

STUDY OF ADOLESCENT GIRLS EMPOWERMENT

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Abstract : Present investigation was intended to study the empowerment of adolescent girls studying in higher secondary schools of government and private schools of urban and rural areas of Durg district of Chhattisgarh. By adopting descriptive survey method study was conducted on two hundred higher secondary school adolescent girls. Data was collected by adopting adolescent girls empowerment scale constructed and standardized by Sisodia and Singh (2009). Data was analyzed by t-test. It is evident from the analysis that rural adolescent girls are less empowered than urban adolescent girls. Further adolescent girls studying in rural government schools are less empowered than their counter parts in urban schools.

Keywords : Adolescent girls, Empowerment, higher secondary schools, Urban and Rural Area.

I. INTRODUCTION

Empowerment is the process of enabling or authorizing an individual to think, behave, take action and work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of their lives. Empowerment can be viewed as means of creating a social environment in which one can make decisions and make choice either individually or collectively for social transformation. In the transitional stage of adolescent when they conflict with competition, they fails to fulfill the expected norms of the society and accordingly, they develop tension, anxiety weak mental health and stress. 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. Women's contribution to national development is crucial and their emancipation is essential for economic development and social progress of the nation. Assets such as land, capital and property have been demonstrated to be a crucial bargaining chip with in the household negotiation, without them, Women's intra household influence and voice are considerably weakened [1] For young women in particular, lack of access to and control over resources severely constrain their capabilities as decision making agents with in the family and limits their empowerment in wider society [5] Data also indicate significant proportions of household where men alone make decisions on household expenditure. As such parental investment in daughter is considered lost on their departure and girls are often considered "temporary people" in their natal home [8]. A large part of this generation's social and emotional development is occurring while on the internet and on cell phone. Social media participation offer adolescent deeper benefits that extend into their view of self, community and the world. Middle/high school students are using social media to connect with one another on homework and group project [3] Social media programs allow students to gather outside of class to collaborate and exchange ideas about assignments. Adolescents in rural areas are mostly devoid of such opportunities as compare to their urban counterparts. Present study is an attempt to compare the empowerment of government and private higher secondary school adolescent girls studying in rural and urban areas of Chhattisgarh.

II. OBJECTIVE

1. To study the empowerment of urban and rural adolescent girl students.
2. To study the empowerment of adolescent girls studying in government and private schools.
3. To study the empowerment of adolescent girls studying in government and private schools in rural area.
4. To study the empowerment of adolescent girls studying in government and private schools in urban area.

III. HYPOTHESIS

1. There will be significant difference in the empowerment of urban and rural adolescent girl students.
2. There will be significant difference in the empowerment of adolescent girls studying in government and private schools.
3. There will be significant difference in the empowerment of adolescent girls studying in government and private schools in rural area.
4. There will be significant difference in the empowerment of adolescent girls studying in government and private schools in urban area.

IV. METHODOLOGY

In the present study the descriptive survey method is used to study the empowerment of higher secondary school adolescent girls.

⇒ **Sample:** study was conducted on two hundred higher secondary school adolescent girls studying in urban and rural area.

⇒ **Tool:** Data was collected by using Adolescent Girls Empowerment Scale constructed and standardized by Sisodia and Singh (2009). It is a five point scale comprising forty nine statements. The scores were ranged in descending manner i.e. 5 to 1 respectively. The scale is divided in seven sections and each section has seven statements. These seven sections are power and entitlement, autonomy and self reliance. Decision making, capacity building, social, political and legal awareness and exposure to information media. Reliability was found to be 0-71.

⇒ **Data Analysis:** To assess the difference in empowerment of adolescent girls studying in government and private schools of urban and rural areas, the means, SD and t-test was calculated.

V. ANALYSIS, INTERPRETATION AND DISCUSSION

Table 5.1 Difference in the empowerment of urban and rural adolescent girl students.

Sno	Dimention	Area	N	M	SD	't'	LOS
1	Power and Entitlement	Rural	100	56.40	4.85	2.40	S*
		Urban	100	57.46	4.66		
2	Autonomy and Self-Reliance	Rural	100	56.06	4.47	1.37	NS
		Urban	100	56.68	4.62		
3	Decision making	Rural	100	79.00	2.05	48.35	S*
		Urban	100	57.24	6.07		
4	Participation	Rural	100	57.70	5.29	4.45	S*
		Urban	100	55.80	7.70		
5	Capacity building	Rural	100	53.10	5.29	3.33	S*
		Urban	100	55.30	7.70		
6	Social, Political and legal awareness	Rural	100	50.86	4.88	5.15	S*
		Urban	100	53.90	6.88		
7	Exposure to information media	Rural	100	53.88	5.82	6.30	S*
		Urban	100	58.80	5.30		
8	Composite	Rural	100	370.70	14.71	12.58	S*
		Urban	100	387.46	14.79		

