



INTERNATIONAL JOURNAL OF TRENDS IN EMERGING RESEARCH AND DEVELOPMENT

INTERNATIONAL JOURNAL OF TRENDS IN EMERGING RESEARCH AND DEVELOPMENT

Volume 4; Issue 3; 2026; Page No. 18-22

Received: 18-02-2026

Accepted: 29-03-2026

Published: 13-05-2026

Job Satisfaction and Teacher Empowerment of Kasturba Gandhi Balika Vidyalaya (KGBV) Teachers

¹Tawseef Ahmad Parray and ²Dr. Arshid Ahmad Najar

^{1,2}School of Education, Shri Venkateshwara University, Gajraula, Uttar Pradesh, India

DOI: <https://doi.org/10.5281/zenodo.20160909>

Corresponding Author: Tawseef Ahmad Parray

Abstract

Job satisfaction and empowerment of teachers are key factors in any educational organization. Being an empowered teacher means having enough resources to impact student outcomes and professional growth, freedom to make meaningful decisions and provide every student with the education that they deserve. Empowered teachers carefully consider the content of what is taught to children is able to creatively use materials, personal talents and innovative resources in planning and implementing learning activities (Goodman). On the other hand, teachers satisfied with profession always help their students in developing their full potential. The present paper deals in lime light the relationship among job satisfaction and teacher empowerment of KGBV teachers of Anantnag district of J&K UT. Findings and educational implications can draw a map for the betterment of educational scenario. To draw the conclusions, Pearson's Product-Moment correlation was used to measure the relationship between variables, data analysis and interpretations were done. The current study was conducted on 56 KGBV teachers of district Anantnag of J&K UT to determine the relationship between job satisfaction and teacher empowerment. The purposive sample method was used. The outcomes of the research showed that high positive correlation found between teacher empowerment and job satisfaction of educators of KGBV schools. Thus it is stated that teacher empowerment is significantly correlated with job satisfaction in the context of KGBV schools educators.

Keywords: KGBV teachers, Job satisfaction, teacher empowerment

1. Introduction

1.1 Concept of Job Satisfaction

The concept of job satisfaction has been developed in many ways by different scholars and practitioners. Its significant impact on individual's job behavior made it one of the dominant concentration in educational research. One of the most widely used definitions in organizational research is that of Locke (1976) [22], who define job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not. It is assessed at both the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job). Spector (1997) [23] lists 14 common facets:

Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision).

1.2 Concept of Teacher Empowerment

Educational professionals, including the adaptive team, place much emphasis on the importance of being an empowered teacher. However, the concept of empowerment can seem abstract and its meaning in relation to education is sometimes unclear. Dictionary definitions of empowerment generally distinguish between empowerment as "to give power or authority to, especially by legal means" and empowerment as "to enable or permit". In our context, "Teacher empowerment" refers to the process of enhancing the skills, knowledge, and autonomy of teachers to improve

their effectiveness in the classroom and beyond. Empowering teachers is crucial for the overall improvement of education systems, as teachers play a central role in shaping the learning experiences of students.

1.3 Kasturba Gandhi Balika Vidyalaya (KGBV)

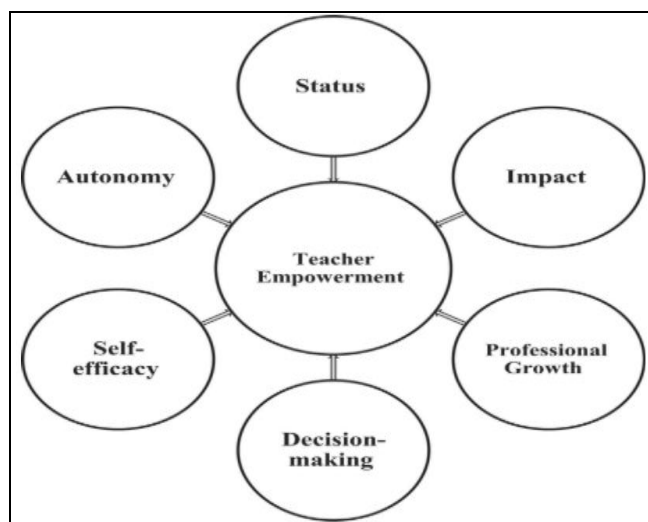
Kasturba Gandhi Balika Vidyalaya (KGBV) is a government initiative in India aimed at providing quality education to girls, especially those from educationally backward blocks (EBBs) and disadvantaged sections of society. The program is named after Kasturba Gandhi, the wife of Mahatma Gandhi, and focuses on the empowerment of girls through education. KGBV initiative plays a crucial role in promoting gender equality in education and addressing the challenges faced by girls in accessing quality education, especially in rural and marginalized areas of India.

