"A STUDY OF RELATIONSHIP BETWEEN PERSONALITY FACTORS AND WOMEN EMPOWERMENT"

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Abstract - Teachers play a very important role in moulding the character/personality of children and in making them future architects of the country. Education is a powerful tool of social transformation, i.e. empowering the women with the knowledge, skills and self confidence is necessary to participate fully in the development process. As women teachers are more in number at primary and secondary education level, they play major role in the development of children in particular and development of society in general. This demands women teachers to be empowered both at individual and group level. the personality plays importan role in empowering of women's teachers.from the above studies the personality of the teacher has a significant relationship to an effective performance in the classroom. personality traits and psychological empowerment have significant relationship with empowerment

Key words –Personality factor , Women Empowerment ,relationship between Personality and Women empowerment

Introduction

Teachers play a very important role in moulding the character/personality of children and in making them future architects of the country. Education is a powerful tool of social transformation, i.e. empowering the women with the knowledge, skills and self confidence is necessary to participate fully in the development process. As women teachers are more in number at primary and secondary education level, they play major role in the development of children in particular and development of society in general. This demands women teachers to be empowered both at individual and group level.

The term personality has been derived from the Latin word 'Persona' that was associated with Greek theatre in ancient times. 'Persona' means 'a mask' which Greek actors commonly used to wear before their faces when they are acting on the stage. The mask, worn by the actors was called Persona.

The personality is a person's unique and stable qualities that was characterized the behaviour in different situation and period of time. People often show consistency in behavior, thought and emotion across situations and across time periods. For instance an honest person remains honest for a longer period of time and in different situations.

Many psychologists have defined personality differently of which only a few have been presented here.

"Personality is the dynamic organization within the individual of those psycho-physical system that determine his unique adjustment to his environment".

— Allport, G.W. (1961)

"An individual's personality is his unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differ from another."

— Guilford, J.P. (1959)

a.   Personality Factors

The personality is that which permits predictions of what a person will do in given situation.

According to Cattell, the personality consists of 16 primary or source traits or Factors –A, B, C, E, F, G, H, I, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4. Each

personality trait is defined by bipolar qualities which constitute two extremes (low end and high end).Further, 8 second order characteristics again with bipolar description are derived from primary factors.

In the present study only first 4 out of 8 second stratum factors, whose components are very much appropriate and suitable to the main variable ie Women Empowerment have been considered. They are F-I, F-II, F-III, F-IV, the bipolar description of which is given in the following table.

Table 1: Details of Bipolar descriptions of the second order dimensions of personality as measured by 16 PF

Low Score Direction	High Score Direction
Factor – I C-, H-, L+, O+, Q$_3$-, Q$_4$+	
Adjustment (Low Anxiety) V/s	**High Anxiety**
The person who scores low on these factors tends to be one whose life is generally satisfying and one who is able to achieve those things that seem to him to be important. However, an extremely low score mean lack of motivation for difficult task.	The person who scores high on this factor is high on anxiety as it is commonly understood. He need not to be neurotic, since anxiety could be situational but it is probable that he has some maladjustment, i.e. he is dissatisfied with the degree to which no is able to meet the demands of life and to achieve what he desires. Very high anxiety is generally disruptive of performance and productive physical disturbance.
Factor – II Q$_{I}$ – A+, E+, F+, H+, Q$_2$-	
Introversion V/s	**Extraversion**
The person who scores low on factor life tends to be shy, self sufficient and inhibited in interpersonal contact.	The person who scores high on this factor is a socially outgoing uninhibited person good at making and maintaining interpersonal contacts.
Factor – III A-, I-, M-, (E+, L+)$^+$	
Pathemia (Tender minded) V/s	**Cortertia (Alert poise**
The pathemic pole as the name indicates, operate at a mood level, namely of frustration and depression. Low scoring individuals show a tendency to feel rather than think	The ratings of which go with cortertia are those of cheerfulness, objective level. High scoring of individuals show tendency to high premsia and high autism
Factor – IV E+, L+, M+, Q$_1$+, Q$_2$	
Subduedness V/s	**Independence**
The person who scores low on factor IV is a group dependent, chastened, passive personality. He is likely to depend and need support from others.	The person who scores high on factor IV is a person who is independent, radical, autistic, projective, and a law to himself

Concept of Women Empowerment

The concept of women empowerment appears to be the outcome of several important critiques and debates generated by the women's movement throughout the world, and particularly by third world feminists. Its source can be traced to the interaction between feminism and the concept of "popular education" developed in Latin America in the 1970s (Walters, 1991). It is the process of challenging exists power relations and of gaining greater control over the sources of power, may be termed as empowerment.