*Significant at 0.05

In Table 5.1, it has been shown that out of seven empowerment factors, one factor namely autonomy and self-reliance were almost identical for both groups' i.e. rural and urban adolescent girls. Out of six remaining factors viz four factors

namely power and entitlement, capacity building, social, political and legal awareness and exposure to information media, indicate higher score and goes in favour of urban girls, although remaining two factors namely decision making and participation have higher score and were found in favour of their counterpart. On the basis of research findings in Table 5.1, it has been shown that out of seven empowerment factors, one factor namely autonomy and self-reliance were almost identical for both groups' i.e. rural and urban adolescent girls. On the basis of research findings the conclusion has been drawn that urban girls are more empowered in power and entitlement, capacity building, social, political and legal awareness and exposure to information media, where as rural girls are more empowered in decision making and participation. Composite score indicates that urban girls are more empowered than rural girls.

Table 5.2 Difference in empowerment of adolescent girls studying in government and private schools.

S.no.	Dimention	TOS	N	M	SD	't'	LOS
1	Power and Entitlement	Govt	100	56.40	5.12	2.07	S*
		Priv	100	57.46	5.20		
2	Autonomy and Self-Reliance	Govt	100	55.68	4.91	4.48	S*
		Priv	100	57.06	4.62		
3	Decision making	Govt	100	54.66	5.30	1.07	NS
		Priv	100	55.02	6.07		
4	Participation	Govt	100	52.84	6.38	3.52	S*
		Priv	100	54.16	7.70		
5	Capacity building	Govt	100	51.90	4.97	11.89	S*
		Priv	100	55.54	4.59		
6	Social, Political and legal awareness	Govt	100	51.38	4.17	6.02	S*
		Priv	100	53.38	6.91		
7	Exposure to information media	Govt	100	57.80	5.82	8.94	S*
		Priv	100	54.88	5.30		
8	Composite	Govt	100	380.66	195.28	0.20	NS
		Priv	100	387.50	431.16		

*Significant at 0.05

In Table 5.2 indicates that the 't' scores are insignificant for decision making component of empowerment of adolescent girls studying in government and private schools where as for the remaining six components namely power and entitlement, autonomy and self reliance, participation, capacity building, social, political and legal awareness and exposure to information media, significant difference was observed in the empowerment of adolescent girls studying in government and private schools. Out of seven empowerment factors adolescent girls studying in private schools gets the highest score in six empowerment factors namely power and entitlement, autonomy and self-reliance, decision making, participation, capacity building, and social, political and legal awareness where as girls studying in government schools gets highest score in exposure to information media component of empowerment. The Composite mean scores indicate no significant differences in the empowerment of government and private schools adolescent girl students.

Table 5.3 Difference in the empowerment of adolescent girls studying in government and private schools of rural area.

S.No.	Dimention	TOS(RURAL)	N	M	SD	't'	LOS
1	Power and Entitlement	Govt	50	26.70	4.70	10.20	S*
		Priv	50	29.70	4.02		
2	Autonomy and Self-Reliance	Govt	50	26.72	4.93	8.93	S*
		Priv	50	29.34	3.63		
3	Decision making	Govt	50	26.04	4.76	2.87	S*
		Priv	50	26.96	6.09		
4	Participation	Govt	50	25.08	7.14	3.73	S*
		Priv	50	26.62	9.96		
5	Capacity building	Govt	50	24.58	5.05	12.58	S*
		Priv	50	28.52	4.89		
6	Social, Political and legal awareness	Govt	50	28.96	4.93	9.18	S*
		Priv	50	26.90	5.49		
7	Exposure to information media	Govt	50	26.02	4.24	5.80	S*
		Priv	50	27.86	5.97		
8	Composite	Govt	50	179.10	13.80	8.03	S*
		Priv	50	198.90	15.81		

*Significant at 0.05

On comparing empowerment of adolescent girls studying in government and private schools in rural areas in Table 5.3 significant difference was observed between both the groups in all seven components of empowerment. Mean values indicates that out of seven component of empowerment, rural adolescent girls studying in government higher secondary schools have higher score in social, political and legal awareness only and the remaining six components namely power and entitlement, Autonomy and self reliance, decision making, participation, capacity building and exposure to information media goes in favour of rural adolescent girls studying in private higher secondary schools. Composite scores also indicates that rural adolescent girls studying in private higher secondary schools are more empowered than rural adolescent girls studying in government higher secondary schools.

