

**DIFFERENT DIMENSIONS OF GIRLS EMPOWERMENT AMONG
GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOL: A
COMPARATIVE STUDY**

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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. Girl's empowerment is not simply switching on and switching off of girls energy but it is more than this. Girl's empowerment is a process of learning by which girls identify by their own potential and accordingly they charge to perform better in the society. 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 it will give a definite shape to the performance. The term "empower" means to give power or authority and to enable or permit. The key elements in empowerment are enabling and providing power and they reinforce each other. Empowerment is the process of increasing the strength which covers spiritual, political, social as well as economic strengths. This process often includes developing the confidence within people, within their own capacities.

Empowerment is also the process at increasing the capacity of individuals or groups to make choice and to transform those choices into desired actions and outcomes.

SIGNIFICANCE OF THE STUDY

The 21st century has been declared as century for women. In this changing scenario, the girls need attention by the scholars. Adolescent girls are very important section of our society as they are our potential mothers and future homemakers. 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. They see themselves as prisoners doomed to obedience and conformity, to find

release and freedom only in death. Yet women's contribution to national development is crucial and their emancipation essential for economic development and social progress of the nation. Women must be recognized as a power in the development process and should be actively involved in it. Empowerment can be viewed as means of creating a social environment a in which one can make decisions and make choice other individually or collectively for social transformation. Women empowerment enables autonomy and control over their lives. The empowered women becomes agents of their own development, able to exercise choices to set their own agenda and be strong enough to challenge and change their subordinate position in the societies. Women empowerment is only possible if knowledge is provided at early stage of socialization. Therefore the present study is one step towards women empowerment by giving knowledge to the adolescent girls of the society.

STATEMENT OF THE PROBLEM

The problem for the present study is stated as follows:

DIFFERENT DIMENSIONS OF GIRLS EMPOWERMENT AMONG GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOL: A COMPARATIVE STUDY

OPERATIONAL DEFINITION

In the present study a few terms shall have been frequently used that have got specific meaning for the present investigation.

- **Empowerment of Girl:** Girls empowerment refers to empower the girl in the context of human rights, basic needs, economic security, capacity building, decision making, to

generate the choice. Empowerment links with the awareness, knowledge about skills, health consciousness, and education of girl. In the present study empowerment at women means total score obtained on the non-directive interview schedule for empowerment of women.

- **Power and Entitlements:** Power is the most important element in the term empowerment. It includes power to make decision at household level, level of change in power with time, level of control over sources of power, Access to resources and control of resources and benefits, Control of resources and power to choose appropriate occupation for self. Entitlement means rights to equitable share of resources in the home and society.
- **Autonomy and self reliance:** Generally autonomy and self reliance includes freedom of action, efficiently undertake desire activity, development of sense of self and vision of the future and absence of unsolicited influences in decision making.
- **Decision making:** The decision making power related to education of the children, important matters of home, service, economic aspects etc.
- **Participation in social and developmental activities:** This includes participating in various programmes in school and society, participating in income & expenditure, protesting against violence.
- **Capacity building:** It can be used to assess the level of awareness and capacity building of an individual or group. It includes capacity to undertake economic and political activities.
- **Social, political and legal awareness:** The political and legal awareness were assessed by knowledge about the rules, rights, law and political issues.

- **Exposure to information media:** It was assessed by asking whether she had regular access to the radio, television, library, consumer rights and children immunization.

REVIEW OF RELATED LITERATURE

Review of literature is a vital part of any research. It helps the researcher to know the areas where earlier studies had focused on and certain aspects untouched by them.

CEDPA, (2001), assessed the impact of CEDPA's Better Life Option Programme on decision making and reproductive health behaviour of adolescent alumnae girls who graduated from the programme in the pre-urban slums of Delhi (implemented by Prerna, Delhi), rural Madhya Pradesh (implemented by Bhartiya Gramin Mahila Sangh- BGMS) and rural Gujrat (implemented by Gujrat State Crime Prevention Trust- GSCPT). Results revealed that the BLP empowerment model has resulted in significant impact on participant's economic empowerment, self-esteem and confidence, autonomous decision-making, reproductive health, and child survival practices.

Nagar, Sharma and Chopra, (2003), 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.

UNFPA, UNICEF, (2003), have reflected the activities of UNFPA, UNICEF, and WHO in their joint report regarding adolescent girls and boys in developing countries. These young people face enormous challenges to learn, form relationships, shape their identities, and acquire the social

and practical skills they need to become active and productive adults. Report reveals that the adults, parents, decision-makers, and the world community have a moral and legal obligation to ensure the rights of adolescents and help develop their strengths in a supportive, safe environment.

