



Study of empowerment of adolescent girls in relation to parental support

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Abstract

This study was conducted to find out the association between parental support and empowerment of adolescent girls'. 800 adolescent school girls studying in class XI and XII were selected as sample. The study area of the present study was confined to state of Chhattisgarh. Stratified proportionate random sampling method was used in the present study. To assess empowerment in selected adolescent girls, Adolescent Girls' Empowerment Scale (AGES) prepared by Sisodia and Singh (2009) was used. To assess parental support, Parent Support Scale (P.S.S.) prepared by Shobha Nandwana and Nimmi Asawa (2006) was preferred. Pearson correlation coefficient was computed to ascertain the relationship between empowerment in adolescent girls and parental support. Result reveals significant association between adolescent girls empowerment with the parent support they receive. It was concluded that parent support boost up the empowerment in adolescent girls.

Keywords: empowerment, adolescent girls, parental support

Introduction

Parenting is very important. Parents are primarily responsible for the education of child's early years. This is when they will absorb the most information. It may not seem that way. However, this is when they learn to develop their personalities, how they will treat and respond to other people. India is a land of diversification in traditions, all rooted in the same value system, with the trend of joint families still prevalent in India, a child is brought up in an environment where she learns to value people and relations. The Indian parenting style develops respect for other people, along with their values and customs. Indian parents believes strongly that their child is part of a family and a community and that it is of prime importance that the child realizes that every decision she makes and every action she takes has consequences for the entire family and community. Parents are perhaps the most dominative individual that one will ever encounter in life. Their impact is both profound and enduring. In fact, parents experience up-to maximum extent is responsible for parenting styles, both positive and negative, with their own parents as they themselves grew up.

Researchers like Radke-Yarrow, Zahn-Waxler, & Chapman, 1983 [3]; Janssens and Gerris, 1992 [4]; Steinberg, Lamborn, Dornbusch and Darling, 1992 [5]; Christenson and Peterson, 2006 [2]; Komsí *et al.*, 2008 [6]; Güngör & Bornstein, 2010 [7]; Sandhya *et al.*, 2010 [11], Vig and Jaswal, 2010 [10] found a significant association between parenting with adolescent school performance, adaptive coping strategy, pro-social behaviour and secure attachment. Supportive behaviour of parents help children and adolescent to negotiate and cope with the problems of life with relative ease. Similarly Fido (2013) [8] and Nezhad *et al.* (2015) [9] in their studies have found that parenting style affect children's psychological development and faulty parenting may lead to development of

mental health issues in children and adolescent.

Parenting style may have an influence in terms of empowerment of adolescent girls. Empowerment consists of factors such as power and entitlement, autonomy and self reliance, decision making, participation, capacity building, social, political and legal awareness as well as exposure to information media. Whether empowerment of adolescent girls comprising of these factors is affected by parenting style has not been assessed so far. Hence the present study was planned to assess the association of adolescent girls empowerment with parental support.

Objective

The objective of the present study is to analyse the association between empowerment and parental support in a group of adolescent girls.

Hypothesis

Significant relationship will not be observed between parental supports with adolescent girl empowerment in a group of higher secondary students.

Methodology

Sample

800 adolescent school girls studying in class XI and XII were selected as sample. The study area of the present study was confined to state of Chhattisgarh. Stratified proportionate random sampling method was used in the present study.

Tools

To assess empowerment in selected adolescent girls, Adolescent Girls' Empowerment Scale (AGES) prepared by Sisodia and Singh (2009) was used. The areas used to assess girl empowerment in this scale are (a) power and entitlement,

(b) autonomy and self reliance, (c) decision making, (d) participation, (e) capacity building, (f) social, political and legal awareness and lastly (g) exposure to information media respectively. The final form of scale consists of 49 statements which assess adolescent girl empowerment. The internal consistency of the scale was scientifically reliable with reliability coefficient of 0.71. The scale is fairly valid and justified by norms established for this scale.

To assess parental support, Parent Support Scale (P.S.S.) prepared by Shobha Nandwana and Nimmi Asawa (2006) was preferred. This three dimensional scale consists of 37 statements. This scale measures parental interest, parental behaviour and resource provision respectively. This scale is highly reliable and valid.

Procedure

800 adolescent school girls studying in class XI and XII were selected as sample using stratified proportionate random sampling method. They were assured of the fact that responses given by them would only be used for research purpose and it will be treated as confidential otherwise. Adolescent Girls' Empowerment Scale was administered to each subject. After sufficient rest Parent Support Scale was administered in a similar manner. The response given by the subjects were scored as per the instruction manual of both the scale. Pearson correlation was used to find out the association between empowerment and parental support. Results shown in table 1, 2, 3 and 4 respectively.