Table 5.4 Difference in the empowerment of adolescent girls studying in government and private schools of urban area.

S.No.	Dimentions	TOS(URBAN)	N	M	SD	't'	LOS
1	Power and Entitlement	Govt	50	29.70	4.02	6.06	S*
		Priv	50	27.70	6.63		
2	Autonomy and Self-Reliance	Govt	50	28.96	4.93	6.06	S*
		Priv	50	27.72	5.42		
3	Decision making	Govt	50	28.62	5.85	1.64	S*
		Priv	50	28.06	6.20		
4	Participation	Govt	50	27.76	5.70	0.70	NS
		Priv	50	27.54	4.55		
5	Capacity building	Govt	50	27.32	4.93	0.10	NS
		Priv	50	27.02	4.31		
6	Social, Political and legal awareness	Govt	50	27.42	3.28	2.85	NS
		Priv	50	26.48	8.15		
7	Exposure to information media	Govt	50	31.78	7.11	14.00	S*
		Priv	50	27.02	4.59		
8	Composite	Govt	50	201.56	13.84	4.81	S*
		Priv	50	191.60	15.44		

*Significant at 0.05

Table 5.4 reveals that the obtained t-value between government and private schools adolescent girls on power and entitlements, Autonomy and self reliance, decision making, participation, capacity building, social, political and legal awareness and exposure to information medias are 6.06, 6.06, 1.64, 0.70, 0.10, 2.85 and 14.00 respectively. On composite empowerment the obtained t-value is 4.81 it further indicates that the obtained t-values on power and entitlements, Autonomy and self reliance, decision making, and exposure to information media are significant at 0.05 level but the obtained t-value on participation, capacity building and social, political and legal awareness are not significant and also on composite empowerment. Mean values indicate that adolescent girls of government schools are superior to adolescent girls of private schools on power and entitlement, Autonomy and self reliance, decision making, and exposure to information media and also on composite empowerment. In brief it is concluded that urban government schools adolescent girls are more empowered in power and entitlements, Autonomy and self reliance, decision making, and exposure to information media. Both groups are identical in participation, capacity building, social, political and legal awareness. Composite score indicates that urban private schools adolescent girls are more empowered than urban government schools adolescent girls.

VI. CONCLUSION AND EDUCATIONAL IMPLICATIONS

Findings indicates that rural government schools adolescent girls are less empowered than their counterparts in urban government schools in almost all the dimensions of empowerment. Poor attendances, high drop out rates, low socio economic status compell them to work and help their parents instead of going to school. Traditional beliefs and taboos surrounding them, early marriages, poor infrastructure in government school, poor school environment restricts them to explore. Government schools lack resources and are fully dependent on governmental aids. Educational institutions need to develop trust among adolescent girl students. Institutions need to provide better infrastructure like libraries, toilet facilities, laboratories etc. A library devoid of educational magazines, current affair books, news papers etc. will not fulfill the aim of social, political and legal awareness among adolescent girl students. Administrators and teachers needs to develop a healthy and student friendly school environment. Teachers should show integrity and accountability in making teaching learning process lucrative for students by adopting new methodologies of teaching, adopting information technologies then only they can acquaint students regarding information media. Vocational courses should be made integral part of education which will bring autonomy and self reliance among adolescent girls. Participation of adolescent girl students in co-curricular activities, educational tours should be ensured.

Many goals can be achieved by adopting public private partnership model and working in collaboration with NGO's. The rural institutions should take initiatives in organizing life skill development programmes, extension lectures of eminent women personalities, personality development courses. To empower rural girls is the need of present situation. Environment which ensures their security, anti sexual and harrasment cell should be made functional in all rural institutions; it will minimize security threat among girl students. Family environment and prenting style in rural area needs to be improved.[7] Other researches has shown that family environment offer opportunities for personal autonomy and encourage the early adolescent's role in family decision making which are associated with positive outcomes such as self esteem, self reliance, satisfaction with school and student teacher relations, positive school adjustment and advanced moral reasoning.[6] Rural adolescent development progrmme can be organized with aim to create awareness among adolescent girls regarding social political law, reproductive health, gender, family law and to create opportunities in case of leadership and mental illumination. Similar programme was successfully implemented by Bangladesh rural advancement committee (BRAC) in Kabul and is currently operating in thirty schools for adolescent girls in rural Afganistan which train them in vocational skills, social issues, health awareness including reproductive health and leadership [4]. Schools in urban areas successfully use blogs, social media as teaching tools which helps in socialization [2] rural adolescent girls are devoid of such opportunities.

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