

Self Concept Enhancement Programme for Women empowerment

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Abstract- Present investigation the effect of Treatment, Residential Background and their interaction on Character Self-Concept is intended to study the effectiveness of “Self Concept Enhancement Programme” to enhance the Self-Concept of college girls and thereby empower the future women of the nation. The study was conducted on 154 undergraduate female students of Arts and Home-Science studying in Kasturbagram Rural Institute affiliated to Devi Ahilya Vishwavidyalaya, Indore (M.P.). The results revealed that Self Concept Enhancement Programme was found to be significantly superior to Conventional Approach in enhancing Character Positive and Character Composite Self-Concept of undergraduate female students. This study also indicate that use of Self Concept Enhancement Programme for empowering women, especially from rural areas, appears to be quite promising.

Keywords- WE, ANOVA, Character Positive, Character Negative, Treatment and Residential

I. INTRODUCTION

Self-Esteem of an individual is a self judgment of the level up to which the Self-Concept reaches that person's Ideal Self, which in turn influences his/her attitude and behavior. An individual's Self-Concept has a direct bearing on his/her Self-Esteem. The empowerment is a concept linked to the self esteem that confers pride and a sensation of “being able to do” and the empowerment of women is a holistic approach to womanhood with the idea of bringing a balance of what a woman sees on the outside of herself and the inside of herself and thereby, building her self esteem. A society that embraces this kind of woman will be based on the pillars of love, compassion, and nurturing with a purpose of unifying the forces of nature.

Our society's structures today are still patriarchal in nature and women are made to feel second class and do not really have a say in what matters although she must be the one to bear the brunt of it. The media today as always portrays what men believe women should look like and act like. This makes it very difficult for young girls growing up to find sources that help with building self esteem and consequently causes them to feel limited.

Developing mentoring and coaching programs that teach young and older women how to bring out and live their true authentic selves will lead to more and more changes in our society that will then make a difference for the world.

Hence, in the present study a programme has been designed termed as “Self Concept Enhancement Programme” to enhance the Self Concept of college going female students. Aim of this programme is to make them realize their potentials, capabilities and strengths which in turn will surely empower them to face the challenges of life.

II. RELATED WORK

Self-Concept has been the focus of researchers and various studies have been conducted to investigate the correlates of self-concept like achievement, adjustment, home environment, peers, school environment etc.

The Self-Concept of a person can be changed depending upon the experiences he gets. Research studies conducted by Craven (1991), Cowan and Clover (1991), Winkler (1991), Ravid and Sullivan (1992) and Parish and Necessary (1993) support the idea of modifying Self-Concept.

Craven (1991) found that internally focused feedback and attributional feedback enhanced academic Self-Concept of students.

Cowan and Clover (1991) studied the enhancement of Self-Concept through Discipline Based Art Education (DBAE) and showed how it was an all inclusive programme that responded to the needs of all students.

Winkler (1991) used the peer facilitators to enhance Self-Esteem levels of at-risk students in kindergarten and in grades three and five. Results indicated increased levels of Self-Esteem and Self-Confidence after a twelve week Self-Enhancement Programme.

Ravid and Sullivan (1992) in their paper ‘Enhancing Self-Concept Development in Pre-School Children’ concluded that at-risk pre-schoolers may benefit more than the children from higher socio-economic groups from a systematic intervention designed to enhance Self-Concept.

Parish and Necessary (1993) found that students' Self-Concept was elevated following ‘Let's Get Excited about life’ a five week programme on second graders according to students' ratings of themselves and their teachers' rating of the students.

From the above studies, it is evident that even though there are studies to investigate the effect of specially

designed programmes on Self-Concept, the effect of Treatment, Residential Background and their interaction on Self-Concept has not been studied. Moreover most of the studies have been conducted on school children and not on adolescents and college students. Hence, in the present study the effect of Self-Concept Enhancement Programme, Residential Background and their interaction on Character Self-Concept of undergraduate female students was studied.

III. NEED OF THE STUDY

Present investigation is intended to study the effectiveness of a specially designed programme to enhance the Self-Concept of college girls and thereby, empower the future women of the nation.

IV. PROBLEM STATEMENT

Effect of Treatment, Residential Background and their Interaction on Character Self-Concept of undergraduate female students.

V. OBJECTIVE

To study the effect of Treatment, Residential Background and their interaction on Character Self-Concept.

VI. HYPOTHESIS

There will be no significant effect of Treatment, Residential Background and their interaction on Character Self-Concept.

VII. Materials And Methods

Sample

The sample of study comprised of Students studying in Kasturbagram Rural Institute, an autonomous institute, affiliated to Devi Ahilya Vishwavidyalaya, Indore (M.P.). The study was conducted on undergraduate female students of Arts (B.A. II and B.A. III years) as well as Home-Science (B.H.Sc. II and B.H.Sc. III years). The size of the sample was 154 undergraduate female students. The sample was randomly divided into two groups, namely Experimental Group and Control Group. The students belonged to urban as well as rural areas. All subjects were hostellers. Majority of them were from average SES. Their age ranged from 17 to 23 years. The medium of instruction was Hindi both in Arts and Home-Science Disciplines.

Design

The present study was experimental in nature. It was designed on the basis of post-test only Control Group design.

Tools

In this study data were collected in respect of Self-Concept and Residential Background. The Self-Concept of students was assessed using the Self-Concept List (SCL) by Pratibha Deo (1985).

