

Exploring the Female Teachers' Empowerment at Lahore Leads University

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Abstract: The process of giving women more autonomy and decision-making authority over their lives is known as women's empowerment. Empowering women is vital because it can result in a number of beneficial effects, such as more gender equality, better health and well-being, and faster economic growth and development. The purpose of this study was to use the qualitative survey approach to investigate the empowerment of female university teachers in the workplace. Ten female university teachers made up the study's sample, which was chosen through the use of a purposive sampling technique. The data was gathered using an interview procedure for the empowerment of female teachers in the workplace, and the interview results were analyzed using thematic analysis. According to the study, organizations should foster an atmosphere that will help female teachers feel more empowered, as this would have a beneficial impact on them and ultimately boost the efficacy and dedication of the institution. The results showed that women academics' motivation for further education and empowerment is influenced by patriarchal social systems both inside and outside of the workplace. However, a number of motivating elements, such as financial security, social recognition as a professional, intellectual fulfilment, and parental support, appeared to play a significant role in women academics aspirations for higher education and academic jobs.

Keywords: Teachers' Empowerment, Workplace, Motivation, Higher Education

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Introduction

Women's contributions are necessary to the development of society. Men and women are discriminated against on a regular basis. Every aspect of employment presents challenges for women. The condition of women should be improved for the betterment of society. A society is made up of both male and female members who rely on one another (Chamberlin et al., 2018). In recent years, there has been an increasing interest in women's empowerment. Along with the individual women, society as a whole gains from women's empowerment. If men and women are treated equally in society, progress will be made. The freedom of women is necessary for the advancement of society. Women's empowerment includes knowing their rights, being confident in themselves, having control over their lives both within and outside of the home, and having the ability to adjust to society (Cicolini et al., 2014).

Chib (2016) defined teacher empowerment as the investment of the right and the will to decide what and how to teach in conformity with the aims and rules of the school. MUHAMMAD (2014) stated that the core of empowerment is facilitating teachers' experiences with autonomy, accountability, choice, and control in the classroom. The second name of participatory or shared decision leadership is, hence, teachers' empowerment (Gülsen & Elik, 2021). One of the effective motivating factors to increase teachers' professional development is teacher empowerment. Khany and Tazik (2016) linked teachers' autonomy to internal motivation therefore its practical application is required. Both structural and psychological empowerment are components of empowerment (Kim & Lee, 2020). The psychological

part is the consequence of self-determination and inherent values rooted in inspirational encouragement that can only be achieved at the personal level. Both concepts have an impact on teachers' ability to work in a productive setting.

During supervision of M.Phil. student's theses in 2022 on the topic of "Relationship of teacher's empowerment and organizational commitment at the elementary level in central Punjab". During research, the motivation to work on female empowerment in schools took root. Previously, many studies were conducted regarding different levels such as economic, social, political and psychological female teacher empowerment in Schools. It is concluded that women's empowerment is absent on all levels. For the future, on the bases of their research findings, the major recommendation made was that Schools management might develop female teachers' empowerment to enhance the teachers' commitment at their workplace (Gülşen & Çelik, [2021](#); MUHAMMAD & Hussain, [2020](#); Shahzad, [2021](#)).

Since Pakistan lacks the component of female teacher empowerment, no effort is made to raise the legal duty of teachers in the classroom (Aziz & Qureshi, [2017](#)). Pakistani female instructors are denied the ability to make judgements, which influences the effective performance of teachers' jobs. Teachers lack the autonomy to take control of their own development and overcome obstacles in the classroom (Uslu & Çelik, [2021](#)). Although it became a significant encouraging paradigm in educational reform that addresses teacher leadership, it is not used in Pakistan (Archer, [2015](#)). Teachers cannot be made more creative because they are not given additional authority. Empowerment was a result of teachers' knowledge, abilities, and access to decision-making, but there is still a long way to go before it has any real impact on Pakistan. Because of this, female teachers lack the confidence to use their knowledge, abilities, and actions on the job (Özkan & Tanrıoğen, [2021](#)). In a school system, teacher leadership is identical to teacher empowerment, and teachers' ability to lead is also disturbed (Yildiz et al., [2017](#)).

