

“SELF CONCEPT AND EMPOWERMENT OF ADOLESCENT GIRLS: A CORRELATIONAL STUDY”

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ABSTRACT: The present study was conducted to examine and analyse the current status of self-concept and empowerment level of rural and urban adolescent girls students with an aim to create awareness among girls and their parents to make them enjoy equal status, for their holistic development. The data were collected from 100 adolescent girls students. Normative survey method of educational research was used to test person's coefficient of correlation were used. Children self-concept scale by DR.S.P.Ahluwalia and adolescent girl's empowerment scale by Dr.Devendra Singh Sisodia and Dr.Alpanan Singh was used for the study. The result indicated that there is no significant difference between self-concept of rural and urban adolescent girls students. Positive relationship has been found between the self-concept and empowerment level of adolescent girls students.

Keywords: Self-concept, empowerment, holistic development.

INTRODUCTION:

A girl is born as daughter, sister, gets married and becomes wife and mother with all other status relation. Adolescent girls are very important section of our society as they are our potential mothers and future homemakers. Empowering is not given by anyone but is a processing of gaining inside and to use it for the adjustment of life. Knowing own potential and feeling will give a definite shape to the performance.

The term “empowers” means to give power or authority and to enable or permit. Empowerment is the process of increasing the strength which covers spiritual, political, social as well as economic strengths.

The term adolescence meaning “to emerge” or achieve identity is a relatively new concept, especially in development of thinking the origin of the term is derived from the Latin word adolescence “to grow to maturity” indicate the defining features of adolescence. Adolescence has been identified as a distinct period in human development marked by biological changes beginning at the onset of puberty.

In every region, there is a need for positive dialogue and greater understanding among parents, families, communities and governments about the complex and sensitive situations faced by adolescents and young people. The report examine such factors as changing family structures and living conditions, rapidly changing norms and social behaviour, the growth of orphans and street children, the impact of urbanisation and migration, armed conflict, the lack of education and employment, and the continuing toll of gender discrimination and violence. Just as youth need guidance, young women and men need supportive relationship and institutions that respond to their hopes and concerns.

There is therefore, a cautionary note for all those who work with adolescents and youth may it be researchers, practitioners, employers, policy makers and parents not to have a universalistic notion about adolescence. Adolescence needs are to be understood in historical and cultural context are its variegated and tentative nature

be acknowledged and appreciated. It is particularly significant when policies are formulated and interventions are planned for adolescents to ensure their well being with reference to a particular culture of country.

ADOLESCENT GIRLS EMPOWERMENT:

Empowerment is the process of enabling or authorizing an individual to think, behave, take action and works in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of their lives. Women in India have been deprived of equal education, equal employment, equal pay and equal status with men, robbed of dignity, pride and self worth.

SELF CONCEPT: Self concept is the map which each person consults in order to understand himself during the moments of crisis or choice. The self includes all that a person embraces in the works. I, me, mine and myself.

OBJECTIVES OF THE STUDY:

- To study the self-concept of adolescent girls
- To find out the empowerment level of adolescent girls
- To study relationship between self-concept and empowerment levels of adolescent girls.
- To compare the self-concept of rural and urban adolescent girls.
- To compare the empowerment level of rural and urban adolescent girls.

HYPOTHESIS OF STUDY:

H1: There is significant differences between the self-concept of rural and urban adolescent girl students.

H2: There is no significant difference the empowerment level of rural and urban adolescent girls students.

H3: There is no significant relationship between self-concept and empowerment level of rural and urban adolescent girl students.

H4: There is no significant relationship between self-concept and empowerment level of rural adolescent girl students.

H5: There is no significant relationship between self-concept and empowerment level of urban adolescent girl students.

METHOD:

Sample of study

In order to collect the data for the present study, 5 secondary schools were selected through stratified random sampling techniques. Out of these 5 higher secondary schools, 3 were government schools and 2 were private schools. Again 100 adolescent girls students, 50 rural girls, 50 urban girls between ages of 13-17 years from selected government and private schools of Kakinada city of Andhra Pradesh State.

TOOLS:

1. Children self-concept scale by Dr.S.P.Ahluwalia
2. Adolescent girls empowerment scale by Dr. Devendra Singh Sisodia and Dr. Alpana Singh.

