
Effect of Empowerment on Some Personality Traits

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Abstract: Empowerment plays important role in the development of a country & society. Empowerment is “the process of giving people the power, capacities, capability and access needed to change their own lives improve their own communities and influence their own destinies.” Empowerment is the demand of our society. This study is important for our society. Now a day; Empowerment mostly known as women empowerment; and it is necessary to define women empowerment. Empowerment refers to enabling people to take charge to their own lives. Women empowerment emphasizes the importance of increasing their power and taking control over decision and issues that shape their lives. Women Empowerment literally means is to give power to women, ‘Power’ does not means a mode of domination over others, but a sense of internal strength and confidence to face life, the right to determine ones choices in life, the ability to influence the social processes that affects one’s life, an influence in the direction of social change, a share in decision making and capacity building to contribute towards national development. The present research work was undertaken with the objectives to ascertain, that the empowerment has positive impact on the development of personality characteristics such as adjustment, intelligence, dependence proneness, dominance of the adolescents. Sample of the study consisted, 160 Adolescents of Empowered mothers compared with their 160 Un-Empowered counterparts in respective of the personality components stated above. Appropriate hypotheses were formulated to see the impact of Empowerment on personality constituents. The main purpose of this study was to examine the effects of empowerment on personality factors of adolescents of Empowered and un-empowered mothers of Muzaffarpur District (INDIA). Four major components namely Adjustment, Intelligence, Dependence proneness & Dominance were selected for this study. Results of this study indicated that the Adolescents of empowered mothers were found more adjustable, more intellectual, less dependent and more dominant than their un-empowered counterparts.

Keywords: Empowerment Un-empowerment, Dominance, Dependence Proneness

1. Introduction

Culture plays a vital role in the development of human personality. Culture refers to the distinct way of life of a group of people; their complete design for living. Every culture has some established behaviour patterns, which influence the development of personality differently. Due to the institutionalization of these behaviour patterns all the members of culture or group have some similar thoughts and behaviours. (Kardiner’s 1945) basic type personality, (Dubois 1944) model personality, and national character are based on this observation. (Linton 1945) has stated that “culture is the sum-total of ideas, conditioned emotional responses and patterns of habitual behaviour which the members of that

society have acquired through instruction or imitation and which they save to a greater or lesser degree.” He stated that personality is being shaped in three ways. Firstly, the childhood experiences have stable effect on the growth personality. Secondly, culture determines child rearing practices or parenting styles, which have definite but differential effect on the development of children’s personality. Thirdly, similar experiences of childhood lead to the emergence of alike personality traits such as cognitive differentiation, ego strength, self-concept; emotional stability, hetero-sexuality, dependence proneness, etc. cultural norms, cultural relativism, and cultural residue do have their impact

on shaping personality and character "(Reber 1995)".

Empowerment's role is important in the development of a country, specially, Women Empowerment. In ancient period Indian Women were empowered with Equal Right for education, Social Status, Economical Status, Politics etc. In Indian Culture women had freedom to select life partner or husband too. Matrayi, Gargi, Aditi, Raziya Sultan was the prominent figure of empowerment. But Women status deteriorated day by day. Time came when women had no right to speak freely to take decision independently, economically dependent on their family before and after marriage.

Today, Empowerment is the demand of our society. So this study is needful for our society. Now introduction of empowerment is needed here. Empowerment was defined as development of skills to make a person more confident, self reliant and to develop ability to take self decision. It is a process of strengthening, enhancing the authority autonomy by giving information, delegation of responsibility and offering share in decision making. It implies control over resources and decisions.

The term Empowerment is "the process of giving people the power, capacities, capability and access needed to change their own lives improve their own communities and influence their own destinies."

Now a day empowerment mostly known as women empowerment and it is necessary to define women empowerment. Empowerment refers to enabling people to take charge to their own lives. Women empowerment emphasises the importance of increasing their power and taking control over decision and issues that shape their lives.