In the fabric of education, the pivotal role of teachers in shaping the minds of future generations cannot be overstated. Teachers have a very vital role in molding and refining the intellectual capacity of children during the phase of adulthood or the formative period in the school. The values and the knowledge that the teacher imparts and instills the students, determines the future of the child and the future of the nation as they are the citizens of tomorrow. Be it a kindergarten or a primary school or middle school or high school or higher secondary school, teachers are the tools and provider of tools and the world for the children to develop in to responsible citizens. Many studies on teacher's job satisfaction have revealed high levels of job displeasure (Wangai, 2012) [24]. Polatcan and Cansoy (2019) [25] described job satisfaction as the attitudes and feelings people possess about their work and revealed that teachers are more likely to experience job satisfaction when school administrators involve them in decision-making and offer opportunities for professional development. Research has identified connections between teacher empowerment and job satisfaction (Choi *et al.*, 2019; Khany & Tazik, 2016) [26, 27]. Suggest that factors contributing to job satisfaction often also enhance teacher empowerment. Interestingly, evaluating teachers' ability to make independent decisions is a way to identify empowered teachers (Jiang *et al.* 2019) [28].

1.4 Teacher empowerment model (Short & Rinehart, Citation 1992a) [29]

The term teacher empowerment is used in multiple and sometimes even conflicting ways, probably because of its popularity in educational discourse (Prawat, 1991) [33]. We will outline some of the definitions of empowerment before giving our own ideas about the concept. Sometimes empowerment is linked with notions on teacher efficacy (Edwards & Newtons, 1995; O'Connor & Korr, 1996; Quaglia *et al.*, 1991) [30-32]. Empowered teachers believe that they can affect student learning and can exercise control over important events which may lead to student learning. Knowledge and skills of teachers are necessary conditions for their professional routines, but they do not guarantee success because the relationship between knowledge and actual performance is mediated by self-efficacy. A view is held by Goodman "Empowered teachers carefully consider the content of what is taught to children is able to creatively use materials, personal talents and innovative resources in planning and implementing learning activities. In particular, these individuals are committed to providing thoughtful and challenges educational experiences for children, thereby encouraging their pupils to become empowered themselves". Prawat (1991) [33] tries to summarize the literature on empowerment. He states that two dimensions can be discerned on which notions of empowerment can be traced. First, definitions of empowerment refer either to the personal context of teachers or on the context of the work place of teachers, or on the context of the work place of teachers, the classroom or the school. Second, notions of empowerment can relate either to the epistemological or to the political agenda.

The teachers play a valuable role in the teaching-learning process to the learner. In every institution, job satisfaction of teachers is essential for the purpose of effective teaching learning process. Thus effective teaching, to some extent, is the result of good working conditions of teachers. Prioritizing teachers' job satisfaction allows educational institutions to create a more motivating work environment, boosting teacher well-being (Viac & Fraser, 2020) [34]. As a result, understanding the factors driving job satisfaction and its link to teaching and learning is crucial. Hence, the job satisfaction is one of the crucial factors in mobilizing teachers and securing their autonomy and impact on the education. Paris and Paris (2001) [35] stated that "Successful teachers are not dependent solely on teacher-directed instruction. They offer a great deal of training in the form of support and feedback as their students read and write. They avoid lecturing too much, giving their students time to do literacy activities. A meta-analysis by Seibert, Wang, and Courtright (2011) [36] revealed a positive correlation between empowerment and job satisfaction, implying that empowered employees are more likely to experience job satisfaction. Other research has investigated the specific empowerment factors and their connection to job satisfaction. The literature indicates a positive link between empowerment and job satisfaction, influenced by job-related and personal factors. This has key implications for organizations aiming to boost employee well-being and job satisfaction. By giving employees the resources, information, and support they need, organizations can foster empowerment and satisfaction, leading to better retention



Teacher empowerment model (Short & Rinehart-1992a) [40]

Fig 1: Teacher Empowerment Model

and productivity.

