



Psychological Empowerment of Special Officers of KGBV in Andhra Pradesh

Dr.L.Umadevi

Professor, Department of Human development and family studies, College of Home science Hyderabad

V.KavithaKiran

Research associate, Department of Human development and family studies, College of Home science Hyderabad

P. Swachita

Research associate, Department of Human development and family studies, College of Home science Hyderabad

ABSTRACT

The present study was taken up to assess the psychological empowerment of special officers of KGBV. Ninety special officers from KGBVs of Andhra, Rayalaseema and Telangana were administered the Gretchen M Spreitzer (1995) psychological empowerment scale. The results showed that special officers had scored high in all dimensions of psychological empowerment

KEYWORDS : Psychological empowerment, special officers, KGBVs

INTRODUCTION

Psychological Empowerment Psychological empowerment is defined as a set of motivational cognitions shaped by a work environment and reflecting an individual's active orientation to his or her work role (Spreitzer, 1995). Building on the work of Conger and Kanungo (1988), Thomas and Velthouse (1990) argued that four cognitive assessments represent a comprehensive task-specific evaluation and interpretation that determines intrinsic task motivation, hence, psychological empowerment. These four assessments are meaning, competence, choice, and impact. Briefly, meaning refers to the value of a task goal or purpose, judged in relation to an individual's own ideals or standards. It reflects intrinsic interest in a task and involves a fit between work role requirements and one's beliefs and values (Brief & Nord, 1990; Hackman & Oldham, 1980). The congruence between personal value and work role expectations contributes to the belief that work is an end in itself. Competence stems from Bandura's (1986) work on self-efficacy and is the degree to which an employee feels he or she is able to perform tasks with skill (Gist, 1987; Thomas & Tyman, 1994). Social cognitive theory and empirical evidence from diverse fields suggest that competence has strong direct effects on performance (Bandura, 1986; Gecas, 1989; Gist & Mitchell, 1992; Harackiewicz, Sansone, & Manderlink, 1985; Locke, 1991; Locke, Frederick, Lee, & Bobko, 1984; Ozer & Bandura, 1990; Wang & Netemeyer, 2002). Choice is the sense of autonomy in initiating and regulating work and reflects the degree of self-determination in work behaviors and processes (Bell & Staw, 1989; Deci, Connell, & Ryan, 1989; Spector, 1986). Choice is a key component of intrinsic motivation, leading to learning, interest, and resilience in the face of adversity (Deci et al., 1989; Deci & Ryan, 1985). Impact is the degree to which an individual feels that he or she can influence strategic, administrative, or operating outcomes at work (Ashforth, 1989). Impact is associated with high performance and an absence of withdrawal from difficult situations (Ashforth, 1990). Individuals who believe that they can affect the system in which they are embedded and influence organizational outcomes tend to be more motivated (Spreitzer et al., 1997)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme is implemented in educationally backward block of the country where the female literacy level is below the national average. The objective of KGBV is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools at upper primary level. In Andhra Pradesh, each KGBV caters to 200 girl children in classes 6 — 10.

Special officer should monitor overall functioning of KGBV and is responsible for maintenance of records. In addition they are responsible for the security of girls. They also should guide and counsel the girls. The KGBVs visited in Andhra, Rayalaseema and Telangana were successfully monitored by the special officer. So the present study was taken up to assess the psychological empowerment of KGBV special officers

OBJECTIVE : To assess the psychological empowerment of special officers of KGBVs in Andhra and Telangana

Sample: 90 special officers of KGBV from Andhra, Rayalaseema and Telangana

Tools: Psychological empowerment scale by Gretchen M Spreitzer (1995) psychological empowerment is defined as motivational construct manifested in four cognitions: Meaning, Competence, Self determination and Impact

- **Meaning:** Is the value of work or purpose judged in relation to an individual's own ideals or standards
- **Competence:** Is an individual's belief in his or her capability to perform activities with skill
- **Self determination:** Where competence is mastery of behavior, self determination is an individual's sense of having choices in initiating and regulating actions.
- **Impact :** Is a degree to which an individual can influence of strategic, administrative or operating outcomes at work

RESULTS AND DISCUSSION

Table 35: Psychological empowerment of KGBV special officers in Andhra region

DIMENSION	SCORING							
	MEANING		SOCIAL WELFARE		PERSONAL WELFARE		IDENTITY	
	Yes	No	Yes	No	Yes	No	Yes	No
MEANING	81(90%)	-	81(90%)	-	81(90%)	-	81(90%)	-
COMPETENCE	81(90%)	-	81(90%)	-	81(90%)	-	81(90%)	-
SELF DETERMINATION	81(90%)	-	81(90%)	-	81(90%)	-	81(90%)	-
IMPACT	81(90%)	-	81(90%)	-	81(90%)	-	81(90%)	-
TOTAL SCORE	131(90%)	-	131(90%)	-	131(90%)	-	131(90%)	-

The Special officers of KGBV know the meaning of their work and they know their job activities well. It is very encouraging to see that all the Special officers of KGBV scored full on empowerment scale driving home the point that they have high psychological empowerment. All the special officers have freedom of work and have impact on the KGBV. It can be clearly stated that Special officers have competence, determination and are playing a major role in KGBV success.

