



ISSN: 2395-7476
IJHS 2016; 2(1): 15-17
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www.homesciencejournal.com
Received: 15-11-2015
Accepted: 18-12-2015

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Adolescent girl empowerment and its relationship with self esteem

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Abstract

This research was conducted on adolescent girls living in Agra city aged between 16 to 18 years studying in 11th class in 2010. Multistage stratified random sampling method was employed to conduct the study. Research was carried out in 5 stages. At first stage, Agra city was purposefully selected. At the second stage, all Girls intermediate colleges of Agra were selected. At the third stage, 4 girls' intermediate colleges from Agra city were randomly selected by chit lottery method, namely Prem Vidyalaya Girls Intermediate College, Queen Victoria Girls Inter College, St. Anthony's Junior Girls College and St. Patricks Girls School. At the fourth stage, one section of 11th class from each selected schools was randomly selected. At the fifth stage, 30 students from each section of 11th class from each selected schools were randomly selected. Total of 120 female students were taken as 'sample' of the study. This research measured the correlation between empowerment and self-esteem of Adolescent Girls (aged 16 to 18 years) of Agra city. The tool used in the study was standardized tool named as Adolescent Girls Empowerment Scale by Sisodia D.S. and Singh A. constructed in 2009 (1). This tool is divided into 7 sections – Power & entitlement, autonomy and self-reliance, decision making, participation, capacity building, social political and legal awareness and exposure to information media. The second set of questionnaire was self-constructed tool. This tool determines the levels of Self Esteem of Adolescents Girls. Both sets of questionnaire were close ended and five point rating scale was used for the responses. Positive Moderate correlation of 0.455 was found between self-esteem and empowerment of adolescent girls of Agra city.

Keywords: Empowerment, self-esteem, adolescence.

1. Introduction

This research analyzed (n = 120) adolescent female students of Agra between age group of 16 to 18 years to compare empowerment and self-esteem among them in 2010.

2. Material and Method

Researcher adopted Multistage Stratified Random Sampling method for data collection. Standardized Empowerment Scale (Devendra Singh & Alpana Singh, 2009) ^[1] and Self Constructed Self Esteem Scale were used in the study.

3. Conclusion

89.2 % of adolescent girls had high Empowerment status and rest of the 10.8% adolescent girls belonged to medium empowerment level. Results showed that increase in economic status increases the self-esteem of adolescent girls. Adolescent girls belonging to very low self-esteem status were found very less in 40000 and above monthly parental income group. It predicted that adolescents have higher self-esteem status when their parents love them, are supportive and are deeply involved in their lives. Results predict that moderately educated mothers had daughters with medium self-esteem. Lower self-esteem among sample resulted from discriminatory environment, suffering inferior and subordinate status in society. Results revealed that self-esteem scores of adolescent girls were positively correlated with educational status of parents and family type of girls. Significant difference of 0.01 levels was found between adolescent girls studying in Public schools and Government schools. Resultant, empowerment status of adolescent girls studying in Public schools is greater than those of studying in Government schools. Mean score of 178.68 of adolescent girls who belonged to below 8000 parental income groups and mean score of 192.14 in adolescent girls who

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belonged to 40000 and above parental income group revealed that empowerment status of adolescent girls increased with increase in monthly parental income. Result of 0.01 level of significance postulated that adolescent girls get deep impact from their Mothers' attributes rather than Father's attributes. Resultant, 0.05 level of significance, signifies that high parental education had positive impact on empowerment, sense of self-worth, self-image, communication skills, negotiation skills, mobility, confidence, decision making, school achievements, peer approval and self-efficacy of adolescent girls. A positive high correlation of 0.642 was found between empowerment and self-esteem of adolescent girls and high parental income. Findings show that high correlation of 0.53 exists between empowerment, self-esteem of daughters of Graduate mothers. Positive Moderate Correlation of 0.455 exists among self-esteem and empowerment.

Impact of Increase in Self-esteem on Empowerment

An increase in self-esteem score indicates that increased self-esteem scores resulted in Bi – Directional impact on self-empowerment scores, implying that increase in self-esteem did not always result in increase of self-empowerment.

Impact of Increase in Empowerment on Self Esteem

Resultant increase predicted that maximum point of rise in empowerment stimulates self-esteem's saturation at one highest level and further stabilizing self-esteem even after increase in self-empowerment.

4. Acknowledgement

Words are falling short to acknowledge my mentor Dr. Richa Verma (Assistant Professor, Dayalbagh Educational Institute, Agra, Uttar Pradesh, India) who always guided me in completion of this valuable work.

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