Thus, the second name for participative or shared decision leadership is teacher empowerment. Empowering teachers gives them the chance and assurance to succeed in their teaching profession. That would indicate better use of educational resources for the success of the learners. While there are typically few school resources available, empowerment is more important (Kirika, [2011](#)). In Pakistan, the absence of all these elements in government school system particularly girl's high schools explain the detrimental educational status.

However, female teachers are not motivated for the development of professional growth, so they would not be able to participate in academic activities and perform their duties with responsibilities. As a result, If they are not provided an empowered environment, they won't continue to support the organization's mission and vision and act in a way that promotes academic success. In this way, female teachers are not able to recognize their responsibilities and develop a behavior which will enable them to be committed towards their academic tasks in school. As a result, lacking a natural motivating attachment to school principals and standards, they won't be convinced to participate more actively, ensuring their organizational commitment. This type of empowerment impacts the motivating factors that result in teachers' organizational commitment (MUHAMMAD & Hussain, [2020](#)).

Educational leaders who do not empower teachers with a shared work plan are unable to achieve a maximum educational outcomes, which majorly is the case in Pakistan's educational sector. Resulting in teachers contributing less to serve the organization by any program committees committed at the school level. Female educators make no efforts to further educational objectives and follow their institutions' policies. Accordingly, Nunan et al. ([2019](#)), it is a misfortune that female teachers' empowerment at their workplace has not been looked into at the academic level in Pakistan. So, this study was a small effort with the goal of examining the underrepresentation of female teachers in the workplace relative to other organizations in the school sector (Shahzad, [2021](#)).

Objectives of the Study

Keeping in mind the importance of female University teachers' empowerment in the workplace
The objective of the study was:

- ▶ To Explore the key factors that contribute to the sense of empowerment among female university teachers.



Research Method and Procedure

Methodology leads to the right process of conducting a research study. It helps to solve a research problem systematically (Mohiuddin, [2020](#)). A researcher has accomplished the research work through a systematic plan that is called the research method. There are variety of instruments to apply including the questionnaire, interview, observation and focus groups (Eyisi, [2016](#)).

Research Design

Based on qualitative research utilizing an interpretative paradigm, the study was qualitative in nature. The interview technique was used to collect qualitative data in order to investigate the degree of empowerment of the female instructor.

Population of the Study

Based on qualitative research employing an interpretive paradigm, the study was qualitative in character.

Sample of the Study

Using the purposive sampling technique, ten female teachers were chosen for the study's sample from among five departments at Lahore Leads University. A list of female teachers with over five years of experience was obtained from the registrar's office.

Instrument

Data was gathered using a self-created questionnaire. There were two sections to the questionnaire. In order to investigate the main elements that lead to female university instructors' sense of empowerment, the first section included demographic variables (qualification and experience), and the second portion included interviews with female teachers.

The chosen participants had five to ten years of experience, and the interview schedule was designed to collect data. The duration of each interview ranged from thirty to forty-five minutes. The researchers used theme analysis to conduct the interviews and converted the audio recordings into written text. The participants' statements embody the thoughts they have voiced.

For example, the section on teacher workplace empowerment, opportunity, support, knowledge, and decision-making participation is one of the text's primary themes. The researcher looked at the categories to identify themes. Themes help understand descriptive data once the researcher has examined all of the data.

Discussion

According to this study, female teachers' employment status has given them more domestic authority. Compared to their pre-employment circumstances, these women's choices are now given greater recognition. This is consistent with an analysis by (Bushra & Wajiha [2013](#)) that shows how women's economic contributions to their families empower them by giving them more negotiating leverage and improving the welfare of their offspring. This study also shows how women's economic independence gives them authority over their earnings and assets, ultimately resulting in their empowerment. This bolsters the findings of Arshad ([2023](#)), who discovered that women who earn their own money become less dependent on men and have greater control over household finances, which eventually leads to their empowerment. According to Awan ([2016](#)), women's control and ownership of their earnings and other assets are crucial to achieving gender equality, promoting female self-esteem, and advancing society.

