

## Empowerment among Students: A Gender Based Comparative Study

**Aneet Kumar,**

Principal, SMSEI, Bareta, Mansa, Punjab, India

### Abstract

Present study was aimed to explore the level of empowerment among female and male students, difference in empowerment of female and male engineering, management and education discipline students. It was hypothesized that there is no significant difference in empowerment of female and male engineering, management and education discipline students. The findings of the study revealed that 23 percent of male students have low level empowerment, 47 percent of male students have average level empowerment and 30 percent of male students have high level empowerment. 29 percent of female students have low level empowerment, 51 percent of female students have average level empowerment and 20 percent of female students have high level empowerment. The mean scores and SD of male students were 184.02 and 26.02 and for the female students were 178.58 and 24.30. The calculated t-value 2.63 has been found to be significant at 0.01 level of significance.

### INTRODUCTION

The word empowerment emerges from the word 'power' and it can be said as a domination, authority, self-confidence, self awareness and assertiveness. Empowerment is the process by which the powerless gain greater control over circumstances of their lives. It includes both controls over resources and over ideology. A resource means human, intellectual, financial, ideology beliefs, values and attitudes. It means not only greater extrinsic control but also a growing intrinsic capacity, greater self confidence and inner transformation of one's consciousness that enables one to overcome external barriers to accessing resources or changing traditional ideology. Self empowerment can refer to increase in the spiritual, political, social or economic strength of individuals. Self help, Self esteem, emotional well-being and emotional intelligence leads to new professional activities in emotional management, life coaching, mentoring, counseling and interventions to build and make people feel good emotionally in the pursuit of motivation, educational achievement and social inclusion. People are becoming victims of their own emotions and suffer from low self esteem and vulnerability can too easily become disempowering. Self empowerment often involves development of confidence in their capacities. Strong belief in us is one important component of a self empowered person. If our vocabulary did not contain the words trouble, adversity, calamity and grief; it could not contain the words bravery, patience, self sacrifice and courage which are required to move forward in life and come out as successful personality. In a broader sense we can say self empowerment is necessary to tackle educational, societal, gender prejudice, self confidence, unity, poverty problems, traditional barriers and problems related with health. Some of the basic yet important values one must poses for better self empowerment are being genuinely nice and interested to people and not to become hypocrites and selfish, to great listener, having sense of honour, being kind to others, have good temperament, confidence and good control over the emotions. These factors gradually lead to attracting others which can eventually lead to success.

Women can be born with all qualities too like men. They need to be self empowered to avoid themselves to fall prey to the evils of the society. Empowering women to self empower them and self empowering them to get empowered are both factors influencing them.

Many educators are calling for students to be empowered but there appears to be little understanding and research on the area. There were some studies conducted in the early and mid nineties but very few conducted more recently. Empowerment as a term has been used in educational literature since the early 1980s. Boomer called for the empowerment of students and investigated ways in which power and responsibility could be shared. Boomer stated that teachers can empower students by allowing them to "exercise their own powers and responsibilities" Boomer's conception of empowerment is about teachers sharing power so students are able to exercise their power.

### **OBJECTIVES**

1. To study the level of empowerment among female and male students.
2. To study the difference in empowerment of female and male engineering, management and education discipline students.

### **HYPOTHESES**

There is no significance difference in empowerment of female and male engineering, management and education discipline students.

### **METHODOLOGY**

All the students of engineering, management and education disciplines of Lovely Professional University, Punjab constituted the population for the study. 600 students from engineering, management and education disciplines were selected for the study. To make the data representative to the different disciplines stratified random sampling technique was used. The information about student empowerment was collected through student Empowerment Scale by *Kumar, A. and Anita (2012)* and general information about the subjects like name; address, gender and discipline were collected through information sheet. To test the significance of the variables under study, statistical techniques i.e. Mean, SD, Q1 and Q3, and t-test and percentage were be applied.

