most closely with students rather than those who are at the top of pyramid.

Teachers need to be empowered since we are living in a changing world and they need to face many new challenges that crop up every now and then. Teachers must find a way to deal with new and changing knowledge as well as changing situations. Education plays a very important role in the life of the students and teachers plays an important role in the education of students. If teachers use their knowledge and new technology in educating the students, then there can be no other better things they give to the society.

In any education system, teacher act as a leader and plays a significant role in the education, society and life of the students. Teacher is expected not only to lead his own life in a noble way but also to guide and help her students to have a righteous, decent,

noble and respectable life. She gave confidence and encourages her students to solve the many problems that they may face in their life. If we look back at the ancient period, teachers enjoy a very high status and were considered as a highly respectable person in the society whose main motto was to serve the society. As we go through the history of different places, we found a lot of changes in the status of teachers. During ancient period, according to the need of the situation, teachers are free to make their own decision. But during the British period we found that the whole education had been changed according to the needs of the British ruler. And in this way we now have our present education system.

In order to have a remarkable changes in the institution, it is believe that teachers must be involved in the decision-making of school activities. More opportunities should be given to teachers to express their opinions and ideas and to participate in decision-making. It is a firm belief that if teachers participate more in decision-making it contribute much to improvement of the institution. When teachers feel that they are not empowered, it may have negative impact on their profession. The following points make teachers maintain little control over their work – (i) Technological development (ii) increasing controls in curriculum and instruction (iii) development of teacher-proof curriculum (iv) standardization of teacher's work. This results in the declination of the professional abilities and status of teachers. Empowerment of teachers is accompanied by development of leadership skills and it leads to the improvement of student's performance and attitude.

1.7 TEACHERS AS PROFESSIONALS AND THEIR EMPOWERMENT

Teachers as professionals and their empowerment implies that teacher should be trusted more and this will certainly grant more freedom and self-determination and more control over their endeavour. The term "Teacher Empowerment" has been specified as a name for this latter process. This name is in some way, inopportune because those who are already in control of, and bearing ultimate responsibility for education may perceive it as a threat to their position of power. The two term 'power' and 'responsibility' should be considered as correlated since the latter has been implied by the former.

In the words of A. Burke, (1997) as cited by Dutt, B. S. V. & Rao, D. B. (2001)., the importance of imagination of teachers as an empowered professional person in short-term and in the long-term may be pointed out as follows:-

1. It recognizes the reality of daily life in classrooms-the fact that each teacher makes critical decisions, and the consequent potential of the teacher's role for good or evil.
2. It provide a vision of where the teaching and teacher education enterprise could/ should go and gradually create scene for withdrawal of unduly tight state control which tend to downgrade and demoralize teachers, and in many instances constrain schools and render them less flexible and effective in meeting pupil and local needs.
3. It present teaching as a complex area where the knowledge base is incomplete, subject to change, and always open to improvement. Such a view of teaching is an antidote to dogmatism on the part of teachers. It also helps to break down defensive barriers to in-service education on their part (e.g., loss of self-esteem as one realizes or is made aware of the need for change in one's own teaching). It does this by clarifying and justifying the need for constant updating and skill development on the part of all professionals, including teachers. In this context Lockheed and Verspoor (1991) opined "teaching is seen to require professional growth and responsibility, the effect that in-service workshops have on the behavior of teachers will be short-lived."
4. It portrays teachers as persons needing initial and ongoing professional development. Trainee and practicing teachers should not be prepared simply to perform certain skills in certain prescribed ways but, rather, must be given the mental tools needed to meet professional tasks in ways that are adaptive, questioning, critical, inventive, creative, and self-reviewing. They must be given "Executive Control" over those skills so that they can use them flexibly in multiple situations.
5. Change, especially rapid change, can lead to anxiety and resentment on the part of teachers. A professional vision of themselves and of their future development could help to counteract resentment and reduce anxiety by providing a rationale which clarifies the nature of and need for change in all professional areas, including teaching.
6. The vision of the teacher as a professional and competent person also helps to eradicate the identity crisis from which teachers in both developed and developing countries tend to suffer. If teacher are perceived as professional persons themselves and are empowered accordingly, they will be more likely to respond

will to demands made of them, will be more willing to accept responsibility for school outcomes and will be more aware that the quality of service expected of them is analogous to what they themselves would demand of the professionals who serves their needs (for e.g. doctors).

7. Finally, a professional vision of their occupation will motivate teachers effectively by giving them a realistic and justifiable pride in themselves and in their work. From such self-esteem will flow respect for their students.

To conclude with, teacher's empowerment increases the teacher's view, lower their defensive barriers, expand their educational horizons, offers them a sense of pride, ownership and responsibility for their area, and make that accept that constant development through initial induction and in-service education is normal and necessary.

1.8 JOB SATISFACTION

A set of favorable or unfavorable feelings and emotions with which employees view their works is generally termed as job satisfaction. It refers to a collection of attitudes that workers have about their job. It is an attitude, which results from balance, and summation of many specific likes and dislikes experienced in connection with the job. This attitude manifests itself in the evaluation of job and employing organization. This evaluation may rest largely upon one's success or failure in the achievement of personal objectives and upon the perceived contributions of the job and employing organization to these ends. Thus a worker may like certain aspects of his work yet thoroughly dislike others. Newstrom (1986) defined job satisfaction, as "it is a set of favorable feelings with which employees view their work." According to Brayfield and Rothe (1951), job satisfaction refers to the individual's attitude (feeling) towards his work. Spector (1956) defined job satisfaction as "how people feel about their jobs and different aspects of their jobs." According to Hugh (1983), job satisfaction will be defined as "the amount of overall positive affect (of feeling) that individuals have towards their jobs." Both employers and employees want a more favorable climate because of its benefits, such as better performance and job satisfaction. Employees feel that the climate is favorable when that is intrinsically satisfying. Many employees also want responsibility and the opportunity to succeed. They want to be listened to and treated and valued as individuals. They want to feel that the organization really cares about their needs and problems (Davis, 1985).

Job satisfaction is the favourableness and unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards the job provides. Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". This definition suggests that job satisfaction is a general or global effective reaction that individual hold about their job. Job satisfaction is concerned with a person or a group in the organization. Job satisfaction can be applicable more to parts of an individual's job. It is affected by many factors like co-workers, pay job conditions, supervision, nature of the work and benefits.

Teacher's job satisfaction may be considered as one of the important factors, which can enhance teaching competency. Students' behaviour in class atmosphere are mostly affected by the teacher's remarks and ideas, their methods of approach to the students or their tendency to control class. Thus it is very important that those teachers must be satisfied with their jobs because a well satisfied teacher can give his best to his students. [Sharma (2013)].

Teacher satisfaction refers to a teachers' affective relation to his/her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Zembylas & Papanastasiou, 2004). Those with the strongest desires or highest aspirations are least happy with their job if the environment does not facilitate satisfaction of their needs. Further, researchers such as Hargreaves (1994, 1997). Little (1996), and Nias (1989, 1993, 1996) mention a number of factors that subvert a teacher's sense of job satisfaction and are related to feelings of loss, disillusionment, vulnerability, and negative perceptions of self-worth: the monotony of daily routines, a lack of motivation and discipline from the students' part, and a lack of support and appreciation from colleagues and administration. These factors are associated with some of the reasons that teachers leave the profession.

Teachers' role in the twenty first century is moving beyond classroom practices to encompass a variety of responsibilities that includes curriculum planning, research, and professional development. These responsibilities can be a source of great pressure on teachers. Therefore, it is essential for leaders to provide teachers with the satisfying conditions to grow professionally. It is crucial that teachers feel satisfied in order to cope with the increasing responsibilities. If satisfied, teacher can play a major role in

being a catalyst for change and improvement since satisfaction is the base for commitment. Research on improvement and reform suggests a number of elements necessary for promoting teacher effectiveness, one of these elements being job satisfaction.

Teacher's job satisfaction depends on a number of facets, for instance, occupational stress, self-efficacy, level of empowerment, interpersonal relationship, working conditions etc. Usually an excessive work load increases the level of stress among school teachers which often diminish their performance. Similarly, their competency (i.e. language of performance) dictates their self-efficacy to manage daily affairs by controlling over their excessive workload and stress. To improve job satisfaction, teachers also welcome an appropriate level of empowerment to administer their study-related obligations. In addition to appropriate and harassment-free working conditions, they are also encouraged to perform better by good and meaningful interpersonal relationships. Undoubtedly, teacher's performance is strongly based on their level of job satisfaction which may have a number of predictors e.g. stress, self-efficacy, level of empowerment, interpersonal relationship, working conditions. Teaching is a difficult profession as it has its own rewards, benefits and challenges. At one side, students are required to be trained to effectively and efficiently figure out study-related challenges and enhance productivity. However, on the other hand, there is an increasing need to improve teacher's job satisfaction in the light of excessive workload and occupational stress. Failure to improve teacher's job satisfaction usually results in absenteeism, low work engagement, less motivation in improving pupils' performance and study-related attitude and behavior, high teachers' turnover, etc. Besides, teachers would possibly take less interest in organizing extra-curricular activities the way through which pupils rapidly learn desired attitudes and behaviors. Noticeably, (Berry, Smylie, & Fuller, 2008) highlighted that school teachers often compelled to look for better job opportunities if they were dissatisfied with current working conditions, disappointment in getting appropriate level of supervisor's support, and unmanageable teaching assignments. The major problem with respect to teacher's job satisfaction is that school management and administration often remains unmindful about the antecedents which could improve this satisfaction level in the context of primary and secondary schools of Karachi.

Job satisfaction is the degree to which work fulfills individual needs (Dawis & Lofquist, 1984). Fifty percent of new teachers leave the profession in the first five years (Colbert & Wolff, 1992; National Commission on Teaching and America's Future, 2003). Similar findings were reported for career and technical education teachers, with 15% leaving in the first year and more than 50% within the first five years (Camp & Heath-Camp, 1991).

Administrators in most organizations are interested in job satisfaction of their employees. This interest has been keyed by the belief that happy employees have higher performance levels. However, a debate over whether job satisfaction causes productivity or productivity causes job satisfaction has been a major theme pursued by researchers in both the private and public sector (Petty, McGee, & Cavender, 1984; Iaffaldano & Muchinsky, 1985).

Research on job satisfaction began when Hoppock (1935) defined Job Satisfaction and Empowerment as any combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job." "Since that time, researchers have studied job satisfaction and the implications job satisfaction had for organizations and for individuals in organizations. In educational settings, for example, Lester (1988) reviewed the literature for the years 1975 through 1986 and found 1063 articles concerning job satisfaction and teaching.

Specifically, some researchers have indicated that job satisfaction and school structure are important for those involved in restructuring efforts. Ratsoy (1973), for example, concluded that teacher job satisfaction is lower in schools where a high degree of bureaucracy is perceived. In another study, job satisfaction was found to increase when job expectations were clear (Miskel, Fevurly, and Stewart, 1979). Additionally, as the school organization becomes more open or participative, teacher job satisfaction tends to increase (Miskel, et al., 1979).

During the last three decades, teachers' job satisfaction is a great issue that concerns many researchers around the world as results to the improvement of education. It is mentioned that teachers' job satisfaction is influenced by external and internal factors (salary, working environment, promotion, job interest, job autonomy and independence, personal relations). It is also examined in relation to school climate and

teachers' efficiency, to low stress levels and high levels of job commitment. Empowerment is teachers' participation in decision making concerning teaching methods and teaching environments. It is of great concern among researchers as it is the main factor for teachers' professional development. Many researches have been conducted so far concerning the relation between job satisfaction and empowerment. It has been proved that when teachers are empowered and have the opportunity to participate in decision-making are more satisfied with their jobs and that authorized employers are significantly more satisfied with their jobs. It is widely accepted that teachers' job satisfaction is of great importance in order to be an improvement in education. Consequently there is a great concern among researchers to find the factors that influence teachers' job satisfaction. Empowerment, according to researches, is considered to be a main factor which leads to job satisfaction. However there is limited research examining the impact of job satisfaction in the sense of empowerment of teachers and particularly as regards primary school teachers research is almost non-existent.

1.9 RELATIONSHIP BETWEEN TEACHER EMPOWERMENT AND JOB SATISFACTION

Empowerment, as has already been mentioned is a term used to describe the level of authority being given to an individual in various levels of decision making. An empowered individual is likely to become satisfied with the job that he is assigned with, knowing that he has certain authority and responsibility with regard to making decisions related to the task that he is doing.

It is important for any employee to know whether those working under him are satisfied with their task as this will result in successful execution of the task being assigned to the employee. When employees have the inner satisfaction knowing their role and feeling empowered, it will result in quality products.

In the field of education, it is generally believed that the role of teachers is confined to teaching inside the classroom and assessing students' performance and that all other activities within the system rest in the hands of the head of the institution and other administrative staff. At the same time, with the changing times, teachers have been assigned many roles beyond teaching which sometimes lead to a feeling of doing extra work by the teachers. This feeling may be justified as teachers are usually given tasks without giving them any authority in making decisions.

There has been quite a good number of research done on the relationship between teacher empowerment and job satisfaction. In general, most research exploring the relationship between teacher empowerment and job satisfaction has focused on how empowerment may be a predictor on job satisfaction (e.g., Billingsley & Cross, 1992; Hoy & Miskel, 2001). This work has provided valuable information about teacher empowerment and job satisfaction. However, there has been relatively limited research examining the impact of job satisfaction on teacher's feeling of empowerment. In other words, it is debatable whether higher levels of teacher empowerment lead to more job satisfaction or more job satisfaction leads to higher levels of empowerment. In following the need for researching this matter, teacher job satisfaction was chosen for analysis because of hypothesized relationship to empowerment.

Currently, there is not a theory that binds job satisfaction and empowerment. However, these two constructs have been linked in the educational literature. Greater participation in decision making, one element of teacher empowerment, resulted in greater job satisfaction (Rice 40 & Schneider, 1994). Rinehart and Short (1994) indicated that teachers may have greater job satisfaction when principals involve them in decision making and provide opportunities to grow professionally. Other studies (e.g., Klecker & Loadman, 1996b; Wu & Short, 1996) have also found positive correlations between the constructs of teacher empowerment and job satisfaction. The relationship between job satisfaction and empowerment among teacher leaders, reading recovery teachers, and regular classroom teachers was investigated by Rinehart and Short (1994). The results indicated that teacher leaders perceived greater levels of empowerment and job satisfaction than the reading recovery teachers or the regular classroom teachers. A strong positive relationship was found between job satisfaction and empowerment. Rinehart and Short recommended that school administrators increase opportunities for teacher decision making, provide professional development opportunities which enhance teacher expertise, and recognize the contributions of teachers to school programs. Klecker and Loadman (1996) surveyed gender, age, race, academic degrees, years of teaching experience, and years working in current position in their study of job satisfaction and empowerment. They found no statistically significant relationship between these variables and job satisfaction and empowerment. However, a high positive linear correlation ($r = .70$, $p < .001$) between job satisfaction and empowerment was found. Wu and Short (1996) studied the relationship of empowerment to teacher job commitment and job satisfaction. Results indicated that teachers' perceptions of their level of

empowerment were significantly related to their perceptions of job satisfaction and organizational commitment. The subscales for self-efficacy and professional growth significantly predicted both job satisfaction and job commitment while the subscale for status significantly predicted job commitment. Although there is not a theory binding job satisfaction and empowerment, the educational research has shown a link between the two constructs. Several studies have noted a relationship between teacher empowerment and increased job satisfaction.

It is thus, important that educational leaders be aware of the importance of empowerment and provide opportunities for teacher participation in school issues.

1.10 RATIONALE OF THE STUDY

In any educational system, teachers play a crucial role for the success of the students, the quality of education and the overall system in place. Teachers should feel a sense of responsibility towards making the system work and exhibit all commitment and dedication to the profession that they chose. To ensure quality education the teachers should have a feeling that they are empowered enough to take up their task enthusiastically. The teachers, who are front-line participants in the education system, should be empowered with policy-making, governance and management of the system. Teachers should be provided with the right conditions, assistance, technology and incentives with a proper system in place to have a positive effect in day-to-day instructional strategies. Teachers are highly talented and full of creativity. Teachers respond with enthusiasm when they are respected and included in the decision-making for their work and their classroom activities, when they are involved in the development of the curriculum, designing of the syllabus, making and selecting of teaching materials and in training programmes leading to their own intellectual professional development.

Empowered teachers will definitely improve the quality of education which will help to develop the students and ultimately the education system.

Teachers are the most vital resource in our educational system and they have the responsibility of preparing our students to face the challenges in their life. Teacher empowerment is one of the key factors in the direction of organizational development. This study was done to explore the relationship of teacher empowerment and their job satisfaction. The main purpose of this study was to examine the perceptions of higher

secondary school teachers of Mizoram about their own empowerment. An attempt was made to relate this perception to how satisfied and committed they are to their jobs.

It is commonly believed that a person's satisfaction with the job or profession that he is in is greatly affected by the level of empowerment that he is being accorded. This means that empowering teachers also would increase their job satisfaction which in turn is expected to enhance the quality of teaching and the general efficiency of schools. The traditional educational system in Mizoram has many restrictions for the teachers. Teachers cannot choose what kind of textbook to use nor can they participate in school decision-making and planning. The traditional educational concepts of the role of teacher mainly lie in classroom teaching and teachers not being involved in any decision-making activities. This traditional belief has been regarded as an obstacle to change in the role and responsibilities of a teacher which gives very less room for empowerment in different areas of the profession. In order to enhance the system, it is vital to determine how job empowerment can promote change and increase job satisfaction for teachers. The result of this study is expected to encourage comprehending to recognize relationships, strengths and weaknesses, and appropriate interference which will improve the quality of teaching and increase school efficiency.

No studies relating to teacher empowerment has been found in Mizoram, some few studies were found on job satisfaction of teachers and no studies at all on the topic of 'teacher empowerment and job satisfaction'. So the investigator found it worthwhile to conduct a study on this topic. For the present study higher secondary school teachers has been selected because the higher secondary stage is the bridge between the general information of the mind and personality which school education is and the higher learning specializations which the college and university represent. This stage is on the one hand as strong or as weak as the school stage is and is simultaneously a test of the soundness of the learning culture developed at the school. So, the teachers at this stage plays a very important role in the career selection of/by the students and they needs to be empowered to a great extent and needs to be satisfied in their job in order to teach and guide the student in the right track.

1.11 STATEMENT OF THE PROBLEM

The present study is stated as "Perceptions of Higher Secondary School Teachers of Mizoram on their Empowerment"

1.12 RESEARCH QUESTIONS

After going through different available literature on the present study, the scholar has come up with different research questions which need to be considered while framing the objectives for the study.

- (i) What would be the perceptions of higher secondary school teachers of Mizoram on their empowerment in relation to decision making, professional growth, self-efficacy, autonomy and impact and on their empowerment as a whole?
- (ii) Will the higher secondary school teachers of Mizoram differ significantly on their perceptions about their empowerment on various dimensions based on the following characteristics: gender, locality, and management?
- (iii) What would be the level of job satisfaction of the higher secondary school teachers of Mizoram?
- (iv) Will the higher secondary school teachers of Mizoram differ significantly on their job satisfaction based on the following characteristics: gender, locality, and management?
- (v) Is there any correlation between perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction?

1.13 OBJECTIVES OF THE STUDY

- (i) To develop and standardize teacher empowerment scale.
- (ii) To find out the perceptions of higher secondary school teachers of Mizoram on their empowerment
- (iii) To find out the perceptions of higher secondary school teachers of Mizoram on their level of empowerment on the following dimensions:-
 - a. Decision making
 - b. Professional growth
 - c. Self-efficacy
 - d. Autonomy
 - e. Impact
- (iv) To compare the perceptions of higher secondary school teachers of Mizoram on their level of empowerment based on the following characteristics:-
 - a. Gender
 - b. Locality
 - c. Management

- (v) To find out the level of job satisfaction of higher secondary school teachers of Mizoram.
- (vi) To compare the level of job satisfaction of higher secondary school teachers of Mizoram based on the following characteristics:-
 - a. Gender
 - b. Locality
 - c. Management
- (vii) To find out if there is any correlation between empowerment and job satisfaction of the higher secondary school teachers of Mizoram.

1.14 RESEARCH HYPOTHESES

- (i) There exists significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - a. Decision making
 - b. Professional growth
 - c. Self-efficacy
 - d. Autonomy
 - e. Impact
- (ii) There exists significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - a. Decision making
 - b. Professional growth
 - c. Self-efficacy
 - d. Autonomy
 - e. Impact
- (iii) There exists significant difference between government and purely private higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - a. Decision making
 - b. Professional growth
 - c. Self-efficacy
 - d. Autonomy
 - e. Impact

- (iv) There exists significant differences among higher secondary school teachers of Mizoram on their perception about their level of empowerment based on the following characteristics:-
 - a. Gender
 - b. Locality
 - c. Management
- (v) There exists significant differences among higher secondary school teachers of Mizoram on their level of job satisfaction based on the following characteristics:-
 - a. Gender
 - b. Locality
 - c. Management
- (vi) There exists correlation between perceptions about the level of empowerment and job satisfaction of higher secondary school teachers of Mizoram.
- (vii) There exists correlation between perceptions about the level of teacher empowerment and job satisfaction of higher secondary schools teachers of Mizoram on the following dimensions:-
 - a. Decision making
 - b. Professional growth
 - c. Self-efficacy
 - d. Autonomy
 - e. Impact

These research hypotheses were converted into null hypotheses for testing as-

- (i) There exists no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - a. Decision making
 - b. Professional growth
 - c. Self-efficacy
 - d. Autonomy
 - e. Impact

- (ii) There exists no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - a. Decision making
 - b. Professional growth
 - c. Self-efficacy
 - d. Autonomy
 - e. Impact
- (iii) There exists no significant difference between government and purely private higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - a. Decision making
 - b. Professional growth
 - c. Self-efficacy
 - d. Autonomy
 - e. Impact
- (iv) There exists no significant differences among higher secondary school teachers of Mizoram on their perceptions about their level of empowerment based on the following characteristics:-
 - a. Gender
 - b. Locality
 - c. Management
- (v) There exists no significant differences among higher secondary school teachers of Mizoram on their level of job satisfaction based on the following characteristics:-
 - a. Gender
 - b. Locality
 - c. Management
- (vi) There exists no correlation between perceptions about the level of empowerment and job satisfaction of higher secondary school teachers of Mizoram.
- (vii) There exists no correlation between perceptions about the level of teacher empowerment and job satisfaction of higher secondary schools teachers of Mizoram on the following dimensions:-
 - a. Decision making
 - b. Professional growth

- c. Self-efficacy
- d. Autonomy
- e. Impact

1.15 VARIABLES SELECTED FOR THE STUDY

Since the study envisages the study of the influence of different variables on the perceptions of teachers on their empowerment, a brief description of the variables included in the study is given below:-

1. **Gender :** Gender was taken as one variable in the study to find out whether there is any significant difference based on gender among higher secondary school teachers of Mizoram on their perceptions about their empowerment.
2. **Locale :** Teachers whose permanent residence is of urban and rural area were also included in the study to find out whether there is any significant difference between teachers who hails from urban and rural area on their perceptions about their empowerment.
3. **Management :** The schools selected for the present study were classified according to its management - managed purely by government and private body -to find out whether there is any significant difference between private and government higher secondary school teachers on their perceptions about their empowerment.

1.16 OPERATIONAL DEFINITIONS OF THE TERMS USED

Perceptions : Perceptions in the present study refers to a belief or opinion, often held by many people and based on how things seem. It may also be defined as the way in which something is regarded, understood or interpreted.

Higher Secondary School Teachers : Higher secondary school in the present study refers to the level of education which was for a period of two years and after completion of secondary school. In higher secondary stage there are three different streams of studies – Science, arts and commerce stream. Teachers teaching in these higher secondary schools are the higher secondary school teachers who are considered for the present study. For the present study, the five different dimensions of teacher empowerment which are- (i) decision making, (ii) professional growth, (iii) self-efficacy, (iv) impact and (v) autonomy are studies.

Mizoram : Mizoram is one of the state in north eastern India which is bounded by Myanmar, Bangladesh, Tripura, Assam, and Manipur. Aizawl is its capital city. Mizoram means land of the mizos. Mizoram is the second least populous state in India. According to the census of India 2011, Mizoram has a population of 1,097,206 (10.97 Lakhs)

Empowerment : Empowerment in the present study means promoting collegiality, providing quality professional learning, and acknowledging the impact that teachers have on student's achievement. For the present study, the five different dimensions of teacher empowerment which are- (i) Decision making, (ii) Professional growth, (iii) Self-efficacy, (iv) Impact and (v) Autonomy are studied.

Job satisfaction: The phrase 'Job satisfaction' refers to the perceived feelings of an employee towards his job. It is a pleasant and positive attitude of an employee towards his job. It describes how content an individual is with his or her job. Job Satisfaction, for the proposed study will be considered on the aspects of – (a) Intrinsic aspects (b) Salary, service condition and promotion (c) Physical facilities (d) Institutional plans and policies (e) Satisfaction with authorities (f) Social status and family welfare (g) Rapport with students (h) Relationship with co-workers.

1.17 DELIMITATION OF THE STUDY

The study has been delimited to only government and purely private higher secondary school teachers of Mizoram.

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CHAPTER – II

REVIEW OF RELATED LITERATURE

Research can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. One of the important steps in the planning of any research study is a careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated. Review of related literature allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research and serves the following specific objectives:

1. To enable the researcher to define the limits of his field
2. To avoid unfruitful and useless problem areas.
3. To avoid unintentional duplication of well-established findings.
4. To give an understanding of the research methodology.
5. To know previous recommendations.

Literature reviews are important as research tools, especially in emerging areas with population that typically yield small samples (e.g. special education research often does), or in areas that represent value-laden positions adopted by advocacy groups. Literature reviews are also valuable in light of the knowledge explosion and the consequent impossibility of reading everything. Therefore, it is good that someone does literature reviews.

Almost every primary research study begins with a review of the literature. The purpose of the literature review section of a research article is to provide the reader with an overall framework for where this piece of work fits in the “big picture” of what is known about a topic from previous research. Thus, the literature review serves to explain the topic of the research and to build a rationale for the problem that is studied and the need for additional research.

As the foundation of any research project, the literature review should accomplish several important objectives. It sets the broad context of the study, clearly demarcates what is and what is not within the scope of the investigation, and justifies those decisions. It also situates an existing literature in a broader scholarly and historical context. It should not only report the claims made in the existing literature but also examine critically the research methods used to better understand whether the claims are warranted. Such an examination of the literature enables the author to distinguish what has been learned and accomplished in the area of study and what still needs to be learned and accomplished. Moreover, this type of review allows the author not only to summarize the existing literature but also synthesize it in a way that permits a new perspective. Thus a good literature review is the basis of both theoretical and methodological sophistication, thereby improving the quality and usefulness of subsequent research.

2.1 STUDIES ON EMPOWERMENT OF TEACHERS AND OTHER RELATED VARIABLES

Melenyzer (1990) conducted a study on ‘Teacher empowerment: The discourse, meanings and social action of teachers. The study sample consisted of 40 middle school teachers. Three principal findings emerged from observations and theme analyses in which teachers, as narrators, shared the meanings of social actions associated with the accomplishment of empowerment:

- i) The organizational culture as reflected in the cultural norms promoted and sustained teacher empowerment. Values shared by the professional personnel in the school, and reinforced by legends, heroes, stories, rituals, and ceremonies were powerful influences in the accomplishment of teacher empowerment.
- ii) The social practices and social knowledge of empowered teacher promoted and sustained teacher empowerment.
- iii) Empowering leadership, as transformative leadership, promoted and sustained empowerment.

Moore & Esselman (1992) identified the relationship among the context variables of sense of efficacy, teacher empowerment, and school climate as perceived by 1,802 Kansas City (Missouri) teachers. Findings of the study indicated that

- (i) efficacy, empowerment and instructional climate factors differ significantly across schools, levels and grades

- (ii) personal and teaching efficacy were highly, although inversely related
- (iii) Efficacy was strongly related to both classroom and school decision making.

Morris & Nunnery (1993) conducted a study with a purpose of determining the extent to which Memphis State University's Professional Development School (PDS) model influenced teacher's perception of their empowerment along dimensions cited in the literature as meaning of teacher empowerment. The study sample consisted of 140 teachers from 190 teachers in 6 elementary schools participating in the PDS programme during the 1992-1993 school year. Findings of the study revealed that teachers in the PDS felt that their participation in the program enhanced their empowerment along the dimensions of mentoring self-efficacy, teaching self-efficacy, collegiality and professional knowledge. The study also finds no significant differences between schools along the empowerment dimensions during this pilot year.

Klecker (1996) tried to identify theoretical dimensions of teacher empowerment and measure them in the population of classroom teachers working in the 307 Venture Capital schools. The study found that on the subscale of status, there was a statistically significant difference by school level. Teachers in the elementary level rated their empowerment higher than the high school level teachers. On the subscale of professional growth, female teachers had higher ratings than the male teachers and there was a statistically significant difference by school level on the subscale of Impact.

Marks and Louis (1997) investigated teacher empowerment in schools that have at least four years of experience with some form of decentralized or school-based management. For the study samples 24 restructuring elementary, middle, and high schools teachers - 8 schools at each grade level were drawn. The following had been suggested by this study- (i) Overall, empowerment appears to be an important but not sufficient condition of obtaining real changes in teachers' way of working and their instructional practices (ii) The effects of empowerment on classroom practice vary depending on the domain in which teachers' influence is focused (iii) Teacher empowerment affects pedagogical quality and students' academic performance indirectly through school organization for instruction.

Wall and Rinehart (1998) investigated high school teachers' perceptions of empowerment in schools with and without school councils among Kentucky high schools

teachers. Data were being collected from 93 school teachers. Findings indicated that teachers in schools with 3-year old councils perceived more involvement in decision making than those in schools without councils. It was also found that the teachers experienced moderate feelings of autonomy and there were no significant differences between schools with and without councils. This study also found no significant differences between schools with and without school councils in five of the six subscales of empowerment.

Johnson & Short (1998) investigated the relationship among the principals' bases of leader power, teacher empowerment, teacher compliance and the amount of conflict within self, with peers and with the principal. Analysis of the data illustrated that a strong association for expert power and referent power with each conflict dimensions and teacher empowerment. It was also revealed that teacher compliance and teacher empowerment were strongly associated with all three conflict dimensions.

Bomotti, Ginsberg, & Cobb, (1999) conducted a study among the Charter schools and traditional schools in Colorado, and were queried about their perceptions of their level of empowerment, school climate, and working conditions. A sample of 99 teachers from 16 charter schools and 103 teachers from 7 traditional schools ($99+103=102$) were taken. To explore the teacher's differences in perceptions, One-way analyses of variance was used. The findings of the study declared that there is a consistent and practically significant difference in Charter and Traditional school teacher's perception of empowerment, school climate, and working conditions.

Kurian, (1999) studied the principals' leadership styles and teacher empowerment as perceived by teachers in Seventh-day Adventist High Schools and a sample of 229 teachers from 26 SDS high schools in south India were taken. The findings of the study revealed that there is a strong relationship between positive leadership styles and teacher empowerment, especially in the case of contingent reward, individual consideration, and inspirational motivation leadership styles. The finding also showed that teachers perceive themselves as moderately empowered, perceptions of teacher empowerment decreases, as years of teaching experience increase.

Cessar and Debono (2000) investigated the relative influences of four empowerment dimensions on salient work-related outcome behaviors, namely intrinsic motivation, job satisfaction, intention to turnover, commitment and job frustration. The sample consisted of 120 Maltese teachers in state schools. It was found that decision latitude, job responsibility and job involvement correlated very significantly with all five behavioral outcomes. The study also revealed that generally, teachers scored higher on motivation, job satisfaction and commitment if their job offers them better opportunities to make more self-decisions, be more responsible for their class and school activities and if opportunities are given to share in the general management of the school. The sample teachers reported that they have higher levels of frustration and intention to leave their job if the above three empowerment dimensions were perceived as being low.

Davis & Wilson (2000) conducted a study on “Principals’ Efforts to empower Teachers: Effects on Teacher Motivation and Job Satisfaction and Stress” and found a significant relationship between empowering behaviors of principals and teacher motivation. And their study did not find any relationship between principal empowering behaviors and either job satisfaction or job stress. It was found that teacher motivation was related to both job satisfaction and job stress.

Keiser, Nanette, & Shen (2000) tried to find out whether there is a difference in principals’ and teachers’ perceptions of teacher empowerment. The study sample were taken from public school principals (9,098) and teachers -(47,105). The study found that there were statistically significant differences between principals’ and teachers’ perceptions of six areas of teacher empowerment. And also, Principals perceived that teachers were more empowered than teachers themselves felt.

Dutt, & Rao, (2001) studied about the empowerment of primary teachers with a sample of 368 respondents out of which 93 are from teacher educators, 183 from primary teachers and 92 from teacher trainees. The researcher developed an opinionaire by preparing some teacher characteristics in the form of competency statements and it consisted of 61 statements comprising of various teacher characteristics. The study concluded that as viewed by teacher educators, primary teachers and the teacher trainee, a few competencies are necessary to be possessed by teachers and also that some

competencies which are to be considered as an essential requirement for teachers entering teaching profession at primary level of education do exist in teachers.

