

## EMPOWERMENT AMONG GIRLS' STUDYING IN SENIOR SECONDARY SCHOOLS IN RELATION TO THEIR PARENTAL RELATIONSHIP

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### Abstract

*The present study provides knowledge and information about the empowerment level of girls and also its relationship with their parents. There is lack of researches in this area of girls' empowerment especially with regard to their parental relationship. Empowered women lead to economic development and social progress of the nation. The study is helpful to the teachers, policy makers, bureaucrats, researchers, scholars, educators, and politicians because it gives understanding of how relationship of parents helps the girls' in their empowerment. The present study was conducted through the survey method under descriptive method of research. Survey studies are conducted to collect detailed description of existing phenomenon with the intent of employing data justify current condition practices or to make more intelligent. A representative sample of 316 girls studying in class 10+1 & 10+2 was selected by using multistage random sampling technique Research Tools Used In order to collect the requisite data, following research tools were used. The data on empowerment among girls' was verified for normality by calculating certain statistics like mean, median, mode, standard deviation, quartile deviation, kurtosis and skewness.*



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Girls' empowerment can be defined in a very simple words that it is making girls powerful so that they can take their own decisions regarding their lives and wellbeing in the family and society. It is empowering girls to make them able to get their real rights in the society. The term 'empower' literally refers to the power or authority given to a person to have independent control over his/her own life or the situation he/she lives in. It enables people to understand the reality of their environment and shape that environment if needed. Empowerment is a process that enlightens the people to go towards their destinations and improve their status. Particularly, empowerment liberates the people both mentally and physically. India is a very famous country known for its cultural heritage, traditions, civilization, religion and geographical features from the ancient time. On the other hand, it is

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also popular as a male chauvinistic nation. Women are given first priority in India however on the other hand they were badly treated in the family and society. They were limited only for the household chores or understand the responsibility of home and family members. They were kept totally unaware of their rights and own development. People of India used to say this country as “BHARAT-MATA” however never realized the true meaning of it. Bharat-Mata means a mother of every Indian whom we have to save and care always. The term empowerment originates from American community psychology and is associated with the social scientist Julian Rappaport. Empowerment is envisaged as an aid to help women to achieve equality with men or, at least, to reduce gender gap considerably. Empowerment would enable women to perform certain social roles which they cannot perform without it. This would mean helping women to their constitutional and legal right of equality. Though men and women are declared to be equal before law and through discrimination on the basis of sex are forbidden by the constitution. It is common knowledge that women are still at disadvantage in many areas of life. Indeed, one could even say that the position of women in India has not improved much since the enactment of the constitution when it comes to the issue of gender justice. Empowerment is a very broad term encompassing all type of empowerment such as education, economic, social, political, legal, psychological and cultural empowerment of women.

The word-‘women’ etymologically means a wife (or the wife division of the human race, the female of the species Homeo). Empowerment is defined as ‘action of empowering, the state of being empowered’ by the Oxford English Dictionary. The term empowerment itself encloses the word ‘power’. The word-empower means ‘to give power to’ or ‘to enable’. The idea of ‘power’ is at the root of the term ‘empowerment’. Power can be understood as operating in a number of different ways. There are four resources on which power can be exercised- physical resources (water, forest and land), human resources (people, skill and labour), intellectual resource (money), and self-resource (confidence and esteem). Women are powerless as they hardly have any control on above resources and therefore they have no decision-making power with themselves. Empowerment is a process which changes the nature and direction of systematic force by gaining control over self, ideologies, resources thereby changing the power. ‘It is ‘power from within’ that enables a women to come out and join with other women. Empowerment is having control over one’s life as an individual. It is all about the power to make decisions which can further shape lives. One can be independent

only if one is given a chance to make one or the other important decision. Different options have to be there so that an individual can weigh all the pros and cons and then decide. An individual who understands the meaning of empowerment and undergoes the process can only further change other people's perception. Therefore, an actual change does not merely occur within an individual alone but to the society as a whole. It is a journey in itself and not merely a destination. Understanding individual's rights directly boosts the sense of strength and self-confidence. The term empowerment began to be widely used in the mid-17<sup>th</sup> century.

In India, too the earliest Godified literature devotes great attention to the family. Dr. Radhakrishnan (1963) also supported the view by remarking that it is a religious obligation on the part of parents to take care of the development of the children in all spheres of life. Of all personality determinants, the family is the most important because family is the first social group than with any other social group. Parents are the most significant people in child's life during the years when the foundation of personality is laid. The areas of family influence are broader than those of any other personality determinant. Thus, the parental attitude is mirrored in the personality traits of the child. Healthy relationship in family prevails. The child feels secure, well-adjusted and thinks himself accepted in family and later when he develops and reaches adolescence, he remains well adjusted and feels that the society accepts him. Mutual conflicts and quarrels among the family member cause the child always tensed. He feels himself rejected by the society and in turn rejects the society. He becomes disrespectful and disloyal to society. These experiences of children with their family grow in them either a sense of acceptance or rejection which they generalize in due course.