### **RESULTS AND DISCUSSION**

The results of the study have been discussed under following heading:

#### **1. Level of empowerment among female and male students**

The first objective of the present study was to know the empowerment among male and female students of engineering, management and education discipline. The scores of the empowerment scale of the male and female students of engineering, management and education discipline were calculated and the mean value and S.D. of the empowerment scores has been found to be 181 and 25 respectively. On the basis of  $Q_1$  and  $Q_3$  values, three groups of empowerment scores were formed i.e. low level of empowerment group (LLE) those who scores less than 159, average level of empowerment group (ALE) having scores between 159-203 and high level of empowerment group (HLE) with scores higher than 203. The results have been presented in the table 1:

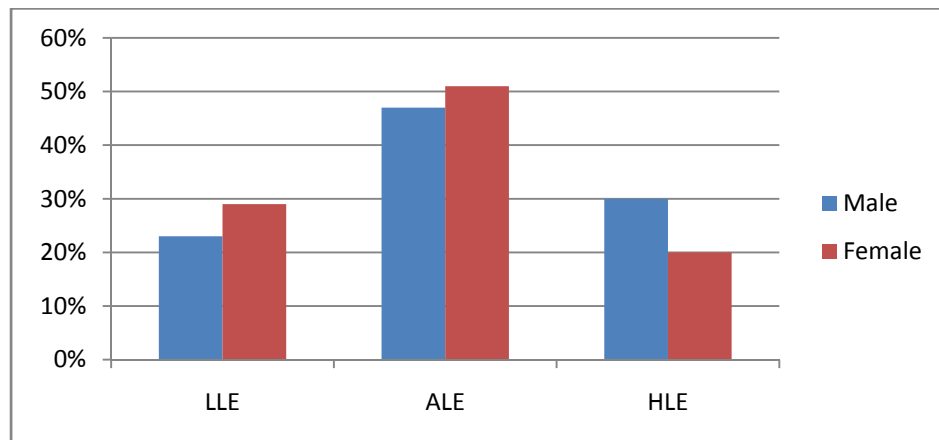
**Table 3.2**  
**EMPOWERMENT AMONG MALE AND FEMALE STUDENTS**

Level	Male	Female	Range
LLE	23%	29%	< 159
ALE	47%	51%	159-203
HLE	30%	20%	>203

The table 1 revealed that 23 percent of male students have low level empowerment, 47 percent of male students have average level empowerment and 30 percent of male students have high level empowerment. Similarly, results also revealed that 29 percent of female students have low level empowerment, 51 percent of female students have average level empowerment and 20 percent of female students have high level empowerment.

It may be concluded from the above discussion that male students were more empowered than the female students. The investigator feels that reason behind this may be due social and cultural reason in our society. This was because in our society female children were subjected to more protected and safe circumstances in comparison to male children. Due to this male children get more opportunity to equip them with more empowerment than female children.

**EMPOWERMENT AMONG MALE AND FEMALE STUDENTS**



**Figure 1**

## 2. Difference in empowerment of female and male students

The fourth objective of the study was to know the difference in empowerment of male and female of engineering, management and education discipline students. The empowerment scores of the male and female engineering, management and education discipline students were calculated and compared using t-test and the results have been presented in the table 2:

**Table 2**  
**DIFFERENCE IN EMPOWERMENT IN FEMALE AND MALE STUDENTS**

<b>Group</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>Df</b>	<b>Calculated t-value</b>	<b>Table Value</b>
<b>Male</b>	184.02	26.02	263	598	2.63	P> .01 (2.59)
<b>Female</b>	178.58	24.30	337			

It is observed from the above table 2 that the mean scores and SD of male students is 184.02 and 26.02 and for the female students is 178.58 and 24.30. The t-value is found to be 2.63, which has been found to be significant at 0.01 level of significance.

The second hypothesis of the study stated that there is no significance difference in empowerment of female and male engineering, management and education discipline students. The results of the study have not supported the said hypothesis. Thus hypothesis stands rejected. To the best knowledge of the investigator, no such study has been conducted to find difference in empowerment of engineering, management and education discipline students.

It may be concluded from the above discussion that there is a significance difference in empowerment of male and female students. The investigator feels that reason behind this may be due social and cultural reason in our society.