Ellis (2001) implemented an exploratory mixed-methods design for better understanding of how the characteristics of a principal, specifically the strategies, behaviors, and actions, lead to the perception of empowerment as perceived by the teachers themselves. Findings of the study revealed that the principals' characteristics, strategies, and behaviors significantly affected teachers' feelings, thinking and behaviors and their perceptions of empowerment across six dimensions of empowerment (Decision making, professional growth, status, self-efficacy, autonomy and impact). This in turn, the teachers described their schools as being a positive and safe environment.

Scribner, Truell, Hager, & Srichai (2001) tried to examine the relationship between teacher empowerment and important demographic variables as they pertain to teachers of secondary career and teachers of technical education. The population of this study consisted of 3,366 teachers from all career and technical education in one Midwestern state during 1998-1999 school year. For selection of the sample, a proportional stratified sampling procedure was employed and 827 teachers were taken as the sample. The tool used in this study was the school participant empowerment scale (SPES) developed by Short and Rinehart (1992). The study showed that the level of empowerment for career and technical education teachers varied across the six subscales and the lowest subscale mean was decision making. It was also found that there were statistically significant differences in the level of empowerment subscales among the career and technical education teachers based on teaching area and level of education. And there were no significant differences among any of the subscales according to gender or district type.

Bogler & Somech (2004) investigated the relationship between teacher empowerment and organizational commitment and professional commitment, and organizational citizenship behavior among 983 sample teachers in Israeli middle and high schools. It was indicated from the study that teachers' perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession and to their organizational citizenship behaviors. The findings also demonstrate that among the six sub scales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and professional

commitment, while decision making, self-efficacy, and status were significant predictors of organizational citizenship behaviors.

Moye et al. (2005) tried to find out the relationship between teacher empowerment and interpersonal level trust in the principal. The study was conducted among elementary school teachers in an urban school district in USA. Results showed that teacher who perceived that they were empowered in their work environments had higher levels of interpersonal trust in their principals. It was also found that teachers who found their work personally meaningful, and who reported significant autonomy and substantial influence in their work environments had higher levels of interpersonal trust in principals.

Pearson & Moomaw (2005) conducted a study with a purpose of examining the relationship between teacher autonomy and on-the-job stress, work satisfaction, empowerment and professionalism among 171 teachers in Florida. The findings showed that as curriculum autonomy increased on-the-job, stress decreased, but a little association exists between curriculum autonomy and job satisfaction. It was also found that as job satisfaction, perceived empowerment and professionalism increased on-the-job stress decreased and greater job satisfaction was associated with a high degree of professionalism and empowerment. In this study a strongest relationship was found between perceived empowerment and professionalism and this indicates that teachers who perceive themselves as empowered also view their occupation as a true profession.

Dee, Henkin, & Singleton (2006) examined the effects of four team-based structures on the organizational commitment of elementary teachers in an urban school district. This study focused on organizational commitment and includes three intervening, endogenous variables:- teacher empowerment, school communication and work autonomy. Findings indicated that curriculum teamwork, governance teamwork, and community-relations teamwork had contributed indirectly to higher levels of teacher commitment. The study also suggested the need for organizational designs and procedures that reinforce teacher identification with and involvement in the school organization.

Gardenhour (2008) investigated teachers' perceptions of their empowerment among 312 teachers in 6 school systems in the Northeast Tennessee region. The

investigator used the 'Psychological Empowerment Instrument' for collecting the necessary information. It was found in the study that there were significant differences in the 4 dimensions with teacher years of experience but not with level of education. Findings also indicated that seasoned teachers often showed a higher level of empowerment than beginning teachers and also that gender and level of education did little to influence teacher empowerment in their schools.

Lintner (2008) explored the relationship between perceived teacher empowerment and principal use of power. 173 teachers from three school districts were taken as the sample for this study. It was reported that the principals operate a legitimate power base followed by expert and referent power. Furthermore, it was also reported that expert and referent power are more likely to influence their sense of empowerment in a positive way. To a lesser extent the principal's power bases of legitimacy and reward power are related to the status, self-efficacy, and impact dimensions of teacher empowerment. As a whole, coercive power does not appear to be linked to any aspects of teacher empowerment.

Prawit (2008) conducted a study with an aimed at improving the quality of learning through the management of teacher empowerment. The sample of the study consisted of 160 selected teachers at seven municipal schools in Thailand. The result of the study showed that teacher empowerment contributes to quality assurance of education and enhances confidence between the school and house.

Pollak (2009) tried to identify ways teachers can find their voices, value what they bring to profession and offer leadership within their schools. The result of the study indicated that schools can succeed in student success by facilitating teacher empowerment through collaboration.

Sharp (2009) determined if a relationship exists between teachers' perceptions of empowerment and teachers' perception of principal effectiveness. The study sample consisted of 101 teachers from a large suburb Kansas City, Missouri. Findings revealed that there is significant relationship between the scores on the three domains of the Audit of principal effectiveness and the scores on six subscales of the school participant empowerment scale. Findings also showed correlation between the domains of

organizational development, organizational environment, educational programme, and the subscale of professional growth as the most statistically significant variables in the study. In this Study, correlations between the domains of organizational development, organizational environment, educational programme and the subscale of autonomy showed the least or no statistical significance.

Kirika (2011) investigated the perception of empowerment of K-12 Christian school teachers and its influence on organizational and professional commitment and job satisfaction. The study explored correlations between teacher empowerment and selected demographic variables. It was found that certain elements of transformational leadership and teacher empowerment are prevalent in Christian Schools but that others are lacking. Teachers felt strongly empowered in SPES (Empowerment) subscales of self efficacy, status, and impact but less empowered in subscales of decision making, autonomy and professional growth.

Segedin (2011) conducted a study on the role of teacher empowerment and teacher accountability in school-university partnership and action research, and concluded that accountability and empowerment simultaneously exists in school-university partnership and action research projects aimed at creating school improvement. In this study, majority of the participants felt that they have improved the quality of their teaching and they were enjoying their profession more. They had the feeling of responsibility to make change in their schools because of these projects, they also felt proud, excited, and empowered to witness the change they were helping to created.

Toremen, Karakus & Savas (2011) determined the effect of staff empowerment on teachers' three dimensioned organizational commitment among 151 primary teachers, who were randomly selected in Gaziantep, Turkey. Findings declared that professional growth and impact dimensions of personnel empowerment significantly predict both the total score of organizational commitment and the dimensions of affective and normative commitment. The dimensions of status and decision making of personnel empowerment significantly predict the continuance commitment dimensions. Findings of the study showed the importance of personnel empowerment strategies on teachers' organizational commitment.

Allameh, Heydari and Davoodi (2012) conducted a study to explore the relationship between transformational leadership and psychological empowerment of teachers in Abade Township. One hundred and fifty (150) teachers participated in this study. Pearson correlation coefficient indicated that there is significant relationship between transformational leadership and degree of psychological empowerment and its dimensions. A significant correlation was also found between dimensions of transformational leadership (ideal influence, inspiring motivation, mental persuasion and personal consideration) and dimensions of psychological empowerment (feeling of competency, feeling of being effective, feeling of independence and being meaningful).

Barge (2012) tries to explore whether there is any impact of teacher empowerment on the implementation of RtI (Response to Intervention) by examining teacher's experiences and measuring the students' progress on benchmark test. The study inferred that there is a relationship between teacher empowerment in RtI implementation and student achievement.

Holliman (2012) tried to examine the extent to which empowerment, innovation, professionalism, perceived level of interpersonal commitment at six K-12 sites in one Midwestern state. 2,732 teachers were requested to participate and 1,463 teachers completed the survey. The result of the study supported that there is a relationship between organizational commitment and empowerment, innovation, and professionalism.

Kelly (2012) determined the relationship between teacher empowerment and student achievement and the research finding revealed that there was no correlation between teacher empowerment and student achievement. In this study, the dimension of status had a statistically significant positive correlation with student achievement and the remaining five subscales from School Participant Empowerment Scale (decision making, professional growth, self-efficacy, autonomy and impact) were not correlated with student achievement.

Mohanty & Baruah (2012) conducted a study on 'Teacher Empowerment through Teacher Training: A Study' among 60 trained teachers of Nagaon District, India. It was found that teacher training has a significant impact on teacher empowerment and it

improves the teaching skills and have more positive effect on pupil attainment. They also found significant differences in all the six dimensions between the govt. school teachers and the private school teachers and no significant differences were found in all the six dimensions among the teachers from urban and rural localities.

Singh and Sarkar (2012) found that there is a great effect for the psychological empowerment on the created behaviors of teachers. The feelings of the teachers with the value and meaning of his work make him more engaged in his job that tends to have a positive effect on his creative behaviors. The findings of the study also revealed that the level of empowerment differs in teachers depending upon their differences and their work engagement.

Subroto (2012) studied how does the implementation of empowerment of teachers (educational qualification, training and briefings) conducted to increase of educational quality with 174 sample teachers in elementary school in Surabaya City, who were selected by using stratified cluster sampling technique. The study indicated that empowerment of teachers have positive influence on the performance of teachers and the quality of education and teachers' performance have positive influence on the quality of education.

Wall (2012) examined the relationship between teachers' perceptions of empowerment and principal use of power within Career and technical education in Kentucky. Study sample consisted of 67 full-time career and technical education teachers employed by KY Tech representing 41 of the 53 Area technology Centers in Kentucky. The School participant Empowerment Scale designed by Short and Rinehart (1992) and the Rahim Leader Power Inventory (RLPI) designed by Rahim and Buntzman (1989) were used for collection of data. It was concluded that career and technical education teachers are most empowered in the empowerment subscale of self- efficacy. The teacher perceptions, decision making and professional growth have a strong relationship with expert and referent base subscales. The findings also indicated that teacher empowerment is directly linked to the relationship between the principal and the teacher.

Wang & Zhang (2012) attempted to:- (i) assess the level of psychological empowerment among teachers from six provinces in China (ii) determine if difference exist in the level of psychological empowerment based on demographic variables (iii)

examine the effects of psychological empowerment on school work performance. The study samples were 1272 teachers (460 male and 812 female). The result showed that participants' scored on psychological empowerment was mid-level. The highest mean score is found in the dimension of influencing teaching (4.10) and the least mean score is found in the dimension of impact (3.22). The study indicated that there is a statistically significant difference in the level of psychological empowerment among teachers based on gender and showed that psychological empowerment is positively related to school work performance.

Chebbet (2013) tries to establish relationship between extent of teacher empowerment and performance in private secondary schools in Bomet County. All the principals from the 12 private schools were taken as the population of the study. The study result indicated that there is a strong correlation between teacher empowerment and school performance. It was also suggested that teachers should be given greater degree of flexibility in their performance of their duties so as to increase their school performance.

Hamid, Nordin, Adnan, and Sirun (2013) investigated the influence of teachers' psychological empowerment on their commitment and 258 daily primary school teachers in the Klang district participated in this study. The study revealed that the levels of organizational commitment are moderate and the level of overall psychological empowerment as perceived by the primary school teachers was high. A positive and moderate relationship was found between organizational commitment and overall psychological empowerment of the teachers. And also a positive and modest relationship was found between organizational commitment and two of the psychological dimension (meaning and self-determination). The relationship between competence and impact dimensions with organizational commitment were positively significant but low correlated.

Mokhele (2013) conducted a study on empowering teachers by using qualitative data. The following variables were considered in this particular study – professional development, teacher's collaboration, personal transformation and growth. It was indicated in the study that there should be critical features that define effective teacher's development and also that professional development influence teachers and student outcomes.

Stolk (2013) investigated the process of empowerment of chemistry teachers for context-based design through participation in a professional development programme. Findings of the study showed that, to a large extent, the refinement of the proposed framework initiated empowerment in some aspect. The sample teachers showed and experienced professional growth and they also acquired high levels of confidence in decision making, autonomy and self-efficacy.

Wang (2013) examined the enactment of teacher empowerment in Dalian No. 24 Senior High School within the context of the current Chinese Curriculum Reform Movement (CRM). The results of the study highlight the benefits of teacher empowerment, including increased performance and productivity, improved teacher morale, and increased knowledge of subject matter and pedagogy. Three key issues were also discovered from the study- (i) most of the teacher participants showed a positive attitude towards teacher empowerment and the latest National Curriculum Reform (NCR), (ii) this school holds a supportive environment to teacher empowerment and teachers' professional development and (iii) there are still drawbacks to implement teacher empowerment and the changes required by the NCR that the teachers and the school need to address.

Aghaei & Savari (2014) determined the relationship between psychological empowerment and professional commitment of selected physical education teachers in Khuzestan province from a study population consisted of 230 physical education teachers and who were all selected as the sample of the study due to limited population size. Study result indicated that there was significant and positive relationship between psychological empowerment subscales and professional commitment. The study also revealed that psychological empowerment and meaningful sense subscale significantly predicted the professional commitment of selected teachers.

Ahadi & Suandi (2014) investigated the direct and indirect relationship between structural empowerment and organizational commitment with a sample of 260 academic staff working in four universities selected as research universities by the ministry of higher education Malaysia in 2006. The result of the study suggested that structural empowerment is a factor that should not be neglected in theorizing on how intrinsic motivation takes shape. It was found that structural empowerment has significant and

positive direct effects on psychological empowerment and organizational commitment. The findings of the study indicated that there is a positive relationship between structural empowerment and organizational commitment.

Avidov-Ungar, Friedman, & Olshtain (2014) conducted a study to explore empowerment patterns among teachers who hold leadership positions in school, with a sample of 64 teachers in high schools in the United States of America. The result of the study indicated that the level of perceived empowerment of teachers was moderate. It was also found that there were statistical differences in the level of perceived empowerment of teachers due to the variable of gender in favor of males.

Daronkolaee, Esmaeili & Nikaeen (2014) investigated the relationship between empowerment and performance among physical education teachers in the city of Tehran in order to identify ways of promoting the performance of these teachers and to help in improving the training quality. Spreitzer's empowerment questionnaire and Afsharnejad Rodsari's Performance Questionnaire were used for collecting information and 310 physical teachers were selected to be the sample of the study. It was found from the research study that there is a positive and significant relationship between empowerment and performance of physical education teachers. Between indicators of sense of efficacy, sense of authorization, sense of meaningfulness, sense of competence, and sense of trust and performance, a positive and significant relationship was found. It can be concluded that teacher's empowerment results in improving their performance.

Jokar, Hosseinzadeh, & Davoudi (2014) tried to find out the relationship between manager's decision making styles and teachers empowerment in primary schools of Saveh city. The population of the study consisted of all the Saveh primary school teachers and 211 samples were selected through relative stratified method. Research findings revealed that there is significant positive relationship between rational decision making style and empowerment. Significant negative relationship is found between avoidant and spontaneous decision making styles and empowerment. No relationship were found between intuitive and avoidant decision making styles and empowerment of teachers.

Lee and Nie (2014) conducted a study on 'Understanding teacher empowerment: Teachers' perceptions of Principal's and immediate supervisor's empowering behaviors,

psychological empowerment and work-related outcomes', in which 302 teachers in Singapore participated. Results of the study pointed out that the four dimensions of psychological empowerment (meaning, competence, autonomy and impact) mediated the relationships between teacher's perception of immediate supervisor's empowering behaviors and teacher's work related outcomes. The dimensions of meaning, autonomy and impact mediated the relationship between teacher's perceptions of principal's empowering behaviors and teachers' work-related outcomes.

Lutsilili, Daniel, & Benson ((2014) studied the effect of teacher empowerment on public secondary school performance in Nakuru town, east constituency, Kenya and established that there exist a positive and moderately strong correlation between decision making and school performance . It was discovered that on average, respondents were of the view that school head makes decisions which must be strictly followed; the teachers contribution are not taken seriously by the secondary schools' principals; teachers do not adequately participate in decision making. It was also concluded that decision making is moderately and positively consequential to performance of secondary schools.

Sumual (2014) investigated the empirical evidence related to the effect of empowerment and self-efficacy variable of the commitment of the profession among the faculties at the Manado State University. The sample consisted of 119 lectures. The findings indicated that empowerment has direct positive effect on self-efficacy lecturer, empowerment has direct positive impact on the profession's commitment lecturer and self-efficacy has a positive direct effect on the profession's commitment lecturer.

Cheasakul & Varma (2015) tries to explore the direct and indirect influence of passion and empowerment on organizational citizenship behavior of teachers in Assumption University of Thailand mediated by organizational commitment. The sample consisted of 123 teachers out of which 49 were males and 74 were females. The tools used were- (i) Citizenship Behavior Scale, adapted by Podsakoff and Mackenzie (1990), (ii) Passion Scale, developed by Vallerand et al. (2003), (iii) School Participant Empowerment Scale (SPES) developed by Short and Rinehart (1992), (iv) Organizational Commitment Scale, modified from the original scale of Allen and Meyer (1991) by Meyer, Allen, and Smith (1993). The study found that there exist relationships between

passion for teaching, teacher empowerment, and organizational commitment on the organizational citizenship behavior of teacher in Assumption University, Thailand. It has also been pointed out that the teachers have a high level of organizational citizenship behavior and a high sense of passion for teaching. The teachers also have a high level of teacher empowerment, suggesting that they believe that they have developed the competence to take charge of their personal and professional growth and resolve their problems as well as those of the University.

George, Kumar and John (2015) examined the effects of employee empowerment in higher educational institutions and it also focuses on how the empowerment among employees, leads to the establishment of brand values in the higher educational institutions ensuing employee branding. The sample of the study constituted is 519 and the data were processed and analyzed by using SPSS 20.0 for Microsoft windows. It was found from the study that there is significant relationship between employee empowerment and job satisfaction. And also there is a positive relationship between the employee empowerment and employee performance.

In'am (2015) analyzed mathematic teachers' response towards teacher empowerment after the implementation of certification. Data were collected from 12 Junior High School teachers in Malang which consisted of 8 private schools and 4 public schools and 38 teachers participated in this research. Results of the study showed that:- (i) teachers' involvement in decision making was categorized as satisfactory (ii) the dimensions of teachers professional development, teachers status, teachers confidence, and teachers autonomy were categorized as good.

Kao (2015) conducted a study on teachers' belief and practices in teacher-centered empowerment reform in Taiwan and revealed that teachers' opportunities for participating in school decision-making processes have increased since the introduction of decentralization reforms. But still, the teachers do not exert adequate power to influence the school wide policies, including policies related to budget and personnel. The sample teachers in this study do not recognize any improvement in collaboration and communication among teachers. And after the implementation of teacher-empowerment reform the teachers do not consider themselves to be empowered and, ironically, feel increasingly powerless.

Lee & Nie (2015) conducted a study among 289 teachers who were full-time and fully trained in Singapore to examine (i) whether there were significant differences between teachers' perception of principal's and immediate supervisor's empowering behavior (ii) teacher's perception of principals and immediate supervisor's empowering behavior in relation to teachers' psychological empowerment. Findings of the study indicated that teachers perceived their principals and immediate supervisors as exercising empowering behavior in their daily practices. It was also founded that teachers' perceptions of principals' and immediate supervisor's empowering behaviors were positively associated with teachers' psychological empowerment, and that they added unique variance to each other in predicting teacher's psychological empowerment.

Mbithi (2015) tried to establish the influence of teacher empowerment on Kenya Certificate of Secondary Education (KCSE) performance in public secondary schools in Kibwezi sub-county, Kenya. The study sample consisted of 18 principals and 84 teachers. Findings of the study showed that there is a strong positive relationship between teachers' involvement in decision making, teachers' professional development and KCSE performance. It was also revealed from the study that empowering teachers significantly influenced KCSE performance. It was also concluded that there was a positive relationship between teachers' training and in-servicing and students' KCSE performance. It can also be concluded that in-service courses and seminars strengthen teacher's skills, thus empowering them and this resulted to improved KCSE performance.

Shirsavar & Mansorikhah (2015) investigated the relationship between personality traits of administrator (extraversion, agreeableness, conscientiousness, emotional stability and openness to experience) and teacher empowerment. Their findings showed that in general, there is no significant relationship between personality traits of administrators and teachers empowerment. Among the 5 dimensions of personality, there is only significant relationship between the characteristic of administrators' agreeableness and teachers' empowerment.

Veisi et al. (2015) explored the relationship between empowerment and self-efficacy of Iranian English as foreign Language teachers. The study was conducted

among 60 teachers in Ilam and Eyvan high schools. The samples were made to answer School Participant Empowerment Scales (SPES) and Teacher sense of Efficacy Scale to gather information about their empowerment and their self-efficacy. The findings revealed that there is a significant positive correlation between teacher empowerment and teacher self-efficacy. The study found no statistically significant differences on empowerment or self-efficacy based on age and empowerment based on years of teaching experience or gender. A statistically significant difference was found between teachers' self-efficacy and gender.

Wenceslaus and Chukwuma (2015) examined the importance of teacher empowerment as an imperative for promoting quality education in the secondary schools of Anambra state. The population of the study consisted of 5,926 teachers within the six education zone in Anambra state and 593 teachers were selected as the sample. Findings of the study revealed that teacher empowerment is an imperative for promoting quality education in secondary schools in Anambra state. It was also found that teacher empowerment promoted effective teaching/learning that will lead to positive learning outcomes, and it also improved teachers organizational commitment, efficiency and effectiveness.

Yangaiya, & Abubakar (2015) examined the relationship between empowerment and organizational citizenship behavior of secondary school teachers in Katsina state, Nigeria. The sample of the study consisted of 370 teachers. It was indicated from the findings that empowerment positively and strongly predict organizational citizen behavior. Perceive competence and goal internalization are the best predictors of organizational citizenship behavior, while perceive control is the least predictor of organizational citizenship behavior.

Aliakbari, & Amoli (2016) examine the effect of teacher empowerment on teachers' commitment and student achievement. A sample of 356 teachers completed two questionnaires, i.e. School Participant Empowerment Scale (SPES) developed by Short and Rinehart (1992) and Organization Commitment Questionnaire (OCQ) developed by Mowday et al.'s (1979). The study results indicated the six dimensions of decision making, professional growth, status, self- efficacy, autonomy and impact played a significant role in teacher commitment and student achievement. It was found that

teacher empowerment is important in classroom and instructional decisions that enhance organizational effectiveness and improve student performance.

Hamadneh (2016) tried to identify the level of empowerment of teachers of gifted students in Jordan. The sample of the study consisted of 80 male and female teachers, randomly selected from schools of King Abdullan II for Excellence in governorates of Amman, Al-Zarqa and Al-Salt. The tool used for this study was School Participant Empowerment Scale (SPES) by Short and Rinehart. The study revealed that teachers of gifted students in Jordan had high level of empowerment. The study found no statistically significant differences on the empowerment scale and its domains due to the differences of variables like gender, years of experience and scientific qualification. It was recommended that studies should be conducted to identify the relationship between the teacher empowerment for gifted students and some variables such as job satisfaction, creative behavior and job commitment.

Othman and Barakat (2016) studied the relationship between psychological empowerment and the perceived academic self-efficiency among the faculty of Najran University with 90 faculties as the sample. Findings of the study revealed that there is a significant relationship between the total psychological empowerment and self-efficacy of the faculty members. The strongest correlative relationship was found between the effect dimension and the job satisfaction dimension. The result also showed that males and females were different in the dimensions of psychological empowerment.

Rakhroy & Kaur (2016) tried to find out whether personal characteristic act as antecedents of organizational citizenship behavior or not. They also tried to find out the impact of empowerment on organizational citizenship behavior by selecting 60 professors from the government colleges of Punjab, India. The study found that the empowered professors showed little impact on organizational citizenship behavior as compared to underpowered professors. The findings also showed that organizational citizenship behavior is independent of personal characteristics. It was also found that government professors indulge in citizenship behavior irrespective of their gender, age, marital status, experience, qualification and designation.

Reza (2016) conducted a study with a purpose of exploring the relationship between managers' communication skills and teachers' psychological empowerment. This study consisted of 108 sample teachers in the city of Pol-e Dokhtar. The research findings showed that there is no significant relationship between (i) managers' self-disclosure (openness) and teachers' psychological empowerment (ii) manager's sympathy and teachers' psychological empowerment. Significant relationship were found between (i) managers' supportiveness and teachers' psychological empowerment (ii) managers' positiveness and teachers' psychological empowerment (iii) managers' self-control and teachers' psychological empowerment (iv) managers' people skill and teachers' psychological empowerment (v) managers' idealized influence and inspiration and teachers' psychological empowerment (vi) managers' intellectual stimulation and teachers' psychological empowerment. It can be concluded that there is a significant relationship between managers' communication skill and teachers' psychological empowerment.

Saleem, Rasheed, & Sarfraz (2016) evaluated and identified the impact of empowerment system of teachers to improve their performance, efficiency and motivational level and also its effect on the organizational functions. The sample of the study consisted of 100 teachers of five private universities of Lahore, Pakistan. The study revealed that empowering employees can improve their efficacy, job satisfaction and motivational level. It was also showed that empowerment improves the employees' behavior and confidence at their workplace, only if the leaders rely on their talent skills to achieve utmost organizational goals.

Yavari (2016) investigated the relationship between psychological empowerment and procrastination predication among physical education and sports faculty members of East Azarbaijan province universities. The sample consisted of 54 faculty members. The study found that the samples were in good condition in terms of psychological empowerment and it is expected that high sense of empowerment increase their responsibility about their work effectiveness.

Aziz & Quraishi (2017) conducted a quantitative research to investigate the relationship between university teachers' empowerment and their mental health in Pakistan by collecting data from 250 teachers employed in public and private universities.

Tools used for teachers' empowerment was a modified form of the school participant empowerment scale designed by Short and Rinehart (1992), and for teachers' mental health, a modified form of the warwick-edinburg mental well-being scale was used. The findings of the study revealed that university teachers in Pakistan are empowered, although to an average level and they perceived themselves as high on self-efficacy. It was also found that teachers in public universities are more empowered when compared with the teachers in private universities. The study also indicated that less empowered teachers suffer from weak mental health and there is a significant relationship among independence, self-efficacy and depression while both professional growth and self-esteem have a very weak influence on any mental health indicator.

Babu & Fathima (2017) assessed the empowerment and family adjustment level of women teacher by using empowerment scale constructed and validated by Sridevi (2005) and family adjustment scale constructed by the Spanier (1076). For this study 500 women teachers, working in private, aided and government schools were randomly selected. Findings revealed that the level of empowerment and family adjustment are at high levels and also that there is low positive and significant correlation between women teachers empowerment and family adjustment. It was also found that there is no significant difference between the mean empowerment scores of government, private aided and private unaided school teachers and there is a significant difference between the mean empowerment scores of rural and urban teachers in which the difference is in favor of the rural teachers.

Balyer, Ozcan & Yildiz (2017) determined school administrators' roles in empowering the teachers at their schools. The study result concluded that administrators have empowered the teachers by providing opportunities like- shared decision-making, improving their status, making schools more attractive places, building relationship on principles of trust and creating good communication among teachers. It was also found that administrators do not satisfactorily support their professional development, develop their self-efficacy, support their autonomy or employ them in some managerial roles.

Dahiru, Basri, and Pihie (2017) examined the effect of effective school characteristics on teacher empowerment with a total sample of 358 secondary school teachers in Zamfara State, Nigeria. Data were analyzed using Pearson correlation and

multiple regression. Results of the study confirmed that there exist a significant and strong relationship between effective school characteristics and teacher empowerment. It was also found that home/school relationship was one of the best contributor to teacher empowerment.

Feinauer (2017), in his study ‘The effects of collaboration on teacher empowerment’ made the participants filled out a teacher feedback form which was based on Spreitzer’s (1995) psychological empowerment scale to measure changes in perceptions of four different aspects of empowerment: meaning, competence, self-determination, and impact. The result of the study revealed that collaborative curriculum planning led to a heightened sense of competence, self-determination and impact among the participants.

Jomah (2017) conducted a study on ‘Psychological Empowerment on Organizational Commitment as Perceived by Saudi Academics’ with a study sample of 100 employees from varied departments in King Saudi University. It was observed from the study that there exist crucial positive correlation between organizational commitment and psychological empowerment together with psychological empowerment dimensions. The findings also indicated that confidence, self-determination, and meaning, which are among the five dimensions of psychological empowerment are crucial predictors of commitment. It was also found that empowerment provides employees with the power of making decisions.

Moran & Larwain (2017) conducted a study among 317 teachers in Ohio and concluded that the gender of the building principal and the assistant principal both have a significant association with the level of empowerment. Significant differences were not found for gender of participants, or interactions with gender of participants. Results of the study also indicated that the gender of the participant did not have an impact on the participants’ reported level of empowerment across any of the factors. The factor of professional growth was the only factor found to be significantly associated with length of principal’s tenure. The factor of decision making and impact were significantly associated with the years of experience of the building assistant principal.

Ru et al. (2017) examined the relationship between job burnout and psychological empowerment with the organizational citizenship behavior among the secondary

school teachers in Perak, Malaysia among 389 sample teachers. Findings of the study indicated that significantly positive relationship existed between psychological empowerment and organizational behavior which means that increase in psychological empowerment will lead to increase of organizational citizenship behavior. The study also found that psychological empowerment contributes higher to the variation in organizational citizenship behavior which means that when psychological empowerment increases by one unit organizational citizenship behavior will be increased by 0.20.

Sourani (2017) investigated the impact of job characteristics on teacher empowerment by selecting 242 teachers as the study sample from the population of 650 high school teachers in Tehran province region 5. The study indicated that the impact of job characteristics and its components on teachers' empowerment is positive and significant.

Thomas (2017) conducted an ethnographic study in the secondary section of a private school in one of the districts of Brunei Darussalam. Data collection were done by participant observation, semi-structured interviews and gathering of documents such as minutes of meeting, etc. The researcher in this study concluded that teachers in these schools did want to have a voice in decision making at school and demanded to be given the authority to decide on matters that they considered were their core job. It was also reported that secondary teachers did have instructional planning within the classroom but did not control scheduling, curriculum, or textbooks. In this study, almost all teachers reported high self-efficacy beliefs in teaching, subject knowledge and class management.

Elmazi (2018) investigated the relationship among the principal's bases of power, and the role of power in effective teacher and teacher empowerment. The study sample consisted of 20 principals and 100 teachers in Albanian high schools. It was found from the study that correlation exists between "staying on top" and level of power. Results also showed that there does not exist general organizational climate that encourages empowerment and delegation. In this study most teachers perceived their principals as operating from a legitimate power base.

Gil, Rodrigo-Moya & Morcillo-Bellido (2018) studied the impact of teacher empowerment on innovation capacity and pointed out that empowerment is key to

developing subordinates' potential and to increase the effectiveness of the organization, empowerment directly affects the capacity for innovation in educational organizations. It was also found that the educational context does not affect the proposed causal relationships, contrary to the set of proposals hypothesized; the educational level taught in the school does not affect the relationship with educational innovation.

Hammond (2018) explored the relationship between school-principal servant-leadership and teacher empowerment by selecting 236 teachers from 63 Christian schools in the southwest United States. It was indicated from the findings that the model of the five combined predictor variables of teacher perceptions of the servant leadership characteristics of their school principal significantly predicted teachers perceptions of their own self-empowerment. This means that there is a significant relationship between principal servant-leadership style and teacher empowerment.

