



ATTITUDE OF SECONDARY SCHOOL TEACHERS OF AIZAWL CITY TOWARDS WOMEN EMPOWERMENT

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Abstract - This study was conducted to find out the attitude of secondary school teachers of Aizawl city towards women empowerment. The sample of the study comprised of 150 secondary school teachers and the findings of the study revealed that majority of the teachers i.e., 84.65% have positive attitude towards women empowerment. The findings also showed that educational qualifications and marital status did not have any role in determining attitude towards women empowerment of secondary school teachers. The type of school management, i.e., government, private and deficit did not have any role in determining the attitude of secondary school teachers towards women empowerment.

Keywords - Attitude, Secondary School Teachers, Women Empowerment

INTRODUCTION

The term 'Empowerment' literally means 'to enable' or 'to authorize.' Women Empowerment in its simplest form means the manifestation of redistribution of power that challenges patriarchal structure and the male dominance. It may call for the transformation of structures or institutions that are in forces. It is the process of enabling women to have access to and to have control over materials as well as information resources. Hence, women empowerment points to the process of strengthening the hands of women who have been suffering from various disabilities, inequalities and discriminations and to enable them to control their own lives.

The term 'Women Empowerment' has been defined differently by a number of writers in their own ways. According to Young (1993, as cited in Dighe, 2016), "Empowerment enables women to take control of their own lives, set their own objectives, organize to help each other and make demands on the state for support and on the society itself for change." She summarizes the concept of 'Empowerment' from individual to wider political perspectives and puts sufficient importance to Collective Action.

Kabeer (1989, as cited in Rahman, 2013) interprets 'Women Empowerment' as a radical transformation of power relations between women and men "so that women have greater power over their own lives and men have less power over women's lives." She further adds that "such power cannot be given; it has to be self-generated."

The status of women in the Mizo society is slightly different in comparison to other societies in the country. Women have always played an important role in the socio-economic life of the society. Mizo society is characterized by a deeply communitarian nature where social life is free and men and women mix together freely. Despite their social freedom and their significant contributions in the family, Mizo women are not liberated and they are regarded inferior to men and discriminated against in various aspects of life (Vanchhong, 2017).

There is no denying that the status and place of women in Mizoram is comparatively desirable than most states in India. As Hnamte (2009) stated in her study, "It is believed that the status of Mizo women has improved a lot especially after the spread of Christianity and that the present woman cannot even imagine her low status in the past" (p. 22).

RATIONALE OF THE STUDY

Empowering women and girls should not be limited to the hands of the government or NGOs. It is the duty of every citizen to take part in it. However, awareness on such topic would not be enough to carry out in the family. It would require the involvement of school teachers as students spend most of their time at school.

The role that teachers play in empowering women is truly significant. This is because they are the people who educate the youth of society who in turn would become the leaders of the next generation. Teachers teach children and impart knowledge upon them in their most impressionable years. What children learn from their teachers at a young age, most likely stays with them to a great extent for the rest of their lives. As such, it can be said that teachers certainly have a significant mark on the development of young children and even older children alike, as they

teach them and help them develop their knowledge so that they can go on in life and become responsible and productive members of society. That being said, it is important for teachers to have the right attitude towards the most sensitive issues in the society and the world at large. It would be true to say that the strength of the schools greatly depends upon the attitudes of the teachers. Therefore, a study of attitudes held by them is very important.

REVIEW OF RELATED LITERATURE

Fusco (1984), in his study “An Examination of Teachers’ Attitudes toward Women in Education Administration” examined teachers’ personal perceptions and attitudes which continue the tradition of few women in school administration and to determine what factors contribute to keeping women from pursuing careers in education administration. He concluded that male and female teachers shared an equal past interest in school administration and indicated that no specific factors inhibited them from pursuing such careers. He found that more male than female teachers indicated having a future interest in school administration, actively applied for administrative positions, and took more courses in education administration. The majority of teachers indicated a willingness to support female administrators. However, the majority of teachers were uncertain if their school system would hire female administrators.

Gul et al. (2012), in their study titled as “Gender stereotypes and Teachers Perceptions (The Case of Pakistan)” indicated that teachers have different behaviour towards male and female students and it is due to teacher’s perceptions and attitude toward their students’ gender role. They observed that discrimination by teachers towards the students’ gender role in public and private sector universities as well as age, qualification, designation, language, marital status and ownership have significant relationship with students’ gender biasness.

Arar & Abramovitz (2013) in “Teachers’ Attitudes toward the Appointment of Women as School Leaders: The Case of the Arab Education System in Israel” found that women principals were perceived as creating a pleasant atmosphere at school, yet all the teachers agreed that women had inferior abilities to conduct relations with external bodies. Male teachers expressed significantly more patriarchal attitudes than female teachers. Surprisingly, teachers with higher-level education expressed more resistance to female leadership than those without academic degrees.

Hnamte (2009), in “A Study of the Status of Mizo Women, and the Attitude towards their

Empowerment at Different Levels of Education” studied the status and attitude towards women empowerment. She concluded that the attitude of male and female respondents towards women empowerment is neutral. She also revealed that male and female respondents with graduate and above qualification have a positive attitude towards women empowerment.