Women Empowerment literally means is to give power to women, 'Power' does not mean a mode of domination over others, but a sense of internal strength and confidence to face life, the right to determine one's choices in life, the ability to influence the social processes that affects one's life, an influence in the direction of social change, a share in decision making and capacity building to contribute towards national development.

(Das Mallika, 2001) explained the initial problems faced by the Indian women, similar to those faced by women in Western countries. However Indian Women Entrepreneurs faced lower levels of work and family conflicts. (Divase Smita Suhas 2002) the study analyzes the strengths and weaknesses of various development approaches adopted for empowerment of women. The study revealed that those handicraft artisan women who come under institutional fold have been empowered personally and economically than those who are functioning on their own.

(Shridevi T. O. 2005) studied the variables that affected the level of empowerment of women. He found that as the age is higher the chance of empowerment is reduced and when the husbands are equally educated the empowerment is increased.

(Sethuraman, Kavita, Lansdown, Richard and Keith and Sullivan 2006) had expressed the relationship between women empowerment, maternal nutritional status and

nutritional status of their children aged 6 to 24 months in rural Karnataka in his article. He found that Tribal women had greater decision making capabilities and freedom of movement.

(Sharma Sheetal 2006) studied on the realities of women in rural India and found most of the times women are deprived of some of the fundamental human rights and this is justified in the name of tradition. In rural areas women are generally confined to household duties and cheap labour.

(Chalpathi B. V., Raghavulu B. V. and Prasad Hari P 2008) was studied and found, the cultural, social and economic factors are responsible for a low status of women in Asian countries. Jamil Ahmed (2011), has identified the key links between education and women empowerment. (Purusottam Nayak and Bidisha Mahanta 2012) had studied and found that Indian women are relatively disempowered and they enjoy somewhat lower status than that of men in spite of many efforts undertaken by government. It is commonly accepted that teacher's personality plays an important role in the teaching- learning process as it involves interaction between him-self and students. Since the teachers personality has a central role in interactional process of education, and if any difference in their personalities can be established.

(Solot, David Mark Edward 2013) reported that filling gap by exploring how high order personality traits defined by the 5 factor model correlate with desire for empowerment and by attempting to show that high order personality traits are better predictors of empowerment desire than are demographic characteristics.

(Hrbáčková, Helladic, Vávrová & Švec 2011) reported that empowerment plays an important role within the process of education and training. It is a base for the positive influence on pupils and students. This positive influence is a reflection of the authority of the teacher determined by their expertise, pedagogical preconditions, social acceptance, character and moral qualities.

(Petty 2004), reported that effective relationships between teachers and students, which are based on the mutual respect and their personality.

The term 'Adjustment' was defined as a harmonious balance between the inner demands of the individuals and the external demands made upon him or her (Peter Stratton and Nicky Hayes, 1991). Naturally a person is considered adjusted to the extent that he is able to maintain a balance between his inner world and outer world. On the other hand he is considered maladjusted to the extent that he fails to maintain a balance between his internal and external pressures. In the present study adjustment was treated as a dependent variable.

Intelligence another major component of the study. The term 'Intelligence' was defined as a global capacity to think rationally, to act purposefully and to behave effectively with his environment. The individual is said to be intelligent to the extent that he is able to carry on rational thinking, to perform purposeful acts and to deal the external world effectively.

The term 'Dependence Proneness' was defined as response

tendencies: that are instrumental in obtaining social reinforcement. It also was defined as a unitary descriptive drive sharing the characteristics of being capable of eliciting, attending and administering responses from others.

The term 'Dominance' was defined as tendency to dictate other people, to oppose the opponent strongly, to prefer to take supervision of difficult and complex, tasks, etc.

2. Methodology

The study was conducted by applying incidental cum purposive sample technique on 320 subjects drawn from students' population of intermediate classes (XII) belonging to Muzaffarpur District of Bihar. (INDIA). Half of the sample consisted of Adolescents of empowered mothers and other half consisted of the adolescents of un-empowered mothers. Suitable test and scales were administered on the different samples and accordingly appropriate statistics were applied in the treatment and analysis of data.