Table No. 2. 1

Summary of past study on teacher empowerment and other related variables

S/N	Authors	Year	Place	Topics
1.	Melenyzer	1990		Teacher empowerment: The discourse, meanings and social actions of teachers
2	Moore & Esselman	1992	Kansas City (Missouri)	Teacher efficacy, empowerment, and a focused instructional climate: Does student achievement benefit?
3	Morris & Nunnery	1993	Memphis	Teacher empowerment in a professional development school collaborative: Pilot assessment. Technical report
4	Klecker	1996	Ohio	Defining and measuring the dimensions of teacher empowerment in restructuring public schools
5	Marks and Louis	1997		Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance
6	Wall and Rinehart	1997	Kentucky	School-Based Decision Making and the Empowerment of Secondary School Teachers
7	Johnson & Short	1998		Principal's leader power, teacher empowerment, teacher compliance and conflict

8	Bomotti, S., Ginsberg, R., & Cobb, B.	1999	Colorado	Teachers in Charter schools and traditional schools: A comparative study
9	Kurian	1999	South India	Principals leadership styles and teacher empowerment as perceived by teachers in Seventh-day Adventist high schools in south India
10	Cessar and Debono	2000	Malta, Europe	Influences of empowerment dimensions in an educational context: An empirical investigation amongst Maltese teachers
11	Davis & Wilson	2000		Principals' efforts to empower teachers: Effect on teacher motivation and job satisfaction and stress
12	Keiser, Nanette, & Shen	2000		Principals' and teachers' perception of teacher empowerment
13	Dutt, & Rao,	2001	India	Empowering primary teachers
14	Ellis	2001	Western U.S.	Empowering teachers: characteristics, strategies, and practices of successful principals
15	Scribner, Truell, Hager, & Srichai	2001	Mid western states of Colombia	An exploratory study of career and technical education teacher empowerment: Implications for school leaders
16	Bogler & Somech	2004	Northern and central parts of Israel	Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools
17	Moye et al.	2005	USA	Teacher-principal relationships. Exploring linkages between empowerment and interpersonal trust
18	Pearson & Moomaw	2005	Florida	Relationship between teacher autonomy and stress, work satisfaction, empowerment and professionalism
19	Dee et al.	2006		Organizational commitment of teachers in urban schools. Examining the effects of team structures
20	Gardenhour	2008	Northeast Tennessee region	Teachers' perceptions of empowerment in their work environment as measured by the psychological empowerment instrument
21	Lintner	2008	Alabama, USA	The relationship between perceived teacher empowerment and principal use of power

22	Prawit	2008	Thailand	Teacher empowerment and developing a curricular management system in municipal schools using cooperation between University and Municipality in Thailand
23	Pollak	2009	Northern California	Teacher empowerment and collaboration enhances student engagement in data-driven environments
24	Sharp	2009	Kansas City, Missouri	A study of the relationship between teacher empowerment and principal effectiveness
25	Kirika	2011	USA	Empowering teachers: The influence of transformational leadership in Christian schools
26	Segedin	2011	Canada	The role of teacher empowerment and teacher accountability in school-university partnership and action research
27	Toremen, Karakus & Savas	2011	Gaziantep, Turkey	The effect of empowerment on teachers' organizational commitment
28	Allameh, Heydari and Davoodi	2012	Abade Township	Studying the relationship between transformational leadership and psychological empowerment of teachers in Abade Township
29	Barge	2012	North Georgia	Teacher empowerment in the implementation of response to intervention
30	Holliman	2012	USA	Exploring the effects of empowerment, innovation, professionalism, conflict, and participation on teacher organizational commitment
31	Kelly	2012	North Carolina	The relationship between teacher empowerment and student achievement
32	Mohanty & Baruah	2012	Nagaon district, India	Teacher empowerment through teacher training- a study
33	Singh and Sarkar	2012	India	The relationship between psychological empowerment and innovative behavior: A dimensional analysis with job involvement as mediator
34	Subroto	2012	Surabaya city, Indonesia	Analysis influence of teacher empowerment performance within improving the quality of education in elementary school in Surabaya city
35	Wall	2012	Kentucky, USA	An exploratory study of teacher empowerment and technical education in kentucky

36	Wang & Zhang	2012	China	An exploratory investigation on psychological empowerment among Chinese teachers
37	Chebbet	2013	Kenya	Empowerment of teachers and performance of private secondary schools in Bomeet county, Kenya
38	Hamid, Nordin, Adnan, and Sirun	2013	Klang district, Malaysia	A study on primary school teachers' organizational commitment and psychological empowerment in the district of Klang
39	Mokhele	2013	South Africa	Empowering teachers: An alternative model for professional development in South Africa
40	Stolk	2013	Netherland	Empowering chemistry teachers for context-based education
41	Wang	2013	China	Teacher empowerment and China's curriculum reform: To what extent do teachers feel empowered by Chinese curriculum reform? A case study based on Dalian No. 24 Senior high school
42	Aghaei & Savari	2013	Khuzestan province, Iran	The relationship between psychological empowerment and professional commitment of selected physical education teachers in Khuzestan province, Iran
43	Ahadi & Suandi	2014	Malaysia	Structural empowerment and organizational commitment: The mediating role of psychological empowerment in Malaysia research universities
44	Avidov-Ungar, Friedman, & Olshtain	2014	USA	Empowerment among teachers holding leadership positions
45	Daronkolaee, Esmaeili & Nikaeen	2014	Tehran, Iran	The relationship between dimensions of empowerment and performance of physical education teachers in the city of Tehran
46	Jokar, Hosseinzadeh, & Davoudi	2014	Saveh city, Iran	The relationship between manager's decision making styles and teachers empowerment in Saveh Primary school
47	Lee & Nie	2014	Singapore	Understanding teacher empowerment: Teachers' perceptions of principal's and immediate supervisor's empowering behaviors, psychological empowerment and work-related outcomes.

48	Lutsilili, Daniel, & Benson	2014	Kenya	Effect of teacher empowerment on public secondary school performance in Nakuru town, East constituency
49	Sumual	2014	Manado, Indonesia	Effect of empowerment, self-efficacy and lecturer to profession's commitment of the Manado state university
50	Cheasakul & Varma	2015	Thailand	The influence of passion and empowerment on organizational citizenship behavior of teachers in Assumption University mediated by organizational commitment
51	George, Kumar and John	2015	Tamil Nadu and Kerela, India	Comparative study on factors affecting employee empowerment in higher educational institution in Tamil Nadu and Kerela
52	In'am	2015	Indonesia	Mathematics teachers' response towards teacher empowerment at junior high school in Indonesia
53	Kao	2015	Taiwan	Teachers' belief and practices in teacher-centred empowerment reform in Taiwan
54	Lee & Nie	2015	Singapore	Teachers' perceptions of school leaders' empowering behaviors and psychological empowerment: Evidence from a Singapore sample
55	Mbithi	2015	Kenya	Influence of teacher empowerment on Kenya Certificate of Secondary Education (KCSE) performance in public secondary schools in Kibwezi sub-county, Kenya
56	Shirsavar & Mansorikhah	2015	Javasabad	Investigating the relationship between personality traits of administrators and teachers empowerment (Case study: Public schools of JAVASABAD)
57	Veisi et al.	2015	Iran	The relationship between Iranian EFL teachers' empowerment and teachers' self-efficacy
58	Wenceslaus and Chukwuma	2015	Anambra state, Nigeria	Teacher empowerment: An imperative for promoting quality education in Anambra state secondary schools
59	Yangaiya, & Abubakar	2015	Nigeria	Examining the relationship between empowerment and organizational citizenship behavior of secondary school teachers in Katsina state, Nigeria
60	Hamadneh	2015	Jordan	Level of empowerment of teachers of gifted students in schools of king Abdullah II for excellence, Jordan

61	Aliakbari, & Amoli	2015	Iran	The effects of teacher empowerment on teacher commitment and student achievement
62	Othman and Barakat	2016	Saudi Arabia	Psychological empowerment and its relationship to perceived academic self-efficiency among faculty of Najran university
63	Rakhroy & Kaur	2016	India	Personal characteristics and empowerment: Antecedents of organizational citizenship behavior?
64	Reza	2016	Pol-e Dokhtar, Iran	The relationship between managers' communication skills and teachers' psychological empowerment in education
65	Saleem, Rasheed, & Sarfraz	2016	Lahore, Pakistan	Impact of empowerment to enhance the efficiency of teachers in private universities
66	Yavari	2016	East Azarbaijan province, Iran	Procrastination and psychological empowerment in sport sciences faculty members
67	Aziz & Quraishi	2017	Pakistan	Empowerment and mental health of university teachers: A case study from Pakistan
68	Babu & Fathima	2017	Tamil Nadu, India	Empowerment of women teachers in relation to their family adjustment
69	Balyer, Ozcan & Yildiz	2017	Istanbul, Turkey	Teacher empowerment: School administrators' role
70	Dahiru, Basri, and Pihie	2017	Nigeria	Effective school characteristics as antecedents of teacher empowerment
71	Feinauer	2017	USA	The effects of collaboration on teacher empowerment
72	Jomah	2017	Saudi Arabia	Psychological empowerment on organizational commitment as perceived by Saudi academics
73	Moran & Larwain	2017	Ohio, USA	Building administrator's facilitation of teacher leadership: Moderators associated with teachers' reported levels of empowerment
74	Ru et al.	2017	Malaysia	The relationship between job burn-out and psychological empowerment with the organizational citizenship behavior of secondary school teachers in Perak, Malaysia
75	Sourani	2017	Tehran, Iran	The impact of job characteristics on empowerment, Case study: Second period teacher in high school in district five of Tehran

76	Thomas	2017	Brunei Darussalam	Teacher empowerment: A focused ethnographic study in Brunei Darussalam
77	Elmazi	2018	Albania	The role of principal's power and teacher empowerment
78	Gil, Rodrigo-Moya & Morcillo-Bellido	2018	Valencia, Spain	Impact of teacher empowerment on innovation capacity
79	Hammond	2018	USA	Teacher empowerment and teacher perceptions of the principals' servant leadership
81	Vrhovnik, Maric, Znidarsic & Jordan	2018	Slovenia	The influence of teachers' perceptions of school leaders' empowering behaviours on the dimensions of psychological empowerment

Narad & Tobgay (2018) tried to explore school leader behavior as perceived by secondary school teachers and to analyze its relationship with perceived teacher empowerment of teachers. The study consisted of 160 secondary school teachers selected randomly from two districts- Paro and Thimpu of western region of Bhutan. Result of the study revealed that teachers in private and government secondary school teachers had similar perception with respect to school leader behavior, Male and female teachers had similar perception of teacher empowerment and school leader behavior. The study also found significant positive relationship between perceived teacher empowerment of secondary school teachers with school leader behavior.

Vrhovnik, Maric, Znidarsic & Jordan (2018) tested the relationship between teachers' perceptions of school leaders' empowering behaviours and all dimensions of psychological empowerment (meaning, competence, self-determination and impact). In this study data were collected through online survey from a sample of 525 primary school teacher in Slovenia. Tools used in the study were (i) The School Leader Empowering Behaviors (SLEB) and (ii) Psychological Empowerment Questionnaire (PEQ). It was found that teachers' perceptions of school leaders' empowering behaviours are positively and statistically significantly related to all dimensions of psychological empowerment.

2.2 STUDIES ON RELATIONSHIP BETWEEN TEACHER EMPOWERMENT AND JOB SATISFACTION

The beginning studies about teacher empowerment and job satisfaction started in the 1990's in elementary and high schools and the findings display that there was a positive relationship between teacher empowerment and job satisfaction.

Rinehart & Short (1993) examined the relationships of the perceptions of teachers in three different teaching roles to a measure of empowerment and a measure of job satisfaction. Study sample consisted of 247 teachers. A positive correlation between teacher empowerment and job satisfaction is found. Analyses of the data suggested that teacher leaders perceived a greater sense of empowerment and job satisfaction than do reading recovery teachers and regular classroom teachers.

Rice and Schneider (1994), after studying about the empowerment of teacher and analyzing teachers' involvement in decision-making concluded that teacher empowerment was positively related to academic teachers' job satisfaction. They also had revealed that the teachers' perceived levels of influenced were positively correlated with levels of decision involvement, interest in decision issues and job satisfaction.

Klecker & Loadman (1996) tried to explore the relationship between teacher empowerment and teacher job satisfaction among 4084 classroom teachers from 307 Venture Capital Schools in Ohio. The correlation between the subscales of the School Participant Empowerment Scale (SPES) were moderate to high positive correlation. It was found that there is a high positive linear correlation between teacher empowerment and teacher job satisfaction.

Wu & Short (1996) examined the relationship among perceptions of empowerment, job satisfaction, and commitment among 612 teachers from 39 public schools in a northeastern state. Analyses of the result indicated that teachers' perceptions of their level of empowerment are significantly related to their perception of job satisfaction and organizational commitment. The scale for perceptions of empowerment consisted of 6 subscales, among which self-efficacy and professional growth were significant predictors of job satisfaction while professional growth, self-efficacy and status were significant predictors of commitment.

Lanney (1998) examined the relationship between the perceptions of empowerment and job satisfaction among high school teachers in which the sample of 311 teachers were randomly selected. The collected data were analyzed using the Pearson Product Moment Correlation. The study result confirmed that there is statistically significant relationship between empowerment and job satisfaction.

Hobbs (2004) investigated teachers' perceptions of their professional empowerment and their beliefs about their job satisfaction. Findings of the study exhibited that, teachers who do not have a permanent position in a school and who are obliged to change school environment every year, or who have to work in more than one school in a year feel less empowered and satisfied. It was also pointed out in this study that while there is no differentiation in the gender, in the marital status, the age, and the previous experiences of the sample. There are differentiations according to labor relations and the number of schools a teacher works in a year. Majority of the respondents in the study showed an average overall job satisfaction. And the study also showed that there is a positive correlation between job satisfaction and empowerment.

Zembylas, & Papanastasiou (2005) examined the levels of teacher satisfaction in four dimensions (Professional growth, decision-making, promotion and status) and their contribution to the sense of teacher empowerment among Cypriot teachers. Findings of the study supported the importance of job satisfaction in the construction of teacher empowerment and concluded that teachers' level of job satisfaction varies depending on the dimension of school life that is focused and teachers' job satisfaction is related to teacher empowerment.

Tamin (2006) conducted a case study in a school in Beirut to examine an empowering leadership style in practice and find out what is its effect on teacher satisfaction. The study confirmed that the school adopts an empowering leadership philosophy which is positively affecting the school climate and which result in the satisfaction of the teachers. It was revealed in the study that there is a significant correlation between teacher empowerment and job satisfaction.

Cypert (2009) studied 'Job satisfaction and empowerment of Georgia high school career and technical education teachers' and 140 teachers participated in the study. It

was concluded that the high school career and technical education teachers were generally satisfied with their job and showed a statistically significant positive relationship between teacher empowerment and job satisfaction. There were significant differences between the mid and very high levels of empowerment with regard to job satisfaction. There is no significant difference between years of teaching experience and job satisfaction and between teaching experience and empowerment. Findings showed that none of the participants had a low level of empowerment and job satisfaction.

Boey (2010) tried to explore the relationship of teacher empowerment, teacher commitment and their satisfaction towards their teaching profession among the secondary schools in Malaysia. The study consisted of 1090 teachers from 67 secondary schools as the sample. The result showed that there were significant differences in the demographic variables such as school and teachers characteristics towards their perception of the teacher empowerment. Decision making which has been specifically extra emphasized by the ministry of education in Malaysia was the lowest in the dimensions of teacher empowerment. The result also revealed that teachers' perceptions of their level of empowerment are significantly related to their feelings of commitment and job satisfaction.

Boonyarit, Chomphupart, & Arin (2010) examined the structural relationship between perceived transformational leadership, structural empowerment, psychological empowerment, and the attitude outcomes of job satisfaction and organizational commitment among 154 public school teachers from a central province of Thailand. Findings of the study revealed that the hypothesized model did not provide an acceptable fit to the empirical data. In this study, perceived transformational leadership of the direct supervisor was positively related to psychological empowerment of teachers, job satisfaction, and organizational commitment. And also that structural empowerment was positively correlated to psychological empowerment and job satisfaction and psychological empowerment and both attitude outcomes of job satisfaction and organizational commitment were positively related.

Schermuly, Schermuly, Meyer, & Bertolt (2011) investigated the relationship between psychological empowerment, job satisfaction, and burnout among 103 vice-principals of different primary schools in Germany. The questionnaire used assessed the four dimensions of psychological empowerment (competence, meaning, self-

determination, and impact), emotional exhaustion, and job satisfaction. Findings revealed that there is a strong indirect relationship between emotional exhaustion and job satisfaction. No significant relation was found between empowerment and emotional exhaustion. Among the four dimensions of empowerment, competence and meaning dimensions were the strongest predictors of the outcomes. Result of the study declared that overall empowerment was strongly and positively associated with job satisfaction.

Bogler & Nir (2012) investigated the mediating effect of teacher empowerment on the relationship between teacher's perception of their school support and their intrinsic and extrinsic job satisfaction. The study sample consisted of 2565 teachers affiliated with 153 Israeli elementary schools. It was found that teachers' empowerment is positively related to their perception of job satisfaction and more specifically, the more efficient a person feels, the more satisfied he is.

Amoli and Youran (2014) examined the relationship between teacher's empowerment and job satisfaction among Iranian EFL teachers in Tehran Aviation University. It was indicated that significant correlations were found between total teacher empowerment and total teacher job satisfaction. However, there was no correlation between factor of security in job satisfaction scale and the three teacher empowerment scales of professional growth, status and autonomy. There was also no correlation found between the teacher job satisfaction factor of recognition and the three teacher empowerment dimensions of decision making, self-efficacy and impact. In the other hand, there are significant difference in the demographic variables of educational background and gender with regard to teacher empowerment and job satisfaction.

Ghaemi & Sabokrouh (2014) examined the relationship between teachers' empowerment and job satisfaction by using School Participant Empowerment scale and Teacher Job Satisfaction Questionnaire. Result of the study displayed that there is a positive correlation between teacher empowerment and teacher job satisfaction. It was also found that teachers who have master degrees perceived higher empowerment than teachers who only have bachelor degrees. No significant difference was found between teacher empowerment based on teachers' age. There is no significant difference of teacher

job satisfaction based on the demographic variable of teacher's educational background and gender.

Nizam and Adil (2014) investigated the impact of five determinants of the teacher's job satisfaction among the primary and secondary school teachers in Karachi. The five determinants include occupational stress, empowerment, interpersonal relationships, working conditions and self-efficacy. The sample consisted of 280 respondents drawn from school teachers of Karachi. Findings of the study showed that occupational stress, empowerment, interpersonal relationship and working conditions have been found statistically significant predictor of teacher's job satisfaction in Karachi. The study also found no statistically significant impact of self-efficacy in predicting the job satisfaction of teachers in the secondary and primary schools of Karachi.

Razavinejhad and Najafzadeh (2014) examined the relationship between empowerment and job satisfaction with the performance of physical education teachers in east Azarbaijan province. 296 teachers participated in this study. Findings showed that there is a significant positive relationship between the empowerment and the performance of physical education teachers. The result also showed that there is a significant positive relationship between the job satisfaction and its components and performance.

Al-Yaseen, Salem, Al-Musaileem, & Yousef (2015) studied about the perceptions of male and female teachers regarding the relationship between empowerment and job satisfaction. Samples were selected from three educational levels (primary, middle and secondary) in Al-Farwaniya district in the state of Kuwait. The sample consisted of 231 teachers from the said district. For analysis of the data, t-test and one-way ANOVA were applied. The result of the study declared a lack of job empowerment and a high degree of dissatisfaction among teachers.

Hodge (2015) investigated how caring and advocating for marginalized students along with collaboration among colleagues, contributes to teacher retention, empowerment, and job satisfaction. The investigator conducted this research through a case study. This case study involved interviews of individuals, a focus group discussion, as well as detailed study of literature on the topics of teacher advocacy, job satisfaction

and empowerment. It was found from the study that teachers who care about their students, who advocates for those who are marginalized and who collaborate with colleagues, find fulfillment in their work and stay in teaching.

Kefalidou, Vassilakis, and Pitsalidis (2015) investigated teachers' perception of their professional empowerment and their beliefs about their job satisfaction among primary school teachers in Thessaloniki, Greece by using School Participant Empowerment Scale (SPES) and Job Satisfaction Survey (JSS) respectively. The study sample consisted of 131 teachers. The study revealed that teachers who do not have a permanent position in a school feel less empowered and satisfied. The findings also showed that while there is no differentiation on perceived empowerment as far as it concerns the sex, the marital status, the age, the studies or previous experience, differences is found with regard to labor relations and the number of schools a teacher works in a year. Majority of the respondents are found to have an average overall job satisfaction. It was also found that there is a positive correlation between job satisfaction and empowerment.

Khany & Tazik (2015) related trust and psychological empowerment to Iranian English as a foreign language (RFL) teachers' job satisfaction. The study sample consisted of 217 (117 females and 100 males) Iranian EFL teachers teaching in secondary schools. Findings of the study showed that psychological empowerment was directly related to job satisfaction and trust was indirectly related to job satisfaction through psychological empowerment.

Yangaiya & Magaji (2015) examined the influence of School leadership on teachers' job satisfaction using teachers' empowerment as mediating variable. 370 secondary school teachers in Katsina state Nigeria were selected as the sample. Results of the study indicated that school leadership and teachers' empowerment has influences over job satisfaction. It was also found that teachers' empowerment strongly mediates the relationship between school leadership and teachers' job satisfaction.

Morad, Nasrollah, Gholamreza, Ali, & Abbas (2015) tried to identify the relationship between empowerment and perceived organizational support with job satisfaction among physical education teachers in Hamedan by using descriptive-

correlation and comparative method of study. This study consisted of 217 physical education teachers. It was found from this study that there is positive correlation between perceived organizational support and general empowerment with job security. The study also revealed that empowering components (meaningfulness, competence, independence and influence) and job satisfaction has positive and significant relationship.

Elmossati et al. (2016) measured the influence of psychological empowerment, gender, age, and seniority on job satisfaction among 121 (men=101, women=20) permanent university teachers in Morocco to understand their life quality. Findings revealed that there is a significant positive relationship between job satisfaction and psychological empowerment. It was also found that (i) men are more satisfied with their work than women (ii) satisfaction increase with age and decrease with seniority in the profession and the number of children (iii) the age offset the negative effect of seniority on satisfying job autonomy and authority on work.

Jordan, Miglic, Todorovic, and Maric (2017) conducted a survey among 409 university lecturers in Austria, Croatia, Czech Republic, Germany, Serbia, and Slovenia on their psychological empowerment, job satisfaction and organizational commitment. From the study it was found that the lecturer from Serbia had the highest level of psychological empowerment and Germany had the lowest level. The highest job satisfaction level is found among the lecturer from Austria and lowest from Slovenia. Lecturers from Slovenia had the highest score in affective organizational commitment and Germany had the lowest score. Croatia had the highest score in continuance organizational commitment and it was lowest in Czech Republic.

Sumardi and Wibowo (2018) determined the effects resulting from compensation, empowerment, competence and job satisfaction and compensation, empowerment, competence and job satisfaction on the performance of UNWIR lectures. The study consisted of 104 samples. Data were analyzed using path analysis by LISREL 9.30. Findings of the study indicated that the empowerment of lecturers in UNWIR is enough. It was found that lecturers were satisfied with their job and there is a significant relationship between compensation, empowerment and competence on job satisfaction and there is a relationship between compensation, empowerment, competence and job

satisfaction on performance. It was also pointed out that empowerment give positive effect to lecturer's job satisfaction in UNWIR which means that if the empowerment of lecturers increased then it will lead to increased job satisfaction.

Table No. 2. 2
Summary of past study on the relationship between teacher empowerment and job satisfaction

Sl. No	Author(s)	Year	Place	Findings
1	Rinehart & Short	1993		Positive correlation
2	Rice and Schneider	1994		Positive correlation
3	Kleckler & Loadman	1996	Ohio	Positive linear correlation
4	Wu & Short	1996		Significantly related
5	Lanney	1998		Significant relationship
6	Hobbs	2004		Positive correlation
7	Zembylas, M. & Papanastasiou	2005	Cyprus	Related
8	Tamin	2006	Beirut, Lebanon	Positively related
9	Cypert	2009	Georgia	Positive relationship
10	Boey	2010	Malaysia	Significantly related
11	Boonyarit, Chomphupart, & Arin	2010	Thailand	Positively related
12	Schermuly, Shermuly & Bertolt	2011	Germany	strongly and positively associated
13	Bogler & Nir	2012	Israel	Significantly and positively correlated
14	Amoli and Youran	2014	Iran	Significantly correlated
15	Ghaemi & Sabokrouh	2014	Iran	Significantly correlated
16	Nizam and Adil	2014	Karachi, Pakistan	Significant positive relationship
17	Razavinejhad and Najafzadeh	2014	East Azarbaijan province, Iran	Significant positive relationship
18	Al-Yaseen, Salem, Al-Musaileem, & Yousef	2015	Al-Farwaniya district state of Kuwait	
19	Hodge	2015	S. Carolina, USA	

20	Kefalidou, Vassilakis, and Pitsalidis	2015	Thessaloniki, Greece	Positive correlation
21	Khany & Tazik	2015	Iran	Directly related
22	Yangaiya & Magaji	2015	Katsina state Nigeria	Positive and significant relationship
23	Morad, Nasrollah, Gholamreza, Ali, & Abbas	2015	Hamedan, Iran	Positive and significant relationship
24	Elmossati et al.	2016	Morocco, Africa	Significant positive relationship
25	Jordan, Miglic, Todorovic, and Maric	2017	Austria, Croatia, Czech Republic, Germany, Serbia, and Slovenia	
26	Sumardi and Wibowo	2018	Indramayu, Indonesia	Positively effected

Table No. 2. 3
Past study on teacher empowerment in India

Sl. No	Author(s)	Year	Topics
1	Kurian	1999	Principals leadership styles and teacher empowerment as perceived by teachers in seventh-day Adventist high schools in south India
2	Dutt, & Rao	2001	Empowering primary teachers
3	Singh & Sarkar	2012	The relationship between psychological empowerment and innovative behavior: A dimensional analysis with job involvement as mediator
4	George, Kumar and John	2015	A comparative study on factors affecting employee empowerment in higher educational institutions in Tamil Nadu and Kerela
5	Rakhroy & Kaur	2016	Personal characteristics and empowerment: Antecedents of organizational citizenship behavior
6	Babu & Fathima	2017	Empowerment of women teachers in relation to their family adjustment

After perusing the different research works done related to empowerment of teachers, it was observed that studies were conducted on teacher empowerment in relation to variables like teacher efficacy, student achievement, teachers' organizational commitment, organizational citizenship behavior, principal effectiveness, professional development, teacher commitment, teacher's mental health, and principal's use of power.

There were few studies (14 in numbers) relating to perception about teacher empowerment and quite a good number of studies (26 in numbers) were also found on the relationship between teacher empowerment and job satisfaction. What is found from a review of the existing research is that studies had been conducted at every stages/ levels of education, starting from primary level to university level. It at the same time also revealed that study related to teacher empowerment is very less in India (only 6 studies) and no study has so far been done in Mizoram. These observations challenged the investigator to conduct a study on the perceptions of teachers on their empowerment.

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CHAPTER – III

METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

A research design is a framework or blueprint planned by a researcher for conducting a research. It gives details about all the procedures necessary for obtaining the information needed to find out or solve the identified research problems. In simple words it is the general plan of how one goes about her research.

The function of a research design is to ensure that the required information as per the problem to be investigated is collected as accurately as possible. Simply stated, it is the framework, a blueprint for the research study which guides the collection and analysis of data. There can be two broad category of research based on the needs of the researcher. Detail statements and consolidated statements furnishing only minimum information.

Research design may help in the smooth functioning of the research operation, and if it is properly planned and designed, it can help the researcher to obtain good amount of information with less expenditure in terms of effort, time and money. One of the significant impact of research design is that it brings an important influence on the reliability of the research findings. Research design, therefore, may be considered as the solid foundation for completing any research work.

Selecting an appropriate research design will help a researcher on the following ways:-

- It reduces inaccuracy;
- Helps to get maximum efficiency and reliability;
- Eliminates bias and marginal errors;

- Minimizes wastage of time;
- Helpful for collecting research materials;
- Helpful for testing of hypothesis;
- Gives an idea regarding the type of resources required in terms of money, manpower, time, and efforts;
- Provides an overview to other experts;
- Guides the research in the right direction.

3.2 METHOD OF STUDY

As the present study is intended to find out the existing situation, the study belongs to the category of descriptive research. The study is a blend of both qualitative and quantitative analysis. At the same time this study also falls into the category of Ex-post Facto Research wherein the study instead of creating special treatment used variables such as gender, management of schools and locale to find out its effect on the perception of teachers about their empowerment.

3.3 POPULATION OF THE STUDY

According to Lokesh Koul (1984) ‘a population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe.’

In research, a population means any group of individuals, objects or entity that has common characteristics that are of interest to the researcher.

The population of the present study consisted of all teachers of higher secondary schools in Mizoram. According to the annual publication (2015-2016) prepared by statistical cell, Directorate of school education, government of Mizoram, there are 1536 (male-847, female-689) higher secondary school teachers in Mizoram.

Table No. 3. 1
Total number of higher secondary school teachers in Mizoram

Sl. No	Districts	No. of Schools	No. of teachers		
			Male	Female	Total
1	Aizawl	60	410	378	788
2	Champhai	16	86	65	151
3	Kolasib	7	48	31	79
4	Lawngtlai	7	39	18	57
5	Lunglei	31	154	109	263
6	Mamit	4	23	14	37
7	Saiha	5	27	35	62
8	Serchhip	8	60	39	99
Total		138	847	689	1536

Source: Annual Publication-List of schools with number of teachers and enrolment of students (2015-2016) by the Department of School Education, Government of Mizoram.

3.4 SAMPLE OF THE STUDY

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analysed in order to find out something about the entire population from which it was selected. Sampling helps to reduce expenditure, save time and energy, permit measurement of greater scope, or produce greater precision and accuracy.

In any educational research, two important elements are population and sampling. The size of the sample is the number of individuals or objects in a sample. The more representative the sample of the population, the more confident the researcher can be in the quality of the results.

The sample for the present study consisted of 400 higher secondary school teachers selected from 4 districts randomly using multi-stage stratified cluster sampling technique, where schools were used for clustering. Stratification was done at the district level and management of schools.

- i. 4 districts were selected selecting representation from North, South, East and West part of the State.

- ii. Proportionate number of higher secondary schools in the selected districts were selected randomly
- iii. Proportionate number of teachers from government and purely private schools were selected

Table No. 3. 2
Table showing proportional representation of teachers

District	Total no. of HSS teachers		Total	Percentage from population	Sample		
	Gov't	Private			Total	Gov't	Private
Aizawl	266	335	601	65	260	115	145
Champhai	32	66	98	10.5	42	14	28
Mamit	23	14	37	4	16	10	6
Lunglei	58	131	189	20.5	82	25	57
Total	379	546	925	100	400	164	236

From table 3.2, it can be seen that the total number of teachers of higher secondary school in the selected districts is 925 (Government-379 and private-546).

To select representative and proportional sample, the percentage of teachers from each district was calculated from the total population and sample number of teacher was again worked out from the total sample. Proportional number of teachers from both government and private schools were again calculated from percentage of the number of teachers from both types of management.

3.5 TOOLS FOR DATA COLLECTION

For collecting the necessary data for the present study, the following scales were used:-

- (i) For studying the job satisfaction level of higher secondary school teachers of Mizoram, a readily available standardized tool titled 'Job Satisfaction Scale', prepared by Dr. (Mrs.) Meera Dixit was used by the investigator. This scale consisted of 52 statements related with the 8 different factor of teachers' job satisfaction. The 8 different factors of teachers' job satisfaction were- (i) intrinsic aspect of the job (ii) salary, promotional avenues and service conditions, (iii) physical facilities, (iv) institutional plans and policies, (v) satisfaction with authorities (vi) satisfaction with social status and family welfare (vii) rapport with students (viii) relationship with co-workers.

- (ii) For studying the perception of higher secondary school teachers of Mizoram on their empowerment, the scholar used a self-developed 'Questionnaire on Perceptions of Teachers on their Empowerment.'

The process of the development and standardization of the said questionnaire is presented as follows -

3.6 CONSTRUCTION OF QUESTIONNAIRE ON PERCEPTIONS OF TEACHERS ON THEIR EMPOWERMENT

To find out the perceptions of higher secondary school teachers of Mizoram, there is no readymade questionnaire that could be readily used by the investigator. Thus, the Questionnaire on Perceptions of Teachers on their Empowerment was constructed by the investigator. This self-constructed questionnaire follows Likert's Method. The construction and standardization procedure adopted for this questionnaire are as follows:

3.6.1 Collection and editing of questions

To collect questions to measure the perceptions of higher secondary school teachers of Mizoram on their empowerment, the investigator thoroughly consulted relevant literature and a large number of statements/questionnaire relating to teacher empowerment were collected. The investigator also consulted the supervisor and other senior teachers within the department. After going through these tasks, the first draft of the questionnaire, which consisted of 90 questions, was given for editing to experts in the field of education and in the construction of the questionnaire, for content analysis as well as classification of questions under decision making, professional growth, self-efficacy, impact, and autonomy dimensions of teacher empowerment. After the editing of the first draft by subject experts, 70 questions were retained in the draft questionnaire.

3.6.2 Try-out of the first draft

The draft questionnaire which consist of 70 questions was administered to 10 higher secondary school teachers (5 males and 5 females), so as to find out whether the draft questionnaire was going to be good enough for the target population. For the said purpose, the respondents were asked whether they understands the questions or not, and also the degree of their acceptance or rejection of the questions. After analyzing their responses and suggestions, 3 more questions

were rejected again as they could not be fully comprehended by the try-out group. Thus, 67 statements were being retained for the final draft.

3.6.3 Item discrimination

The modified draft which consisted of 67 questions was then administered to 200 respondents (100 male and 100 female). The scores of these responses were then arranged in a descending order, and the top 27% and the bottom 27% group of respondents were kept aside for item analysis and discrimination. Means and standard deviations value of score for each of the 67 questions were calculated separately, for the top and bottom 27 percent group of respondents. The t-values for significance of differences between the mean score of top 27% and bottom 27% group of respondents, which indicated their discrimination values, were calculated for all the 67 questions. And thereafter, questions having the t-value of 1.98 and above were to be retained for the final draft of the questionnaire, and since all the 67 questions were having the t-value of above 1.98, they can all be retained for the final questionnaire for perceptions of teachers on their empowerment. This final questionnaire for perceptions of teachers on their empowerment consisted of 67 questions, in which there are 15 questions each on the dimension of decision making, professional growth, self-efficacy, and autonomy, and there are 7 questions on the dimension of impact. (* is given in Appendix-ii)

*Mean, standard deviation and t-value of high and low group on different questions of perceptions of higher secondary school teachers of Mizoram on their empowerment.

3.6.4 Establishment of reliability

The investigator employed the 'Split-Half Method' for establishing the reliability of the test. The investigator divided the whole questionnaire into two halves by taking equal number of equal number questions from decision making, Professional growth, self-efficacy, impact and autonomy dimensions of teacher empowerment. By using product moment correlation the investigator computed the co-efficient of reliability. The co-efficient of reliability of the whole questionnaire came out to be .85. (* is given in Appendix-iii)

*Split half scores for determining the reliability of the questionnaire on the perceptions of teachers on their empowerment.

3.7 PROCEDURE OF DATA COLLECTION

The researcher personally visited all the selected schools from the 4 selected districts in Mizoram. Request letters, prepared by the supervisor were given to the principals of each selected schools and the principals gave permission to administer the questionnaire to teachers as their convenience. The researcher then explain the need and importance of the research topic and request the teachers to kindly answer all the questions given in the questionnaire.

3.8 PROCEDURE OF DATA ANALYSIS

After the questionnaire was administered to the selected samples, responses of the respondents were recorded. The responses were scored as 3 (always), 2 (sometimes), and 1 (never).

