



A STUDY OF SELF CONCEPT AND EMPOWERMENT OF ADOLESCENT GIRLS

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Abstract

The present study was undertaken with a view to find out the relationship between Self Concept and Empowerment adolescent girls of government and private schools of Bhopal. The study adopted a Children Self Concept Scale in Hindi by Dr. S.P. Ahluwalia. This scale assesses the varied dimensions of self concept such as student's behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction. Empowerment of Adolescent girls was measured by Empowerment scale by Dr. Devendra Singh Sisodia and Dr. Alpana Singh. A sample of 100 adolescent girls was taken from government and private senior secondary schools of Bhopal. Data collected was analyzed statistically using the t-test and coefficient of correlation techniques. Results revealed that the Self- Concept and Empowerment level of adolescent girls of private school was higher than the adolescent girls studying in government schools. It was also found that the relationship between Self-Concept and Empowerment of adolescent girls was significant.

Key Words: *Self- Concept, Empowerment, Adolescent Girls.*



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Introduction

Adolescent girls are very important section of our society as they are our potential mothers and future homemakers. Adolescents comprise nearly half of the growing period in man. The term adolescence has been defined by WHO as a period of life where a series of varied, rapid and extensive change occurs. It is a crucial phase to catch up growth in the life cycle of girls after infancy. There are many physical changes occur in this stage. Empowerment is the process of learning by which women identify by their own potential and accordingly they charge to perform better in the society.

Self concept

Self-concept is the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Self-concept is different from self-esteem (feelings of personal worth and level of satisfaction regarding one's self) or self-report (what a person is willing and able to disclose). Fromm (1956) was as beautifully clear as any one when he described self-concept as "life being aware of it."

Carl Rogers (1947) described the 'self' as a 'social product', developing out of interpersonal relationships and striving for consistency. Many of the successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others. It is also becoming clear that self-concept has at least three major qualities of interest to counselors: (1) it is learned, (2) it is organized, and (3) it is dynamic.

Empowerment

Empowerment is the process of enabling or authorizing an individual to think, behave, take action or work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of their life. Empowerment can be viewed as a means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation.

Review of Literature

Deepti Umashankar, (2006), has conducted a study to explore the impact of participation in Self-Help Groups on the empowerment of women in the context of the great importance being given to the group approach while conceptualizing any programme for rural women. The study was conducted in District Mewat in the Northern State of Haryana. Results show that the involvement in SHGs has enabled women to have a voice in the community affairs and they have been able to tackle problems such as a lack of drinking water and electricity, access to health services and children's education.

Chege, F, (2007), has done a study to demonstrate how gender violence (male and Female) in African formal educational contexts interacts with schooling to produce disempowered experiences for girls compared with their male schoolmates. This study shows that girls experience gender violence in their schools especially by their male teachers.

Singh & Singh and Suman, (2009), have studied the Socio-cultural Barriers in the Personal Growth of Rural Adolescent Girls. Findings reveal that even today in the 21st century India, the psychosocial and cultural environments have innumerable prejudiced traditions and redundant customs: dowry, child marriage, illiteracy, physical and mental violence, etc. The Indian girls because of their secondary status in the society may have low self-esteem and poor psychological well-being. Results obtained show certain factors as inhibitors (e.g. harmful traditional practices, conflicting situations, gender discrimination etc.).

Nagar, Sharma and Chopra, (2013), have done a study to know the self-esteem of adolescent girls and the factors affecting in Kangra District of Himachal Pradesh. Results indicated that majority of the girls had average scores of self esteem with an average of 83.56. Self- esteem scores were found to be positively correlated with the educational status of the girls. The analysis also revealed that the family type of girls affected the scores of self esteem.

Objectives

The main objectives of the study are as mentioned.

1. To study the Self-Concept of adolescent girls.
2. To find out the Empowerment level of adolescent girls.
3. To compare the Self-Concept of adolescent girls on the basis of type of schools.
4. To compare the Empowerment of adolescent girls on the basis of type of schools.
5. To study the relationship between Self-Concept and Empowerment level of adolescent girls.

Hypotheses

1. There is no significant difference in Self-Concept of adolescent girls on the basis of type of schools.
2. There is no significant difference in Empowerment of adolescent girls on the basis of type of schools.
3. There is no significant relationship between Self-Concept and Empowerment level of adolescent girls.

Methodology

Sample

The sample consisted of 100 adolescent girls, 50 girls government school and 50 girls studying in private schools between the ages of 13 - 17 years through purposive sampling.