2.1. Objectives

Primary objective of the present research work was to compare; the adolescents of empowered and un-empowered mothers; in respect of adjustment' intelligence, dependence proneness and dominance. Adolescents of empowered mothers are expected to be less dependence proneness to the adolescents of un-empowered mothers.

Secondary objective of the study was to examine the impact of all four components; i.e. intelligence, dependence-proneness and dominance as adjustment of empowered and un-empowered mothers children.

Third objective of the study was to investigate the four components of personality of adolescents of empowered and un-empowered Mothers.

The main purpose of the present study was to explore the personality factors of Adolescents of empowered and un-empowered mothers of Muzaffarpur district. Keeping in view the purpose and objectives of the present study as mentioned above the following hypotheses were formulated in the light of some relevant studies made abroad relating to dimensional approach to personality and observational evidences in Indian context:

2.2. Hypotheses

1. Adolescents of empowered and un-empowered mothers will differ significantly in their personality traits.
2. Adolescents of empowered mothers will be found more adjusted than their counterparts.
3. Adolescents of empowered mothers are expected to be intellectually superior to the adolescents of un-empowered mothers.
4. Adolescents of un-empowered mothers are expected less dominance than their counterparts.
5. A positive relation will be found in intelligence and adjustment of adolescents.

6. Adolescents of empowered mothers are expected to be less dependence proneness to the adolescents of un-empowered mothers.
7. Positive relation will be found in adjustment and dominance.

2.3. Research Tools

Personal Information Blank (Prepared by the Researcher for seeking personal details of the subjects.)

2.3.1. Personal Information Blank

Personal Information Blank (Prepared by the Researcher for seeking personal details of the subjects.)

2.3.2. Mohsin-Shamshad Adaptation Inventory

Mohsin-Shamshad Adaptation Inventory was applied to see the Adjustment of the respondent:

2.3.3. Dependence Proneness Scale by Sinha

Dependence Proneness Scale By Sinha, was used to ascertain the impact of Personality factors.

2.3.4. Differential Personality Scale by Sinha and Singh (1976)

Differential Personality Scale by Sinha and Singh (1976) to find out the dominance factor of personality

2.3.5. Ravens Progressive Matrices

Ravens Progressive Matrices was administered to investigate the level of Intelligence of the subjects.

3. Result

This chapter deals with the results showing the effect of empowerment on different independent and dependent variables. The main independent variable was empowerment and in that respect dependent variables were adjustment, intelligence, dependence proneness, dominance.

Power Difference:

This study consisted of 320 (Adolescents) subjects belonging to two Indian women status of power namely Empowered and un-Empowered Women adolescents in equal number. So it was a comparative study by focusing on empowerment as the main independent variable in the present study.

Comparison Between Empowered And Un- Empowered Women Child In Terms Of Some Personality Traits:

An attempt was made to compare the Empowered and the Un-Empowered Mothers children respondents in respect of their adjustment, intelligence, dependence proneness and dominance. Their respective scores on Bells' Adjustment Inventory, Raven's Progressive Matrices, Dependence Proneness Scale and Personality Differential scale were used for data collection. Data were calculated with the help of SPSS package. Mean, SD, SE & level of significance. Result showed in Table given below:

Table 1. Mean And Standard Deviation: Adjustment of Adolescents Of Empowered And Un-empowered Mother's.