To determine the level of attitude, a score of 2.5 which is the upper limit of 2 is taken as the cut off score for highly empowered teachers. On the other hand, a score of 1.5, which is the lower limit of 2 is taken as the cut off score for less empowered teachers. Thus a score above 167 on the questionnaire stands for the positive perception of teacher bout their empowerment. Likewise, a score below 100 on the questionnaire is taken as a negative perception of teacher about their empowerment. Similarly on the empowerment dimensions of decision making, professional growth, self-efficacy, and autonomy, that carries 15 statements each, a score above 37 indicates highly empowered on the said dimensions among higher secondary school teachers of Mizoram, while a score below 22 would indicate less empowered on the said dimensions among higher secondary school teachers of Mizoram. Similarly, as there are 7 statements relating to the dimension of teacher Impact, a score above 17 on this dimension would indicate highly empowered among higher secondary school teachers of Mizoram, while a score below 10 would mean a less empowered among higher secondary school teachers of Mizoram. A score that falls between the cut-off score for highly empowered and less empowered has been interpreted as moderately empowered.

Table No. 3. 3
The cut-off score indicating highly empowered, moderately empowered, and less empowered

Dimensions of Empowerment	Total No. of items	Max. score	Highly empowered	Moderately empowered	Less empowered
Decision making	15	45	Above 37	22-37	Below22
Prof. growth	15	45	Above 37	22-37	Below22
Self-efficacy	15	45	Above 37	22-37	Below22
Impact	7	21	Above 17	10-17	Below10
Autonomy	15	45	Above 37	22-37	Below22
Overall	67	201	Above 167	100-167	Below100

The collected data were analysed by using descriptive statistical techniques which are mean and standard deviation and inferential statistics which is t-test. Correlation between teacher empowerment and teachers' Job satisfaction was calculated using Product-moment correlation.

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CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data in relation to the perceptions of higher secondary school teachers of Mizoram on their empowerment and their job satisfaction and also the correlation that exist between these two variables. The chapter is devoted to a presentation of the complete field work and its statistical analysis.

4.1 ANALYSIS OF DATA RELATING TO PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of higher secondary school teachers of Mizoram on their empowerment

Table No. 4.1. 1
Mean and standard deviation on perceptions of higher secondary school teachers of Mizoram on their empowerment

Sl. No	Dimensions of Empowerment	Max score	Mean	SD
1	Decision making	45	31.38	4.24
2	Prof. growth	45	31.34	4.10
3	Self-efficacy	45	36.53	3.95
4	Autonomy	45	35.86	3.88
5	Impact	21	16.18	2.16
6	Total	201	151.29	18.33
7	Average	40.2	30.26	3.66

By looking at table and figure 4.1.1, it can be seen that higher secondary school teachers of Mizoram had highest mean score on the dimension of self-efficacy 36.53

and the mean score on the dimension of autonomy is the second highest (35.86). Their score on decision making and professional growth are almost the same (31.38 and 31.34 respectively). The possible maximum score on self-efficacy, autonomy, decision making, and professional growth are 45. The mean score on the dimension of impact is found to be 16.18 and it seems to be the lowest mean score. But when observing it carefully it is found that the possible maximum score is 21. And if the maximum mean score on the dimension of Autonomy, which is 21 is converted into 45 like the rest of the other empowerment dimensions, the mean score will become 34.67, which means that this mean score lies in the middle amongst the 5 different empowerment dimensions.

Table No. 4.1. 2
Perceptions of higher secondary school teachers of Mizoram
on their overall empowerment

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	49	12.25%
2	Moderately empowered	350	87.5%
3	Less empowered	1	0.25%
	Total	400	100

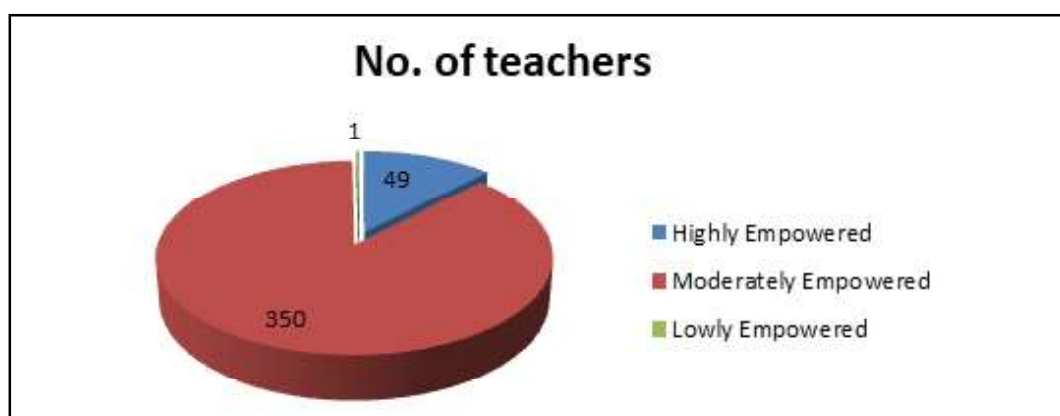


Fig. No. 4.1 Graphical representation of higher secondary school teachers of Mizoram on their overall empowerment.

The above table reveals that out of 400 respondents of higher secondary school teachers of Mizoram, 49 (12.25%) of them perceived themselves as highly empowered, 350 (87.5%) respondents, which is a huge majority of the respondents perceived themselves as moderately empowered and only one respondent (0.25%) perceived

himself/herself as less empowered. Thus, the table shows that majority of the male higher secondary school teachers of Mizoram were moderately empowered.

Table No. 4.1. 3
Perceptions of higher secondary school teachers of Mizoram
on their empowerment in decision making

Sl. no	Level of empowerment	Number of teachers	Percentage
1	Highly empowered	32	8
2	Moderately empowered	365	91.25
3	Less empowered	3	0.75
	Total	400	100

Table 4.1.3 exhibits that out of 400 respondents of higher secondary school teachers of Mizoram, 32 (8%) of them, perceived themselves as highly empowered in decision making, 365 (91.25%) respondents perceived themselves as moderately empowered and only 3 (0.75%) respondents perceived themselves as less empowered. Thus, the table shows that majority of the higher secondary school teachers of Mizoram were moderately empowered in decision making.

Table No. 4.1. 4
Perceptions of higher secondary school teachers of Mizoram
on their empowerment in professional growth

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	23	5.75
2	Moderately empowered	375	93.75
3	Less empowered	2	0.5
	Total	400	100

A perusal of table 4.1.4 shows that out of 400 respondents of higher secondary school teachers of Mizoram, 23 (5.75%) of them, perceived themselves as highly empowered in professional growth, 375 (93.75%) respondents perceived themselves as moderately empowered and only 2 (0.5%) respondent perceived themselves as less

empowered. Thus, the table shows that majority of the higher secondary school teachers of Mizoram were moderately empowered in professional growth.

Table No. 4.1. 5
Perceptions of higher secondary school teachers of Mizoram
on their empowerment in self-efficacy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	172	43
2	Moderately empowered	227	56.75
3	Less empowered	1	0.25
	Total	400	100

From table 4.1.5 it can be seen that out of 400 respondents of higher secondary school teachers of Mizoram, 172 (43%) of them, perceived themselves as highly empowered in self-efficacy, 227 (56.75%) respondents perceived themselves as moderately empowered and only 1 respondent(0.25%) perceived himself/herself as less empowered. Thus, the table shows that majority of the higher secondary school teachers of Mizoram were moderately empowered in self-efficacy.

Table No. 4.1. 6
Perceptions of higher secondary school teachers of Mizoram
on their empowerment in autonomy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	143	35.75
2	Moderately empowered	257	64.25
3	Less empowered	0	0
	Total	400	100

By looking at table no 4.1.6 it is clear that out of 400 respondents of higher secondary school teachers of Mizoram, 143 (35.75%) of them perceived themselves as highly empowered in autonomy, 257 (64.25%) respondents perceived themselves as

moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the higher secondary school teachers of Mizoram were moderately empowered in autonomy.

Table No. 4.1. 7
Perceptions of higher secondary school teachers of Mizoram
on their empowerment in impact

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	106	26.5
2	Moderately empowered	294	73.5
3	Less empowered	0	0
	Total	400	100

As per table 4.1.7 it is found that out of 400 respondents of higher secondary school teachers of Mizoram in impact, 106 (26.5%) of them, perceived themselves as highly empowered, 294 (73.5%) respondents perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the higher secondary school teachers of Mizoram were moderately empowered in impact.

Table No. 4.1. 8
Comparison of the perceptions of higher secondary school teachers of Mizoram on different dimension of their empowerment

Level of empowerment	Decision Making		Professional growth		Self-efficacy		Autonomy		Impact	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Highly empowered	32	8	23	5.75	172	43	143	35.75	106	26.5
Moderately empowered	365	91.25	375	93.75	227	56.75	257	64.25	294	73.5
Less empowered	3	0.75	2	0.5	1	0.25	0	0	0	0
Total	400	100	400	100	400	100	400	100	400	100

A perusal of table no. 4.1.8 shows that majority of the higher secondary school teachers of Mizoram perceived themselves as moderately empowered in decision making (91.25%), professional growth (93.75), self-efficacy (56.75), impact (73.5%), and autonomy (64.25%). The percentage of higher secondary school teachers of Mizoram who perceived themselves as less empowered is negligible, whereas in the area of autonomy, there were as many as 35.75% who perceived themselves as highly empowered. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered is very low in decision making (8%) and professional growth (5.75%).

4.2 PERCEPTIONS OF MALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of male higher secondary school teachers of Mizoram of Mizoram on their empowerment

Table No. 4.2. 1
Perceptions of male higher secondary school teachers of Mizoram
on their overall empowerment

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	27	12.92
2	Moderately empowered	181	86.60
3	Less empowered	1	0.48
	Total	209	100

A perusal of table 4.2.1 shows that out of 209 respondents of male higher secondary school teachers of Mizoram, 27 (12.92%) of them perceived themselves as highly empowered. 181 (86.60%) of them perceived themselves as moderately empowered and only 1 (0.48%) perceived himself/herself as less empowered. Thus, the table shows that majority of the male higher secondary school teachers of Mizoram were moderately empowered.

Table No. 4.2. 2
Perceptions of male higher secondary school teachers of Mizoram
on their empowerment in decision making

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	19	9.09
2	Moderately empowered	189	90.43
3	Less empowered	1	0.48
	Total	209	100

Table 4.2.2 shows that out of 209 respondents of male higher secondary school teachers of Mizoram, 19 (9.09%) of them perceived themselves as highly empowered in decision making. 189 (90.43%) of them perceived themselves as moderately empowered and only 1 (0.48%) perceived himself/herself as less empowered. Thus, the table shows that majority of the male higher secondary school teachers of Mizoram were moderately empowered in decision making.

Table No. 4.2. 3
Perceptions of male higher secondary school teachers of Mizoram
on their empowerment in professional growth

Sl. No.	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	14	7
2	Moderately empowered	194	93
3	Less empowered	1	0.48
	Total	209	100

Table 4.2.3 shows that out of 209 respondents of male higher secondary school teachers of Mizoram, 14 (7%) of them perceived themselves as highly empowered in professional growth. 194 (93%) of them perceived themselves as moderately empowered and only 1 (0.48%) perceived himself/herself as less empowered. Thus, the table shows that majority of the male higher secondary school teachers of Mizoram were moderately empowered in professional growth.

Table No. 4.2. 4
Perceptions of male higher secondary school teachers of Mizoram
on their empowerment in self-efficacy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	89	42.59
2	Moderately empowered	120	57.41
3	Less empowered	0	0
	Total	209	100

From table 4.2.4 we can see that out of 209 respondents of male higher secondary school teachers of Mizoram, 89 (42.59%) of them perceived themselves as highly empowered in self-efficacy. 120 (57.41%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the male higher secondary school teachers of Mizoram were moderately empowered in self-efficacy.

Table No. 4.2. 5
Perceptions of male higher secondary school teachers of Mizoram
on their empowerment in autonomy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	82	39.23
2	Moderately empowered	127	60.77
3	Less empowered	0	0
	Total	209	100

Table 4.2.5 reveals that out of 209 respondents of male higher secondary school teachers of Mizoram, 82 (39.23%) of them perceived themselves as highly empowered in autonomy. 127 (60.77%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the male higher secondary school teachers of Mizoram were moderately empowered in autonomy.

Table No. 4.2. 6
Perceptions of male higher secondary school teachers of Mizoram
on their empowerment in impact

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	58	27.75
2	Moderately empowered	151	72.25
3	Less empowered	0	0
	Total	209	100

Table 4.2.6 reveals that out of 209 respondents of male higher secondary school teachers of Mizoram, 58 (27.75%) of them perceived themselves as highly empowered in impact. 151 (72.25%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the male higher secondary school teachers of Mizoram were moderately empowered in impact.

Table No. 4.2. 7
Comparison of the perceptions of male higher secondary school teachers of Mizoram on different dimension of their empowerment

Level of empowerment	Decision Making		Professional growth		Self-efficacy		Autonomy		Impact	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Highly empowered	19	9.09	14	7	89	42.59	82	39.23	58	27.75
Moderately empowered	189	90.43	194	93	120	57.41	127	60.77	151	72.25
Less empowered	1	0.48	1	0.48	0	0	0	0	0	0
Total	209	100	209	100	209	100	209	100	209	100

Table 4.2.7 reveals that majority of the male higher secondary school teachers of Mizoram perceived themselves as moderately empowered in decision making (90.43%), professional growth (90.43%), self-efficacy (57.41%), impact (72.25%), and autonomy (60.77%). The percentage of higher secondary school teachers of Mizoram who perceived themselves as less empowered is negligible, whereas in the area of self-efficacy, there were as many as 89% who perceived themselves as highly empowered.

4.3 PERCEPTIONS OF FEMALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of female higher secondary school teachers of Mizoram on their empowerment.

Table No. 4.3. 1
Perceptions of female higher secondary school teachers of
Mizoram on their overall empowerment

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	22	11.52
2	Moderately empowered	169	88.48
3	Less empowered	0	0
	Total	191	100

Table 4.3.1 shows that out of 191 respondents of female higher secondary school teachers of Mizoram, 22 (11.52%) of them perceived themselves as highly empowered. 169 (88.48%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the female higher secondary school teachers of Mizoram were moderately empowered.

Table No. 4.3. 2
Perceptions of female higher secondary school teachers of Mizoram
on their empowerment in of decision making

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	13	6.80
2	Moderately mpowered	176	92.15
3	Less empowered	2	1.05
	Total	191	100

A perusal data vide table 4.3.2 shows that out of 191 respondents of female higher secondary school teachers of Mizoram, 13 (16.80%) of them perceived themselves as highly empowered in decision making. 92.15% of them perceived themselves as moderately empowered and 1.05% perceived themselves as less empowered. Thus, the table shows that majority of the female higher secondary school teachers of Mizoram were moderately empowered in decision making.

Table No. 4.3. 3
Perceptions of female higher secondary school teachers of Mizoram
on their empowerment in professional growth

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	9	4.72
2	Moderately empowered	181	94.76
3	Less empowered	1	0.52
	Total	191	100

From table 4.3.3, it can be seen that out of 191 respondents of female higher secondary school teachers of Mizoram, 9 (4.72%) of them perceived themselves as highly empowered in professional growth. 181 (94.76%) of them perceived themselves as moderately empowered and 0.52 per cent perceived themselves as less empowered. Thus, the table shows that majority of the female higher secondary school teachers of Mizoram were moderately empowered in professional growth.

Table No. 4.3. 4
Perceptions of female higher secondary school teachers of Mizoram
on their empowerment in self-efficacy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	83	43.46
2	Moderately empowered	107	56.02
3	Less empowered	1	0.52
	Total	191	100

Table 4.3.4 indicates that out of 191 respondents of female higher secondary school teachers of Mizoram, 83 (43.46%) of them perceived themselves as highly empowered in self-efficacy. 107 (56.02%) of them perceived themselves as moderately empowered and 0.52% perceived themselves as less empowered. Thus, the table shows that majority of the female higher secondary school teachers of Mizoram were moderately empowered in self-efficacy.

Table No. 4.3. 5
Perceptions of female higher secondary school teachers of Mizoram
on their empowerment in autonomy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	61	31.94
2	Moderately empowered	130	68.06
3	Less empowered	0	0
	Total	191	100

Table 4.3.5 reveals that out of 191 respondents of female higher secondary school teachers of Mizoram, 61 (31.94%) of them perceived themselves as highly empowered in autonomy. 130 (68.06%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the female higher secondary school teachers of Mizoram were moderately empowered in autonomy.

Table No. 4.3. 6
Perceptions of female higher secondary school teachers of Mizoram
on their empowerment in impact

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	48	25.13
2	Moderately empowered	143	74.87
3	Less empowered	0	0
	Total	191	100

Table 4.3.6 shows that out of 191 respondents of female higher secondary school teachers of Mizoram, 48 (25.13%) of them perceived themselves as highly empowered in impact. 143 (74.87%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the female higher secondary school teachers of Mizoram were moderately empowered in impact.

Table No. 4.3. 7
Comparison of the perceptions of female higher secondary school teachers of Mizoram on different dimension of their empowerment

Level of empowerment	Decision Making		Professional growth		Self-efficacy		Autonomy		Impact	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Highly empowered	13	6.8	9	4.72	83	43.46	61	31.94	48	25.13
Moderately empowered	176	92.15	181	94.76	107	56.02	130	68.06	143	74.87
Less empowered	2	1.05	1	1	1	0.52	0	0	0	0
Total	191	100	191	100	191	100	191	100	191	100

It can be concluded from table 4.3.7 that majority of the female higher secondary school teachers of Mizoram perceived themselves as moderately empowered in decision making (92.15%), professional growth (94.76%), self-efficacy (56.02%), impact (74.87%), and autonomy (68.06%). The percentage of higher secondary school teachers of Mizoram who perceived themselves as less empowered is negligible, whereas in the area of self-efficacy, there were as many as 43.46% who perceived themselves as highly empowered. The low percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making (6.80%) and professional growth (4.72%) is one issue that needs to be addressed so that all teachers feel satisfied with a profession which is so important for the growth of the nation.

4.4 PERCEPTIONS OF RURAL HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of rural higher secondary school teachers of Mizoram on their empowerment

Table No. 4.4. 1
Perceptions of rural higher secondary school teachers of
Mizoram on their overall empowerment

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	19	14.62
2	Moderately empowered	111	85.38
3	Less empowered	0	0
	Total	130	100

As per Table 4.4.1 out of 130 respondents of rural higher secondary school teachers of Mizoram, 19 (14.62%) of them, perceived themselves as highly empowered. 111 (85.38%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the rural higher secondary school teachers of Mizoram were moderately empowered.

Table No. 4.4. 2
Perceptions of rural higher secondary school teachers of Mizoram
on their empowerment in decision making

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	15	11.54
2	Moderately empowered	115	88.46
3	Less empowered	0	0
	Total	130	100

Table 4.4.2 shows that out of 130 respondents of rural higher secondary School teachers of Mizoram, 15 (11.54%) of them perceived themselves as highly empowered in decision making. 115 (88.46%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the rural higher secondary school teachers of Mizoram were moderately empowered in decision making.

Table No. 4.4. 3
Perceptions of rural higher secondary school teachers of Mizoram
on their empowerment in professional growth

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	8	6.15
2	Moderately empowered	122	93.85
3	Less empowered	0	0
	Total	130	100

By looking at table 4.4.3, it is clear that out of 130 respondents of rural higher secondary school teachers of Mizoram, 8 (6.15%) of them perceived themselves as highly empowered in professional growth. 122 (93.85%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the rural higher secondary school teachers of Mizoram were moderately empowered in professional growth.

Table No. 4.4. 4
Perceptions of rural higher secondary school teachers of Mizoram
on their empowerment in self-efficacy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	59	45.38
2	Moderately empowered	70	53.85
3	Less empowered	1	0.77
	Total	130	100

Table 4.4.4 reveals that out of 130 respondents of rural higher secondary school teachers of Mizoram, 59 (45.35%) of them perceived themselves as highly empowered in self-efficacy. 70 (53.85%) of them perceived themselves as moderately empowered and only 1 (0.77%) perceived himself/herself as less empowered. Thus, the table shows that majority of the rural higher secondary school teachers of Mizoram were moderately empowered in self-efficacy.

Table No. 4.4. 5
Perceptions of rural higher secondary school teachers of Mizoram
on their empowerment in the dimension of autonomy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	48	36.92
2	Moderately empowered	82	63.08
3	Less empowered	0	0
	Total	130	100

A perusal of data vide Table 4.4.5 indicates that out of 130 respondents of rural higher secondary school teachers of Mizoram, 48 (36.92%) of them perceived themselves as highly empowered in autonomy. 82 (63.08%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the rural higher secondary school teachers of Mizoram were moderately empowered in autonomy.

Table No. 4.4. 6
Perceptions of rural higher secondary school teachers of Mizoram
on their empowerment in impact

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	42	32.31
2	Moderately empowered	88	67.69
3	Less empowered	0	0
	Total	130	100

Table 4.4.6 shows that out of 130 respondents of rural higher secondary school teachers of Mizoram, 42(32.31%) of them perceived themselves as highly empowered in impact. 88 (67.69%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the rural higher secondary school teachers of Mizoram were moderately empowered in impact.

Table No. 4.4. 7
Comparison of the perceptions of rural higher secondary school teachers of Mizoram on different dimension of their empowerment

Level of empowerment	Decision Making		Professional growth		Self-efficacy		Autonomy		Impact	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Highly empowered	15	11.54	8	6.15	59	45.38	48	36.92	42	32.31
Moderately empowered	115	88.46	122	93.85	70	53.85	82	63.08	88	67.69
Less empowered	0	0	0	0	1	0.77	0	0	0	0
Total	130	100	130	100	130	100	130	100	130	100

Table 4.4.7 reveals that majority of the rural higher secondary school teachers of Mizoram perceived themselves as moderately empowered in decision making (88.46%), professional growth (93.85%), self-efficacy (53.85%), impact (67.69%), and autonomy (63.08%). The percentage of higher secondary school teachers of Mizoram who perceived themselves as less empowered is negligible, whereas in the area of self-efficacy, there were as many as 45.38% who perceived themselves as highly empowered.

4.5 PERCEPTIONS OF URBAN HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of urban higher secondary school teachers of Mizoram on their empowerment

Table No. 4.5. 1
Perceptions of urban higher secondary school teachers of
Mizoram on their overall empowerment

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	30	11.11
2	Moderately empowered	239	88.52
3	Less empowered	1	0.37
	Total	270	100

A perusal of data vide table 4.5.1 shows that out of 270 respondents of urban higher secondary school teachers of Mizoram, 30 (11.11%) perceived themselves as highly empowered. 238 (88.52%) of them perceived themselves as moderately empowered and only 0.37% perceived themselves as less empowered. Thus, the table shows that majority of the urban higher secondary school teachers of Mizoram were moderately empowered.

Table No. 4.5. 2
Perceptions of urban higher secondary school teachers of Mizoram
on their empowerment in decision making

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	17	6.30
2	Moderately empowered	250	92.59
3	Less empowered	3	1.11
	Total	270	100

Table 4.5.2 indicates that out of 270 respondents of urban higher secondary school teachers of Mizoram, 17 (6.30%) of them perceived themselves as highly empowered in decision making. 250 (92.59%) of them perceived themselves as moderately empowered and only 1.11% perceived themselves as less empowered. Thus, the table shows that majority of the urban higher secondary school teachers of Mizoram were moderately empowered decision making.

Table No. 4.5. 3
Perceptions of urban higher secondary school teachers of Mizoram
on their empowerment in professional growth

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	15	5.56
2	Moderately empowered	253	93.70
3	Less empowered	2	0.74
	Total	270	100

Table 4.5.3 shows that out of 270 respondents of urban higher secondary school teachers of Mizoram, 15 (5.56%) of them perceived themselves as highly empowered in professional growth. 253 (93.70%) of them perceived themselves as moderately empowered and only 0.74% perceived themselves as less empowered. Thus, the table shows that majority of the urban higher secondary school teachers of Mizoram were moderately empowered in professional growth.

Table No. 4.5. 4
Perceptions of urban higher secondary school teachers of Mizoram
on their empowerment in self-efficacy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	113	41.85
2	Moderately empowered	157	58.15
3	Less empowered	0	0
	Total	270	100

A perusal data vide Table 4.5.4 reveals that out of 270 respondents of urban higher secondary school teachers of Mizoram, 113(41.85%) of them perceived themselves as highly empowered in self-efficacy. 58.15% of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the urban higher secondary school teachers of Mizoram were moderately empowered in self-efficacy.

Table No. 4.5. 5
Perceptions of urban higher secondary school teachers of Mizoram
on their empowerment in autonomy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	95	35.19
2	Moderately empowered	175	64.81
3	Less empowered	0	0
	Total	270	100

As per Table 4.5.5 it can be seen that out of 270 respondents of urban higher secondary school teachers of Mizoram, 95 (35.19%) of them perceived themselves as highly empowered in autonomy. 175 (64.81%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the urban higher secondary school teachers of Mizoram were moderately empowered in autonomy.

Table No. 4.5. 6
Perceptions of urban higher secondary school teachers of Mizoram
on their empowerment in of impact

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	64	23.70
2	Moderately empowered	206	76.30
3	Less empowered	0	0
	Total	270	100

Table 4.5.6 shows that out of 270 respondents of urban higher secondary School teachers of Mizoram, 64 (23.70%) of them perceived themselves as highly empowered in impact. 206 (76.30%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the urban higher secondary school teachers of Mizoram were moderately empowered in impact.

Table No. 4.5. 7
Comparison of the perceptions of urban higher secondary school teachers of Mizoram on different dimension of their empowerment

Level of empowerment	Decision Making		Professional growth		Self-efficacy		Autonomy		Impact	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Highly empowered	17	6.3	15	5.56	113	41.85	95	35.19	64	23.7
Moderately empowered	250	92.59	253	93.7	157	58.15	175	64.81	206	76.3
Less empowered	3	1.11	2	0.74	0	0	0	0	0	0
Total	270	100	270	100	270	100	270	100	270	100

Table 4.5.7 reveals that majority of the urban higher secondary school teachers of Mizoram perceived themselves as moderately empowered in decision making (92.59%), professional growth (93.70%), self-efficacy (58.15%), impact (76.30%), and autonomy (64.81%). The percentage of higher secondary school teachers of Mizoram who perceived themselves as less empowered is negligible, whereas in the area of self-efficacy, there were as many as 41.85% who perceived themselves as highly empowered.

4.6 PERCEPTIONS OF PRIVATE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of higher secondary school teachers of Mizoram on their empowerment c

Table No. 4.6. 1
Perceptions of private higher secondary school teachers of Mizoram
on their overall empowerment

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	38	16.10
2	Moderately empowered	197	83.35
3	Less empowered	1	0.42
	Total	236	100

It can be seen from table 4.6.1 that out of 236 respondents of private higher secondary school teachers of Mizoram, 38 (16.10%) of them perceived themselves as highly empowered. More than half of the respondents (83.35%) perceived themselves as moderately empowered and only one (0.42%) perceived himself/herself as less empowered. Thus, the table shows that majority of the private higher secondary school teachers of Mizoram were moderately empowered.

Table No. 4.6. 2
Perceptions of private higher secondary school teachers of Mizoram
on their empowerment in decision making

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	24	10.17
2	Moderately empowered	210	88.98
3	Less empowered	2	0.85
	Total	236	100

Table 4.6.2 shows that out of 236 respondents of private higher secondary school teachers of Mizoram, 24 (10.17%) of them, perceived themselves as highly empowered in decision making. More than half of the respondents (88.98%) perceived themselves as moderately empowered and only 2 (0.85%) perceived themselves as less empowered. Thus, the table shows that majority of the private higher secondary school teachers of Mizoram were moderately empowered in decision making.

Table No. 4.6. 3
Perceptions of private higher secondary school teachers of Mizoram
on their empowerment in professional growth

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	21	8.90
2	Moderately empowered	214	90.68
3	Less empowered	1	0.42
	Total	236	100

Table 4.6.3 shows that out of the 236 respondents of private higher secondary school teachers of Mizoram, 21 (8.90%) perceived themselves as highly empowered in professional growth. Majority of the respondents (90.68%) perceived themselves as moderately empowered and only 1 (0.85%) perceived himself/herself as less empowered. Thus, the table shows that majority of the private higher secondary school teachers of Mizoram were moderately empowered in professional growth.

Table No. 4.6. 4
Perceptions of private higher secondary school teachers of Mizoram
on their empowerment in self-efficacy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	116	49.15
2	Moderately empowered	120	50.85
3	Less empowered	0	0
	Total	236	100

Table 4.6.4 reveals that out of 236 respondents of private higher secondary school teachers of Mizoram, 116 (49.15%) of them perceived themselves as highly empowered on their empowerment in self-efficacy. 120 (50.85%) of them perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the private higher secondary school teachers of Mizoram were moderately empowered in self-efficacy.

Table No. 4.6. 5
Perceptions of private higher secondary school teachers of Mizoram
on their empowerment in autonomy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	89	37.29
2	Moderately empowered	147	62.29
3	Less empowered	0	0
	Total	236	100

Table 4.6.5 shows that out of 236 respondents of private higher secondary school teachers of Mizoram, 89 (37.29%) of them, perceived themselves as highly empowered in autonomy. 147 (62.29%) the respondents perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the private higher secondary school teachers of Mizoram were moderately empowered in autonomy.

Table No. 4.6. 6
Perceptions of private higher secondary school teachers of Mizoram
on their empowerment in impact

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	78	33
2	Moderately empowered	158	67
3	Less empowered	0	0
	Total	236	100

Table 4.6.6 shows that out of 236 respondents of private higher secondary school teachers of Mizoram, 78 (33%) of them perceived themselves as highly empowered in impact. More than half of the respondents (67%) perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that majority of the private higher secondary school teachers of Mizoram were moderately empowered in impact.

Table No. 4.6. 7
Comparison of the perceptions of private higher secondary school teachers of Mizoram on different dimension of their empowerment

Level of empowerment	Decision Making		Professional growth		Self-efficacy		Autonomy		Impact	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Highly empowered	24	10.17	21	8.9	116	49.15	89	37.29	78	33
Moderately empowered	210	88.98	214	90.68	120	50.85	147	62.29	158	67
Less empowered	2	0.85	1	0.42	0	0	0	0	0	0
Total	236	100	236	100	236	100	236	100	236	100

It can be seen from table 4.6.7 that majority of the private higher secondary school teachers of Mizoram perceived themselves as moderately empowered in decision making (88.98%), professional growth (90.68), self-efficacy (50.85%), impact (67%), and autonomy (62.29%). The percentage of higher secondary school teachers of Mizoram who perceived themselves as less empowered is negligible, whereas in the area of self-efficacy, there were as many as 49.15% who perceived themselves as highly empowered.

4.7 PERCEPTIONS OF GOVERNMENT HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of government higher secondary school teachers of Mizoram on their empowerment

Table No. 4.7. 1
Perceptions of government higher secondary school teachers of
Mizoram on their overall empowerment

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	11	6.71
2	Moderately empowered	153	93.29
3	Less empowered	0	0
	Total	164	100

Table 4.7.1 shows that out of 164 respondents of government higher secondary school teachers of Mizoram, 11 (6.71%) of them perceived themselves as highly empowered. 153 (93.29%) of the respondents perceived themselves as less empowered. Thus, the table shows that almost all the government higher secondary School teachers of Mizoram were moderately empowered.

Table No. 4.7. 2
Perceptions of government higher secondary school teachers of Mizoram
on their empowerment in decision making

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	8	4.88
2	Moderately empowered	155	94.51
3	Less empowered	1	0.61
	Total	164	100

Table 4.7.2 reveals that out of 164 respondents of government higher secondary school teachers of Mizoram, 8 (4.88%) of them perceived themselves as highly empowered in decision making. 155 (94.51%) of the respondents perceived themselves as moderately empowered and only one perceived himself/herself as less empowered. Thus, the table shows that almost all the government higher secondary School teachers of Mizoram were moderately empowered in decision making in decision making

Table No. 4.7. 3
Perceptions of government higher secondary school teachers of Mizoram on
their empowerment in professional growth

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	2	1.22
2	Moderately empowered	161	98.17
3	Less empowered	1	0.61
	Total	164	100

Table 4.7.3 indicates that out of 164 respondents of government higher secondary school teachers of Mizoram, 2 (1.22%) of them perceived themselves as highly empowered in professional growth. 161 (98.17%) of the respondents perceived themselves as moderately empowered and only 0.61% perceived themselves as less empowered. Thus, the table shows that almost all the government higher secondary school teachers of Mizoram were moderately empowered in professional growth.

Table No. 4.7. 4
Perceptions of government higher secondary school teachers of Mizoram
on their empowerment in self-efficacy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	56	34.15
2	Moderately empowered	107	65.24
3	Less empowered	1	0.61
	Total	164	100

Table 4.7.4 shows that out of 164 respondents of government higher secondary school teachers of Mizoram, 56 (34.15%) of them perceived themselves as highly empowered in self-efficacy. 107 (69.24%) of the respondents perceived themselves as moderately empowered and only perceived himself/herself as less empowered. Thus, the table shows that almost all the government higher secondary school teachers of Mizoram were moderately empowered in self-efficacy.

Table No. 4.7. 5
Perceptions of government higher secondary school teachers of Mizoram
on their empowerment in autonomy

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	54	32.93
2	Moderately empowered	110	67.07
3	Less empowered	0	0
	Total	164	100

Table 4.7.5 shows that out of 164 respondents of government higher secondary school teachers of Mizoram, 54 (32.93%) of them perceived themselves as highly empowered in autonomy. 110 (67.07%) of the respondents perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that almost all the government higher secondary school teachers of Mizoram were moderately empowered in autonomy.