2. Need of the study

Education is necessary to every person's life. A person is merely a human-animal without education. It provides a proper direction to life. We learn from birth till death. But the education which we get in schools, gives us a path or way to live. In a school a student spends his/her five to six hours. The role of teacher is more important than any other. So the education is the only instrument which can bring social change in terms of eradicating major social evils like gender sensitization, poverty and mass illiteracy in any nation. Firstly, about half of the population of the world is women and it is mandatory for every nation and community that their education must receive proper attention. As better access to education for girls remained always a problem, this to some extent is tackled by establishing up of Kasturba Gandhi Balika Vidyalayas (KGBVs) which are aimed to free education at Upper Primary level to all the girls of Educationally Backward Blocks (EBBs). Secondly, Teacher empowerment, a multifaceted concept, refers to the autonomy, professional development, and support systems that enable educators to excel in their roles. Empowered teachers are better equipped to adapt to the evolving needs of their students and the educational landscape. Understanding the reciprocal relationship between job satisfaction and teacher empowerment is essential for cultivating a robust educational ecosystem that nurtures both educators and learners. Employee's well being and commitment is also linked with their satisfaction with job. To accomplish this objective of educating the target group under KGBV, teachers are one of the significant stakeholders. Therefore it is very important to conduct a study on different teacher attributes especially job satisfaction and teacher empowerment at regular intervals of time. The investigator found that the whole field is uninvestigated and after making rigorous study of different research inputs the investigator found the selection of the proposed research study justified.

3.1 Objective of the study

To examine the correlation between job satisfaction and teacher empowerment of KGBV teachers.

3.2 Hypothesis of the study

There is no significant correlation between job satisfaction and teacher empowerment of KGBV teachers.

4. Design and Methodology of the study

4.1 Research Design

Descriptive survey based research design was employed in this study.

4.2 Sample and Sampling Technique

A sample of 56 KGBV teachers was selected from 08 KGBVs of District Anantnag by using purposive sampling technique.

4.3 Tools Used for the study

- Teachers Job Satisfaction Scale by Dr. Pramod Kumar and DN Mutha. This questionnaire consists of 29 divided into four areas: (a) Profession (b) Working condition (c) Authority (d) Institution.

- Teacher Empowerment Scale by Amit Kauts and Harveen Kaur (2005), this questionnaire consists 46 items and five dimensions viz. Autonomy in decision making, status, engrossment, expertise, self-efficiency.

4.4 Data Analysis

Pearson's Coefficient of Correlation was used to analyze the data collected through questionnaires.

5. Results

Objective No 1: To study the correlation between job satisfaction and teacher empowerment of KGBV teachers

Hypothesis H01: There is no significant correlation between job satisfaction and teacher empowerment of KGBV teachers.

Pearson Product Moment Correlation was used to describe the relationship between the respondent's job satisfaction and the teacher empowerment.

Table 1: Showing the correlation between Job satisfaction and teacher empowerment

Variables	Size of Sample	Pearson's Correlation Coefficient (r)	Level of Significance
Job satisfaction Vs teacher empowerment	56	0.54	0.05 level of significance

As interpreted from the above table no.1, a positive and statistically significant ($r=0.54$, $p>0.05$) relationship was evident between job satisfaction and teacher empowerment. This suggested that KGBV teachers with high levels of empowerment showed high job satisfaction.

6. Discussion

The general hypothesis of the study was that there will no significant correlation between job satisfaction of KGBV teachers and their empowerment. In the light of the evidences found in data analysis the hypothesis stands rejected and the findings revealed that teachers with high empowerment exhibited a higher level of job satisfaction as compared to those who are not empowered. More the empowerment and more will be the job satisfaction NEP 2020 also focuses on autonomy in teaching-learning practice "Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. This finding draws support from the results obtained by Ramkishan (2017) [38] and Dua B (2014) [39] shows that urban school educators found more effective than rural educators. The reason behind the high effectiveness of urban secondary school teachers can be that availability of resources in school such as teaching materials and teaching aids. The findings are further supported by the study of Nouman Ahmad, Md Sajjad, Dr. NUK Sherwani (2023) [14] also found that Empowered teachers tend to be more satisfied as they feel in control, have autonomy, and opportunities to grow. On the flip side, job satisfaction reduces the likelihood of teachers wanting to quit-happy teachers are less likely to leave, while unhappy ones are more likely to exit. The finding also draws support from the results obtained by Seyedali Ahrari, Samsilah Roslan1,

Zeinab Zaremohzzabieh, *et al.* (2021) [37], shows that the results have suggested that some factors of teacher empowerment have positive effects on job satisfaction and decision-making, personal growth, and self-efficacy. Empowered and satisfied teachers will be happy, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services as motivation leads to enhance both the quality and quantity of work performance.