Report		Adjustment	Intelligence	Dependence Proneness	DOMINANCE
EMPOWERED	Mean	24.6500	57.4875	40.5687	10.6562
	N	160	160	160	160
	Std. Deviation	4.84761	6.91729	5.90024	1.59420
UNEMPOWERED	Mean	24.7563	52.6812	46.0688	9.7938
	N	160	160	160	160
	Std. Deviation	4.69008	4.80091	8.61337	1.51760
Total	Mean	24.7031	55.0844	43.3188	10.2250
	N	320	320	320	320
	Std. Deviation	4.76231	6.41333	7.86873	1.61284

Results of Table 1 indicated that the Mean value on Adjustment scores of Empowered mother's children are 24.6500 and the Mean value on Adjustment scores of Un- Empowered mother's Children are 24.7562 which is very much indicative of better adjustment of the adolescents of empowered mother. Intelligence score of empowered mothers' children is 57.4875 and un-empowered mothers' children score is 52.6812 which showed that empowered mother's children scored higher in comparison to un-empowered mothers' children. Dependence-proneness score of Adolescents of empowered mother is 40.5687 and un-empowered mothers children are 46.0688 which indicated less dependency among the empowered mothers' children. Dominance score of the adolescents of empowered mothers is 10.6562 and un-empowered counter-part is 9.7938. The above scores clearly indicated that the children of empowered mothers were found more dominant. Thus all the above scores supported the hypothesis #1.

Table 2. Analysis Of Variance Of Empowered And Un-empowered Women Children In Terms Of Personality Traits.

			Sum of Squares	df	Mean Square	F	Sig.
Adjustment *	Between Groups	(Combined)	.903	1	.903	.040	.842
	Within Groups		7233.894	318	22.748		
	Total		7234.797	319			
Intelligence *	Between Groups	(Combined)	1848.003	1	1848.003	52.132	.000
	Within Groups		11272.719	318	35.449		
	Total		13120.722	319			
Dependence Proneness * Powered	Between Groups	(Combined)	2420.000	1	2420.000	44.402	.000
	Within Groups		17331.487	318	54.502		
	Total		19751.487	319			
DOMINANCE *	Between Groups	(Combined)	59.512	1	59.512	24.569	.000
	Within Groups		770.288	318	2.422		
	Total		829.800	319			

Table 2 indicated that ANOVA of adjustment between the groups is .903 which is very much significant because level of significance is required .842 which is there.

Table 3. Mean And Standard Deviation Of Adolescents Of Empowered and Un-empowered Mother's In Terms Of Adjustment.

Report		Mean	N	Std. Deviation
EMPOWERED	Adjustment	24.6500	160	4.84761
	UNEMPOWERED	24.7563	160	4.69008
	Total	24.7031	320	4.76231

Mean of adolescents of empowered mothers' scores is 24.6500 and adolescents of un-empowered mothers' scores are 24.7562. it indicated that empowered mothers children are better adjusted compared to their un-empowered counter parts. In Adjustment Inventory Low score indicate better adjustment and High scores Shows bad adjustment.

Table 4. Mean And Standard Deviation Of Empowered Women's Children And Un-Empowered Women's Children.

ANOVA					
Adjustment					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.903	1	.903	.040	.842
Within Groups	7233.894	318	22.748		
Total	7234.797	319			

Table 5. Mean And Standard Deviation Of Empowered Children And Un-Empowered Mother's Children.

Intelligence								
INTELLIGENCE	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
EMPOWERED	160	57.4875	6.91729	.54686	56.4075	58.5675	47.00	70.00
UNEMPOWERED	160	52.6812	4.80091	.37954	51.9317	53.4308	47.00	65.00
Total	320	55.0844	6.41333	.35852	54.3790	55.7897	47.00	70.00

Results in Table 5 indicated that the Mean value on Intelligence scores of Empowered mothers' children are 57.4875 and the Mean value on Intelligence scores of Un-Empowered mothers' children are 52.6812 which clearly support the hypothesis #3.

Table 6. Mean And Standard Deviation Of Empowered Children And Un-Empowered Mother's Children in terms of Dominance.

Descriptives								
DOMINANCE	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
EMPOWERED	160	10.6562	1.59420	.12603	10.4073	10.9052	7.00	14.00
UNEMPOWERED	160	9.7938	1.51760	.11998	9.5568	10.0307	7.00	13.00
Total	320	10.2250	1.61284	.09016	10.0476	10.4024	7.00	14.00

Results in Table 5 indicated that the Mean value on Dominance scores of Empowered mothers' children are 10.5562 and the Mean value on dominance scores of Un-Empowered mothers' children are 9.7938 which clearly supported the hypothesis #4.