Table No. 4.7. 6
Perceptions of government higher secondary school teachers of Mizoram
on their empowerment in impact

Sl. No	Level of empowerment	No. of teachers	Percentage
1	Highly empowered	28	17.07
2	Moderately empowered	136	82.93
3	Less empowered	0	0
	Total	164	100

Table 4.7.6 reveals that out of 164 respondents of government higher secondary school teachers of Mizoram, 28 (17.07%) of them perceived themselves as highly empowered in impact. 136 (82.93%) of the respondents perceived themselves as moderately empowered and no one perceived themselves as less empowered. Thus, the table shows that almost all the government higher secondary school teachers of Mizoram were moderately empowered in impact.

Table No. 4.7. 7
Comparison of the perceptions of government higher secondary school teachers of Mizoram on different dimension of their empowerment

Level of empowerment	Decision Making		Professional growth		Self-efficacy		Autonomy		Impact	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Highly empowered	8	4.88	2	1.22	56	34.15	54	32.93	28	17.07
Moderately empowered	155	94.51	161	98.17	107	65.24	110	67.07	136	82.93
Less empowered	1	0.61	1	0.61	1	0.61	0	0	0	0
Total	164	100	164	100	164	100	164	100	164	100

From table 4.7.7 it can be seen that majority of the government higher secondary school teachers of Mizoram perceived themselves as moderately empowered in decision making (94.51%), professional growth (98.17%), self-efficacy (65.24%), impact (82.93%), and autonomy (67.07%). The percentage of teachers who perceived themselves as less empowered is negligible, whereas in the area of self-efficacy, there were as many as 34.15% who perceived themselves as highly empowered.

4.8 PERCEPTIONS OF MALE AND FEMALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of male and female higher secondary school teachers of Mizoram on their empowerment in different dimensions.

Table No. 4.8. 1
Comparison of the perceptions of male and female higher secondary school teachers of Mizoram on their empowerment in decision making

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Male	209	31.81	4.33	0.42	2.14	Significant at .05 level
Female	191	30.91	4.09			

As per table no 4.8.1 the 't' value for the significance of difference between the mean perception scores of male and female higher secondary school teachers of Mizoram on the empowerment dimension of decision making is 2.14, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 1.97 at .05 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, *the null hypothesis 1(a) that there exists no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making is rejected.*

A simple comparison of the perceptions about the empowerment dimension of decision making of male and female higher secondary schools teachers of Mizoram shows that there is significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of decision making.

Table No. 4.8. 2
Comparison of the perceptions of male and female higher secondary schools teachers of Mizoram on their empowerment in professional growth

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Male	209	31.61	4.14	0.40	1.4	Not significant
Female	191	31.05	4.05			

As per table no 4.8.2 the ‘t’ value for the significance of difference between the mean perception scores of male and female higher secondary school teachers of Mizoram on empowerment dimension of professional growth is 1.4, whereas the required ‘t’ value, with $df = 398$, to declare the difference as significant, is 1.97 at .05 level of confidence. Since the calculated ‘t’ value is not greater than the criterion ‘t’ value, therefore, *the null hypothesis 1(b) that there exist no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth is accepted.*

A simple comparison of the perceptions about the empowerment dimension of professional growth of male and female higher secondary schools teachers of Mizoram shows that there is no significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of professional growth.

Table No. 4.8. 3
Comparison of the perceptions of male and female higher secondary schools teachers of Mizoram on their empowerment in self-efficacy

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Male	209	36.49	3.98	0.40	4.92	Significant at .01 level
Female	191	34.57	3.94			

As per table no 4.8.3 the ‘t’ value for the significance of difference between the mean perception scores of male and female higher secondary school teachers of Mizoram on empowerment dimension of self-efficacy is 4.92, whereas the required ‘t’ value,

with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is not greater than the criterion 't' value, therefore, *the null hypothesis 1(c) that there exists no significant difference between male and female Higher Secondary Schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy is rejected.*

A simple comparison of the perceptions about the empowerment dimension of self-efficacy of male and female higher secondary schools teachers of Mizoram shows that there is significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of self-efficacy.

Table No. 4.8. 4
Comparison of the perceptions of male and female higher secondary schools teachers of Mizoram on their empowerment in autonomy

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Male	209	35.89	4.03	0.39	0.15	Not significant
Female	191	35.83	3.71			

As per table no 4.8.4 the 't' value for the significance of difference between the mean perception scores of male and female higher secondary school teachers of Mizoram on empowerment dimension of autonomy is 0.15, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is not greater than the criterion 't' value, therefore, *the hypothesis 1(d) that there exists significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy is accepted.*

A simple comparison of the perceptions about the empowerment dimension of autonomy of male and female higher secondary schools teachers of Mizoram shows that there is no significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of autonomy.

Table No. 4.8. 5
Comparison of the perceptions of male and female higher secondary schools teachers of Mizoram on their empowerment in impact

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Male	209	16.28	1.92	0.22	0.91	Not significant
Female	191	16.08	2.39			

As per table no 4.8.5 the 't' value for the significance of difference between the mean perception scores of male and female higher secondary school teachers of Mizoram on empowerment dimension of impact is 0.91, whereas the required 't' value, with df = 398, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is not greater than the criterion 't' value, therefore, *the null hypothesis 1(e) that there exists no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact is accepted.*

A simple comparison of the perceptions about the empowerment dimension of impact of male and female higher secondary schools teachers of Mizoram shows that there is no significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of impact.

4.9 PERCEPTIONS OF RURAL AND URBAN HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of rural and urban higher secondary school teachers of Mizoram on their empowerment.

Table No. 4.9. 1
Comparison of the perceptions of rural and urban higher secondary schools teachers of Mizoram on their empowerment in decision making

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Rural	130	32.51	4.2	0.43	3.90	Significant at .01 level
Urban	270	30.83	4.16			

As per table no 4.9.1 the 't' value for the significance of difference between the mean perception scores of rural and urban higher secondary school teachers of Mizoram on empowerment dimension of decision making is 3.90, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, ***the null hypothesis 2(a) that there exists no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making is rejected.***

A simple comparison of the perceptions about the empowerment dimension of decision making of rural and urban higher secondary schools teachers of Mizoram shows that there is no significant difference between rural and urban higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of decision making. This significant difference is in favor of the rural higher secondary school teacher as their mean score is higher than their urban counterpart.

Table No. 4.9. 2
Comparison of the perceptions of rural and urban higher secondary school teachers of Mizoram on their empowerment in professional growth

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Rural	130	31.79	4.02	0.42	1.59	Not significant
Urban	270	31.12	4.09			

As per table no 4.9.2 the 't' value for the significance of difference between the mean perception scores of rural and urban higher secondary school teachers of Mizoram on empowerment dimension of professional growth is 0.59, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is not greater than the criterion 't' value, therefore, ***the null hypothesis 2(b) that there exists no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth is accepted.***

A simple comparison of the perceptions about the empowerment dimension of professional growth of rural and urban higher secondary schools teachers of Mizoram

shows that there is no significant difference between rural and urban higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of professional growth.

Table No. 4.9. 3
Comparison of the perceptions of rural and urban higher secondary school teachers of Mizoram on their empowerment in self-efficacy

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Rural	130	36.39	3.71	0.40	0.52	Not significant
Urban	270	36.6	4.07			

As per table no 4.9.3 the ‘t’ value for the significance of difference between the mean perception scores of rural and urban higher secondary school teachers of Mizoram on empowerment dimension of self-efficacy is 0.52, whereas the required ‘t’ value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated ‘t’ value is not greater than the criterion ‘t’ value, therefore, *the null hypothesis 2(c) that there exists no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy is accepted.*

A simple comparison of the perceptions about the empowerment dimension of self-efficacy of rural and urban higher secondary schools teachers of Mizoram shows that there is no significant difference between rural and urban higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of self-efficacy.

Table No. 4.9. 4
Comparison of the perceptions of rural and urban higher secondary school teachers of Mizoram on their empowerment in autonomy

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Rural	130	36.29	3.87	0.4	1.6	Not significant
Urban	270	35.65	3.87			

As per table no 4.9.4 the 't' value for the significance of difference between the mean perception scores of rural and urban higher secondary school teachers of Mizoram on empowerment dimension of autonomy is 1.62, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is not greater than the criterion 't' value, therefore, *the null hypothesis 2(d) that there exists no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy is accepted.*

A simple comparison of the perceptions about the empowerment dimension of autonomy of rural and urban higher secondary schools teachers of Mizoram shows that there is no significant difference between rural and urban higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of autonomy.

Table No. 4.9. 5
Comparison of the perceptions of rural and urban higher secondary school teachers of Mizoram on their empowerment in impact

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Rural	130	16.67	2.38	0.22	3.27	Significant at .01 level
Urban	270	15.95	2.01			

As per table no 4.9.5 the 't' value for the significance of difference between the mean perception scores of rural and urban higher secondary school teachers of Mizoram on empowerment dimension of impact is 3.27, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, *the null hypothesis 2(e) that there exists no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact is rejected.*

A simple comparison of the perceptions about the empowerment dimension of decision impact of rural and urban higher secondary schools teachers of Mizoram shows that there is no significant difference between rural and urban higher secondary school

teachers of Mizoram on their perceptions about the empowerment dimension of impact. This significant difference is in favor of the rural higher secondary school teacher as their mean score is higher than their urban counterpart.

4.10 PERCEPTIONS OF PRIVATE AND GOVERNMENT HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of private and government higher secondary school teachers of Mizoram on their empowerment

Table No. 4.10. 1
Comparison of the perceptions of private and government higher secondary school teachers of Mizoram on their empowerment in decision making

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Private	236	32.04	4.47	0.40	4.02	Significant at .01 level
Gov't	164	30.43	3.70			

As per table no 4.10.1 the 't' value for the significance of difference between the mean perception scores of private and government higher secondary school teachers of Mizoram on empowerment dimension of decision making is 4.02, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, *the null hypothesis 3(a) that there exists no significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making is rejected.*

A simple comparison of the perceptions about the empowerment dimension of decision making of private and government higher secondary schools teachers of Mizoram shows that there is no significant difference between private and government higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of decision making. This significant difference is in favor of the private higher secondary school teachers as their mean score is higher than their government higher secondary school teacher counterpart.

Table No. 4.10. 2

Comparison of the perceptions of private and government higher secondary school teachers of Mizoram on their empowerment in professional growth

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Private	236	32.17	4.15	0.38	5.31	Significant at .01 level
Gov't	164	30.15	3.72			

As per table no 4.10.2 the 't' value for the significance of difference between the mean perception scores of private and government higher secondary school teachers of Mizoram on empowerment dimension of professional growth is 5.31, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, *the null hypothesis 3(b) that there exists no significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth is rejected.*

A simple comparison of the perceptions about the empowerment dimension of professional growth of private and government higher secondary schools teachers of Mizoram shows that there is no significant difference between private and government higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of professional growth. This significant difference is in favor of the private higher secondary school teachers as their mean score is higher than their government counterpart.

Table No. 4.10. 3

Comparison of the perceptions of private and government higher secondary school teachers of Mizoram on their empowerment in self-efficacy

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Private	236	37.1	3.57	0.4	3.45	Significant at .01 level
Gov't	164	35.72	4.33			

As per table no 4.10.3 the 't' value for the significance of difference between the mean perception scores of private and government higher secondary school teachers of Mizoram on empowerment dimension of self-efficacy is 3.45, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, ***the null hypothesis 3(c) that there exists no significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy is rejected.***

A simple comparison of the perceptions about the empowerment dimension of self-efficacy of private and government higher secondary schools teachers of Mizoram shows that there is no significant difference between private and government higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of self-efficacy. This significant difference is in favor of the private higher secondary school teacher as their mean score is higher than their government counterpart.

Table No. 4.10. 4
Comparison of the perceptions of private and government higher secondary school teachers of Mizoram on their empowerment in autonomy

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Private	236	36.09	3.92	0.39	1.41	Not significant
Gov't	164	35.54	3.80			

As per table no 4.10.4 the 't' value for the significance of difference between the mean perception scores of private and government higher secondary school teachers of Mizoram on empowerment dimension of autonomy is 1.41, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is not greater than the criterion 't' value, therefore, ***the null hypothesis 3 (d) that there exists no significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy is accepted.***

A simple comparison of the perceptions about the empowerment dimension of autonomy of private and government higher secondary schools teachers of Mizoram shows that there is no significant difference between private and government higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of autonomy.

Table No. 4.10. 5
Comparison of the perceptions of private and government higher secondary school teachers of Mizoram on their empowerment in impact

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Private	236	16.54	1.98	0.22	3.95	Significant at .01 level
Gov't	164	15.67	2.31			

As per table no 4.10.5 the 't' value for the significance of difference between the mean perception scores of private and government higher secondary school teachers of Mizoram on empowerment dimension of impact is 3.95, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, *the null hypothesis 3(e) that there exists no significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact is rejected.*

A simple comparison of the perceptions about the empowerment dimension of impact of private and government higher secondary schools teachers of Mizoram shows that there is significant difference between private and government higher secondary school teachers of Mizoram on their perceptions about the empowerment dimension of impact. This significant difference is in favor of the private higher secondary school teacher as their mean score is higher than their government counterpart.

4.11 PERCEPTIONS OF DIFFERENT CATEGORIES OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

This section presents an analysis and interpretation of the data relating to perceptions of different categories of higher secondary school teachers of Mizoram on their empowerment

Table No. 4.11. 1
Comparison of the perceptions of higher secondary school teachers of Mizoram on their empowerment based on gender

Gender	Number	Mean	SD	SEM	t-value	Sig level
Male	209	152.09	14.58	1.43	1.15	Not significant
Female	191	150.44	14.04			

As per table no 4.11.1 the 't' value for the significance of difference between the mean perception scores of male and female higher secondary school teachers of Mizoram on their overall empowerment is 1.15, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 1.97 at .05 level of confidence. Since the calculated 't' value is not greater than the criterion 't' value, therefore, **the hypothesis 4(a) that there is significant difference among higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment based on gender is rejected.** A simple comparison of the perceptions about the level of empowerment of male and female higher secondary schools teachers of Mizoram shows that there is significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about their level of empowerment

Table No. 4.11. 2
Comparison of the perceptions of higher secondary school teachers of Mizoram on their empowerment based on locality

Locality	Number	Mean	SD	SEM	t-value	Sig level
Rural	130	153.65	13.47	1.48	2.35	Significant at .05 level
Urban	270	150.17	14.64			

As per table no 4.11.2 the 't' value for the significance of difference between the mean perception scores of rural and urban higher secondary school teachers of Mizoram on their overall empowerment is 2.35, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 1.97 at .05 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, **the hypothesis 4(b) that there is significant difference among higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment based on locality is accepted.** A simple comparison of the perceptions about the empowerment of rural and urban higher secondary schools teachers of Mizoram shows that there is significant difference between rural and urban higher secondary school teachers of Mizoram on their perceptions about their empowerment.

Table No. 4.11. 3
Comparison of the perceptions of higher secondary school teachers of
Mizoram on their empowerment based on management of school

Management	Number	Mean	SD	SEM	t-value	Sig level
Private	236	153.94	14.48	1.4	4.6	Significant at .01 level
Gov't	164	147.5	13.26			

As per table no 4.11.3 the 't' value for the significance of difference between the mean perception scores of private and government higher secondary school teachers of Mizoram on their overall empowerment is 4.6, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, **the hypothesis 4(c) that there is significant difference among higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment based on management of school is accepted.** A simple comparison of the perceptions about the empowerment of private and government higher secondary schools teachers of Mizoram shows that there is significant difference between private and government higher secondary school teachers of Mizoram on their perceptions about their empowerment

Table No. 4.11. 4
Comparison of the perceptions of higher secondary school teachers of Mizoram on their empowerment based on gender, locality, and management of school.

Sl. No	Groups		Numbers	Significant level
1	Gender	Male	209	NS
		Female	191	
2	Locality	Rural	130	*
		Urban	270	
3	Management	Private	236	**
		Government	164	

NS=Not significant; *=Significant at 0.05 level; **=Significant at 0.01 level

Table 4.11.4 shows whether there is any statistically significant difference among the higher secondary school teachers of Mizoram on their level of empowerment based on gender, locality, and management. The table also clearly showed that there is no significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about their empowerment. There is statistically significant difference between rural and urban higher secondary school teachers of Mizoram and the significance of difference is in favor of the rural higher secondary school teachers of Mizoram. It is also found that there is a significant difference between private and government higher secondary school teachers of Mizoram and the difference is in favor of the private higher secondary school teachers of Mizoram. This clearly showed that rural and private higher secondary school teachers of Mizoram perceived themselves as more empowered than urban and government higher secondary school teachers respectively.

4.12 PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT BASED ON GENDER, LOCALITY, AND MANAGEMENT

This section presents an analysis and interpretation of the data relating to perceptions of higher secondary school teachers of Mizoram on their empowerment

Table No. 4.12. 1

A comparative study on the perceptions of higher secondary school teachers of Mizoram on the different dimensions of teacher empowerment based on gender, locality, and management

S/N	Dimensions of empowerment	Gender	Locality	Management
1	Overall empowerment	NS	*	**
2	Decision making	*	**	**
3	Professional development	NS	NS	S**
4	Self-efficacy	**	NS	S **
5	Autonomy	NS	NS	NS
6	Impact	NS	S **	*

NS=Not significant; *= Significant at .05 level; ** =Significant at .01 level

Table 4.12.1 shows whether there exist any significant difference on the perceptions of higher secondary school teachers of Mizoram on the different dimensions of teacher empowerment based on gender, locality, and management. Regarding the dimension of decision making, in all the three groups-gender, locality and management, there is a significant difference within the groups and the significance of differences were in favor of male, rural and private higher secondary school teachers of Mizoram.

In the dimension of professional growth, there is no significant difference between male and female and between rural and urban higher secondary school teachers of Mizoram, and there is significant difference between private and government higher secondary school teachers and the significance is in favor of the private higher secondary school teachers of Mizoram. In the dimension of self-efficacy, there is significant difference on gender and management of school and the significance are in favor of

male and private higher secondary school teachers of Mizoram. There is no significant difference between rural and urban higher secondary school teachers of Mizoram. No significant difference was found on any group of the teachers in the dimension of Autonomy. A statistically significant difference was found between rural and urban and between private and government higher secondary school teachers of Mizoram in the dimension of Impact and the significance is in favor of rural and private teachers and no significant difference was found between male and female higher secondary school teachers of Mizoram.

By looking carefully at the table, the existence of the significance of difference clearly revealed that the male, rural and private higher secondary school teachers of Mizoram are more empowered than their female, urban and government teachers respectively.

JOB SATISFACTION

Teacher Job satisfaction refers to a teachers' affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Zembylas & Papanastasiou, 2004). Those with the strongest desires or highest aspirations are least happy with their job if the environment does not facilitate satisfaction of their needs, further, researchers such as Hargreaves (1994, 1997), Little (1996), and Nias (1989, 1993, 1996) mention a number of factors that subvert a teacher's sense of job satisfaction and are related to feelings of loss, disillusionment, vulnerability, and negative perceptions of self-worth: the monotony of daily routines, a lack of motivation and discipline from the students' part, and a lack of support and appreciation from colleagues and administration. These factors are associated with some of the reasons that teachers leave the profession.

4.13 LEVEL OF JOB SATISFACTION AMONG HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM

This section presents an analysis and interpretation of the data relating to job satisfaction of higher secondary school teachers of Mizoram.

Table No. 4.13. 1
Means and standard deviation of higher secondary school teachers of Mizoram on their job satisfaction

S/N	Factors of job satisfaction	Max score	Means	SD
1	Intrinsic aspect	35	26.98	2.89
2	Salary, service conditions and promotions	40	27.49	3.87
3	Physical facilities	45	30.68	5.61
4	Institutional plans and policies	30	23.00	2.57
5	Satisfaction with authorities	30	22.52	3.49
6	Social status and family welfare	25	19.85	2.16
7	Rapport with students	30	24.30	2.12
8	Relationship with co-workers	25	20.05	2.06

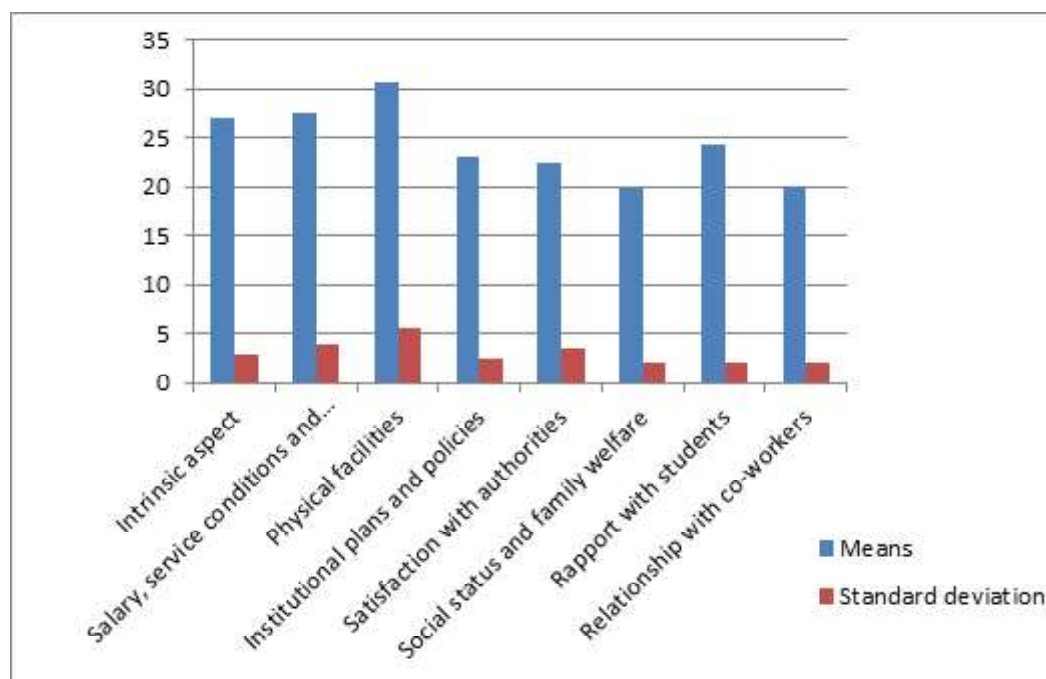


Figure 4.13. 1 Graphical representation of the of higher secondary school teachers of Mizoram on their job satisfaction

Table No. 4.13. 2**Level of job satisfaction among higher secondary school teachers of Mizoram**

Sl. No.	Grade	Level of job satisfaction	No. of teachers	Percentage
1	A	Extremely high satisfaction	7	1.75
2	B	High satisfaction	39	9.75
3	C	Above average satisfaction	67	16.75
4	D	Average/moderate satisfaction	180	45
5	E	Below average satisfaction	59	14.75
6	F	Dissatisfaction	39	9.75
7	G	Extremely dissatisfaction	9	2.25

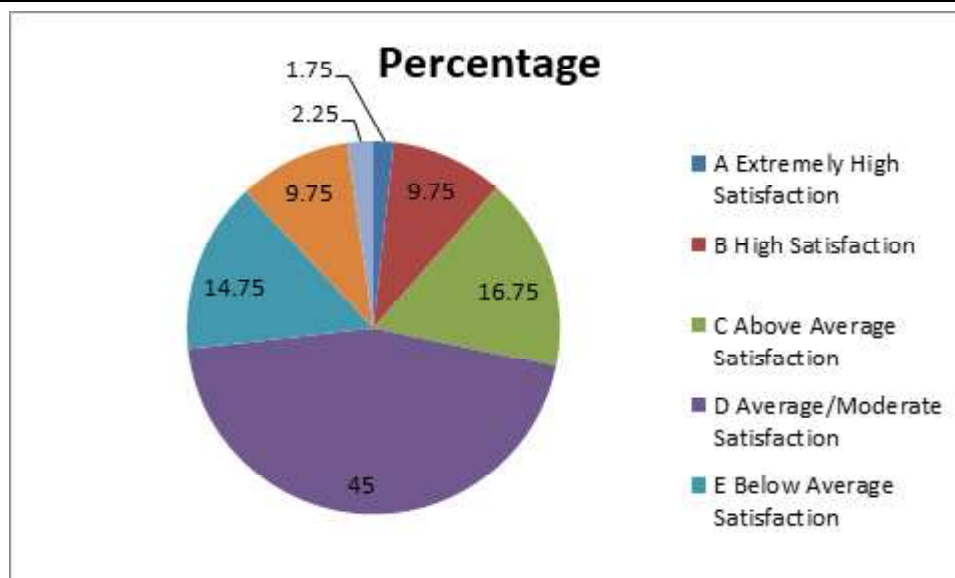


Figure 4.13. 2 Figure showing the job satisfaction level of the higher secondary school teachers of Mizoram

Table and figure 4.13.2 reveals that the highest percentage (45%) of higher secondary school teachers of Mizoram have average level of satisfaction with their job. 16.75% have above average level of job satisfaction while 14.75% have below average level of job satisfaction. The percentage of teachers having high job satisfaction and dissatisfaction are 9.75% while only 2.25% and 1.75 are extremely dissatisfied and extremely satisfied respectively.

This implies that majority of the higher secondary school teachers of Mizoram exhibit an average overall job satisfaction and teachers who are satisfied with their job are a little bit more than teachers who are not satisfied with their job.

Table No. 4.13. 3
Levels of job satisfaction among male higher secondary
school teachers of Mizoram

Sl. No	Grade	Level of job satisfaction	No. of teachers	Percentage
1	A	Extremely high satisfaction	3	1.44
2	B	High satisfaction	15	7.18
3	C	Above average satisfaction	43	20.58
4	D	Average/moderate satisfaction	90	43.06
5	E	Below average satisfaction	31	14.83
6	F	Dissatisfaction	22	10.53
7	G	Extremely dissatisfaction	5	2.39
		Total	209	100

Among male higher secondary school teachers of Mizoram (table 3) it is found that the highest percentage (43.06%) of teachers has an average level of job satisfaction. 20.58% have above average level of job satisfaction while 14.83% are found to have below average job satisfaction level. The table also shows that 10.53% of teachers are dissatisfied with their job and 7.18% of the teachers are having high job satisfaction while only 2.39% and 1.44% are extremely dissatisfied and extremely satisfied with their job respectively.

Table No. 4.13. 4
Levels of job satisfaction among female higher secondary
school teachers of Mizoram

Sl. No	Grade	Level of job satisfaction	No. of teachers	Percentage
1	A	Extremely high satisfaction	4	2.09
2	B	High satisfaction	19	9.95
3	C	Above average satisfaction	33	17.28
4	D	Average/moderate satisfaction	86	45.03
5	E	Below average satisfaction	30	15.71
6	F	Dissatisfaction	15	7.85
7	G	Extremely dissatisfaction	4	2.09
		Total	191	100

Table 4.13.4 reveals that the highest percentage (45.03%) of female higher secondary school teachers of Mizoram have average level of satisfaction with their job. 17.28% have above average level of job satisfaction while 15.71% have below average level of job satisfaction. The percentage of teachers having high job satisfaction level is 9.55% and those who are dissatisfied with their job are 7.85% while only 2.09% are extremely dissatisfied and extremely satisfied.

Table No. 4.13. 5
Levels of Job Satisfaction among rural higher secondary
school teachers of Mizoram

Sl. No	Grade	Level of job satisfaction	No. of teachers	Percentage
1	A	Extremely high satisfaction	1	0.77
2	B	High satisfaction	13	10
3	C	Above average satisfaction	24	18.46
4	D	Average/moderate satisfaction	54	41.54
5	E	Below average satisfaction	25	19.23
6	F	Dissatisfaction	11	8.46
7	G	Extremely dissatisfaction	2	1.54
		Total	130	100

Among rural higher secondary school teachers of Mizoram (table 4.13.5), it is found that the highest percentage (41.54%) of teachers has an average level of job satisfaction. 20.58% have above average level of job satisfaction while 14.83% are found to have below average job satisfaction level. The table also shows that 10.53% of teachers are dissatisfied with their job and 7.18% of the teachers are having high job satisfaction while only 2.39% and 1.44% are extremely dissatisfied and extremely satisfied with their job.

Table No. 4.13. 6
Levels of job satisfaction among urban higher secondary
school teachers of Mizoram

Sl. No	Grade	Level of job satisfaction	No. of teachers	Percentage
1	A	Extremely high satisfaction	5	1.86
2	B	High satisfaction	23	8.52
3	C	Above average satisfaction	48	17.78
4	D	Average/moderate satisfaction	121	44.81
5	E	Below average satisfaction	39	14.4
6	F	Dissatisfaction	27	10
7	G	Extremely dissatisfaction	7	2.6
		Total	270	100

Table 4.13.6 reveals that the highest percentage (44.81%) of urban higher secondary school teachers of Mizoram have average level of satisfaction with their job. 17.78% have above average level of job satisfaction while 14.4% have below average level of job satisfaction. The percentage of teachers having high job satisfaction level is 8.52% and those who are dissatisfied with their job are 10% while only 2.6% and 1.86% are extremely dissatisfied and extremely satisfied respectively.

Table No. 4.13. 7
Levels of job satisfaction among private higher secondary
school teachers of Mizoram

S/N	Grade	Level of job satisfaction	No. of teachers	Percentage
1	A	Extremely high satisfaction	3	1.27
2	B	High satisfaction	20	8.47
3	C	Above average satisfaction	47	19.92
4	D	Average/moderate satisfaction	96	40.68
5	E	Below average satisfaction	43	18.22
6	F	Dissatisfaction	21	8.9
7	G	Extremely dissatisfaction	6	2.54
		Total	236	100

Among private higher secondary school teachers of Mizoram (table 4.13.7), it is found that the highest percentage (40.68%) of teachers has an average level of job satisfaction. 19.92% have above average level of job satisfaction while 18.22% are found to have below average job satisfaction level. The table also shows that 8.9% of teachers are dissatisfied with their job and 8.47% of the teachers are having high job satisfaction while only 2.54% and 1.27% are extremely dissatisfied and extremely satisfied with their job respectively.

Table No. 4.13. 8
Levels of job satisfaction among government higher secondary
school teachers of Mizoram

S/N	Grade	Levels of job satisfaction	No. of teachers	Percentage
1	A	Extremely high satisfaction	2	1.22
2	B	High satisfaction	13	7.93
3	C	Above average satisfaction	29	17.68
4	D	Average/moderate satisfaction	73	44.51
5	E	Below average satisfaction	32	19.51
6	F	Dissatisfaction	9	5.49
7	G	Extremely dissatisfaction	6	3.66
		Total	164	100

Table 4.13.8 reveals that the highest percentage (44.51%) of government higher secondary school teachers of Mizoram have average level of satisfaction with their job. 17.68% have above average level of job satisfaction while 19.51% have below average level of job satisfaction. The percentage of teachers having high job satisfaction level is 7.93% and those who are dissatisfied with their job are 5.49% while only 3.66% and 1.22% are extremely dissatisfied and extremely satisfied respectively.

4.14 COMPARISON OF THE LEVEL OF JOB SATISFACTION AMONG HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM

This section presents an analysis and interpretation of the data relating to level of job satisfaction among different categories of higher secondary school teachers of Mizoram

Table No. 4.14. 1
Comparison of the job satisfaction level of male and female higher secondary school teachers of Mizoram

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Male	209	195.44	18.83	1.81	0.65	Not significant
Female	191	194.26	17.20			

As per table 4.14.1, the 't' value for the significance of difference between the mean attitude scores of male and female higher secondary school teachers of Mizoram on their job satisfaction is 0.65, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. Since the calculated 't' value is not greater than the criterion 't' value, therefore, *the null hypothesis 5(a) that there exists no significant difference between male and female higher secondary school teachers of Mizoram with regard to their level of job satisfaction is accepted.*

A simple comparison of the level of job satisfaction of male and female shows that there is no significant difference between male and female higher secondary school teachers of Mizoram on their level of job satisfaction.

Table No. 4.14. 2
Comparison of the job satisfaction level of the rural and urban higher secondary school teachers of Mizoram

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Rural	130	198.98	17.30	1.87	3.25	Significant at .01 level
Urban	270	192.9	18.11			

A perusal of data vide table no. 4.14.2 reveals that the 't' value for the significance of difference between the mean attitude scores of rural and urban comes out to be 3.25, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. The calculated 't' value is greater than the criterion 't' value, therefore, *the null hypothesis 5(b) that there exists no significant difference between rural and urban higher secondary school teacher of Mizoram on their job satisfaction is rejected.*

A simple comparison of the job satisfaction scores of rural and urban higher secondary school teachers of Mizoram shows that this significant difference is in favor of rural higher secondary school teachers as their mean job satisfaction scores is higher than their urban counterparts.

Table No. 4.14. 3
Comparison of level of private and government higher
secondary school teachers of Mizoram

Groups	Number	Mean	SD	SEMD	t-value	Sig level
Private	236	198	17.42	1.80	4.23	Significant at .01 level
Gov't	164	190.38	18.06			

A perusal of data vide table no. 4.14.3 reveals that the 't' value for the significance of difference between the mean attitude scores of rural and urban comes out to be 4.23, whereas the required 't' value, with $df = 398$, to declare the difference as significant, is 2.59 at .01 level of confidence. The calculated 't' value is greater than the criterion 't' value, therefore, *the null hypothesis 5(c) that there exist no significant difference between private and government higher secondary school teacher of Mizoram on their job satisfaction is rejected.*

A simple comparison of the job satisfaction scores of private and government teachers shows that this significant difference is in favour of private teachers as their mean job satisfaction scores is higher than their government counterparts.