This study investigated how women's employment status enhances their ability to make decisions for their families. Compared to women who don't work near them, participants said they felt more empowered. This result is in line with earlier studies showing that women's employment status increases their ability to make decisions at home and lessens their financial dependence.

Additionally, Akhtar et al. ([2019](#)) found a strong, positive relationship between women's agency and domestic decision-making. In order to preserve the prestige of the family, women in Pakistan are tightly monitored by

their families and society, which severely limits their freedom of movement and keeps them at the margins of society, according to Zulfiqar and Kuskoff (2024). Despite their empowerment in other areas, the current study indicated that women teachers at Lahore Leads University do not have much mobility freedom. The city's long-standing customs may be the cause of this restriction.

The study's findings are consistent with earlier research by Aluko (2015), which discovered that women's participation in financial activities improves their capacity for domestic negotiation. As a result, people feel more empowered and are more inclined to challenge stringent and constrictive gender standards. Their study showed that women's economic self-reliance significantly and favourably impacted their empowerment in three areas: financial autonomy, mobility, and household decision-making.

Furthermore, this study discovered that empowerment had a good impact on female instructors' personal development. For female educators, employment and empowerment lead to greater confidence, improved self-worth, and better personal growth. Women can improve their bargaining skills, autonomy, control over resources, and self-esteem when they have more decision-making authority in home matters (Parveen & Leonhauser, 2005).

Conclusion

In order to explore the experiences of empowerment among female university instructors in government universities in the Lahore district, the study used a qualitative design. In contrast to women who do not work nearby, these professors were shown to feel significantly more empowered. Although having their own income has given these women greater independence, the area's established sociocultural norms nonetheless limit their freedom of movement. They still have power in many areas of their lives, though, because they possess their own money.

The current study's findings are significant since they pertain to women's empowerment, which is essential considering that women make up half of Pakistan's population. Their financial involvement benefits society as a whole in addition to themselves. Another essential element in attaining gender equality is empowering women. To enhance women's well-being, policymakers must acknowledge the significance of incorporating them into economic activity and providing employment opportunities.

When given more authority at work, teachers are motivated to work harder and more faithfully, which increases organizational commitment levels. The study found that having access to professional development opportunities at work, getting support from peers and supervisors, making sure resources are available to meet their needs, and participating in decision-making can all improve teachers' performance and motivate staff to put in extra effort. Institutional teachers require a certain amount of autonomy in order to perform their duties effectively, and the organization should acknowledge this. In light of this study, the following steps can be taken to improve workplace empowerment for university professors and better utilize their expertise in this field.

The following will outline some significant conclusions drawn from the exposure mentioned above:

1. Empowering teachers is a calculated move to raise educational standards and advance higher education. Enhancing teacher quality through teacher empowerment is the first step towards raising the standard of education that supports university advancement.
2. Teacher empowerment gives educators the opportunity to contribute to university decision-making processes, enabling them to share their original and creative ideas and generate decisions that will enhance educational quality and advance the university.
3. Teacher empowerment makes teachers feel more involved in the execution of different educational programs, which makes them more enthusiastic and eager to take proactive steps to raise educational standards and advance the university.

There are a number of successful methods for empowering teachers, such as:

- a) Planning for sustainable teacher empowerment;
- b) Involving teachers in university decisions;
- c) Providing careful supervision and mentoring;
- d) Rewarding exceptional teachers;



- e) Fostering a scientific environment at the university;
- f) Offering financial support for the execution of teacher-initiated scientific projects and
- g) Promoting teachers' careers based on their performance and accomplishments.

Recommendations

Based on the study's findings, the following recommendations are made for implications:

- ▶ The university may be creating a positive environment where employees have access to resources, professional development opportunities, top-level management support, knowledge, and the ability to participate in decision-making.
- ▶ The government ought to take the lead in developing laws that give educators more authority so they may work for the benefit of the entire country. A nation's educational system is its cornerstone. What will happen to that nation if the educators who make up its core are not given enough tools, assistance, and chances to advance professionally in their field? The university should, therefore, pay more attention to the working conditions of its instructors and try to figure out how to make them more dedicated to their work. It will fortify educators, who will be totally dedicated to bolstering the nation.

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