**CONCLUSIONS**

1. 23 percent of male students have low level empowerment, 47 percent of male students have average level empowerment and 30 percent of male students have high level empowerment.
2. 29 percent of female students have low level empowerment, 51 percent of female students have average level empowerment and 20 percent of female students have high level empowerment.
3. The mean scores and SD of male students were 184.02 and 26.02 and for the female students were 178.58 and 24.30. The calculated t-value 2.63 has been found to be significant at 0.01 level of significance.

**RECOMMENDATIONS**

1. There is a need to ensure the empowerment of girl students for this different stakeholder of education like teacher, parents, administrators, policy maker and social leaders have to play key role in empowerment of girl students in particular and our young generation as whole.

**References:**

- Ashcroft (1987) Defusing “Empowering”. *What and the why, Language Arts*.145-155.
- Bawa S.K., Kaur naginder & Kaur Navneet(2007) Student Empowerment for Social Empowerment . Authors press publication, Delhi.
- Boomer G (1982). Turning on the learning power: Introductory notes. In G. Boomer (Ed.), *Negotiating the curriculum: A teacher-student partnership* (pp. 2-7). NSW, Australia: Ashton Scholastic.
- Brunson,D.A.,&Vogt, J.V.(1996). Empowering our students and ourselves: A liberal democratic approach to the communication classroom. *Communication Education, 45*(January), 73-83.
- Brooks,C. F. & Young S.L. (2011.) Are choices making opportunities needed in the classroom? Using self determination theory to consider student motivation and learner empowerment. *International Journal of teaching and learning in higher education. V 23. p48-59. 2011*
- Cherniss, C. (1997). Teacher empowerment, consultation, and creation of new programs in schools. *Journal of Educational and Psychological Consultation, 8* (2), 135-152.
- Harvey, L. and Burrows, A. , (1992), 'Empowering students', *New Academic, 1*, no. 3, Summer, p. 1ff.
- Hewer, S., (1999), what is Empowerment? *School Library Bulletin, 5* (5), Department of Education Library and Information Centre, Tasmania.
- Houser, M. L& Frymier, A.B. (2009) The role of student characteristics and teacher behaviours in students learner empowerment. *Journal of communication education. V58nl p35-53.*
- Jones, C. and Duckett, I., (2007), Personalised Learning and Learner Empowerment, Vocational Learning Support Programme, available at*<http://www.drcheryljones.com/publications/Personalised%20Learning%20-%20Learner%20Empowerment.pdf>, accessed 5 March 2011.
- Kreisberg,S.(1992). *Transforming Power: Domination, Empowerment, and education.* Albany, NY: State University of New York Press
- Ozer,E.J.& Schotland, M. (2011). Psychological Empowerment among Urban Youth: Measure development and relationship to psychosocial functioning. *Journal of health education and behaviour. V38n4 p348-356 Aug.2011.*
- Panitz, T and Panitz, P., (2004), ‘Encouraging the Use of Collaborative Learning in Higher Education’
- <http://home.capecod.net/~tpanitz/tedsarticles/encouragingcl.htm>, accessed November 2012.

Pearrow, M.M.& Pollack, S. (2009). Youth Empowerment in Oppressive System Opportunities for Share School Consultants. *Journal of Educational and psychological consultation*, *V19 nl P45-60*.

Rao B. Bhaskara (2003) Women Education and Empowerment. Discovery Publishing House. New Delhi. PP 14-21.

Shrader, S.R., (2003), 'Learner Empowerment—A Perspective', The Internet TESL Journal 9(11), November, available at <http://iteslj.org/Articles/Shrader-Empowerment.html>, accessed 5 March 2013.

Yowell, C.M., & Smylie, M. A. (1999). Self-regulation in democratic communities. *The Elementary School Journal*, *99(5)*, 469-490. "Empowerment Takes More Than a Minute" by Ken Blanchard, John P. Carlos, and Alan Randolph.

**Website:**

<http://empowerstudents.wikispaces.com>

<http://www.readinghorizons.com>

<http://www.csun.edu/education/innovated/spring12>

<http://theholmeseducationpost.com>

<http://www.nclrc.org>

<http://www.rlh.tcu.edu/empower.aspx>