4.15 CORRELATION BETWEEN TEACHER EMPOWERMENT AND JOB SATISFACTION

This section presents an analysis and interpretation of the data relating to correlation between teacher empowerment and job satisfaction of higher secondary school teachers of Mizoram.

To find out the correlation between teacher empowerment and job satisfaction, Pearson's Product-Moment method was used.

Table No. 4.15. 1
Correlation between perceptions about the level teacher empowerment and job satisfaction of higher secondary school teachers of Mizoram

Categories (N=400)	Teacher empowerment	Job satisfaction
Teacher empowerment	1	0.58**
Job satisfaction	0.58**	1

(** means significant at 0.01 level)

Table no. 4.15.1 shows that the correlation between perceptions about the level of empowerment and job satisfaction of higher secondary school teachers of Mizoram was found to be positive and significant at 0.01 level of confidence. Thus, *the null hypothesis 6 that there exists no correlation between perceptions about the level of teacher empowerment and job satisfaction is rejected.*

Table No. 4.15. 2
Correlation between perceptions about teacher empowerment dimension of decision making and job satisfaction of higher secondary school teachers of Mizoram

Categories (N=400)	Decision making	Job satisfaction
Decision making	1	0.47**
Job satisfaction	0.47**	1

(** means correlation is significant at 0.01 level)

Table no. 4.15.2 reveals that the correlation between perceptions about empowerment dimension of decision making and job satisfaction of higher secondary school teachers of Mizoram was found to be positive and significant at 0.01 level of confidence. Thus, *the null hypothesis 7(a) that there exists no correlation between perceptions about teacher empowerment dimension of decision making and job satisfaction of higher secondary school teachers of Mizoram is rejected.*

Table No. 4.15. 3
Correlation between perceptions about the empowerment dimension of professional growth and job satisfaction of higher secondary school teachers of Mizoram

Categories (N=400)	Professional growth	Job satisfaction
Professional growth	1	0.55**
Job satisfaction	0.55**	1

(** means correlation is significant at 0.01 level)

It can be seen from table no. 4.15.3 indicates that the correlation between perceptions about the empowerment dimension of professional growth and job satisfaction of higher secondary school teachers of Mizoram was found to be positive and significant at 0.01 level of confidence. Thus, *the null hypothesis 7(b) that there exists no correlation between perceptions about the teacher empowerment dimension of professional growth and job satisfaction of higher secondary school teachers of Mizoram is rejected.*

Table No. 4.15. 4
Correlation between perceptions about the teacher empowerment dimension of self-efficacy and job satisfaction of higher secondary school teachers of Mizoram

Categories (N=400)	Self-efficacy	Job satisfaction
Self-efficacy	1	0.540**
Job satisfaction	0.40**	1

(** means correlation is significant at 0.01 level)

It is clear from table no. 4.15.4 that the correlation between perceptions about the empowerment dimension of self- efficacy and job satisfaction of higher secondary school teachers of Mizoram was found to be positive and significant at 0.01 level of confidence. Thus, *the null hypothesis 7(c) that there exists no correlation between perceptions about the teacher empowerment dimension of self-efficacy and job satisfaction of higher secondary school teachers of Mizoram in self-efficacy is rejected.*

Table No. 4.15. 5

Correlation between perceptions about the teacher empowerment dimension of autonomy and job satisfaction of higher secondary school teachers of Mizoram

Categories (N=400)	Autonomy	Job satisfaction
Autonomy	1	0.38**
Job satisfaction	0.38**	1

*(** means correlation is significant at 0.01 level)*

Table no. 4.15.5 shows that the correlation between perceptions about the empowerment dimension of autonomy and job satisfaction of higher secondary school teachers of Mizoram was found to be positive and significant at 0.01 level of confidence. Thus, *the null hypothesis 7(d) that there exists no correlation between perceptions about the teacher empowerment dimension of autonomy and job satisfaction of higher secondary school teachers of Mizoram is rejected.*

Table No. 4.15. 6

Correlation between perceptions about the teacher empowerment dimension of impact and job satisfaction of higher secondary school teachers of Mizoram

Categories (N=400)	Impact	Job satisfaction
Impact	1	0.39**
Job satisfaction	0.39**	1

*(** means correlation is significant at 0.01 level)*

Results given in table no. 4.15.6 indicates that the correlation between perceptions about the empowerment dimension of impact and job satisfaction of higher secondary school teachers of Mizoram was found to be positive and significant at 0.01 level of confidence. Thus, *the null hypothesis 7(e) that there exists no correlation between perceptions about the teacher empowerment dimension of impact and job satisfaction of higher secondary school teachers of Mizoram is rejected.*

CHAPTER – V

MAJOR FINDINGS, DISCUSSIONS, CONCLUSIONS AND SUGGESTIONS

This chapter presents the major findings of the present study. Discussion and suggestion based on the findings of the data analysed is also in this chapter.

5.1 MAJOR FINDINGS

The following are the major findings of the study:-

5.1.1. FINDINGS IN RELATION TO THE PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. Higher secondary school teachers of Mizoram had the highest mean score in the empowerment dimension of self-efficacy.
2. The lowest mean, scored by higher secondary school teachers of Mizoram was on the dimension of professional growth.
3. The average mean score on dimensions of empowerment among higher secondary school teachers of Mizoram is 30.26, in which the average possible maximum score is 40.2.
4. The highest variation on the score exists in the empowerment dimension of decision making.
5. The lowest variation on the score exists in the empowerment dimension of impact.
6. Majority of the higher secondary school teachers of Mizoram perceived themselves as moderately empowered.
7. A very less percent, only 12.92% of the higher secondary school teachers of Mizoram perceived themselves as highly empowered.
8. Only one higher secondary school teacher perceived himself as less empowered.
9. A statistically significant difference was found between rural and urban higher secondary school teachers of Mizoram, and the difference was in favours of the rural higher secondary school teachers.

10. No significant difference was found between male and female higher secondary school teachers of Mizoram.
11. It was also found that there is statistically significant difference between private and government higher secondary school teachers of Mizoram, and the difference was in favours of the private higher secondary school teachers.

5.1.2 FINDINGS IN RELATION TO PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON DIFFERENT DIMENSIONS OF TEACHER EMPOWERMENT

1. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 8.
2. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 5.57.
3. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 43.
4. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 26.5.
5. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 35.75.

5.1.3 FINDINGS IN RELATION TO PERCEPTIONS OF MALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 12.92
2. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 9.09
3. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 7
4. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 42.59
5. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 27.75
6. The percentage of male secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 39.23

5.1.4 FINDINGS IN RELATION TO PERCEPTIONS OF FEMALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 11.52
2. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 6.80
3. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 4.72
4. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 43.46
5. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 25.13
6. The percentage of female secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 31.94

5.1.5 FINDINGS IN RELATION TO PERCEPTIONS OF RURAL HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 14.62
2. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 11.54
3. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 6.15
4. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 45.38
5. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 32.31
6. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 36.92

5.1.6 FINDINGS IN RELATION TO PERCEPTIONS OF URBAN HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 16.10
2. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 10.17
3. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 8.90
4. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 49.15
5. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as private highly empowered in impact is 33.
6. The percentage of urban secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 37.29

5.1.7 FINDINGS IN RELATION TO PERCEPTIONS OF PRIVATE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 16.10
2. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 10.17
3. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 8.90
4. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 49.15
5. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 33.
6. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 37.29

5.1.8 FINDINGS IN RELATION TO PERCEPTIONS OF GOVERNMENT HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 6.71
2. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 4.88
3. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 1.22
4. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 34.15
5. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 17.07
6. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 32.93

5.1.9 FINDINGS IN RELATION TO A STUDY BETWEEN MALE AND FEMALE HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There is significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making, in which the difference was in favours of the male higher secondary school teachers.
2. No significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth. However, the mean score of the male was higher than female amongst higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth.
3. A statistically significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy, and the difference was in favours of the male higher secondary school teachers.

4. There was no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy. However, male higher secondary schools teachers of Mizoram were found to have higher mean score than the female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy.
5. No significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact. At the same time, it was also found that female higher secondary school teacher scored higher than the male higher secondary school teachers on their perceptions about their level of empowerment on the dimension of impact.
6. In a study between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions, all the significances found were all in favour of the male higher secondary school teachers.

5.1.10 FINDINGS IN RELATION TO A STUDY BETWEEN RURAL AND URBAN HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There was significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making, and the difference favours the rural higher secondary school teachers.
2. No significant difference was found between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth. However, rural higher secondary school teachers are found to have higher mean score than urban higher secondary school teachers on their perceptions about their level of empowerment on the dimension of professional growth.
3. No significant difference was found between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy. At the same time, the rural higher secondary school teachers had higher mean score than the urban higher secondary school teacher on their perceptions about their level of empowerment on the dimension of self-efficacy.

4. There was no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy. At the same time, rural higher secondary school teachers were found to score higher on their perceptions about their level of empowerment on the dimension of autonomy.
5. The difference found between rural and urban higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact was significant in favour of rural higher secondary school teachers.

5.1.11 FINDINGS IN RELATION TO A STUDY BETWEEN PRIVATE AND GOVERNMENT HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There was significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making and professional growth as well as self-efficacy.
2. No Significant difference was found between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy. At the same time, private higher secondary school teacher had higher mean score than the government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy.
3. There existed a statistically significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of Impact and the significant difference favours the private school teachers.

5.1.12 FINDINGS IN RELATION TO THE JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM

1. Among the higher secondary school teachers of Mizoram, it was found that only 1.75% teachers were extremely highly satisfied with their job.
2. It was also found that 9.75% higher secondary school teachers were highly satisfied with their job.
3. The level of job satisfaction of 16.75% higher secondary school teachers was found to be above average satisfaction.

4. Highest percentage of job satisfaction level was found in the average/moderate satisfaction level, i.e. 45% among higher secondary school teachers of Mizoram.
5. Those who were having below average satisfaction level were found to be 14.75% among higher secondary school teachers.
6. The study also revealed that 9.75% higher secondary school teachers were dissatisfied with their job.
7. It was also found that 2.25% higher secondary school teachers were extremely dissatisfied with their teaching job.
8. The study found no significant difference between the job satisfaction level of male and female higher secondary school teachers of Mizoram.
9. It was found that there is significant difference between the job satisfaction level of rural and urban as well as private and government higher secondary school teachers of Mizoram.

5.1.13 CORRELATION BETWEEN THE PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT AND JOB SATISFACTION

1. The present study found that there was positive and significant correlation ($r=0.58$) between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction.
2. The study also found that there was positive and significant correlation ($r=0.47$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of decision making and job satisfaction.
3. It was also found in the study that there was positive and significant correlation ($r=0.55$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of professional growth and job satisfaction.
4. It was found that there was positive and significant correlation ($r=0.40$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of self-efficacy and job satisfaction.
5. The study also found that there was positive and significant correlation ($r=0.38$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of autonomy and job satisfaction.
6. It was found that there was positive and significant correlation ($r=0.39$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of impact and job satisfaction.

5.2 DISCUSSION

The aim of this study is to explore and record the perceptions of higher secondary school teachers about their empowerment, as well as their job satisfaction and to identify whether any correlation existed between these two variables.

5.2.1 Discussions on findings related to the perceptions of higher secondary school teachers of Mizoram on their empowerment

The present study found that majority of the higher secondary school teachers of Mizoram perceived themselves as moderately empowered. This finding is in tune with the finding of Kurian (1999), Avidov-Ungar, Friedman, and Olshtain (2014), and Aziz and Quraishi (2017) whose findings also showed that teachers perceive themselves as moderately empowered. Differing from the present study, Hamadneh (2016) revealed that teachers of gifted students in Jordan has high level of empowerment.

The present study found that higher secondary school teachers of Mizoram had the highest mean score in the empowerment dimension of self-efficacy which means that in relation to the other dimensions of empowerment, they felt most empowered in this dimension. This finding is in parallel with the finding of Wall (2012) who concluded that career and technical education teachers are most empowered in the empowerment subscale of self-efficacy. The study of Kirika (2011) also pointed out that teachers felt strongly empowered in empowerment subscale of self-efficacy, status and impact but less empowered in the subscale of decision making, autonomy and professional growth.

Teacher empowerment dimension that has the lowest mean score among higher secondary school teachers of Mizoram was in the dimension of professional growth while in the study of Boey (2010), the dimension of decision making which has been specifically extra emphasized by the ministry of education in Malaysia was the lowest in the dimensions of teacher empowerment.

This study found that there was a significant difference among higher secondary school teachers of Mizoram on the empowerment dimensions of decision making and self-efficacy according to gender. The finding of Othman and Baraka (2016), who found that males and females were different in the dimensions of psychological empowerment is in line with the findings of the present study. Differing from this study Scribner, Truell, Hager, & Srichai (2000), and Hamadneh

(2016) found no significant difference among the teachers on any of the subscale of teacher empowerment according to gender.

According to the responses given by the higher secondary school teachers of Mizoram, teachers were empowered most in the dimension of self-efficacy, followed by autonomy and impact, and then decision making. They felt least empowered in the dimension of professional growth. It is interesting to find that teachers perceived themselves as competent and sufficient enough in their teaching profession, and contrarily, it is distressing to find that teachers were least empowered in the dimension of professional growth since teachers are expected to keep an ongoing professional development and if they are not provided with an ample opportunity for professional growth how will they improve and progress in their teaching profession. School authority as well as government has to take steps to improve this situation so that quality is improved. This study would be more effective if persons who are in a position to improve this situation read and examine these findings.

5.2.2 Discussions on findings related to a study between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

The present study found no significant difference between male and female higher secondary school teacher of Mizoram on their perceptions about their level of empowerment, which is matching with the finding of Narad and Tobgay (2018), who concluded that male and female teachers had similar perception of teacher empowerment. The present study found no significant difference between male and female teachers' perceptions about their level of empowerment on the dimension of professional growth. This finding is contradictory to the finding of Avidov-Ungar, Friedman, and Olshtain (2014) who found that there were statistical differences in the level of perceived empowerment of teachers due to the variable of gender in favours of males.

The present study also exhibited that mean score of male higher secondary school teachers was a bit higher than the mean score of the female higher secondary school teachers on their perceptions about their level of empowerment.

This study also shows that among the higher secondary school teachers of Mizoram, male higher secondary school teachers scored higher than the female higher secondary school teachers in the empowerment dimension of professional

growth and this finding is opposed to the finding of Klecker (1996) who found that female teachers had higher ratings than the male teachers on the subscale of professional growth.

5.2.3 Discussions on findings related to a study between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

In the present study significant difference was found among higher secondary school teachers of Mizoram on their perceptions about their level of empowerment and the difference favours the rural higher secondary school teachers. This finding is similar with the finding of Aziz and Quraishi (2017), who found a significant difference between the mean empowerment scores of rural and urban teachers in which the difference is in favours of the rural teachers.

The present study found a significant difference on the empowerment dimensions of decision making and impact between rural and urban higher secondary school teacher of Mizoram and no significant difference was found in the dimension of professional growth, self-efficacy, and autonomy, while Mohanty and Baruah (2012) found no significant difference in all the six dimensions of teacher empowerment from rural and urban localities.

5.2.4 Discussions on findings related to a study between private and government higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

It was found in the present study that among the higher secondary school teachers of Mizoram, there was significant difference on their perceptions about their level of empowerment based on management of the school (private and government) and this difference favours the private school teachers. This finding is opposed with the finding of Babu and Fatima (2017), who found no significant difference between the mean empowerment scores of government, private aided, and private unaided school teachers. The present finding is also in conflict with the finding of Aziz and Quraishi (2017), who found that teachers in government/public universities are more empowered when compared with the teachers in private universities.

The present study found significant difference between government and private higher secondary school teachers on the empowerment dimensions of decision making, professional growth, self-efficacy, and impact and no significant difference was found

in the dimension of autonomy. This finding is almost similar with the finding of Mohanty and Baruah (2012), who have found significant differences in all the six dimensions of teacher empowerment between government school teachers and private school teachers.

5.2.5 Discussions on findings related to the job satisfaction of higher secondary school Teachers of Mizoram

The present study revealed that majority of the higher secondary school teachers of Mizoram exhibit an average overall job satisfaction which is in line with the finding of Hobbs (2004), Kefalidou, Vassilakis, and Pitsalidis (2015), who also found that majority of the study showed an average overall job satisfaction.

The present study found no significant difference between male and female higher secondary school teachers of Mizoram on their job satisfaction level. This finding is in congruent with the finding of Ghaemi & Sabokrouh (2014) which indicated that there is no significant difference on teacher job satisfaction level based on demographic variable of gender.

In the present study it was revealed that male teachers had slightly higher mean score than the female teachers among higher secondary school teachers of Mizoram on their job satisfaction level. This finding is in tune with the finding of Elmoassati et al. (2016) who concluded that men are more satisfied with their work than women.

5.2.6 Discussions on findings related to the correlation between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction

The present study found correlation of medium order between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction. The finding of the present study is in parallel with the finding of Rinehart and Short (1993), Rice and Schneider (1994), Kleckner and Loadman (1996), Wu & Short (1996), Lanney (1998), Hobbs (2004), Zembylas, & Papanastasiou (2005), Cypert (2009), Boey (2010), Boonyarit, Chomphupart, & Arin (2010), Bogler & Nir (2012), Amoli and Youran (2014), Ghaemi & Sabokrouh (2014), Nizam and Adil (2014), Razavinejhad and Najafzadeh (2014), Al-Yaseen, Salem, Al-Musaileem, & Yousef (2015), George, Kumar and John (2015), Kefalidou, Vassilakis, and Pitsalidis (2015), Khany & Tazik (2015), Yangaiya & Magaji (2015), Elmoassati et al. (2016), and Sumardi and Wibowo (2018) who all have found a positive correlation between teacher empowerment and job satisfaction.

The present study found correlation of medium order between job satisfaction and teacher empowerment dimensions of decision making, professional growth, self-efficacy, and a low correlation was found between job satisfaction and teacher empowerment dimensions of impact and autonomy. The findings of Amoli and Youran (2014), which shows no correlation between teacher job satisfaction and the three teacher empowerment dimensions of decision making, self-efficacy, and impact is contradictory with the present findings. Nizam and Adil (2014) also found no statistically significant impact of self-efficacy in predicting the job satisfaction of teachers in the secondary and primary schools of Karachi.

5.3 CONCLUSIONS

Teacher empowerment is of recent trends which has a vast and complicated nature. In this study, the components of teacher empowerment are of five different dimensions such as- Decision making, professional growth, self-efficacy, impact and autonomy. The perceptions of higher secondary school teachers on their empowerment is measured by using self-developed/standardized questionnaire on teacher empowerment and their job satisfaction is also measured by using a ready-made job satisfaction scale. Majority of the sample teachers perceived themselves as moderately empowered, some few of them perceived themselves as highly empowered, and only one perceived himself as less empowered. Regarding the job satisfaction, 45% of the sample teachers exhibit an average overall job satisfaction and teachers who are satisfied with their job are a little bit more than teachers who are not satisfied with their job. There is correlation of medium order between perceptions of higher secondary school teachers of Mizoram on their empowerment and their job satisfaction.

Teacher empowerment is a function of the readiness of building level administrators to divide their autonomy with those whose dedication is necessary to make the educational programme function at the highest degree of efficiency. Teacher empowerment stands for the development of assets and capabilities of teachers to participate in influence control and hold accountable institutions that affect their daily lives and schools.

An empowered teacher is one who believes in herself and her ability of action. She understands the system of domination and dedicates to the improvement of oppressive practice in the society. She respects others and uses her power to protect the uniqueness of individual. Whether working alone or with other people, they are firm,

practical and passionate. She dedicates to the self-realization of people in the classroom, at school and in the community.

5.4 SUGGESTIONS FOR FURTHER STUDIES

The following suggestions for further studies could be made at different levels of studies

1. Studies can be conducted to examine whether empowering teachers increases motivational levels of the teachers.
2. Studies can also be conducted to examine whether increasing empowerment of teachers increases conflict in the school.
3. A study to examine whether empowered teachers were more satisfied and committed in their job can also be conducted.
4. A study focusing on the effects of teacher empowerment on student performance could also be conducted.
5. A comparison between teachers at different levels of studies on their empowerment could also be studied.
6. A comparative study between empowerment of teachers and job satisfaction at different streams/fields of studies may also be conducted.

CHAPTER – VI

SUMMARY

6.1 INTRODUCTION

Teacher empowerment

The process by which a professional educator can increase her enthusiasm, effectiveness and skill when it comes to transmitting information to teachers may explain the concept of teacher empowerment. A teacher who is being empowered appreciates her role as an educator and feels that her teaching job has real value. The 5 different dimensions of teacher empowerment studied in the present research are:

- 1) **Decision Making :-** This dimension of empowerment relates to the participation of teachers in critical decisions that directly affect their work.
- 2) **Professional Growth:-** Professional growth refers to teachers' perceptions that the school in which they work provide them with opportunities to grow and develop professionally, to learn continuously and to expand one's own skills through the work life of the school
- 3) **Self-efficacy:-** Self-efficacy may be explained as teachers' perception that they possess the skill and ability to facilitate learning among the students, are capable of arranging and managing effective programs for students, and also that they can get a required modification in student learning.
- 4) **Autonomy:-** The dimension of autonomy refers to the fact that teachers have confidence to control their work, life and decisions. Klecker and Loadman (1998) stated that autonomy refers to the enjoyment of freedom to make decision.
- 5) **Impact:-** This dimension deals with the teacher's belief in her abilities to effect and influence the working of the school.

Job satisfaction

A set of favorable or unfavorable feelings and emotions with which employees view their works is generally termed as job satisfaction. It refers to a collection of attitudes that workers have about their job. It is an attitude, which results from

balance, and summation of many specific likes and dislikes experienced in connection with the job.

Relationship between teacher empowerment and job satisfaction

Currently, there is not a theory that binds job satisfaction and empowerment. However, these two constructs have been linked in the educational literature. Greater participation in decision making, one element of teacher empowerment, resulted in greater job satisfaction.

6.2 RATIONALE OF THE STUDY

It is commonly believed that a person's satisfaction with the job or profession that he is in is greatly affected by the level of empowerment that he is being accorded. This means that empowering teachers also would increase their job satisfaction which in turn is expected to enhance the quality of teaching and the general efficiency of schools. The traditional educational system in Mizoram has many restrictions for the teachers

This traditional belief has been regarded as an obstacle to change in the role and responsibilities of a teacher which gives very less room for empowerment in different areas of the profession. In order to enhance the system, it is vital to determine how job empowerment can promote change and increase job satisfaction for teachers. The result of this study is expected to encourage comprehending to recognize relationships, strengths and weaknesses, and appropriate interference which will improve the quality of teaching and increase school efficiency.

No studies relating to teacher empowerment has been found in Mizoram, some few studies were found on job satisfaction of teachers and no studies at all on the topic of 'teacher empowerment and job satisfaction'. So the investigator found it worthwhile to conduct a study on this topic. For the present study higher secondary school teachers has been selected because the higher secondary stage is the bridge between the general information of the mind and personality which school education is and the higher learning specializations which the college and university represent. This stage is on the one hand as strong or as weak as the school stage is and is simultaneously a test of the soundness of the learning culture developed at the school. So, the teachers at this stage plays a very important role in the career selection of/by the students and they needs to be empowered to a great extent and needs to be satisfied in their job in order to teach and guide the student in the right track.

6.3 STATEMENT OF THE PROBLEM

The present study is stated as “Perceptions of Higher Secondary School Teachers of Mizoram on their Empowerment”

6.4 RESEARCH QUESTIONS

After going through different available literature on the proposed study, the scholar has come up with different research questions which need to be considered while framing the objectives for the study.

- (i) What would be the perceptions of higher secondary school teachers of Mizoram on their empowerment in relation to decision making, professional growth, self-efficacy, autonomy and impact and on their empowerment as a whole?
- (ii) Will the higher secondary school teachers of Mizoram differ significantly on their perceptions about their empowerment on various dimensions based on the following characteristics: gender, locality, and management?
- (iii) What would be the level of job satisfaction of the higher secondary school teachers of Mizoram?
- (iv) Will the higher secondary school teachers of Mizoram differ significantly on their on their job satisfaction based on the following characteristics: gender, locality, and management?
- (v) Is there any correlation between perceptions of their empowerment and job satisfaction of the higher secondary school teachers of Mizoram?

6.5 OBJECTIVES OF THE STUDY

- (i) To develop and standardize teacher empowerment scale.
- (ii) To find out the perceptions of higher secondary school teachers of Mizoram on their empowerment
- (iii) To find out the perceptions of higher secondary school teachers of Mizoram on their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact

- (iv) To compare the perceptions of higher secondary school teachers of Mizoram on their level of empowerment based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (v) To find out the level of job satisfaction of higher secondary school teachers of Mizoram.
- (vi) To compare the level of job satisfaction of higher secondary school teachers of Mizoram based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (vii) To find out if there is any correlation between empowerment and job satisfaction of the higher secondary school teachers of Mizoram.

6.6 RESEARCH HYPOTHESIS

- (i) There exists significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (ii) There exists significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact

- (iii) There exists significant difference between government and purely private higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (iv) There exists significant differences among higher secondary school teachers of Mizoram on their perception about their level of empowerment based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (v) There exists significant differences among higher secondary school teachers of Mizoram on their level of job satisfaction based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (vi) There exists correlation between perceptions about the level of empowerment and job satisfaction of higher secondary school teachers of Mizoram.
- (vii) There exists correlation between job satisfaction and the perceptions about the level of teacher empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact

These research hypothesis were converted into null hypothesis for testing as-

- (viii) There exists no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact

- (ix) There exists no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (x) There exists no significant difference between government and purely private higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (xi) There exists no significant differences among higher secondary school teachers of Mizoram on their perception about their level of empowerment based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (xii) There exists no significant differences among higher secondary school teachers of Mizoram on their level of job satisfaction based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (xiii) There exists no correlation between perceptions about the level of empowerment and job satisfaction of higher secondary school teachers of Mizoram.
- (xiv) There exists no correlation between job satisfaction and the perceptions about the level of teacher empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact

6.7 DELIMITATION OF THE STUDY

The study has been delimited to only government and purely private higher secondary school teachers of Mizoram.

6.8 REVIEW OF RELATED LITERATURE

Related studies collected were divided into- (i) Studies on empowerment of teachers and other related variables and (ii) Studies on relationship between teacher empowerment and Job Satisfaction.

81 related studies on empowerment of teachers and other related variables were collected and 26 related studies on relationship between teacher empowerment and Job Satisfaction were collected. All together (81+26) 107 studies were collected. Out of these 107 studies 6 studies were from India.

After perusing the different research works done related to empowerment of teachers, it was observed that studies were conducted on teacher empowerment in relation to variables like teacher efficacy, student achievement, teachers' organizational commitment, organizational citizenship behavior, principal effectiveness, professional development, teacher commitment, teacher's mental health, and principal's use of power.

There were few studies (14 in numbers) relating to perception about teacher empowerment and quite a good number of studies (26 in numbers) were also found on the relationship between teacher empowerment and job satisfaction. What is found from a review of the existing research is that studies had been conducted at every stages/levels of education, starting from primary level to university level. At the same time it was also revealed that study related to teacher empowerment is very less in India (only 6 studies) and no study has so far been done in Mizoram. These observations challenged the investigator to conduct a study on the perceptions of teachers on their empowerment.

6.9 METHOD OF STUDY

Research design

As the present study is intended to find out the existing situation, the study belongs to the category of descriptive research. The study is a blend of both qualitative and quantitative analysis.

Population and sample

The population of the present study consisted of all teachers of higher secondary schools in Mizoram. According to the annual publication (2015-2016) prepared by statistical cell, Directorate of school education, government of Mizoram, there are 1536 (male-847, female-689) higher secondary school teachers in Mizoram.

The sample for the present study consisted of 400 higher secondary school teachers selected from 4 districts randomly using multi-stage stratified cluster sampling technique, where schools were used for clustering. Stratification was done at the district level and management of schools.

Tools and technique used

For collecting the necessary data for the present study, the following scales were used:-

- (i) For studying the job satisfaction level of level of Higher Secondary School Teachers of Mizoram, a readily available standardized tool titled 'Job Satisfaction Scale', prepared by Dr. (Mrs.) Meera Dixit was used by the investigator. This scale consisted of 52 statements related with the 8 different factor of teachers' job satisfaction.
- (ii) For studying the perception of higher secondary school teachers of Mizoram on their empowerment, the scholar used a self-developed 'Questionnaire on Perceptions of Teachers on their Empowerment.'

Administration and collection of data

The researcher personally visited schools in Aizawl city, Lunglei, Mamit, and Champhai towns, which were all the district capitals, to collect necessary data. Before administration of the questionnaire permissions were taken from each of the school principals. To collect data from the schools out side district capitals, the researcher made use of the postal service and maxi-cab services for collection of data. For the rural schools the researcher contacts the principals of each schools and fortunately all

the principals entertained pleasantly all the request made by the researcher and without much difficulties the researcher was able to complete the collection of data.

Procedure of data analysis

After the questionnaire was administered to the selected samples, responses of the respondents were recorded. The responses were scored as 3(always), 2(sometimes), and 1(never).

Statistical technique used

- 1) Percentage
- 2) Mean
- 3) Standard deviation
- 4) Coefficient of correlation
- 5) T-test

6.10 MAJOR FINDINGS

The following are the major findings of the study:-

6.10.1.1. FINDINGS IN RELATION TO THE PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. Higher secondary school teachers of Mizoram had the highest mean score in the empowerment dimension of self-efficacy.
2. The lowest mean, scored by higher secondary school teachers of Mizoram was on the dimension of professional growth.
3. The average mean score on dimensions of empowerment among higher secondary school teachers of Mizoram is 30.26, in which the average possible maximum score is 40.2.
4. The highest variation on the score exists in the empowerment dimension of decision making.
5. The lowest variation on the score exists in the empowerment dimension of impact.
6. Majority of the higher secondary school teachers of Mizoram perceived themselves as moderately empowered.
7. A very less percent, only 12.92% of the higher secondary school teachers of Mizoram perceived themselves as highly empowered.
8. Only one higher secondary school teacher perceived himself as less empowered.

9. A statistically significant difference was found between rural and urban higher secondary school teachers of Mizoram, and the difference was in favours of the rural higher secondary school teachers.
10. No significant difference was found between male and female higher secondary school teachers of Mizoram.
11. It was also found that there is statistically significant difference between private and government higher secondary school teachers of Mizoram, and the difference was in favours of the private higher secondary school teachers.

6.10.2 FINDINGS IN RELATION TO THE PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON DIFFERENT DIMENSIONS OF TEACHER EMPOWERMENT

1. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 8.
2. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 5.57.
3. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 43.
4. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 26.5.
5. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 35.75.

6.10.3 FINDINGS IN RELATION TO THE PERCEPTIONS OF MALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 12.92
2. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 9.09
3. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 7
4. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 42.59

5. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 27.75
6. The percentage of male secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 39.23

6.10.4 FINDINGS IN RELATION TO THE PERCEPTIONS OF FEMALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 11.52
2. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 6.80
3. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 4.72
4. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 43.46
5. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 25.13
6. The percentage of female secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 31.94

6.10.5 FINDINGS IN RELATION TO THE PERCEPTIONS OF RURAL HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 14.62
2. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 11.54
3. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 6.15
4. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 45.38
5. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 32.31
6. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 36.92

6.10.6 FINDINGS IN RELATION TO THE PERCEPTIONS OF URBAN HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 16.10
2. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 10.17
3. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 8.90
4. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 49.15
5. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as private highly empowered in impact is 33.
6. The percentage of urban secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 37.29

6.10.7 FINDINGS IN RELATION TO THE PERCEPTIONS OF PRIVATE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 16.10
2. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 10.17
3. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 8.90
4. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 49.15
5. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 33.
6. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 37.29

6.10.8 FINDINGS IN RELATION TO THE PERCEPTIONS OF GOVERNMENT HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 6.71
2. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 4.88
3. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 1.22
4. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 34.15
5. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 17.07
6. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 32.93

6.10.9 FINDINGS IN RELATION TO A STUDY BETWEEN MALE AND FEMALE HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There is significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making, in which the difference was in favours of the male higher secondary school teachers.
2. No significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth. However, the mean score of the male was higher than female amongst higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth.
3. A statistically significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy, and the difference was in favours of the male higher secondary school teachers.
4. There was no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of

empowerment on the dimension of autonomy. However, male higher secondary schools teachers of Mizoram were found to have higher mean score than the female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy.

5. No significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact. At the same time, it was also found that female higher secondary school teacher scored higher than the male higher secondary school teachers on their perceptions about their level of empowerment on the dimension of impact.
6. In a study between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions, all the significances found were all in favour of the male higher secondary school teachers.

6.10.10 FINDINGS IN RELATION TO A STUDY BETWEEN RURAL AND URBAN HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There was significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making, and the difference favours the rural higher secondary school teachers.
2. No significant difference was found between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth. However, rural higher secondary school teachers are found to have higher mean score than urban higher secondary school teachers on their perceptions about their level of empowerment on the dimension of professional growth.
3. No significant difference was found between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy. At the same time, the rural higher secondary school teachers had higher mean score than the urban higher secondary school teacher on their perceptions about their level of empowerment on the dimension of self-efficacy.
4. There was no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of

empowerment on the dimension of autonomy. At the same time, rural higher secondary school teachers were found to score higher on their perceptions about their level of empowerment on the dimension of autonomy.