7. Conclusions

From the above findings the following conclusions are drawn:-

- In the present study it is found that teachers who are working in various KGBV s are more likely satisfied with their role when they feel in autonomy and free in decision making. In other words we can say when a teacher feels happy and there are least chances of leaving job anytime.
- The level of empowerment of teachers working in KGBVs showed interdependent and proportional relationship with their job satisfaction; empowered teachers tend to have higher levels of job satisfaction in comparison to those with fewer opportunities in decision making and autonomy. Conversely, the more empowerment decreases, the more satisfaction with job also decreases. According to these findings, if teachers are given empowerment on school matters, they will have high level of job satisfaction and commitment to the school.

8. Recommendations

Empowering teachers and enhancing satisfaction of teachers are crucial for fostering a positive learning environment and improving educational outcomes. Here are some recommendations to achieve these goals:

- Special focus on external factors including salary, workload, student discipline, and administrative support can also influence job satisfaction and retirement intentions.
- Provide continuous professional development opportunities for teachers to stay updated on the latest educational trends, teaching methodologies, and technological advancements.
- Establish mentorship programs where experienced teachers can support and guide newer colleagues.
- Empower teachers by giving them more autonomy in the classroom. Allow them to make decisions related to curriculum design, teaching methods, and assessment strategies.
- Establish partnerships between schools and the community to create a supportive network for teachers.
- Provide training and resources for teachers to effectively integrate technology into their teaching methods.

8.1 Implication for Further Research

- Additional research is required to determine the relationship between teacher empowerment and the job satisfaction of the KGBV teachers.
- Further research to investigate factors, other than

teacher empowerment dimensions that may be influential on job satisfaction.

- Additional research to determine the relationship between teacher empowerment, length of service and other demographic variables.

9. References

1. Ahmad S, Rizwan M. Work motivation of male and female secondary school teachers in Karachi. *Journal of Contemporary Research in Business*. 2012;4(6):462-467.
2. Alam MM, Muhammad JF. Level of job satisfaction and intent to leave among Malaysian nurses. *Business Intelligence Journal*. 2010;3(1):123-137.
3. Bogler R. The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*. 2001;37(5):662-683.
4. Bryant RL. The relationship between leadership styles of public secondary school principals and the motivation levels of their teachers [doctoral dissertation]. Michigan: Wayne State University; 1996.
5. Campbell RJ, Kyriakides L, Muijs RD, Robinson W. Differential teacher effectiveness: Towards a model for research and teacher appraisal. *Oxford Review of Education*. 2003;29(3):347-362. DOI: 10.1080/03054980307440.
6. Cochran-Smith M, Lytle S. Teacher learning communities. *Review of Research in Education*. 1999;24:24-32.
7. Deci RC. International journal of business and management. *Journal of Business and Management*. 2005;5(11):215.
8. Goe L, Bell C, Little O. Approaches to evaluating teacher effectiveness: A research synthesis. Washington, DC: National Comprehensive Center for Teacher Quality; 2008.
9. Gabriel JG. How to thrive as a teacher leader. Alexandria (VA): Association for Supervision and Curriculum Development; 2005.
10. Gonzales E, Short PM. The relationship of teacher empowerment and power bases. *Journal of Instructional Psychology*. 1996;23(3):210-215.
11. Jesus LN, Lens W. An integrated model for the study of teacher motivation. *Applied Psychology: An International Review*. 2005;54(1):119-134.
12. Mittal JP. An exploratory study of teachers' motivation to work and some factors associated with high and low work motivation of teachers. *Fifth Survey of Educational Research*. 1992;2:10-33.
13. McKeachie WJ. Student ratings: the validity of use. *American Psychologist*. 1997;52(11):1218-1225.
14. Ahmad N, Sajjad M, Sherwani NUK. A review on relationship between empowerment, job satisfaction and turnover intention among teachers; 2023.
15. Eryilmaz N, Kennedy AI, Johnson S. Teacher job satisfaction: international evidence on the role of school working conditions and teacher characteristics; 2025.
16. Panday W. Effect of work motivation on job satisfaction. *International Journal of Business and Management*. 2011;5(11):215.
17. Paris SG, Paris AH. Classroom applications of research on self-regulated learning. *Educational Psychologist*.