### **STATEMENT OF THE PROBLEM**

The statement of the problem is as below.

“EMPOWERMENT AMONG GIRLS’ STUDYING IN SENIOR SECONDARY SCHOOLS IN RELATION TO THEIR PARENTAL RELATIONSHIP.”

### **OBJECTIVE OF THE STUDY**

The study was conducted to achieve the following objective.

1. To study empowerment among girls studying in senior secondary schools at different levels of their parental relationship with respect to:
  - (i) Power and Entitlements
  - (ii) Autonomy and Self- Reliance
  - (iii) Decision- Making

- (iv) Participation
- (v) Capacity Building
- (vi) Social, Political and Legal Awareness
- (vii) Exposure to Information Media

### **HYPOTHESE OF THE STUDY**

In the present study following hypotheses was formulated.

1. There will be no significant difference in empowerment among girls studying in senior secondary schools at different levels of their parental relationship with respect to:

- (i) Power and Entitlements
- (ii) Autonomy and Self- Reliance
- (iii) Decision- Making
- (iv) Participation
- (v) Capacity Building
- (vi) Social, Political and Legal Awareness
- (vii) Exposure to Information Media

### **DELIMITATIONS OF THE STUDY**

The present study was delimited in its scope in the following manner.

1. The present study was delimited to girls studying in class 10+2 and pursuing regular course of study.
2. The present study was confined to government and private senior secondary schools of Himachal Pradesh.
3. The study was delimited in terms of independent and dependent variables. Independent variable includes parental relationship. The dependent variable includes girls' empowerment.
4. The study was delimited to statistical techniques of mean, standard deviation and ANOVA-test.

### **OPERATIONAL DEFINITIONS OF TERMS USED**

Following terms have been used in the study.

**1. Girls' Empowerment:** Girls' empowerment means empowering girls socially, economically and politically so that they can break away from male domination and claim equality with them. Empowerment in its simplest form means the manifestation of redistribution of power that challenges patriarchal ideology and the male dominance. It is

both a process and the result of the process. In the present study girls' empowerment was assessed by 'Adolescent Girls Empowerment Scale' developed and standardized by Dr. Devendra Singh Sisodia and Dr. Alpana Singh.

**2. Senior Secondary Schools:** In the present study senior secondary schools referred to the government and private institutions providing formal education up to class 10+2.

**3 Parental Relationship:** The parental relationship consists of a combination of behavior, feelings and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development. In the present study the level of parental relationship was studied by 'Parent Child Relationship Scale' developed by Late Nalini Rao.

### **RESEARCH METHOD USED**

The present study was conducted through the survey method under descriptive method of research. Survey studies are conducted to collect detailed description of existing phenomenon with the intent of employing data justify current condition practices or to make more intelligent.

### **SAMPLING**

The present study was aimed at studying the empowerment among girls' in relation to their parental relationship. A representative sample of 316 girls studying in class 10+1 & 10+2 was selected by using multistage random sampling technique Research Tools Used In order to collect the requisite data, following research tools were used.

- ❖ Adolescent Girls' Empowerment Scale developed by Dr. Devender Singh Sisodia and Dr. Alpana Singh.
- ❖ Parent Child Relationship Scale developed by Late Nalini Rao.

### **DATA ANALYSIS**

The data on empowerment among girls' was verified for normality by calculating certain statistics like mean, median, mode, standard deviation, quartile deviation, kurtosis and skewness.

For studying the empowerment among girls' studying in senior secondary schools at different levels of parental relationship statistical technique of analysis of variance (one-way) was used.

## **5.2 GENERAL CONCLUSIONS**

From the analysis and interpretation of the data, following conclusions may be drawn.

- Girls studying in senior secondary schools from different parental relationship group (Good, moderate and poor parental relationship) do not differ significantly from each other with respect to their empowerment in power and entitlement area and possess more or less the same level of empowerment in power and entitlement area.
- Girls studying in senior secondary schools from different parental relationship group (Good, moderate and poor parental relationship) do not differ significantly from each other with respect to their empowerment in autonomy and self-reliance area and possess more or less the same level of empowerment in autonomy and self-reliance area.
- Girls studying in senior secondary schools from different parental relationship group (Good, moderate and poor parental relationship) do not differ significantly from each other with respect to their empowerment in decision making area. Senior secondary school girls belonging from different parental relationship group possess more or less the same level of empowerment with respect to decision making
- Girls studying in senior secondary schools from different parental relationship group (Good, moderate and poor parental relationship) do not differ significantly from each other with respect to their empowerment in participation area. Senior secondary school girls belonging from different parental relationship group possess more or less the same level of empowerment with respect to participation.
- Girls studying in senior secondary schools from different parental relationship group (Good, moderate and poor parental relationship) do not differ significantly from each other with respect to their empowerment in capacity building area. Senior secondary school girls belonging from different parental relationship group possess more or less the same level of empowerment with respect to capacity building.
- Girls studying in senior secondary schools from different parental relationship group (Good, moderate and poor parental relationship) do not differ significantly from each other with respect to their empowerment in social, political and legal awareness area. Senior secondary school girls belonging from different parental relationship group possess more or less the same level of empowerment with respect to social, political and legal awareness.