It is multifaceted, multidimensional and multi-layered concept. Women empower is a process in which women gain greater share of control over resources- material, human and intellectual like knowledge, information, ideas and financial resources money and access to money, control over decision making in the home, community, society and nation, and to gain power. According to the country report of government of India. "Empowerment means moving from a position of enforced powerlessness to one of power". This broader definition is defined by feminist scholars and activists within context of their own regions (Batliwala, 1991). Empowerment has been perceived on different perspectives like; Eliminating discrimination against women; Improving social cohesion and Education for effective implementation of better hygiene.

According to the Random House Dictionary

Empowerment comes from the term empower which means to give power and to enable and to strengthen. The key elements in empowerment are enabling and providing power, and they reinforce each other. However, empowerment would mean the process of challenging and over coming inequality, power relations, and of gaining greater control over sources of power by the under-privileged.

According to Schuler (1986), empowerment refers to the capacity to mobilize resources to produce beneficial social change. She identified three critical dimensions of the empowerment process such as, individual consciousness raising, collective

consciousness development, and mobilisation. The third dimension builds on the first two and it is where collective skills and resources are translated into political and legalaction.

Relationship between Personality Factors and Women Empowerment

The personality factors are related to empowerment. Solot, David Mark Edward's (2013) study on "The Effect of Personality Variables on Preference for Empowerment in the Work Place" indicated that some personality characteristics can predict empowerment success.

Viswesvaran and Reis (1996) and Barrick and Mount (1996) have explored partialling out the influence of socially desirable responding did not alter relation between conscientiousness and empowerment.

Arunkumar Gautham (2008) studied about Personality Factor of responsible high school teachers and Anand, S.P. (1981) has studied the personality of teachers. Rajeshwari Dubey (1986) has done research on pupil teachers with respect to Personality traits and other variables. There is a need for more research in this aspect.

Zelina (1996) in his study found that the teachers affects their surroundings primarily by their Personality.

Cap and Mares (2001) reveal that the overall Personality of a teachers, their character and all moral aspects their personality throughout their life.

The process of educational and training process development and formation of these aspects of the teachers personality run as complex processes of socialization, interaction with the environment, internal changes and auto-regulation. These factors were the relationship between supervising teachers ratings and scores on MMPI was investigated by Moore and Cole. With 185 elementary school teachers, the difference between the "best" and "poorest" teachers. Burdick (1963) reported that the relationship between personality traits and the success in student teaching of and found the factors in successful were H-(venturesome), Q3-(controlled), L-(trusting), and O-(confidence).

Lamke endeavored to determine whether there are characteristic differences between good and poor secondary school teachers. Employing the 16 P.F. and classroom observations combined with head teachers' opinions. Factors F+ (happy-go-lucky), H+ (venturesome), B- (less intelligent), and A+ (outgoing) were found to characterize good teachers. The poor teachers scored low on Factors F- (sober) and H- (shy). Lamke reports that the pattern of response rather than individual responses were

indicators of the good qualities of teachers. With sixty-four second year teachers, Erickson undertook the development of equations for predicting teaching success. A factor analysis of measures of the temperament, personality, and achievement of teachers was employed. A slight relationship between Factors M- (practical), G+ (conscientious), Q3+ (controlled), and teaching success was indicated. From forty-three predictor variables, Perry" identified intellectual ability, social adjustment, professional enthusiasm, and speaking as being related to success in student teaching.

The personal qualities of forcefulness, emotional balance, and wholesome philosophy of life were found by Fielstra to be the only ones rated in student teaching Which were discriminating between excellent and good first year secondary school teachers Start examined the relationship of personality and teaching ability. To assess personality and the head teacher's ratings were the criterion of performance, the 16PF questionnaire used. The best teachers were characterized as being more intelligent (B+), independent (E+), and imaginative(M+). They were also less outgoing (A-), suspicious (L-), and liberal (Q1-) than teachers with lower performance ratings. Factors L- and M+ were significantly correlated each at level of 0.05 with teaching ability by sex.

It is widely acknowledged that the personality of the teacher has a significant relationship to an effective performance in the classroom. The studies previously reviewed indicate, however, that there is little agreement on what specific personality characteristics a teacher must possess in order to be an effective classroom teacher. This lack of agreement also extends to the personality traits necessary for teachers of the social studies.

Spreitzer (1995) reported in his study that personality traits and psychological empowerment have significant relationship with empowerment. In addition to this, individuals with more positive core self-evaluation were found to be more empowered reported by Laschinger et al. (2009) and Seibert et al. (2011).

Conclusion – the personality plays importan role in empowering of women's teachers.from the above studies the personality of the teacher has a significant relationship to an effective performance in the classroom. personality traits and psychological empowerment have significant relationship with empowerment.

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