CHILDREN SELF-CONCEPT SCALE BY S.P.AHLUWALIA

The test contains so items with yes or no responses. Total self-concept score can be obtained by adding scores of all six areas which can be used as a total self-concept score

ADOLESCENT GIRLS EMPOWERMENT SCALE BY DR. DEVENDRA SINGH SISODIA AND DR. ALPANA SINGH

Scale comprises 49 statements. It can be administered only on adolescents girls of 13 to 18 years of age. Five point scale was used to judge the suitability of statements regarding adolescent girls empowerment.

ANALYSIS OF DATA:

Data obtained from the samples was analysed with the help of computer using SPSS package. The analysis involved percentage, mean, S.D, (t test) and person's coefficient of correlation were calculated.

RESULTS AND DISCUSSION:**Difference between the empowerment level of rural and urban adolescent girls students**

Empowerment level	N	t	Level significant	Results
Urban	50			
Rural	50	0.91	At 0.05 & 0.01	Not significant

Empowerment level of rural and urban adolescent girls students do not differ significantly as the critical t-value "0.91" is not significant at both the level i.e 0.01 and 0.05 level of significance. We accept the null hypothesis. There is no significant difference between the empowerment level of rural and urban adolescent girls students.

Table-1**Difference between the self-concept of rural and urban adolescent girls students**

Self-concept	N	t	Level of significance	Result
Urban	50	0.04	At 0.05 & 0.01	Not significant
Rural	50			

It is inferred from above table, that the differences between self-concept or rural and urban adolescent girls students is not significant at 0.05, 0.01 level of significance.

Table-2**Relationship between self-concept and empowerment level of rural and urban adolescent girls students**

N	R	LEVEL OF SIGNIFICANCE	RESULT
100	0.89	AT 0.05 & 0.01	SIGNIFICANT

Table-3**Relationship between self-concept and empowerment level of rural adolescent girls students**

N	R	LEVEL OF SIGNIFICANCE	RESULTS
50	0.95	AT 0.05 & 0.01	SIGNIFICANT

From the above table that the relationship between self-concept and empowerment level of rural adolescent girls students is significant at 0.05 and 0.01 level of significance

Table-4**Relationship between self-concept and empowerment level of urban adolescent girls students**

N	R	LEVEL OF SIGNIFICANCE	RESULTS
50	0.98	AT 0.05 & 0.01	SIGNIFICANT

The relationship between relationship between self-concept and empowerment level of rural adolescent girls students is significant at 0.05 and 0.01

CONCLUSIONS:

1. Findings with regard to comparison of self-concept of rural and urban adolescent girls students.

Self-concept of rural and urban adolescent girls students do not differ significantly at the critical t-value “0.04” is not significant at both levels is 0.01 and 0.05 level of significance. Thus, we accept the null hypothesis. There is no significant difference between self-concept of rural and urban adolescent girl students.

2. Findings with regard to comparison of empowerment level of rural and urban adolescent girl students.

Empowerment level of rural and urban adolescent girls students do not differ significantly as the critical t-value “0.91” is not significantly at both the levels i.e 0.01 and 0.05 level of significant. Thus, we accept null hypothesis. There is no significant difference between the empowerment level of rural and urban adolescent girls students.

3. Findings with regard to the relationship between self-concept and empowerment level of adolescent girl’s students.

A significant positive relationship has been found between the self-concept and empowerment level of adolescent girls students. The coefficient of correlation between the two variables being 0.89 which is significant at both levels i.e 0.01 and 0.05 levels of significance. Thus we reject the null hypothesis no.3.

There is no significant relationship between self-concept and empowerment level of adolescent girl’s students

4. Findings with regard to the relationship between self-concept and empowerment level of rural adolescent girls’ students.

A significant with positive relationship has been found between the self-concept and empowerment level of rural adolescent girls students, the coefficient of correlation between two variables being 0.95 which is significant at both ends the levels i.e 0.01 and 0.05 level of significance. Thus, we reject the null hypothesis no.4. There is no significant relationship between self-concept and empowerment level of rural adolescent girls students.

5. Findings with regard to the relationship between self concept and empowerment level of urban adolescent girls students. A significant high positive relationship has been found between the self concept and empowerment level of urban adolescent girls students, the coefficient of correlation between the two variables being 0.98 which is significant at both the levels i.e 0.01 and 0.05 level of significance. Thus we reject the null hypothesis no.5. There is no significant relationship between self-concept and empowerment level of urban adolescent girls students.

On the basis of above findings we can conclude there is no significant differences between self-concept and empowerment level of rural and urban adolescent girls students, but 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.

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