### **5.3 EDUCATIONAL IMPLICATIONS**

The results of the present study have following implications for education:

- ❖ The results of the present study reveals that girls studying in senior secondary schools having good, moderate and poor levels of parental relationship do not differ significantly from each other with respect to their overall empowerment.
- ❖ The present study showed that girls studying in schools having different parental relationship levels do not differ significantly from each other with respect to their empowerment in power and entitlement area, self-reliance area, power and entitlement area, decision making area, participation area, capacity building area, political and legal awareness area and information media area.
- ❖ Teachers and parents should be more attentive for the proper development of students and specially the girls with respect to their relationship with their parents. For the development of good relationship among students personality development exposure programmes should be organized. The parents should be very much vigilant and careful regarding the female child's.
- ❖ Guidance services should be organized by the schools at regular intervals, so that guidance experts can provide appropriate help to the students in need and especially those with poor level of empowerment. It is stated in the National Policy on Education 1986 that Guidance and Counseling cells should be established in the schools. This scheme has not yet been implemented. So, efforts should be made by the government to implement this scheme as soon as possible so that adequate personal and career guidance should be provided to the students. This will helps in enhancing their self-confidence, security feelings and level of adjustment in personal and social life.
- ❖ There cannot be an educated people without educated women. The girl's education should be regarded as a major National goal and determined efforts should be made to bridge the wide gap existing between educational and social levels of male and female populations.
- ❖ Relationship of parents is their belief about how worthwhile they are. It is made up of a sense of belonging and being accepted, a sense of being good, and a sense of being capable of doing things well. The responses of mothers have a powerful effect on children's actions. The reaction of mothers actually teaches children how competent or incompetent they are. It has been observed that the children feel proud after their

accomplishments. They often urge their mothers to watch their actions. Girls need to be seen as capable and strong. They need the help of their mothers for empowering them and which will help them to realize their potential and achieve a quality life.

- ❖ An educated girl plays very important role in the social and economic development of the country. It is evident that economic success everywhere is based on educational success and without educating and empowering them, we cannot achieve educational and economic success.
- ❖ There is urgent need to study the ground realities related to women empowerment and on the basis of this, intervention strategies and schemes should be formulated for promoting women education in rural areas.
- ❖ The parents can also play a vital role in this regard. They should make themselves aware about the various programs being run by the government for the empowerment of the girls. They may take the help of the teachers, the newspapers, T.V. programs etc.
- ❖ Girls should not be pressurized by the parents or teachers to choose any career without their interest because it can create maladjustment.
- ❖ Education has a direct impact on women empowerment as it creates in them awareness about their rights, their capabilities and opportunities available to them. There cannot be an educated people without educated women. The women education should be regarded as a major National goal and determined efforts should be made to bridge the wide gap existing between educational and social levels of male and female populations.
- ❖ Arrangements should be made for vocational training of girls by adjusting the timings to suit their convenience. The talents and capabilities of a large majority of Indian women should not be confined to the narrow walls of their homes but it should be utilized for the betterment of the society and progress of the nation.
- ❖ The print media should put more stress on the issues like dowry, child marriage, female feticide, rural women, women in poverty and oppression against women.
- ❖ Educational and career guidance must include as the compulsory educational system of girls senior secondary school students.
- ❖ Media fraternity should be more sensitive in presenting girls' perspective. Media planners/government agencies should make amendments in the existing policies or pass new laws for decent representation of women and there should be certain fixed space for girls, empowerment issues in the newspaper on daily basis.



- ❖ Awareness programs should be organized to generate awareness among rural population regarding different schemes and programs started for girls' empowerment.

#### **5.4 SUGGESTIONS FOR FURTHER RESEARCH**

The following are some suggested problems based on the findings of the study, which need further investigation:

- This study may be extended to females studying in different levels of education.
- A similar study may be undertaken to study the effect of parental relationship on their empowerment.
- A similar study may be conducted to study the empowerment of tribal school going girls.
- The study was delimited on 316 girls only. This study may be extended on the large sample.
- A comparative study may be undertaken to study and compare the girl's empowerment among university level students.
- A study may be conducted to study the level of girl's empowerment among school or college students, in relation to their home environment.
- A study may be conducted to study the empowerment among girl's in relation to their family environment.
- The present study was conducted on senior secondary school girls of Mandi district of Himachal Pradesh, and the same study may be conducted in other districts of Himachal Pradesh.
- Studies may be taken to find out the effects of different social and psychological factors on girl's empowerment.
- A study may be carried out to find out the impact of social skills and economic conditions on the empowerment of girls.