- 2001;36:89-102.
18. Papanastasiou E. Teacher evaluation [Unpublished Manuscript]. East Lansing (MI): Michigan State University; 1999.
 19. Short PM, Rinehart JS. Teacher empowerment and school climate. *Education*. 1993;24(2). Available from: <https://link.gale.com/apps/doc/A14526373/AONE>
 20. Sindhu. An integrated model for the study of teacher motivation. *Applied Psychology: An International Review*. 2005;54(1):119-134.
 21. Jiang Y, Li H. Relationships between kindergarten teacher's empowerment, job satisfaction, and organizational climate: A Chinese model. *Journal of Research in Childhood Education*. 2019;33(2). DOI: 10.1080/02568543.2019.1577773.
 22. Locke J. *The Correspondence of John Locke*. Oxford University Press; 1976.
 23. Spector PE. *Job satisfaction: Application, assessment, causes, and consequences*. Sage; 1997 Mar 26.
 24. Wangai AW, Redinbaugh MG, Kinyua ZM, Miano DW, Leley PK, Kasina M, *et al*. First report of maize chlorotic mottle virus and maize lethal necrosis in Kenya. *Plant Disease*. 2012 Oct;96(10):1582.
 25. Polatcan M, Cansoy R. Examining Studies on the Factors Predicting Teachers' Job Satisfaction: A Systematic Review. *International Online Journal of Education and Teaching*. 2019;6(1):116-34.
 26. Choi TM. Blockchain-technology-supported platforms for diamond authentication and certification in luxury supply chains. *Transportation Research Part E: Logistics and Transportation Review*. 2019 Aug 1;128:17-29.
 27. Khany R, Tazik K. On the relationship between psychological empowerment, trust, and Iranian EFL teachers' job satisfaction: The case of secondary school teachers. *Journal of career assessment*. 2016 Feb;24(1):112-29.
 28. Jiang ZQ, Xie WJ, Zhou WX, Sornette D. Multifractal analysis of financial markets: A review. *Reports on Progress in Physics*. 2019 Dec 1;82(12):125901.
 29. Short PM, Rinehart JS. School participant empowerment scale: Assessment of level of empowerment within the school environment. *Educational and Psychological Measurement*. 1992 Dec;52(4):951-60.
 30. Edwards JL, Newton RR. *The Effects of Cognitive Coaching on Teacher Efficacy and Empowerment*; 1995.
 31. O'Connor R, Korr WS. A model for school social work facilitation of teacher self-efficacy and empowerment. *Children & Schools*. 1996 Jan 1;18(1):45-51.
 32. Quaglia R, Marion SF, McIntire WG. The relationship of teacher satisfaction to perceptions of school organization, teacher empowerment, work conditions, and community status. *Education*. 1991 Dec 1;112(2).
 33. Prawat RS. The value of ideas: The immersion approach to the development of thinking. *Educational researcher*. 1991 Mar;20(2):3-0.
 34. Viac C, Fraser P. Teachers' well-being: A framework for data collection and analysis. *OECD Education Working Papers*. 2020 Jan 27(213):0_1-81.
 35. Paris SG, Byrnes JP, Paris AH. Constructing theories, identities, and actions of self-regulated learners. *Self-regulated learning and academic achievement: Theoretical perspectives*. 2001 May 1;2:253-87.
 36. Seibert SE, Wang G, Courtright SH. Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of applied psychology*. 2011 Sep;96(5):981.
 37. Ahrari S, Roslan S, Zaremohzzabieh Z, Rasdi MR, Samah AA. Relationship between teacher empowerment and job satisfaction: A Meta-Analytic path analysis. *Cogent Education*. 2021 Jan 1;8(1):1898737.
 38. Swathi P, Vivekanand M, Ramkishan A, Bhavani B. Effect of *Morus Alba* against Hyperglycemic and Hyperlipidemic activities in streptozotocin induced Diabetic Nephropathy. *Biosciences Biotechnology Research Asia*. 2017 Dec 25;14(4):1441-7.
 39. Dua HS, Faraj LA, Said DG. Dua's layer: its discovery, characteristics and applications. *J Emmetropia*. 2014;5:211-23.
 40. Short PM, Rinehart JS. School participant empowerment scale: Assessment of level of empowerment within the school environment. *Educational and psychological measurement*. 1992 Dec;52(4):951-60.

Creative Commons (CC) License

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license. This license permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.