Table 36: Psychological empowerment of KGBV special officers in Rayalaseema region

SNO	DIMENSIONS	MANAGEMENT							
		RVM n=4		SOCIAL WELFARE n=6		TRIBAL WELFARE n=5		RESIDENTIAL SOCIETY n=5	
		Yes	No	Yes	No	Yes	No	Yes	No
	MEANING	4(100%)	-	6(100%)	-	5(100%)	-	5(100%)	-
	COMPETENCE	4(100%)	-	6(100%)	-	5(100%)	-	5(100%)	-
	SELF DETERMINATION	4(100%)	-	6(100%)	-	5(100%)	-	5(100%)	-
	IMPACT	4(100%)	-	6(100%)	-	5(100%)	-	5(100%)	-
	TOTAL SCORE	12(100%)	-	12(100%)	-	12(100%)	-	12(100%)	-

It encouraging to note that the special officers of KGBV scored high in empowerment scale, indicating that they have high psychological empowerment. All the KGBV special officers are confident, have capabilities and mastered the skills necessary to do the job.

Table 37: Psychological empowerment of KGBV special officers in Telangana region

SNO	DIMENSIONS	MANAGEMENT							
		RVM n=13		SOCIAL WELFARE n=10		TRIBAL WELFARE n=10		RESIDENTIAL SOCIETY n=10	
		Yes	No	Yes	No	Yes	No	Yes	No
	MEANING	13(100%)	-	10(100%)	-	10(100%)	-	10(100%)	-
	COMPETENCE	13(100%)	-	10(100%)	-	10(100%)	-	10(100%)	-
	SELF DETERMINATION	13(100%)	-	10(100%)	-	10(100%)	-	10(100%)	-
	IMPACT	13(100%)	-	10(100%)	-	10(100%)	-	10(100%)	-
	TOTAL SCORE	12(100%)	-	12(100%)	-	12(100%)	-	12(100%)	-

The results of Psychological empowerment scale clearly indicate that Special officers of KGBV have high empowerment. They all scored high in all dimension of the scale like meaning, competence, self-determination and impact.

CONCLUSION

The Special officers of KGBV know the meaning of their work and they know their job activities well. It is very encouraging to see that all the Special officers of KGBV scored full on empowerment scale showing that they have high psychological empowerment. All the special officers have freedom of work and have impact on the KGBV. It can be clearly stated that Special officers have competence, determination and are playing a major role in KGBV success.

REFERENCES

Ashforth, B. E. (1990). The organizationally induced helplessness syndrome: A preliminary model. *Canadian Journal of Administrative Sciences*, 7, 30-36 | Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive view*. Englewood Cliffs, NJ: Prentice Hall. | Brief, A. P., & Nord, W. R. (1990). *Meanings of occupational work*. Lexington, MA: Lexington Books. Browne, M. W., & Cudeck, R. (1993). *Alternative ways of assessing model fit*. Newbury Park, CA: Sage. | Conger, J., & Kanungo, R. (1988). The empowerment process: integrating theory and practice. *Academy of Management Review*, 13(3), 471-482 | Deci, E. L., Connell, J. P., & Ryan, R. M. (1989). Self-determination in a work organization. *Journal of Applied Psychology*, 74, 580-590. Deci, E. L., & Ryan, R. M. (1985). The support of autonomy and control of behavior. *Journal of Personality and Social Psychology*, 53, 1024-103 | Gist, M. E. (1987, April). Self-efficacy: Implications for organizational behavior and human resource management. *Academy of Management Review*, 17, 183-211. | Spreitzer, G. M., Kizilos, M. A., & Nason, S. W. (1997). A dimensional analysis of the relationship between psychological empowerment and effectiveness, satisfaction, and strain. *Journal of Management*, 23(5), 679-704. | Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic task motivation. *Academy of Management Review*, 15(4), 666-681. | Thomas, K., & Tymon, W. (1994). Does empowerment always work: Understanding the role of intrinsic motivation and personal interaction. *Journal of Management Systems*, 6(3), 39-54.