Tools and Techniques

The selection of tools is very important for the research. For the purpose of collecting data related to different variables covered in the study, following tools have been employed.

- 1) Children Self-Concept Scale by Dr. S.P. Ahluwalia. It can be administered on the students of grade 3 to 12. The scale has reliability 0.79 (Test- Retest) and high face, concurrent and factorial validity.
- 2) Adolescent Girls' Empowerment Scale by Dr. Devendra Singh Sisodia and Dr. Alpana Singh. It can be administered on adolescent girls of 13 to 18 years of age. Thus the scale fulfills the purpose of the present study. The scale has reliability 0.71 (Test- Retest Method) and high content and construct validity.

Statistical Techniques

Pearson's Coefficient of correlation and t-test was used to analyze the collected data.

Analysis and Interpretation of the data:

Objective 1: To study the Self-Concept of adolescent girls.

Table 1: Self concept of adolescent girls

Self Concept	N=100	%age of girls
Above Average	70	70%
Average	4	4%
Below Average	26	26%

Different dimensions of self concept such as student's behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction was examined by the investigator under Self-Concept scale. Table 1 reveals that the Self- concept of 70% adolescent girls found above average, 4% girls have average Self- concept whereas 6% girls have below average Self – concept.

Objective 2: To find out the Empowerment level of adolescent girls.

Table: 2 Empowerment level of adolescent girls

Empowerment Level	N=100	%age of girls
High	95	95%
Average	3	3%
Low	2	2%

Table : 2 reveals that 95% adolescent girls have high empowerment level, 3% girls have average empowerment level and 2% girls have low empowerment level.

H0 1: There is no significant difference between the Self- Concept of adolescent girls on the basis of type of school.

Table 3: Difference between the Self- Concept of adolescent girls on the basis of type of school.

Self-Concept	N	Mean	S.D	S.Ed	't'	Significance
Government school	50	170.6	17.2			
Private school.	50	178.6	16.1	1.65	4.7	p>0.01

From the table :3, It is clear that calculated value of CR is 4.7. Table value of CR is 2.59 at 0.01 levels at 98 degree of freedom. This shows that private school girls do differ significantly from girls studying in government school with respect to their self-concept. Therefore the hypothesis “There is no significant difference between the Self- Concept of adolescent girls on the basis of type of school is rejected”.

H0 2: There is no significant difference between the Empowerment level of adolescent girls on the basis of type of schools.

Table 4: Difference between the Empowerment

Empowerment	N	Mean	S.D	S.Ed	't'	Significance
Government school	50	174.6	16.19	2.29	3.05	p>0.01
private school.	50	181.5	16.1			

From the table :3, it is clear that calculated value of ;t' is 3.5 and table value of ;t' is 2.59 at 0.01 levels at 98 degree of freedom . This shows that private school girls do differ significantly from girls studying in government school with respect to their Empowerment. Therefore the hypothesis There is no significant difference between the Empowerment of adolescent girls on the basis of type of school is rejected.

H0 3: There is no significant relationship between Self-Concept and Empowerment level of adolescent girls.

Table: 5 Relationship between Self-Concept and Empowerment level of adolescent girls

N	r	Level of significance	Significance
100	0.89	0.01	Significant

Above table shows that the relationship between Self-Concept and Empowerment level of adolescent girls is significant at 0.05 and 0.01 level of significance.

Major Findings

1. The self –concept of 70% adolescent girls found above average, 4% girls have average self-concept whereas 6% girls have below average self concept.
2. 95% Girls Having high empowerment, 3% girls have average empowerment level and 2% girls having low empowerment level.
3. There is significant difference in self-concept of girls studying in government and private school.
4. There is significant difference in empowerment of girls studying in government and private school.
5. There is significant relationship between self-concept and empowerment of adolescent girls.

Conclusion

On the basis of above findings we can conclude that there is significant difference between the self- concept and empowerment level of adolescent girls studying in government and private school also significant relationship was found between the self-concept and empowerment level. Therefore, girls should be motivated to develop a positive self concept which would make them able to rule their own life and accept any challenge. Education should be imparted to make them self dependent so that they would become more confident and empowered. Girls should not consider themselves inferior than boys as they also have capability to take decisions themselves. Hence, we should work towards developing the high self concept among adolescent girls which leads to the high empowerment level and ultimately a better and secured future.

Reference

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