UNFPA, (2003), has conducted a study to analysis of current situation of the adolescents and to analysis the capacity of existing national system to provide interventions as well as analytic assessment of policy and legal provisions in India. The study concluded that one of the most important commitments that communities and countries can make is to safeguard the future economic, social and political progress and stability of adolescents. This can be done by building a strong political commitment to address the health, social and development needs of adolescents and youth.

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 shows 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.

Shahira A. Fawzy, (2007), Researcher mentioned in her paper that the girl child in Egypt is still discriminated against from the moment of birth, through her childhood, adolescence and into her womanhood. Extreme poverty is a major factor that will impede the elimination of all forms of discrimination and violence against the girl child .The state of extreme poverty is so severe that it leaves its victims inert to awareness, legal punishment or even religious obligations. The economic empowerment of girls and mothers is critical to the achievement of equality.

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.).

Sharma, Ekta,(2009), has conducted a study to identify levels of Creativity, Achievement Motivation, Self-concept, Index of Brightness and Adjustment among Adolescents. Objectives of the study were to study the contribution of Creativity, Achievement Motivation, Self-concept, Index of Brightness and Adjustment. To study the interaction between Creativity, Achievement Motivation, Self-concept, Index of Brightness and Adjustment. To study the relationship between all the variables (including Academic Achievement). It was found that:

(i) There is no significant interaction effect of Creativity, Achievement Motivation, Self-Concept, Index of Brightness and Adjustment on mean performance of Academic Achievement of adolescents.

(ii) There was significant contribution of Creativity, Achievement Motivation and Index of Brightness in predicting Academic Achievement of adolescents, whereas Self-Concept and Adjustment didn't contribute in predicting Academic Achievement of adolescents.

(iii) Index of Brightness and Adjustment were negatively correlated to creativity, Achievement Motivation, Self-Concept and Academic Achievement among adolescents.

However, both these variables were positively correlated to each other.

OBJECTIVES OF THE STUDY

- To study of power and entitlements dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- To study of Autonomy and self reliance dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- To study of Decision making dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- To study of Participation in social and developmental activities dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- To study of Capacity building dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- To study of Social, political and legal awareness dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- To study of Exposure to information media dimensions of girls empowerment among the girls of Government and Private higher secondary school.

HYPOTHESES OF THE STUDY

- There exists a significant mean difference of power and entitlements dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- There exists significant mean differences of Autonomy and self reliance dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- There exists a significant mean difference of Decision making dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- There exists a significant mean difference of Participation in social and developmental activities dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- There exists a significant mean difference of Capacity building dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- There exists significant mean differences of Social, political and legal awareness dimensions of girls empowerment among the girls of Government and Private higher secondary school.
- There exists significant mean differences of Exposure to information media dimensions of girls empowerment among the girls of Government and Private higher secondary school.

METHODOLOGY OF THE STUDY

The present study will be designed to undertake the comparative study on different dimensions of Girls Empowerment among Government and Private Higher Secondary School in city New

Delhi. The methodology of the study comprises population of the study, research design, sampling, and tools for the study.

Population of the study

All the girls studying in the higher secondary schools of city New Delhi will form the population of the study.

Research Design

To explore this comparative study on different dimensions of Girls Empowerment among Government and Private Higher Secondary School in city New Delhi, a tool descriptive research design will be used.

Sampling

In order to collect the data for the present study 05 higher secondary schools will be selected through stratified random sampling techniques. Out of these 05 higher Sec. Schools 03 shall be government and 02 shall be private schools. Again 100 girls shall have taken randomly as the subjects of the present investigation from the selected government and private schools of city New Delhi.

Tools for the Study

In this study, Adolescent Girls Empowerment Scale (AGES) Standardized by Dr. Devendra Singh Sisodia and Dr. Alpana Singh will be used. The scale comprises of 49 statements and is divided in seven sections, each section has seven statements. These seven sections are power and

entitlements, Autonomy and self reliance, Decision making, Participation, Social, political and legal awareness, and Exposure to information media. All statement are of positive manner. It can be administered only on adolescents girls of 13 to 18 years of age.

- *Reliability of the test:* To know the reliability of the scale, test-retest method was used. The reliability coefficient was found to be 0.71. This certified the internal consistency of the scale.
- *Validity of the test:* To find out the validity of the test, content and construct validity of the scale were examined.

STATISTICAL TECHNIQUES USED

The scores obtained will be subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation, t- test, will be used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

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