Table 7. Correlation Of Empowered And Un-Empowered Mother's Children In Relation To Adjustment & Intelligence.

Correlations			
		Adjustment	Intelligence
Adjustment	Pearson Correlation	1	-.418**
	Sig. (2-tailed)		.000
	N	320	320
Intelligence	Pearson Correlation	-.418**	1
	Sig. (2-tailed)	.000	
	N	320	320

** . Correlation is significant at the 0.01 level (2-tailed)

Table 7 Showed Positive correlation between Adjustment and Intelligence. Correlation is significant at the 0.01 level. Hypothesis #.5 is proved.

Table 8. Mean And Standard Deviation Of Empowered & Un-Empowered Mother's Children in terms of Dependence-proneness.

Descriptive								
Dependence Proneness								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
EMPOWERED	160	40.5688	5.90024	.46646	39.6475	41.4900	29.00	51.00
UNEMPOWERED	160	46.0688	8.61337	.68095	44.7239	47.4136	35.00	68.00
Total	320	43.3188	7.86873	.43988	42.4533	44.1842	29.00	68.00

Results in Table 8, indicated that the Mean value on Dependence proneness scores of Empowered Mother's children are 40.5750 and the Mean value on Dependence proneness scores of Un-Empowered mother's children are 46.0750 which clearly supported the hypothesis #6.

Table 9. Correlation Of Empowered And Un-Empowered Mother's Children In Relation To Adjustment & Dominance.

Correlations			
		Adjustment	DOMINANCE
Adjustment	Pearson Correlation	1	-.071
	Sig. (2-tailed)		.204
	N	320	320
DOMINANCE	Pearson Correlation	-.071	1
	Sig. (2-tailed)	.204	
	N	320	320

Table 9 Showed positive correlations between adjustment and Dominance are significant at the 0.01 level. Thus Hypothesis No.7 is proved.

Table 10. *Comperative Table Of Personality Traits.*

Correlations		Adjustment	Intelligence	Dependence Proneness	DOMINANCE	Powered
Adjustment	Pearson Correlation	1	-.418**	.183**	-.071	.011
	Sig. (2-tailed)		.000	.001	.204	.842
	N	320	320	320	320	320
Intelligence	Pearson Correlation	-.418**	1	-.364**	.175**	-.375**
	Sig. (2-tailed)	.000		.000	.002	.000
	N	320	320	320	320	320
Dependence Proneness	Pearson Correlation	.183**	-.364**	1	-.144**	.350**
	Sig. (2-tailed)	.001	.000		.010	.000
	N	320	320	320	320	320
DOMINANCE	Pearson Correlation	-.071	.175**	-.144**	1	-.268**
	Sig. (2-tailed)	.204	.002	.010		.000
	N	320	320	320	320	320
Powered	Pearson Correlation	.011	-.375**	.350**	-.268**	1
	Sig. (2-tailed)	.842	.000	.000	.000	
	N	320	320	320	320	320

** . Correlation is significant at the 0.01 level (2-tailed).

Table 10. Showed positive & significant correlation, (at the 0.01 level & at the 0.05 level) between Adjustment, intelligence, dependence proneness and dominance of the adolescents of empowered and un-empowered mothers. Comparative Table clearly indicated positive correlation between all the variables i.e. Adjustment, Intelligence, Dependence proneness & Dominance which clearly proved the all the hypotheses.