5. The difference found between rural and urban higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact was significant in favour of rural higher secondary school teachers.

6.10.11 FINDINGS IN RELATION TO A STUDY BETWEEN PRIVATE AND GOVERNMENT HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There was significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making and professional growth as well as self-efficacy.
2. No Significant difference was found between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy. At the same time, private higher secondary school teacher had higher mean score than the government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy.
3. There existed a statistically significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of Impact and the significant difference favours the private school teachers.

6.10.12 FINDINGS IN RELATION TO THE JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM

1. Among the higher secondary school teachers of Mizoram, it was found that only 1.75% teachers were extremely highly satisfied with their job.
2. It was also found that 9.75% higher secondary school teachers were highly satisfied with their job.
3. The level of job satisfaction of 16.75% higher secondary school teachers was found to be above average satisfaction.
4. Highest percentage of job satisfaction level was found in the average/moderate satisfaction level, i.e. 45% among higher secondary school teachers of Mizoram.

5. Those who were having below average satisfaction level were found to be 14.75% among higher secondary school teachers.
13. The study also revealed that 9.75% higher secondary school teachers were dissatisfied with their job.
14. It was also found that 2.25% higher secondary school teachers were extremely dissatisfied with their teaching job.

6.10.13 CORRELATION BETWEEN THE PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT AND JOB SATISFACTION

1. The present study found that there was positive and significant correlation ($r=0.58$) between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction.
2. The study also found that there was positive and significant correlation ($r=0.47$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of decision making and job satisfaction.
3. It was also found in the study that there was positive and significant correlation ($r=0.55$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of professional growth and job satisfaction.
4. It was found that there was positive and significant correlation ($r=0.40$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of self-efficacy and job satisfaction.
5. The study also found that there was positive and significant correlation ($r=0.38$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of autonomy and job satisfaction.
6. Between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of impact and job satisfaction the study found that there was positive and significant correlation ($r=0.39$).

6.11 DISCUSSION

The aim of this study is to explore and record the perceptions of higher secondary school teachers about their empowerment, as well as their job satisfaction and to identify whether any correlation existed between these two variables.

6.11.1 Discussions on findings related to the perceptions of higher secondary school teachers of Mizoram on their empowerment

The present study found that majority of the higher secondary school teachers of Mizoram perceived themselves as moderately empowered. This finding is in tune with the finding of Kurian (1999), Avidov-Ungar, Friedman, and Olshtain (2014), and Aziz and Quraishi (2017) whose findings also showed that teachers perceive themselves as moderately empowered. Differing from the present study, Hamadneh (2016) revealed that teachers of gifted students in Jordan had high level of empowerment.

The present study found that higher secondary school teachers of Mizoram had the highest mean score in the empowerment dimension of self-efficacy which means that in relation to the other dimensions of empowerment, they felt most empowered in this dimension. This finding is in parallel with the finding of Wall (2012) who concluded that career and technical education teachers are most empowered in the empowerment subscale of self-efficacy. The study of Kirika (2011) also pointed out that teachers felt strongly empowered in empowerment subscale of self-efficacy, status and impact but less empowered in the subscale of decision making, autonomy and professional growth.

Teacher empowerment dimension that has the lowest mean score among higher secondary school teachers of Mizoram was in the dimension of professional growth while in the study of Boey (2010), the dimension of decision making which has been specifically extra emphasized by the ministry of education in Malaysia was the lowest in the dimensions of teacher empowerment.

This study found that there was a significant difference among higher secondary school teachers of Mizoram on the empowerment dimensions of decision making and self-efficacy according to gender. The finding of Othman and Baraka (2016), who found that males and females were different in the dimensions of psychological empowerment is in line with the findings of the present study. Differing from this study Scribner, Truell, Hager, & Srichai (200), and Hamadneh (2016) found no significant difference among the teachers on any of the subscale of teacher empowerment according to gender.

According to the responses given by the higher secondary school teachers of Mizoram, teachers were empowered most in the dimension of self-efficacy, followed by autonomy and impact, and then decision making. They felt least empowered in the dimension of professional growth. It is interesting to find that teachers perceived

themselves as competent and sufficient enough in their teaching profession, and contrarily, it is distressing to find that teachers were least empowered in the dimension of professional growth since teachers are expected to keep an ongoing professional development and if they are not provided with an ample opportunity for professional growth how will they improve and progress in their teaching profession. School authorities as well as government have to take steps to improve this situation so that quality is improved. This study would be more effective if persons who are in a position to improve this situation read and examine these findings.

6.11.2 Discussions on findings related to a study between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

The present study found no significant difference between male and female higher secondary school teacher of Mizoram on their perceptions about their level of empowerment, which is matching with the finding of Narad and Tobgay (2018), who concluded that male and female teachers had similar perception of teacher empowerment.

The present study found no significant difference between male and female teachers' perceptions about their level of empowerment on the dimension of professional growth. This finding is contradictory to the finding of Avidov-Ungar, Friedman, and Olshtain (2014) who found that there were statistical differences in the level of perceived empowerment of teachers due to the variable of gender in favours of males.

The present study also exhibited that mean score of male higher secondary school teachers was a bit higher than the mean score of the female higher secondary school teachers on their perceptions about their level of empowerment.

This study also shows that among the higher secondary school teachers of Mizoram, male higher secondary school teachers scored higher than the female higher secondary school teachers in the empowerment dimension of professional growth and this finding is opposed to the finding of Klecker (1996) who found that female teachers had higher ratings than the male teachers on the subscale of professional growth.

6.11.3 Discussions on findings related to a study between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

In the present study significant difference was found among higher secondary school teachers of Mizoram on their perceptions about their level of empowerment and the difference favours the rural higher secondary school teachers. This finding is similar with the finding of Aziz and Quraishi (2017), who found a significant difference between the mean empowerment scores of rural and urban teachers in which the difference is in favours of the rural teachers.

The present study found a significant difference on the empowerment dimensions of decision making and impact between rural and urban higher secondary school teacher of Mizoram and no significant difference was found in the dimension of professional growth, self-efficacy, and autonomy, while Mohanty and Baruah (2012) found no significant difference in all the six dimensions of teacher empowerment from rural and urban localities.

6.11.4 Discussions on findings related to a study between private and government higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

It was found in the present study that among the higher secondary school teachers of Mizoram, there was significant difference on their perceptions about their level of empowerment based on management of the school (private and government) and this difference favours the private school teachers. This finding is opposed with the finding of Babu and Fatima (2017), who found no significant difference between the mean empowerment scores of government, private aided, and private unaided school teachers. The present finding is also in conflict with the finding of Aziz and Quraishi (2017), who found that teachers in government/public universities are more empowered when compared with the teachers in private universities

The present study found significant difference between government and private higher secondary school teachers on the empowerment dimensions of decision making, professional growth, self-efficacy, and impact and no significant difference was found in the dimension of autonomy. This finding is almost similar with the finding of Mohanty and Baruah (2012), who have found significant differences in all the six dimensions of teacher empowerment between government school teachers and private school teachers.

6.11.5 Discussions on findings related to the job satisfaction of higher secondary school teachers of Mizoram

The present study revealed that majority of the higher secondary school teachers of Mizoram exhibit an average overall job satisfaction which is in line with the finding of Hobbs (2004), Kefalidou, Vassilakis, and Pitsalidis (2015), who also found that majority of the study showed an average overall job satisfaction.

The present study found no significant difference between male and female higher secondary school teachers of Mizoram on their job satisfaction level. This finding is in congruent with the finding of Ghaemi & Sabokrouh (2014) which indicated that there is no significant difference on teacher job satisfaction level based on demographic variable of gender.

In the present study it was revealed that male teachers had slightly higher mean score than the female teachers among higher secondary school teachers of Mizoram on their job satisfaction level. This finding is in tune with the finding of Elmossati et al. (2016) who concluded that men are more satisfied with their work than women.

6.11.6 Discussions on findings related to the correlation between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction

The present study found positive and significant correlation between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction. The finding of the present study is in parallel with the finding of Rinehart and Short (1993), Rice and Schneider (1994), Klecker and Loadman (1996), Wu & Short (1996), Lanney (1998), Hobbs (2004), Zembylas, & Papanastasiou (2005), Cypert (2009), Boey (2010), Boonyarit, Chomphupart, & Arin (2010), Bogler & Nir (2012), Amoli and Youran (2014), Ghaemi & Sabokrouh (2014), Nizam and Adil (2014), Razavinejhad and Najafzadeh (2014), Al-Yaseen, Salem, Al-Musaileem, & Yousef (2015), George, Kumar and John (2015), Kefalidou, Vassilakis, and Pitsalidis (2015), Khany & Tazik (2015), Yangaiya & Magaji (2015), Elmossati et al. (2016), and Sumardi and Wibowo (2018) who all have found a positive correlation between teacher empowerment and job satisfaction.

The present study found positive and significant correlation between job satisfaction and teacher empowerment dimensions of decision making, professional

growth, self-efficacy, impact and autonomy. The findings of Amoli and Youran (2014), which shows no correlation between teacher job satisfaction and the three teacher empowerment dimensions of decision making, self-efficacy, and impact is contradictory with the present findings. Nizam and Adil (2014) also found no statistically significant impact of self-efficacy in predicting the job satisfaction of teachers in the secondary and primary schools of Karachi.

6.12 CONCLUSIONS

Teacher empowerment is of recent trends which has a vast and complicated nature. In this study, the components of teacher empowerment are of five different dimensions such as- Decision making, professional growth, self-efficacy, impact and autonomy. The perceptions of higher secondary school teachers on their empowerment is measured by using self-developed/standardized questionnaire on teacher empowerment and their job satisfaction is also measured by using a ready-made job satisfaction scale. Majority of the sample teachers perceived themselves as moderately empowered, some few of them perceived themselves as highly empowered, and only one perceived himself as less empowered. Regarding the job satisfaction, 45% of the sample teachers exhibit an average overall job satisfaction and teachers who are satisfied with their job are a little bit more than teachers who are not satisfied with their job. There is positive and significant correlation between perceptions of higher secondary school teachers of Mizoram on their empowerment and their job satisfaction.

Teacher empowerment is a function of the readiness of building level administrators to divide their autonomy with those whose dedication is necessary to make the educational programme function at the highest degree of efficiency. Teacher empowerment stands for the development of assets and capabilities of teachers to participate in influence control and hold accountable institutions that affect their daily lives and schools.

An empowered teacher is one who believes in herself and her ability of action. She understands the system of domination and dedicates to the improvement of oppressive practice in the society. She respects others and uses her power to protect the uniqueness of individual. Whether working alone or with other people, they are firm, practical and passionate. She dedicates to the self-realization of people in the classroom, at school and in the community.

6.13 SUGGESTIONS FOR FURTHER STUDIES

The following suggestions for further studies could be made at different levels of studies

1. Studies can be conducted to examine whether empowering teachers increases motivational levels of the teachers.
2. Studies can also be conducted to examine whether increasing empowerment of teachers increases conflict in the school.
3. A study to examine whether empowered teachers were more satisfied and committed in their job can also be conducted.
4. A study focusing on the effects of teacher empowerment on student performance could also be conducted.
5. A comparison between teachers at different levels of studies on their empowerment could also be studied.
6. A comparative study between empowerment of teachers and job satisfaction at different streams/fields of studies may also be conducted.

APPENDICES

Appendix - i

LIST OF SELECTED HIGHER SECONSARY SCHOOLS FROM 4 SELECTED DISTRICTS

A. AIZAWL DISTRICT

GOVERNMENT HIGHER SECONDARY SCHOOLS

1. Govt. Chaltlang Higher Secondary School
2. Govt. K.M. Higher Secondary School
3. Govt. Republic Higher Secondary School
4. Govt. Saitual Higher Secondary School
5. Govt. Zemabawk Higher Secondary School

PRIVATE HIGHER SECONDARY SCHOOLS

1. Boston Higher Secondary School
2. Brighter Higher Secondary School
3. Dawrpui School of Science and Technology
4. Fair Heaven Higher Secondary School
5. Greenland Higher Secondary School
6. Highlander Higher Secondary School
7. Home Mission Higher Secondary School
8. Keifang Higher Secondary School
9. L. R. Higher Secondary School
10. Mt Carmel Higher Secondary School
11. Oasis Higher Secondary School
12. Oikos Higher Secondary School
13. P. G. Higher Secondary School
14. Providence Higher Secondary School
15. Rulchawm Higher Secondary School
16. Savior Higher Secondary School
17. St. Joseph Higher Secondary School
18. Staines Memorial Higher Secondary School
19. Springfield Higher Secondary School

B. CHAMPHAI DISTRICT*GOVERNMENT HIGHER SECONDARY SCHOOLS*

1. Govt. Gandhi Memorial Higher Secondary School

PRIVATE HIGHER SECONDARY SCHOOLS

1. Champhai Higher Secondary School
2. Hnahlan Higher Secondary School
3. Kawkulh Higher Secondary School
4. Khawhai Higher Secondary School
5. Zokhawpui Higher Secondary School

C. LUNGLEI DISTRICT*GOVERNMENT HIGHER SECONDARY SCHOOLS*

1. Govt. Hnahthial Higher Secondary School
2. Govt. Lunglei Higher Secondary School

PRIVATE HIGHER SECONDARY SCHOOLS

1. Bethesda Higher Secondary School
2. Chhipphir Higher Secondary School
3. D & D Higher Secondary School
4. Haulawng Higher Secondary School
5. Higher Secondary School Tawipui 'N'
6. Moriah Higher Secondary School
7. Presbyterian English School
8. S. Vanlaiphai Higher Secondary School
9. Silver Mount Higher Secondary School
10. Solomon Higher Secondary School

D. MAMIT DISTRICT*GOVERNMENT HIGHER SECONDARY SCHOOLS*

1. Govt. Mamit Higher Secondary School

PRIVATE HIGHER SECONDARY SCHOOLS

1. W. Phaileng Higher Secondary School

Appendix - ii

Mean, Standard Deviation and t-value of High and Low Group on Different questions of perceptions of Higher Secondary School teachers of Mizoram on their empowerment

Item No	High Group		Low Group		T- Value	Significance
	Mean	SD	Mean	SD		
1	2.31	0.5	2.07	0.48	2.55	*
2	2.57	0.57	1.85	0.62	6.54	**
3	2.72	0.5	2.24	0.44	5.33	**
4	2.93	0.37	2.41	0.54	5.84	**
5	2.39	0.70	2.07	0.60	2.56	*
6	1.87	0.59	1.28	0.53	5.46	**
7	2.07	0.45	1.56	0.50	5.60	**
8	2.20	0.58	1.62	0.53	5.27	**
9	2.65	0.53	1.92	0.57	6.87	**
10	2.70	0.51	1.83	0.66	7.70	**
11	2.17	0.4	1.60	0.49	6.63	**
12	2.54	0.54	1.88	0.46	6.87	**
13	2.83	0.45	2.11	0.48	8.09	**
14	2.5	0.69	2.09	0.54	3.44	**
15	2.70	0.55	2.22	0.73	3.87	**
16	2.31	0.60	1.71	0.63	5	**
17	2.15	0.58	1.58	0.60	5.18	**
18	2.6	0.54	2.26	0.47	3.54	**
19	2.72	0.5	2.20	0.47	5.57	**
20	2.78	0.48	2.32	0.60	4.6	**
21	2.91	0.43	2.38	0.62	5.2	**
22	2.04	0.45	1.64	0.56	4.12	**
23	2.56	0.54	1.90	0.42	7.2	**
24	2.70	0.51	2.09	0.42	6.78	**

25	2.56	0.54	2.15	0.47	4.23	**
26	2.41	0.53	1.64	0.56	7.55	**
27	2.39	0.56	1.73	0.49	6.6	**
28	2.35	0.51	1.97	0.54	3.76	**
29	2.76	0.49	2.15	0.43	6.93	**
30	2.81	0.46	2.25	0.54	5.83	**
31	2.57	0.54	1.92	0.42	6.99	**
32	2.37	0.55	1.73	0.62	5.71	**
33	2.7	0.55	2.34	0.54	3.46	**
34	2.91	0.39	2.42	0.6	5.05	**
35	2.76	0.49	2.28	0.58	4.57	**
36	2.37	0.55	1.85	0.54	5	**
37	2.37	0.62	1.89	0.58	4.17	**
38	2.81	0.46	2.17	0.6	6.21	**
39	2.74	0.5	1.96	0.63	7.10	**
40	1.89	0.55	1.43	0.66	2.70	**
41	2.28	0.52	1.77	0.52	5.48	**
42	2.46	0.54	1.77	0.52	6.9	**
43	2.44	0.57	1.67	0.48	7.7	**
44	2.57	0.54	2.02	0.47	15.97	**
45	2.43	0.53	1.98	0.51	4.5	**
46	2.67	0.52	2.06	0.56	6.1	**
47	2.65	0.53	2.17	0.57	4.8	**
48	1.5	0.60	1.11	0.31	4.24	**
49	2.65	0.53	2.11	0.53	5.4	**
50	2.44	0.57	1.92	0.62	4.02	**
51	2.52	0.57	1.92	0.62	5.45	**
52	2.46	0.63	1.67	0.55	7.18	**
53	2.46	0.54	1.7	0.47	7.83	**
54	2.72	0.5	2.13	0.46	6.41	**
55	2.65	0.53	2.18	0.60	4.27	**
56	2.71	0.5	2.26	0.64	4.18	**

57	2.2	0.47	1.87	0.49	3.59	**
58	2.61	0.53	2.11	0.58	4.54	**
59	2.61	0.53	2.17	0.45	4.68	**
60	2.33	0.57	1.89	0.67	3.67	**
61	2.33	0.50	1.79	0.47	5.81	**
62	2.74	0.5	1.98	0.38	8.94	**
63	2.41	0.53	1.92	0.29	5.97	**
64	2.41	0.53	1.85	0.46	5.89	**
65	2.28	0.52	1.83	0.51	4.54	**
66	2.52	0.54	1.98	0.47	5.57	**
67	2.54	0.60	1.85	0.61	4.06	**

** = Significant at .05 level, ** = Significant at .01 level*

Appendix – iii

Split Half Scores for Determining the Reliability of the Questionnaire on the perceptions of teachers on their empowerment

Sl. No	Score on A	Score on B	Sl. No	Score on A	Score on B	Sl. No	Score on A	Score on B	Sl. No	Score on A	Score on B
1	49	49	26	66	71	51	69	70	76	70	79
2	55	56	27	65	69	52	69	71	77	76	82
3	54	62	28	65	71	53	72	68	78	69	74
4	56	61	29	63	72	54	71	68	79	74	71
5	57	63	30	65	70	55	71	74	80	70	73
6	56	64	31	66	69	56	75	76	81	74	73
7	58	62	32	66	70	57	70	72	82	69	77
8	53	66	33	65	70	58	71	76	83	74	78
9	58	63	34	62	70	59	74	73	84	71	72
10	60	63	35	68	60	60	72	77	85	77	74
11	61	64	36	65	70	61	73	81	86	73	73
12	62	63	37	64	71	62	77	82	87	69	73
13	60	67	38	66	71	63	65	79	88	74	76
14	60	69	39	70	66	64	75	76	89	77	81
15	62	65	40	65	72	65	67	75	90	78	79
16	61	65	41	66	67	66	72	84	91	75	73
17	60	67	42	70	68	67	72	79	92	76	83
18	61	65	43	68	70	68	70	72	93	72	76
19	64	65	44	67	74	69	75	76	94	73	79
20	64	69	45	68	69	70	81	76	95	71	79
21	66	64	46	67	72	71	70	77	96	73	77
22	67	64	47	66	73	72	68	73	97	70	78
23	62	69	48	66	72	73	78	75	98	62	78
24	63	68	49	69	69	74	75	75	99	67	73
25	66	68	50	67	69	75	72	84	100	76	78

Sl. No	Score on A	Score on B	Sl. No	Score on A	Score on B	Sl. No	Score on A	Score on B	Sl. No	Score on A	Score on B
101	69	82	126	74	79	151	75	85	176	79	88
102	76	77	127	77	79	152	78	81	177	82	84
103	73	77	128	72	73	153	79	79	178	85	84
104	73	79	129	75	80	154	80	78	179	81	87
105	69	73	130	75	80	155	78	80	180	85	84
106	75	75	131	71	76	156	77	81	181	81	80
107	76	79	132	67	73	157	75	86	182	81	89
108	73	76	133	73	81	158	75	83	183	79	92
109	70	77	134	72	94	159	78	85	184	88	86
110	72	74	135	79	77	160	78	85	185	83	92
111	69	77	136	75	75	161	79	85	186	85	89
112	69	70	137	74	73	162	78	85	187	88	87
113	70	77	138	67	77	163	80	80	188	88	87
114	74	82	139	75	81	164	80	80	189	88	87
115	76	80	140	79	79	165	79	87	190	88	87
116	70	74	141	74	77	166	78	85	191	88	87
117	74	74	142	70	73	167	79	85	192	84	91
118	70	80	143	67	80	168	80	82	193	87	87
119	68	74	144	73	79	169	78	85	194	91	87
120	73	77	145	73	78	170	81	87	195	86	89
121	74	84	146	74	80	171	76	87	196	87	87
122	80	75	147	81	77	172	79	87	197	88	94
123	69	78	148	76	80	173	81	83	198	89	88
124	74	80	149	80	81	174	81	85	199	89	88
125	67	73	150	76	84	175	82	84	200	92	93

Appendix –iv:

PERCEPTIONS OF TEACHERS ON THEIR EMPOWERMENT

By Dr. Lalbiakdiki Hnamte & Ruatpuii Chhangte

Please fill up the following information:

Name : (Optional)

Name of the School :

Sex : Male () Female ()

Permanent Locality : Urban () Rural ()

School Management : Government () Private ()

Age : 30 years and below () 31-40 years ()

41-50 years () 51 and above ()

INSTRUCTIONS

This questionnaire is designed to help us understand how teachers perceive about their empowerment. Read every questions carefully and put a tick () mark against your choice on 'Always', 'Sometimes' or 'Never' as given in the questionnaire. Your answers will be kept strictly confidential and used for research purpose only. I request you to please give the correct answer without hesitation. There is no time limit to complete this questionnaire, You may take your own time.

SCORING KEY

Decision making	Professional growth	Self-efficacy	Autonomy	Impact	Total	Overall Interpretation

Sl. No	Questions	Always	Some-times	Never
1.	Are you involved in the student's important programs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Do you receive encouragement from your principal to take risk for the improvement of your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Do you think that you have an opportunity of influencing others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Do you think you can explain things clearly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Do you feel that you enjoy teacher autonomy in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Are you involved in the development of the school budget?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Have you attend any orientation course for professional development during your teaching services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Does your school Principal solicit your ideas in matters of school governance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Are you good at the application of teaching materials, equipment and facilities in the subject you are teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Do you have the freedom to make decisions on how to implement curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Do you take part in making implementation of decisions on new programs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Do you continue to seek professional development to improve teaching skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Do you think you are earning the trust and appreciation of all your colleagues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Are you able to realize when your students do not understand your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Do you have the freedom of planning your own schedule?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Are you involved in planning community service in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | |
|--|-----|-----|-----|
| 17. Are you given instruction on how to teach children with special needs? | () | () | () |
| 18. Do you think you are getting recognition and appreciation from your students? | () | () | () |
| 19. Can the students in your target class learn what you are supposed to teach them? | () | () | () |
| 20. Do you have the freedom to make your own decisions on how to carry out your job? | () | () | () |
| 21. Are you a decision maker in the subject you teach? | () | () | () |
| 22. Do you have an opportunity to attend in-service training programmes for teachers? | () | () | () |
| 23. Are you able to enhance collaboration between teachers and the administration to make the school run effectively? | () | () | () |
| 24. Are you good at applying various evaluative methods to understand student's learning results? | () | () | () |
| 25. Are the standards of behavior set primarily by yourself? | () | () | () |
| 26. Are you involved in setting mission, vision and values of the school? | () | () | () |
| 27. Does your colleagues provided you with suggestions or feedback about your teaching? | () | () | () |
| 28. Do you often motivate other teachers by emotions in Completing their tasks? | () | () | () |
| 29. For students who encounter difficulties in your class, do you think you are able to guide them effectively so they could achieve learning goals? | () | () | () |
| 30. Are your teaching focuses on those goals and objectives selected by you? | () | () | () |
| 31. Do you take part in the development of the procedure for assessment of the achievement of students? | () | () | () |
| 32. Do you have opportunities to learn how to use technology to enhance teaching? | () | () | () |
| 33. Do you make lasting friendship among your colleagues? | () | () | () |

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 34. Can you make students to believe that they can do well in your subject? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Do you follow your own guidelines on instruction? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Are you involved in deciding on rules or procedures to be followed in evaluating school performance? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Are substitutes available to cover your classes when you have an opportunity for professional development programs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Can you provide an alternative explanation or example when students are confused about the lesson you taught? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. Do you have control over how classroom space is used? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Are you involved in deciding budget allocation for instructional material? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Do you design improvements strategies based on clearly stated outcomes for teacher and student learning? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. Do you frequently experiment with new teaching methods? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Are the evaluation and assessment activities in your class selected by you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Are you involved in determining disciplinary measures on students with misconduct? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Do you adjust your instruction and assessment to meet the needs of diverse learner? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Are you able to deal with the needs of low-ability students? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. Do you select the teaching methods and strategies you use with your students? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. Are you involved in deciding on the expansion of school building? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. Are your school's teaching and learning goals depend on staff's ability to work well together? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. Are you able to overcome all the challenges that you encounter to achieve your teaching objectives? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | |
|--|-----|-----|-----|
| 51. Are the content and skills you taught selected by you? | () | () | () |
| 52. Do you take active part in staff development? | () | () | () |
| 53. In your school do you find creative ways to expand human and material resources? | () | () | () |
| 54. Can you make students respect the rules and codes of conduct of your school? | () | () | () |
| 55. Do you feel that teacher autonomy affects student performance? | () | () | () |
| 56. Are you involved in disciplining the students? | () | () | () |
| 57. Do you make decision about professional development based on research that shows of improved student's performance? | () | () | () |
| 58. Are you capable of engaging even the most reluctant and difficult students in your class activities? | () | () | () |
| 59. Do you think that how you teach is the most important aspect of your teaching? | () | () | () |
| 60. Do you take part in staff welfare schemes? | () | () | () |
| 61. Do you receive support when you implement new skills until they become natural part of your instruction? | () | () | () |
| 62. If your student masters a new concept quickly, do you think it is because you know the necessary steps in teaching that concept? | () | () | () |
| 63. Do you use alternative procedures in your teaching? | () | () | () |
| 64. Are you involved in identifying problems areas in the school? | () | () | () |
| 65. Do you observe each other's classroom performance as one way of improving your teaching? | () | () | () |
| 66. Are you able to help the students to overcome the influence of adverse community conditions on their learning? | () | () | () |
| 67. Are the scheduling of use of time under your control? | () | () | () |

Distribution of items in the perception of teachers on their empowerment

Dimensions of Empowerment	Items No.	Nos.
Decision making	1, 6, 11, 16, 21, 26, 31, 36, 40, 44, 48, 52, 60, 64	15
Professional growth	2, 7, 12, 17, 22, 27, 32, 37, 41, 45, 49, 53, 57, 61, 65	15
Self-efficacy	4, 9, 14, 19, 24, 29, 34, 38, 42, 46, 50, 54, 58, 62, 66	15
Impact	3, 8, 13, 18, 23, 28, 33	7
Autonomy	5, 10, 15, 20, 25, 30, 35, 39, 43, 47, 51, 55, 59, 63, 67	15

Appendix – v

JOB SATISFACTION TEST (JSST)

Dr. (Mrs.) Meera Dixit (Lucknow)

SCORING TABLE

Job Factors	A	B	C	D	E	F	G	H	Total Score
									Overall Interpretation
Scores									
Interpretation									

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

- By nature you feel you are suited for the teaching job. () () () () ()
- Your institution is in a locality suitable for its working. () () () () ()
- You are getting a salary commensurate with your work. () () () () ()
- Your institution is teacher oriented () () () () ()
- You feel that the head of your institution is quite Suitable for the post. () () () () ()
- The majority of the teachers of your institution work with a spirit of co-operation. () () () () ()
- Students are respectful towards you. () () () () ()

8. Being in this job, you feel that you have a respectful place in the community. () () () () ()
9. Your profession has been helpful in providing suitable education to your children or dependents. () () () () ()
10. Your institution is a neat and clean place where you would like to work. () () () () ()
11. You derive pleasure in teaching. () () () () ()
12. There are opportunities for promotion in your job. () () () () ()
13. You have opportunities for expressing your opinion in organizational matters of your institution. () () () () ()
14. The head of your institution is an impartial person. () () () () ()
15. Teaching-learning activity goes on smoothly in your class () () () () ()
16. You are able to develop rapport with your colleagues and feel happily adjusted. () () () () ()
17. Your friends are relatives pay due regard to your Profession. () () () () ()

FACTORS	A		B		C		D		E		F			G		H	
ITEM	1	11	3	12	2	10	4	13	5	14	8	9	17	7	15	6	16
SCORE																	

18. Your working hours in the institution suit you. () () () () ()
19. The head of your institution takes due care of your welfare as well as of others. () () () () ()
20. As a teacher you are liked by your pupils. () () () () ()
21. Your standard of living which you are able to maintain with your total emoluments gives you the feeling for fair comfort. () () () () ()
22. There is proper arrangement for light and ventilation in your classroom. () () () () ()
23. You enjoy your work more than your leisure. () () () () ()
24. There is freedom for you to plan your working in your job. () () () () ()
25. You like the way the Head of the institution deals with his teachers. () () () () ()
26. Good relationship exist between teachers and students in your institution. () () () () ()
27. The laboratories of your institution are well equipped. () () () () ()
28. If there is an opportunity you would like to move over to another profession on same emoluments. () () () () ()
29. There is security of job as long as you do good work () () () () ()
30. You receive appreciation for your good work from your superiors. () () () () ()
31. You get proper opportunities to develop proper understanding with the parents of your pupils. () () () () ()
32. Teacher-pupil ration in your class is in keeping with such norms that you are not overburdened with work. () () () () ()
33. Teaching profession has a bright future. () () () () ()
34. In the library of your institution books are readily available for your use. () () () () ()

FACTORS	A			B				C			D	E				F			G		H
ITEM	25	30	35	19	20	31	34	24	29	36	26	21	27	32	18	23	22	28	33	-	
SCORE																					

35. Your fellow workers are always ready to render their help when you need it. () () () () ()
36. Your institution is setting an example of good discipline and academic achievements for others. () () () () ()
37. You are able to help pupils in building their character and developing good study habits. () () () () ()
38. Besides teaching-learning programme there is scope for you to participate in games. () () () () ()
39. You like the way the head of your institution takes care of complaints brought to him by his men. () () () () ()
40. Your co-workers regard you as their equals. () () () () ()
41. Your classrooms are suitable furnished. () () () () ()
42. Your colleagues opt you to perform any responsible work so that you might feel elevated. () () () () ()
43. This is good that transfers are avoided in your job. () () () () ()
44. You have opportunities for advancement of your professional qualifications. () () () () ()
45. Besides games you have occasion to participate in various co-curricular activities in your institution. () () () () ()
46. Audio-visual aids are readily available for your use () () () () ()
47. Your institution is within easy reach of your Residence. () () () () ()
48. On retirement pension/provident fund/insurance benefits are available to you. () () () () ()
49. The classrooms of your institution have adequate space
50. You feel a sense of dignity in the job. () () () () ()

FACTORS	A		B		C				D			E	F	G			
ITEM	46	52	45	50	43	48	49	51	38	40	47	41	-	39	37	42	44
SCORE																	

*Thank you for taking the time to complete this questionnaire.
We greatly appreciate your contribution to the study.*

Appendix – vi:

Letter to the Sample Higher Secondary School Principals

To,

The Principal

..... Higher Secondary School

Sir, 3

The bearer of this letter is Ruatpuii Chhangte, a Ph.D. scholar who is doing research under my supervision on the topic ‘Perceptions of Higher Secondary School Teachers of Mizoram on their Empowerment’. It would be greatly appreciated if you would kindly allow her to interact with your teachers for the said purpose. Your cooperation will be fully acknowledged at the time of writing the report of the thesis.

Thanking you

Yours faithfully,

Dated: Aizawl

(LALBIAKDIKI HNAME)
 Associate Professor

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Perceptions of Higher Secondary School Teachers of Mizoram on Their Levels of Empowerment on Decision Making and Professional Growth

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Abstract: - This paper presents the findings of a study which attempted to find out the perceptions of higher secondary school teachers of Mizoram on the level of their empowerment on areas of decision making and professional growth. 400 higher secondary school teachers from selected 4 districts of Mizoram were taken as the sample for the study. The study found that majority of higher secondary school teachers perceived themselves as moderately empowered in decision making (91.25%) and professional growth (93.75%).

Keywords: - Perceptions, teacher empowerment, higher secondary school teachers

Introduction

For a very long time it has been understood that the role of a teacher is confined to classroom teaching and other activities related to teaching-learning within educational institutions. Teachers took up the task of teaching students the required courses and contents and also took active part in assessing and evaluating the performance of students throughout an academic year. However, with massive progress in society and developments taking place in different aspects of human life, the role of the teacher has increased to a very great extent which goes beyond classroom teaching and related activities. The many role that teachers are now expected to take up includes variety of responsibilities like curriculum planning, research and professional development. Besides this teachers are also expected to carry out task which is given to them from time to time by the government as well as the society. These responsibilities often put great pressure on teachers which sometimes hinders their own growth as teachers and also make them unsatisfied with their profession.