RESEARCH QUESTIONS

1. What is the attitude of secondary school teachers towards overall empowerment of women?
2. Is there any difference in the attitude between single and married secondary school teachers towards women empowerment?
3. Is there any difference in the attitude between graduate and post-graduate secondary school teachers towards women empowerment?
4. Is there any difference in the attitude among government, private and deficit secondary school teachers towards women empowerment?

OBJECTIVES OF THE STUDY

1. To find out the attitude of secondary school teachers towards overall empowerment of women.
2. To compare the attitude of single and married secondary school teachers towards women empowerment.
3. To compare the attitude of graduate and post-graduate secondary school teachers towards women empowerment.
4. To compare the attitude of government, private and deficit secondary school teachers towards women empowerment.

NULL HYPOTHESES OF THE STUDY

1. There is no significant difference in the attitude between male and female secondary school teachers towards women empowerment.
2. There is no significant difference in the attitude between single and married secondary school teachers towards women empowerment.
3. There is no significant difference in the attitude between graduate and post-graduate secondary school teachers towards women empowerment.

4. There is no significant difference in the attitude among government, private and deficit secondary school teachers towards women empowerment.

SAMPLE OF THE STUDY

A sample of 150 secondary school teachers in total was collected from the government, private, and deficit schools within Aizawl City which is 15.69% of the total population by using stratified random sampling technique.

Sample			
Sl. No.	Female	Male	Total
1.	33	17	50
2.	23	27	50
3.	19	31	50
Total	75	75	150

FINDINGS

1. Attitude of Secondary School Teachers towards Overall Empowerment of Women

Nature of Attitude	No. of Teachers	Percentage
Positive	127	84.65%
Neutral	23	15.33%
Negative	0	0

The above table illustrates that majority of the respondents have a positive attitude towards overall empowerment of women. Out of 150 secondary school teachers, 127 teachers have a positive attitude which represents 84.65% of the total population. 23 teachers have a neutral attitude representing 15.33% of the total population. Meanwhile, there are no teachers who have a negative attitude towards overall empowerment of women.

2. Attitude between Single and Married Secondary School Teachers towards Women Empowerment

Marital Status	Number	Mean	SD	t-value	Level of Significance
Single	75	127.89	22.73	1.21	Not Significant
Married	75	131.97	18.23		

The above table shows a comparative statistic of male and female respondents based on their marital status. The table displays that out of the 75 single secondary school teachers, the mean score is 127.89 and the standard deviation is 22.73. Meanwhile, out of the 75 married secondary school teachers, the mean score is 131.97 and the standard deviation is 18.23.

The calculated t-value is 1.21 which is lesser than the critical value at 0.05 i.e., 1.98. Hence, there is no significant difference in the attitude between single and married secondary school teachers towards women empowerment where the mean score of married secondary school teachers is slightly higher than single secondary school teachers. The null hypothesis stating that “there is no significant difference in the attitude between single and married secondary school teachers” is accepted.

3. Attitude between Graduate and Post-Graduate Secondary School Teachers towards Women Empowerment

Educational Qualification	Number	Mean	SD	t-value	Level of Significance
Graduate	75	129.20	19.43	0.44	Not Significant
Post-graduate	75	130.67	21.55		

The table shows a comparative statistic of respondents based on their educational qualification. The table highlights that out of the 75 graduate secondary school teachers, the mean score is 129.20 and the standard deviation is 19.43. Meanwhile, out of the 75 postgraduate secondary school teachers, the mean score is 130.67 and the standard deviation is 21.55.

The calculated t-value is 0.44 which is lesser than the critical value at 0.05 i.e., 1.98. Hence, there is no significant difference in the attitude between graduate and post-graduate secondary school teachers towards women empowerment where the mean score of postgraduate secondary school teachers is higher by a small margin than graduate secondary school teachers. The null hypothesis stating that “there is no significant difference in the attitude between graduate and post-graduate secondary school teachers” is accepted.

4. To compare the Attitude of Government, Private and Deficit Secondary School Teachers towards Women Empowerment

Summary of ANOVA					
Source of Variance	Degrees of Freedom	Sum of the Squares	Mean Square	F-ratio	Level of Significance
Between Groups	2	567.77	283.89	0.69	Not Significant
Within Groups	147	60397.56	410.87		

The above table reveals that the calculated F-ratio is 0.69 which is lesser than the critical value of F with degrees of freedom 2 and 147. Hence, there is no significant difference in the attitude among government, private and deficit secondary school teachers towards women empowerment and the null hypothesis stating that “there is no significant difference in the attitude among government, private and deficit secondary school teachers” is accepted.

CONCLUSION

Women can achieve their identity, potential, and power in all areas of their lives when they are empowered. The country will gain from the empowerment of women. A significant weight of unemployment and illiteracy will be lifted from the nation. As Jawaharlal Nehru puts it, “If you educate a man, you educate an individual, however, if you educate a woman, you educate a whole family. Women empowered means mother India empowered”. One study also revealed that empowering women is not only useful for women but also for the society (Sohail, 2014). Therefore, the attitude held by secondary school teachers towards women empowerment is crucial for bringing

about positive change in the status of women in the society as they teach and deal with students who are at their most important stages of life.

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