The present research work was undertaken to ascertain, empowerment has positive impact on the development of personality characteristics such as adjustment, intelligence, dependence proneness, dominance of the adolescents with this objectives 180 Adolescents of Empowered mothers compared with their 180 Un-Empowered counterparts in respective of the personality components stated above. Seven hypotheses were formulated to see the impact of Empowerment on personality components. The present study was undertaken to examine the contribution of personality factors towards Adjustment of adolescents of Empowered and un-empowered mothers of Muzaffarpur District. Four major factors namely Adjustment, Intelligence, Dependence proneness & Dominance were selected for this purpose. The main purpose of the present study was to explore the personality factors of Adolescents of empowered and un-empowered mothers of Muzaffarpur district. Keeping in view the purpose and objectives of the present study as mentioned above the following hypotheses were formulated in the light of some relevant studies made abroad relating to dimensional approach to personality and observational evidences in Indian context:

- Adolescents of empowered and un-empowered mothers will differ significantly in their personality traits.
- Adolescents of empowered mothers will be found more adjusted than their counterparts.
- Adolescents of empowered mothers are expected to be intellectually superior to the adolescents of un-empowered mothers.
- Adolescents of un-empowered mothers are expected less dominance than their counterparts.

- A positive relation will be found in intelligence and adjustment of adolescents.
- Adolescents of empowered mothers are expected to be less dependence proneness to the adolescents of un-empowered mothers.
- Positive relation will be found in adjustment and dominance

4. Discussion

The study was conducted on an incidental cum purposive sample of 320 subjects drawn from students population. Half of the sample consisted of Adolescents of empowered mothers and other half consisted of adolescents of un-empowered mothers.

Ravens Progressive Matrices were used to measure the intellectual ability of the subjects. Mohsin- Shamshad Inventory was used to measure the adjustment patterns of the respondents. (Sinha 1968) Dependence proneness scale was used to measure critical determinants of dependency behaviour. Personality Differential Scale by (Sinha and Singh 1976) was used to measure the Dominance. It consists 165 items. A Personal Data Sheets were used to collect necessary in formations of the respondents. The scales and the Scales were administered to the respondents (N=320) in different phases having three sessions.

The obtained data were analysed and treated with the help of parametric and non parametric methods. To be more critical ANOVA by SPSS package was used to examine the significance of the scores. Product moment correlation method was used to see the relation between the variables. Product moment correlation method was found suitable to examine the relationship between Adjustment and Intelligence, Adjustment and Dependence proneness, Adjustment and Dominance. ANOVA was used to verify the effect of Empowerment on personality traits of the adolescents. Results showed in above tables have confirmed the hypotheses. Adolescents of empowered mothers are showed better adjustment than their un-empowered

counterparts. The hypotheses #1#2#3#4#5#6#&7 was confirmed.

5. Conclusion

Thus the conclusions drawn on the basis of the present study might be categorically stated as under:

- i. Adolescents of empowered and un-empowered mothers were found significantly different in personality traits.
- ii. A significant positive relationship was found between empowerment and adjustment. Adolescents of Empowered mothers were better adjusted than their un-empowered counterparts.
- iii. Adolescents of empowered mothers were found intellectually superior to the adolescents of un-empowered mothers.
- iv. Adolescents of un-empowered mothers were found less dominance than their counterparts.
- v. A positive correlation was found in intelligence and adjustment of adolescents of empowered and un-empowered mothers.
- vi. Adolescents of empowered mothers were found less dependence proneness to the adolescents of un-empowered mothers.
- vii. Positive relation was found in adjustment and dominance.
- viii. Positive relation found between adjustment, intelligence, dependence proneness and dominance.
- ix. Adolescents of empowered mothers were more adjustment capacity, more intellectual, less dependency and more dominance power than their un-empowered counterparts.
- x. The above findings have wide implications for parents, teachers and social reforms that can help in their own way in dealing with the problems of adjustment and maladjustment of the adolescents. So that harmonious living in home and outside might be ensured leading to group cohesiveness, communal harmony and above all national integration. So the present study is highly significant and indeed a valuable contribution in the field of personality development focusing the area of adjustment which is the major segment of human life in modern age.
- xi. Moreover, the present study will serve as an inspiration as well as a guide line for those who are interested to carry on research work in the area of adjustment as personality traits.

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