Analysis of Data

Table 1: Value of Correlation (r) between Parental Support and Empowerment in a Group of Selected Adolescent Girls (N=800)

	Parental Support	Empowerment
Parental Support	1	.187**
Empowerment	.187**	1

** Correlation is statistically significant at 0.01 level
r with (df=798) = 0.07 at .05 level and 0.10 at .01 level

A perusal of table 1 indicate that there exist a significant, positive but weak relationship between parental support with girl empowerment in a group of higher secondary students at .01 level of statistical significance (r = .187, p<.01). It shows that empowerment of adolescent girls is dependent upon the amount of parental support they receive.

Table 2: Value of Correlation (r) between Dimension of Parental Support i.e. Parental Interest with Empowerment of Adolescent Girls (N=800)

	Parental Interest	Empowerment
Parental Interest	1	.169**
Empowerment	.169**	1

** Correlation is statistically significant at 0.01 level
r with (df=798) = 0.07 at .05 level and 0.10 at .01 level

A perusal of table 2 indicate that there exist a significant, positive but weak relationship between parental interest with girl empowerment in a group of higher secondary students at .01 level of statistical significance (r = .169, p<.01). Hence parental interest in adolescent girls day-to-day activities,

feeling, communication and giving a helping hand in school work etc. plays an important role as far as empowerment of adolescent girls are concerned.

Table 3: Value of Correlation (r) between Parental Behaviour with Empowerment of Adolescent Girls (N=800)

	Parental Behaviour	Empowerment
Parental Behaviour	1	.203**
Empowerment	.203**	1

** Correlation is statistically significant at 0.01 level
r with (df=798) = 0.07 at .05 level and 0.10 at .01 level

A perusal of table 3 indicate that there exist a significant, positive but weak relationship between parental behaviour with girl empowerment in a group of higher secondary students at .01 level of statistical significance (r = .203, p<.01). Hence parental behaviour in terms of child rearing practices such as acceptance, supervision, encouragements, decision making and sharing etc. is an important marker as far as empowerment of adolescent girls is concerned.

Table 4: Value of Correlation (r) between Dimension of Parental Support i.e. Resource Provision and Empowerment in a Group of Selected Adolescent Girls (N=800)

	Parental Support	Empowerment
Parental Support	1	.100**
Empowerment	.100**	1

** Correlation is statistically significant at 0.01 level
r with (df=798) = 0.07 at .05 level and 0.10 at .01 level

A perusal of table 4 indicate that there exist a significant, positive but weak relationship between provision of tangible resources by parents with girl empowerment in a group of higher secondary students at .01 level of statistical significance (r = .100, p<.01). Hence provision of tangible resources i.e. material and monetary resources and non-tangible resources such as advice, guidance, social contacts and values are important marker as far as empowerment of adolescent girls is concerned.

Results

- A significant positive relationship was observed between parental support with girl empowerment in a group of higher secondary students at .01 level of statistical significance.
- A significant positive relationship was observed between parental interest with girl empowerment in a group of higher secondary students at .01 level of statistical significance.
- A significant, positive relationship was observed between parental behaviour with girl empowerment in a group of higher secondary students at .01 level of statistical significance.
- A significant positive relationship was observed between provision of tangible resources by parents with girl empowerment in a group of higher secondary students at .01 level of statistical significance.

Discussion

Result reveal that parental support is key element as far as

empowerment of adolescent girls is concerned. In the present study, parental support consists of three dimensions namely parental interest, parental behaviour and provision of tangible resources. Results shows that parental interest in adolescent girls day-to-day activities, feeling, communication and giving a helping hand in school work etc. plays an important role as far as empowerment of adolescent girls are concerned. Secondly parental behaviour in terms of child rearing practices such as acceptance, supervision, encouragements, decision making and sharing etc. is an important marker as far as empowerment of adolescent girls is concerned. Lastly, provision of tangible resources i.e. material and monetary resources and non-tangible resources such as advice, guidance, social contacts and values are important marker as far as empowerment of adolescent girls is concerned. Hence results are not surprising because empowerment is a process by which the one without power adherence have greater control over the lives of themselves. When parental support is there, adolescent girls become more empowered.

Conclusion

It was concluded that parental support in the form of parental interest, behaviour and provision of tangible resources was found to be significant predictor of empowerment of adolescent girls'.

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