It is important that teacher feel satisfied with their profession so that they can cope with the increasing responsibilities given to them. Teachers can play a major role in bringing positive change and improvements to their students in particular and society in general, which can happen only when

They feel satisfied with their working conditions. Many teachers feel unsatisfied because they feel that they are not empowered enough to make their own decisions and that they are just a tool in the hands of authorities.

Teacher empowerment is a concept used to describe the process by which a professional educator can increase his/her enthusiasm, effectiveness and skill when it comes to transmitting information to students. An empowered teacher appreciates his/her role as an educator and feels that the job she/he does has real value. An empowered teacher will be confident in his/her subject-matter because of the works he/she has done to learn it himself/herself, thereby ensuring a higher degree of accuracy in students' work. An empowered teacher will also exude an aura of enthusiasm and love for the subject, which will rub off on students and inspire them to enjoy the learning process (Sable, S. & Gupta, M. 2012).

Empowerment is assigning responsibilities, authority and decision-making power to employees and holding them accountable for results. Empowering employees enhances their skills and performance. Heloisa Faragoso (2000) defines empowerment as enlargement of employees' jobs giving them the responsibility and authority to make

decisions about their work without supervisory approval while creating value for ultimate customers. The essence of empowerment is to release, rather than ignore or underutilize employees experience, initiative, knowledge, wisdom and vision. Employee performance is the major factor that leads to success and failure of business (Swain, S. K., & Harichandan, S. 2012).

The Two Dimensions of Teacher Empowerment Studied In the Present Study

1. Decision Making:-

This dimension of empowerment relates to the participation of teachers in critical decisions that directly affect their work. In many cases, this means participation in and responsibility for decision involving budgets, teacher selection, scheduling curriculum and other programmatic areas. Providing teachers with a significant role in school decision-making and is a key element in teacher empowerment. Teachers gain the opportunity to increase control over their work and environment. The kind of school climate that encourage involvement in decision-making is characterized by openness and risk taking. This environment encourage teachers to try new ideas and approaches.

2. Professional Growth

Teacher's perception about the opportunities their school provides for them to grow and learn about their occupation defines professional growth. Many researchers have recognized teacher professional development as imperative (Coble, 2011; Terry, 1995; Tischler, 2004). According to Klecker and Loadman (1998) professional development refers to facilities that schools provide for teachers to increase their professional assets in an uninterrupted fashion, especially in terms of their teaching skills. They can develop their skills and learn more about the work via these professional development activities. In this respect, administrators can enhance teachers' effectiveness by supporting their professional development efforts (Short & Greer, 1997; Thomas & Velthouse, 1990). By empowering teachers via these kinds of developmental activities, administrators can create more teacher leaders.

They can also prevent teachers' stress as well as identifying their needs and offering professional learning experience as administrators (NCCTQ, 2007)

Rationale of the Study:

With the increasing responsibilities of the teachers and the demand imposed on them by the government and the society, it has become more important than before that teachers are satisfied with their profession and do not feel that they lack empowerment in different areas of their tasks. Teachers should be empowered with policy making governance and management within the system of education in which they play a major role they should be provided the right kind of conditions assistance and other incentives relative to their responsibilities. When teachers feel less empowered, they are likely to lose interest to grow and develop professionally as a teacher which can have negative impact on their students as well as the society. Therefore, it is essential that teachers' perception about their own empowerment is studied and understood to create a conducive educational environment for the benefit of all the stakeholders.

Robertson and Tang (1995) reported that empowerment for teachers often depend on their commitment to professional growth. An increased commitment to professional growth often made teachers feel that the work they did has personal meaning. They explained that making a difference and having fulfillment in the area of teaching could be directly correlated to the amount of time spent in close contact with students (Robertson and Tang). By monitoring the personal growth of students, teachers often gained unique perspectives on student achievement based on student inquiry (Garden hour, 2008).

In Mizoram no studies has been done so far relating to teachers and their empowerment. The present study is the first attempt to find out the perceptions of teachers towards their own empowerment which is expected to throw light on the existence of satisfaction or dissatisfaction among teachers regarding their increased responsibilities.

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Objectives of the Study

- I. To find out the perceptions of higher secondary school teachers of Mizoram on their levels of empowerment in decision making.
- II. To find out the perceptions of higher secondary school teachers of Mizoram on their levels of empowerment in professional growth.
- III. To compare the perception level of higher secondary school teachers of Mizoram on their levels of empowerment in decision making and professional growth.

Tool used

For collecting the necessary data, the researcher used self-developed 'Questionnaire on perceptions of Teachers on their Empowerment.'

Sample and population

The population consisted of all teachers of higher secondary schools in Mizoram.

The study sample consisted of 400 higher secondary school teachers selected randomly using multi-stage stratified cluster sampling technique.

- I. 4 districts (Aizawl, Lunglei, Champhai, and Mamit district) were selected
- II. Proportionate numbers of higher secondary schools in the selected districts were selected randomly
- III. Proportionate number of government and purely private schools were selected

Findings

Perceptions of higher secondary school teachers of Mizoram on their empowerment in Decision Making

Table No. 1

Sl. No	Level of Empowerment	No. of teachers	Percentage
1	Highly Empowered	32	8
2	Moderately Empowered	365	91.25
3	Less Empowered	3	0.75
	Total	400	100

Table 1 shows that among the 400 respondents, 32 percent perceived themselves as highly empowered, 365 respondents, which is 91.25 percent perceived themselves as moderately empowered and only 3 respondent, i.e. 0.75 percent perceived themselves as less empowered.

Perceptions of higher secondary school teachers of Mizoram on their empowerment in Professional growth

Table No. 2

Sl. No	Level of Empowerment	No. of teachers	Percentage
1	Highly Empowered	23	5.75
2	Moderately Empowered	375	93.75
3	Less Empowered	2	0.5
	Total	400	100

Table 2 illustrates that among the 400 respondents, 23 of them, which is 5.75 percent perceived themselves as highly empowered, 375 respondents, which is 93.75 percent perceived themselves as moderately empowered and only 2 respondent, i.e. 0.5 percent perceived themselves as less empowered.

Comparison of the perceptions of teachers on decision making and professional development dimension of empowerment among Higher Secondary School teachers of Mizoram

Table No. 3

Level of Empowerment	Decision Making		Professional Growth	
	No. of teachers	%	No. of teachers	%
Highly Empowered	32	8	23	5.75
Moderately Empowered	365	91.25	375	93.75
Less Empowered	3	0.75	2	0.5
Total	400	100	400	100

The above table reveals that the percentage of teachers who perceived themselves as highly empowered is more in decision making than in professional growth whereas those who feel moderately empowered is more in professional growth than decision making. Those who feel less empowered in both dimensions are negligible with higher percentage in the dimension of decision making.

Conclusion

The findings of the present study reveals that majority of the higher secondary school teachers of Mizoram perceived themselves as moderately empowered in decision making (91.25%) and professional growth (93.75). The percentage of teachers who perceived themselves as less empowered is negligible. Majority of the teachers falling in the moderate level of empowerment is not satisfactory as everyone in any profession should feel satisfied and empowered enough to do justice to his profession. The low percentage of teachers who perceived themselves as highly empowered in decision making (8%) and professional growth (5.75%) is one issue that needs to be addressed so that all teachers feel satisfied with a profession which is so important for the growth of the nation.

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ABSTRACT

**PERCEPTIONS OF HIGHER SECONDARY SCHOOL
TEACHERS OF MIZORAM ON THEIR EMPOWERMENT**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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MZU Regn No. - 1 of 2013

Ph.D. Regn No. - MZU/Ph. D/ 813 of 9.11.2015



DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION AND HUMANITIES

JANUARY, 2021

ABSTRACT

1. INTRODUCTION

1.1 Teacher empowerment

The process by which a professional educator can increase her enthusiasm, effectiveness and skill when it comes to transmitting information to teachers may explain the concept of teacher empowerment. A teacher who is being empowered appreciates her role as an educator and feels that her teaching job has real value. The 5 different dimensions of teacher empowerment studied in the present research are:

- 1) **Decision Making:-** This dimension of empowerment relates to the participation of teachers in critical decisions that directly affect their work.
- 2) **Professional Growth:-** Professional growth refers to teachers' perceptions that the school in which they work provide them with opportunities to grow and develop professionally, to learn continuously and to expand one's own skills through the work life of the school
- 3) **Self-efficacy:-** Self-efficacy may be explained as teachers' perception that they possess the skill and ability to facilitate learning among the students, are capable of arranging and managing effective programs for students, and also that they can get a required modification in student learning.
- 4) **Autonomy:-** The dimension of autonomy refers to the fact that teachers have confidence to control their work, life and decisions. Klecker and Loadman (1998) stated that autonomy refers to the enjoyment of freedom to make decision.
- 5) **Impact:-** This dimension deals with the teacher's belief in her abilities to effect and influence the working of the school.

1.2 Job satisfaction

A set of favorable or unfavorable feelings and emotions with which employees view their works is generally termed as job satisfaction. It refers to a

collection of attitudes that workers have about their job. It is an attitude, which results from balance, and summation of many specific likes and dislikes experienced in connection with the job.

1.3 Relationship between teacher empowerment and job satisfaction

Currently, there is not a theory that binds job satisfaction and empowerment. However, these two constructs have been linked in the educational literature. Greater participation in decision making, one element of teacher empowerment, resulted in greater job satisfaction.

2. RATIONALE OF THE STUDY

It is commonly believed that a person's satisfaction with the job or profession that he is in is greatly affected by the level of empowerment that he is being accorded. This means that empowering teachers also would increase their job satisfaction which in turn is expected to enhance the quality of teaching and the general efficiency of schools. The traditional educational system in Mizoram has many restrictions for the teachers

This traditional belief has been regarded as an obstacle to change in the role and responsibilities of a teacher which gives very less room for empowerment in different areas of the profession. In order to enhance the system, it is vital to determine how job empowerment can promote change and increase job satisfaction for teachers. The result of this study is expected to encourage comprehending to recognize relationships, strengths and weaknesses, and appropriate interference which will improve the quality of teaching and increase school efficiency.

No studies relating to teacher empowerment has been found in Mizoram, some few studies were found on job satisfaction of teachers and no studies at all on the topic of 'teacher empowerment and job satisfaction'. So the investigator found it worthwhile to conduct a study on this topic. For the present study higher secondary school teachers has been selected because the higher secondary stage is the bridge between the general information of the mind and personality which school education is and the higher learning specializations which the college and university represent.

This stage is on the one hand as strong or as weak as the school stage is and is simultaneously a test of the soundness of the learning culture developed at the school. So, the teachers at this stage plays a very important role in the career selection of/by the students and they needs to be empowered to a great extent and needs to be satisfied in their job in order to teach and guide the student in the right track.

3. STATEMENT OF THE PROBLEM

The present study is stated as “Perceptions of Higher Secondary School Teachers of Mizoram on their Empowerment”

4. RESEARCH QUESTIONS

After going through different available literature on the proposed study, the scholar has come up with different research questions which need to be considered while framing the objectives for the study.

- (i) What would be the perceptions of higher secondary school teachers of Mizoram on their empowerment in relation to decision making, professional growth, self-efficacy, autonomy and impact and on their empowerment as a whole?
- (ii) Will the higher secondary school teachers of Mizoram differ significantly on their perceptions about their empowerment on various dimensions based on the following characteristics: gender, locality, and management?
- (iii) What would be the level of job satisfaction of the higher secondary school teachers of Mizoram?
- (iv) Will the higher secondary school teachers of Mizoram differ significantly on their on their job satisfaction based on the following characteristics: gender, locality, and management?
- (v) Is there any correlation between perceptions of their empowerment and job satisfaction of the higher secondary school teachers of Mizoram?

5. OBJECTIVES OF THE STUDY

- (i) To develop and standardize teacher empowerment scale.
- (ii) To find out the perceptions of higher secondary school teachers of Mizoram on their empowerment
- (iii) To find out the perceptions of higher secondary school teachers of Mizoram on their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (iv) To compare the perceptions of higher secondary school teachers of Mizoram on their level of empowerment based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (v) To find out the level of job satisfaction of higher secondary school teachers of Mizoram.
- (vi) To compare the level of job satisfaction of higher secondary school teachers of Mizoram based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (vii) To find out if there is any correlation between empowerment and job satisfaction of the higher secondary school teachers of Mizoram.

6. RESEARCH HYPOTHESES

- (i) There exists significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making

- (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (ii) There exists significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (iii) There exists significant difference between government and purely private higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (iv) There exists significant differences among higher secondary school teachers of Mizoram on their perception about their level of empowerment based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (v) There exists significant differences among higher secondary school teachers of Mizoram on their level of job satisfaction based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management

- (vi) There exists correlation between perceptions about the level of empowerment and job satisfaction of higher secondary school teachers of Mizoram.
- (vii) There exists correlation between job satisfaction and the perceptions about the level of teacher empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact

These research hypotheses were converted into null hypotheses for testing as-

- (i) There exists no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (ii) There exists no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (iii) There exists no significant difference between government and purely private higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth

- (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact
- (iv) There exists no significant differences among higher secondary school teachers of Mizoram on their perception about their level of empowerment based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (v) There exists no significant differences among higher secondary school teachers of Mizoram on their level of job satisfaction based on the following characteristics:-
 - (a) Gender
 - (b) Locality
 - (c) Management
- (vi) There exists no correlation between perceptions about the level of empowerment and job satisfaction of higher secondary school teachers of Mizoram.
- (vii) There exists no correlation between job satisfaction and the perceptions about the level of teacher empowerment on the following dimensions:-
 - (a) Decision making
 - (b) Professional growth
 - (c) Self-efficacy
 - (d) Autonomy
 - (e) Impact

7. DELIMITATION OF THE STUDY

The study has been delimited to only government and purely private higher secondary school teachers of Mizoram.

8. REVIEW OF RELATED LITERATURE

Related studies reviewed were divided into- (i) Studies on empowerment of teachers and other related variables and (ii) Studies on relationship between teacher empowerment and Job Satisfaction.

81 related studies on empowerment of teachers and other related variables were reviewed and 26 related studies on relationship between teacher empowerment and Job Satisfaction were reviewed. All together (81+26) 107 studies were reviewed. Out of these 107 studies 6 studies were from India.

After perusing the different research works done related to empowerment of teachers, it was observed that studies were conducted on teacher empowerment in relation to variables like teacher efficacy, student achievement, teachers' organizational commitment, organizational citizenship behavior, principal effectiveness, professional development, teacher commitment, teacher's mental health, and principal's use of power.

There were few studies (14 in numbers) relating to perception about teacher empowerment and quite a good number of studies (26 in numbers) were also found on the relationship between teacher empowerment and job satisfaction. What is found from a review of the existing research is that studies had been conducted at every stages/levels of education, starting from primary level to university level. At the same time it was also revealed that study related to teacher empowerment is very less in India (only 6 studies) and no study has so far been done in Mizoram. These observations challenged the investigator to conduct a study on the perceptions of teachers on their empowerment.

9. METHOD OF STUDY

9.1 Research design

As the present study is intended to find out the existing situation, the study belongs to the category of descriptive research. The study is a blend of both qualitative and quantitative analysis.

9.2 Population and sample

The population of the present study consisted of all teachers of higher secondary schools in Mizoram. According to the annual publication (2015-2016) prepared by statistical cell, Directorate of school education, government of Mizoram, there are 1536 (male-847, female-689) higher secondary school teachers in Mizoram.

The sample for the present study consisted of 400 higher secondary school teachers selected from 4 districts randomly using multi-stage stratified cluster sampling technique, where schools were used for clustering. Stratification was done at the district level and management of schools.

9.3 Tools and technique used

For collecting the necessary data for the present study, the following scales were used:-

- (i) For studying the job satisfaction level of level of Higher Secondary School Teachers of Mizoram, a readily available standardized tool titled 'Job Satisfaction Scale', prepared by Dr. (Mrs.) Meera Dixit was used by the investigator. This scale consisted of 52 statements related with the 8 different factor of teachers' job satisfaction.
- (ii) For studying the perception of higher secondary school teachers of Mizoram on their empowerment, the scholar used a self-developed 'Questionnaire on Perceptions of Teachers on their Empowerment.'

9.4 Administration and collection of data

The researcher personally visited schools in Aizawl city, Lunglei, Mamit, and Champhai towns, which were all the district capitals, to collect necessary data. Before administration of the questionnaire permissions were taken from each of the school principals. To collect data from the schools out side district capitals, the researcher made use of the postal service and maxi-cab services for collection of data. For the rural schools the researcher contacts the principals of each schools and fortunately all the principals entertained pleasantly all the request made by the

researcher and without much difficulties the researcher was able to complete the collection of data.

9.5 Procedure of data analysis

After the questionnaire was administered to the selected samples, responses of the respondents were recorded. The responses were scored as 3(always), 2(sometimes), and 1(never).

9.6 Statistical technique used

- 1) Percentage
- 2) Mean
- 3) Standard deviation
- 4) Coefficient of correlation
- 5) T-test

10. MAJOR FINDINGS

The following are the major findings of the study:-

10.1 FINDINGS IN RELATION TO THE PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. Higher secondary school teachers of Mizoram had the highest mean score in the empowerment dimension of self-efficacy.
2. The lowest mean, scored by higher secondary school teachers of Mizoram was on the dimension of professional growth.
3. The average mean score on dimensions of empowerment among higher secondary school teachers of Mizoram is 30.26, in which the average possible maximum score is 40.2.
4. The highest variation on the score exists in the empowerment dimension of decision making.

5. The lowest variation on the score exists in the empowerment dimension of impact.
6. Majority of the higher secondary school teachers of Mizoram perceived themselves as moderately empowered.
7. A very less percent, only 12.92% of the higher secondary school teachers of Mizoram perceived themselves as highly empowered.
8. Only one higher secondary school teacher perceived himself as less empowered.
9. A statistically significant difference was found between rural and urban higher secondary school teachers of Mizoram, and the difference was in favours of the rural higher secondary school teachers.
10. No significant difference was found between male and female higher secondary school teachers of Mizoram.
11. It was also found that there is statistically significant difference between private and government higher secondary school teachers of Mizoram, and the difference was in favours of the private higher secondary school teachers.

10.2 FINDINGS IN RELATION TO PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON DIFFERENT DIMENSIONS OF TEACHER EMPOWERMENT

1. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making is 8.
2. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 5.57.
3. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 43.
4. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 26.5.
5. The percentage of higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 35.75.

10.3 FINDINGS IN RELATION TO PERCEPTIONS OF MALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 12.92
2. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 9.09
3. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 7
4. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 42.59
5. The percentage of male higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 27.75
6. The percentage of male secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 39.23

10.4 FINDINGS IN RELATION TO PERCEPTIONS OF FEMALE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 11.52
2. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 6.80
3. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 4.72
4. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 43.46

5. The percentage of female higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 25.13
6. The percentage of female secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 31.94

10.5 FINDINGS IN RELATION TO PERCEPTIONS OF RURAL HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 14.62
2. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 11.54
3. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 6.15
4. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 45.38
5. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 32.31
6. The percentage of rural higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 36.92

10.6 FINDINGS IN RELATION TO PERCEPTIONS OF URBAN HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 16.10
2. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 10.17

3. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 8.90
4. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 49.15
5. The percentage of urban higher secondary school teachers of Mizoram who perceived themselves as private highly empowered in impact is 33.
6. The percentage of urban secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 37.29

10.7 FINDINGS IN RELATION TO PERCEPTIONS OF PRIVATE HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 16.10
2. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 10.17
3. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 8.90
4. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 49.15
5. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 33.
6. The percentage of private higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 37.29

10.8 FINDINGS IN RELATION TO PERCEPTIONS OF GOVERNMENT HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT

1. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered on their overall empowerment is 6.71
2. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in decision making 4.88
3. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in professional growth is 1.22
4. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in self-efficacy is 34.15
5. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in impact is 17.07
6. The percentage of government higher secondary school teachers of Mizoram who perceived themselves as highly empowered in autonomy is 32.93

10.9 FINDINGS IN RELATION TO A STUDY BETWEEN MALE AND FEMALE HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There is significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making, in which the difference was in favours of the male higher secondary school teachers.

2. No significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth. However, the mean score of the male was higher than female amongst higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth.
3. A statistically significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy, and the difference was in favours of the male higher secondary school teachers.
4. There was no significant difference between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy. However, male higher secondary schools teachers of Mizoram were found to have higher mean score than the female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy.
5. No significant difference was found between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact. At the same time, it was also found that female higher secondary school teacher scored higher than the male higher secondary school teachers on their perceptions about their level of empowerment on the dimension of impact.
6. In a study between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions, all the significances found were all in favour of the male higher secondary school teachers.

10.10 FINDINGS IN RELATION TO A STUDY BETWEEN RURAL AND URBAN HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There was significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making, and the difference favours the rural higher secondary school teachers.
2. No significant difference was found between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of professional growth. However, rural higher secondary school teachers are found to have higher mean score than urban higher secondary school teachers on their perceptions about their level of empowerment on the dimension of professional growth.
3. No significant difference was found between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of self-efficacy. At the same time, the rural higher secondary school teachers had higher mean score than the urban higher secondary school teacher on their perceptions about their level of empowerment on the dimension of self-efficacy.
4. There was no significant difference between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy. At the same time, rural higher secondary school teachers were found to score higher on their perceptions about their level of empowerment on the dimension of autonomy.
5. The difference found between rural and urban higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on the dimension of impact was significant in favour of rural higher secondary school teachers.

10.11 FINDINGS IN RELATION TO A STUDY BETWEEN PRIVATE AND GOVERNMENT HIGHER SECONDARY SCHOOLS TEACHERS OF MIZORAM ON THEIR PERCEPTIONS ABOUT THEIR LEVEL OF EMPOWERMENT ON DIFFERENT DIMENSIONS

1. There was significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of decision making and professional growth as well as self-efficacy.
2. No Significant difference was found between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy. At the same time, private higher secondary school teacher had higher mean score than the government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of autonomy.
3. There existed a statistically significant difference between private and government higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on the dimension of Impact and the significant difference favours the private school teachers.

10.12 FINDINGS IN RELATION TO THE JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM

1. Among the higher secondary school teachers of Mizoram, it was found that only 1.75% teachers were extremely highly satisfied with their job.
2. It was also found that 9.75% higher secondary school teachers were highly satisfied with their job.
3. The level of job satisfaction of 16.75% higher secondary school teachers was found to be above average satisfaction.
4. Highest percentage of job satisfaction level was found in the average/moderate satisfaction level, i.e. 45% among higher secondary school teachers of Mizoram.

5. Those who were having below average satisfaction level were found to be 14.75% among higher secondary school teachers.
6. The study also revealed that 9.75% higher secondary school teachers were dissatisfied with their job.
7. It was also found that 2.25% higher secondary school teachers were extremely dissatisfied with their teaching job.
8. The study found no significant difference between the job satisfaction level of male and female higher secondary school teachers of Mizoram.
9. It was found that there is significant difference between the job satisfaction level of rural and urban as well as private and government higher secondary school teachers of Mizoram.

10.13 CORRELATION BETWEEN THE PERCEPTIONS OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM ON THEIR EMPOWERMENT AND JOB SATISFACTION

1. The present study found that there was positive and significant correlation ($r=0.58$) between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction.
2. The study also found that there was positive and significant correlation ($r=0.47$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of decision making and job satisfaction.
3. It was also found in the study that there was positive and significant correlation ($r=0.55$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of professional growth and job satisfaction.
4. It was found that there was positive and significant correlation ($r=0.40$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of self-efficacy and job satisfaction.

5. The study also found that there was positive and significant correlation ($r=0.38$) between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of autonomy and job satisfaction.
6. Between the perceptions of higher secondary school teachers of Mizoram on the empowerment dimension of impact and job satisfaction the study found that there was positive and significant correlation ($r=0.39$).

11 DISCUSSION

The aim of this study is to explore and record the perceptions of higher secondary school teachers about their empowerment, as well as their job satisfaction and to identify whether any correlation existed between these two variables.

11.1 Discussions on findings related to the perceptions of higher secondary school teachers of Mizoram on their empowerment

The present study found that majority of the higher secondary school teachers of Mizoram perceived themselves as moderately empowered. This finding is in tune with the finding of Kurian (1999), Avidov-Ungar, Friedman, and Olshtain (2014), and Aziz and Quraishi (2017) whose findings also showed that teachers perceive themselves as moderately empowered. Differing from the present study, Hamadneh (2016) revealed that teachers of gifted students in Jordan had high level of empowerment.

The present study found that higher secondary school teachers of Mizoram had the highest mean score in the empowerment dimension of self-efficacy which means that in relation to the other dimensions of empowerment, they felt most empowered in this dimension. This finding is in parallel with the finding of Wall (2012) who concluded that career and technical education teachers are most empowered in the empowerment subscale of self-efficacy. The study of Kirika (2011) also pointed out that teachers felt strongly empowered in empowerment

subscale of self-efficacy, status and impact but less empowered in the subscale of decision making, autonomy and professional growth.

Teacher empowerment dimension that has the lowest mean score among higher secondary school teachers of Mizoram was in the dimension of professional growth while in the study of Boey (2010), the dimension of decision making which has been specifically extra emphasized by the ministry of education in Malaysia was the lowest in the dimensions of teacher empowerment.

This study found that there was a significant difference among higher secondary school teachers of Mizoram on the empowerment dimensions of decision making and self-efficacy according to gender. The finding of Othman and Baraka (2016), who found that males and females were different in the dimensions of psychological empowerment is in line with the findings of the present study. Differing from this study Scribner, Truell, Hager, & Srichai (2000), and Hamadneh (2016) found no significant difference among the teachers on any of the subscale of teacher empowerment according to gender.

According to the responses given by the higher secondary school teachers of Mizoram, teachers were empowered most in the dimension of self-efficacy, followed by autonomy and impact, and then decision making. They felt least empowered in the dimension of professional growth. It is interesting to find that teachers perceived themselves as competent and sufficient enough in their teaching profession, and contrarily, it is distressing to find that teachers were least empowered in the dimension of professional growth since teachers are expected to keep an ongoing professional development and if they are not provided with an ample opportunity for professional growth how will they improve and progress in their teaching profession. School authority as well as government should take steps to improve this situation so that quality is improved. This study would be more effective if persons who are in a position to improve this situation read and examine these findings.

11.2 Discussions on findings related to a study between male and female higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

The present study found no significant difference between male and female higher secondary school teachers of Mizoram on their perceptions about their level of empowerment, which is matching with the finding of Narad and Tobgay (2018), who concluded that male and female teachers had similar perception of teacher empowerment.

The present study found no significant difference between male and female teachers' perceptions about their level of empowerment on the dimension of professional growth. This finding is contradictory to the finding of Avidov-Ungar, Friedman, and Olshtain (2014) who found that there were statistical differences in the level of perceived empowerment of teachers due to the variable of gender in favours of males.

The present study also exhibited that mean score of male higher secondary school teachers was a bit higher than the mean score of the female higher secondary school teachers on their perceptions about their level of empowerment.

This study also shows that among the higher secondary school teachers of Mizoram, male higher secondary school teachers scored higher than the female higher secondary school teachers in the empowerment dimension of professional growth and this finding is opposed to the finding of Klecker (1996) who found that female teachers had higher ratings than the male teachers on the subscale of professional growth.

11.3 Discussions on findings related to a study between rural and urban higher secondary schools teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

In the present study significant difference was found among higher secondary school teachers of Mizoram on their perceptions about their level of empowerment and the difference favours the rural higher secondary school teachers. This finding is similar with the finding of Aziz and Quraishi (2017), who found a significant difference between the mean empowerment scores of rural and urban teachers in which the difference is in favours of the rural teachers.

The present study found a significant difference on the empowerment dimensions of decision making and impact between rural and urban higher secondary school teacher of Mizoram and no significant difference was found in the dimension of professional growth, self-efficacy, and autonomy, while Mohanty and Baruah (2012) found no significant difference in all the six dimensions of teacher empowerment from rural and urban localities.

11.4 Discussions on findings related to a study between private and government higher secondary school teachers of Mizoram on their perceptions about their level of empowerment on different dimensions

It was found in the present study that among the higher secondary school teachers of Mizoram, there was significant difference on their perceptions about their level of empowerment based on management of the school (private and government) and this difference favours the private school teachers. This finding is opposed with the finding of Babu and Fatima (2017), who found no significant difference between the mean empowerment scores of government, private aided, and private unaided school teachers. The present finding is also in conflict with the finding of Aziz and Quraishi (2017), who found that teachers in government/public universities are more empowered when compared with the teachers in private universities

The present study found significant difference between government and private higher secondary school teachers on the empowerment dimensions of decision making, professional growth, self-efficacy, and impact and no significant difference was found in the dimension of autonomy. This finding is almost similar with the finding of Mohanty and Baruah (2012), who have found significant differences in all the six dimensions of teacher empowerment between government school teachers and private school teachers.

11.5 Discussions on findings related to the job satisfaction of higher secondary school Teachers of Mizoram

The present study revealed that majority of the higher secondary school teachers of Mizoram exhibit an average overall job satisfaction which is in line with the finding of Hobbs (2004), Kefalidou, Vassilakis, and Pitsalidis (2015), who also found that majority of the study showed an average overall job satisfaction.

The present study found no significant difference between male and female higher secondary school teachers of Mizoram on their job satisfaction level. This finding is in congruent with the finding of Ghaemi & Sabokrouh (2014) which indicated that there is no significant difference on teacher job satisfaction level based on demographic variable of gender.

In the present study it was revealed that male teachers had slightly higher mean score than the female teachers among higher secondary school teachers of Mizoram on their job satisfaction level. This finding is in tune with the finding of Elmoassati et al. (2016) who concluded that men are more satisfied with their work than women.

11.6 Discussions on findings related to the correlation between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction

The present study found positive and significant correlation between the perceptions of higher secondary school teachers of Mizoram on their empowerment and job satisfaction. The finding of the present study is in parallel with the finding of Rinehart and Short (1993), Rice and Schneider (1994), Klecker and Loadman (1996), Wu & Short (1996), Lanney (1998), Hobbs (2004), Zembylas, & Papanastasiou (2005), Cypert (2009), Boey (2010), Boonyarit, Chomphupart, & Arin (2010), Bogler & Nir (2012), Amoli and Youran (2014), Ghaemi & Sabokrouh (2014), Nizam and Adil (2014), Razavinejhad and Najafzadeh (2014), Al-Yaseen, Salem, Al-Musaileem, & Yousef (2015), George, Kumar and John (2015), Kefalidou, Vassilakis, and Pitsalidis (2015), Khany & Tazik (2015), Yangaiya & Magaji (2015),

Elmossati et al. (2016), and Sumardi and Wibowo (2018) who all have found a positive correlation between teacher empowerment and job satisfaction.

The present study found positive and significant correlation between job satisfaction and teacher empowerment dimensions of decision making, professional growth, self-efficacy, impact and autonomy. The findings of Amoli and Youran (2014), which shows no correlation between teacher job satisfaction and the three teacher empowerment dimensions of decision making, self-efficacy, and impact is contradictory with the present findings. Nizam and Adil (2014) also found no statistically significant impact of self-efficacy in predicting the job satisfaction of teachers in the secondary and primary schools of Karachi.

12 CONCLUSIONS

Teacher empowerment is of recent trends which has a vast and complicated nature. In this study, the components of teacher empowerment are of five different dimensions such as- Decision making, professional growth, self-efficacy, impact and autonomy. The perceptions of higher secondary school teachers on their empowerment is measured by using self-developed/standardized questionnaire on teacher empowerment and their job satisfaction is also measured by using a ready-made job satisfaction scale. Majority of the sample teachers perceived themselves as moderately empowered, some few of them perceived themselves as highly empowered, and only one perceived himself as less empowered. Regarding the job satisfaction, 45% of the sample teachers exhibit an average overall job satisfaction and teachers who are satisfied with their job are a little bit more than teachers who are not satisfied with their job. There is positive and significant correlation between perceptions of higher secondary school teachers of Mizoram on their empowerment and their job satisfaction.

Teacher empowerment is a function of the readiness of building level administrators to divide their autonomy with those whose dedication is necessary to make the educational programme function at the highest degree of efficiency. Teacher empowerment stands for the development of assets and capabilities of

teachers to participate in influence control and hold accountable institutions that affect their daily lives and schools.

An empowered teacher is one who believes in herself and her ability of action. She understands the system of domination and dedicates to the improvement of oppressive practice in the society. She respects others and uses her power to protect the uniqueness of individual. Whether working alone or with other people, they are firm, practical and passionate. She dedicates to the self-realization of people in the classroom, at school and in the community.

13 SUGGESTIONS FOR FURTHER STUDIES

The following suggestions for further studies could be made at different levels of studies

1. Studies can be conducted to examine whether empowering teachers increases motivational levels of the teachers.
2. Studies can also be conducted to examine whether increasing empowerment of teachers increases conflict in the school.
3. A study to examine whether empowered teachers were more satisfied and committed in their job can also be conducted.
4. A study focusing on the effects of teacher empowerment on student performance could also be conducted.
5. A comparison between teachers at different levels of studies on their empowerment could also be studied.
6. A comparative study between empowerment of teachers and job satisfaction at different streams/fields of studies may also be conducted.