VIII. PROCEDURE OF DATA COLLECTION

A group of 154 college students as mentioned under sample was taken for experimentation. Out of 154 students 76 were in Experimental Group and remaining 78 in Control Group. Experimental Group was given the treatment, termed as "Self Concept Enhancement Programme" which continued for 40 working days at the rate of 45 to 60 minutes per day. During the Treatment individual students did the given exercise, which involved her cognitive and affective domains. Before starting a particular exercise students were explained about what was to be done. Then, they were made to sit in a circle or in small groups according to the requirement of the exercise. Either the researcher used to coordinate the exercise herself or the students were divided into smaller groups and a leader from the group itself was appointed to coordinate the exercise. Some exercises were based on group discussion while others required guessing ability or play activity like passing the parcel, sharing the achievements and successes.

The Character Self-Concept of Experimental Group was assessed at the end of the Treatment with the help of Self-Concept List. During the process of experimentation, the students of Control Group were not given any special Treatment. They continued with their routine activities of the classroom. The Character Self-Concept of Control Group was also assessed along with Experimental Group with the help of same tool. After administering the tool, the scoring was done as per instructions given in the manual.

IX. RESULTS

In order to study effect of Treatment, Residential Background and their interaction on Character Self-Concept of undergraduate female students, data was analyzed through 2 X 2 Factorial Design ANOVA of unequal cell size. The results are given in the table.

A) Effect of Treatment on Character Positive, Character Negative and Character Composite Self-Concept Separately

From the Table, it can be observed that F-value of 3.79 for Treatment is not significant in case of Character Negative Self-Concept. It shows that the mean scores of Character Negative Self-Concept of Experimental and Control Groups do not differ significantly. So, Treatment did not produce differential effect on Character Negative Self-Concept of students. Thus, the null hypothesis that there will be no significant effect of Treatment on Character Negative Self-Concept is not rejected. It may, therefore, be said that Self Concept Enhancement Programme as well as conventional approach were found to affect similarly the Character Negative Self-Concept of undergraduate female students.

It may also be noted from table, that F-values of 4.68 and 6.51 for Treatment are significant at 0.05 level with df =

1/150 for Character Positive and Character Composite Self-Concept respectively. It shows that the mean scores of Character Positive and Character Composite Self-Concept of Experimental and Control Groups differ significantly. So, Treatment produced differential effect on Character Positive and Character Composite Self-Concept of students. Thus, the null hypothesis that there will be no significant effect of Treatment on Character Positive and Character Composite Self-Concept separately is rejected. Further, the mean score of Character Positive Self-Concept of students belonging to Experimental Group ($M=74.76$) is significantly higher than those belonging to Control Group ($M=71.51$). Similarly, the mean score of Character Composite Self-Concept of students belonging to Experimental Group ($M=60.54$) is significantly higher than those belonging to Control Group ($M=55.04$). It may, therefore, be said that students belonging to Experimental Group were found to possess significantly higher Character Positive and Character Composite Self-Concept in comparison to Control Group. The Experimental Group was treated through Self Concept Enhancement Programme and Control Group through Conventional Approach. Thus, Self Concept Enhancement Programme was found to be significantly superior to Conventional Approach in enhancing Character Positive and Character Composite Self-Concept of undergraduate female students.

Table: Component wise Summary of 2X2 Factorial Design ANOVA of unequal cell size for Character Self-Concept

Components	Source of Variance	df	SS	MSS	F-value
Character Positive	Treatment (A)	1	445.17	445.17	4.36**
	Residential Background (B)	1	232.03	232.03	2.28
	A X B	1	415.37	415.37	4.07**
	Error	150	14893.66	102.01	
	Total	153			
Character Negative	Treatment (A)	1	209.11	209.11	2.15
	Residential Background (B)	1	198.73	198.73	2.04
	A X B	1	17.37	17.37	0.18
	Error	150	14208.20	97.32	
	Total	153			
Character Composite	Treatment (A)	1	1254.77	1254.77	4.58**
	Residential Background (B)	1	730.63	730.63	2.67
	A X B	1	491.91	491.91	1.80
	Error	150	39993.68	273.93	
	Total	153			

**Significant at 0.05 level

B) Effect of Residential Background on Character Positive, Character Negative and Character Composite Self-Concept Separately

It can be observed from the Table that F-values of 2.28, 2.04 and 2.67 for Residential Background are not significant. It shows that separately the mean scores of

Character Positive, Character Negative and Character Composite Self-Concept of students belonging to two different Residential Backgrounds did not differ significantly. So, Residential Background did not produce differential effect separately on Character Positive, Character Negative and Character Composite Self-Concept of students. Thus, the null hypothesis that there will be no significant effect of Residential Background on Character Positive, Character Negative and Character Composite Self-Concept separately is not rejected. It may, therefore, be said that Character Positive, Character Negative and Character Composite Self-Concept were found to be independent of Residential Background.

C) Effect of Interaction between Treatment and Residential Background on Character Positive, Character Negative and Character Composite Self-Concept separately

From the Table, it can be observed that F-values of 0.18 and 1.80 for the Interaction between Treatment and Residential Background are not significant. It shows that the Interaction between Treatment and Residential Background did not produce significant effect separately on Character Negative and Character Composite Self-Concept of students. Thus, the null hypothesis that there will be no significant effect of Interaction between Treatment and Residential Background on Character Negative and Character Composite Self-Concept separately is not rejected. Thus, it can be said that students belonging to different levels of Treatment as well as Residential Background were found to exhibit the same level of Character Negative and Character Composite Self-Concept.

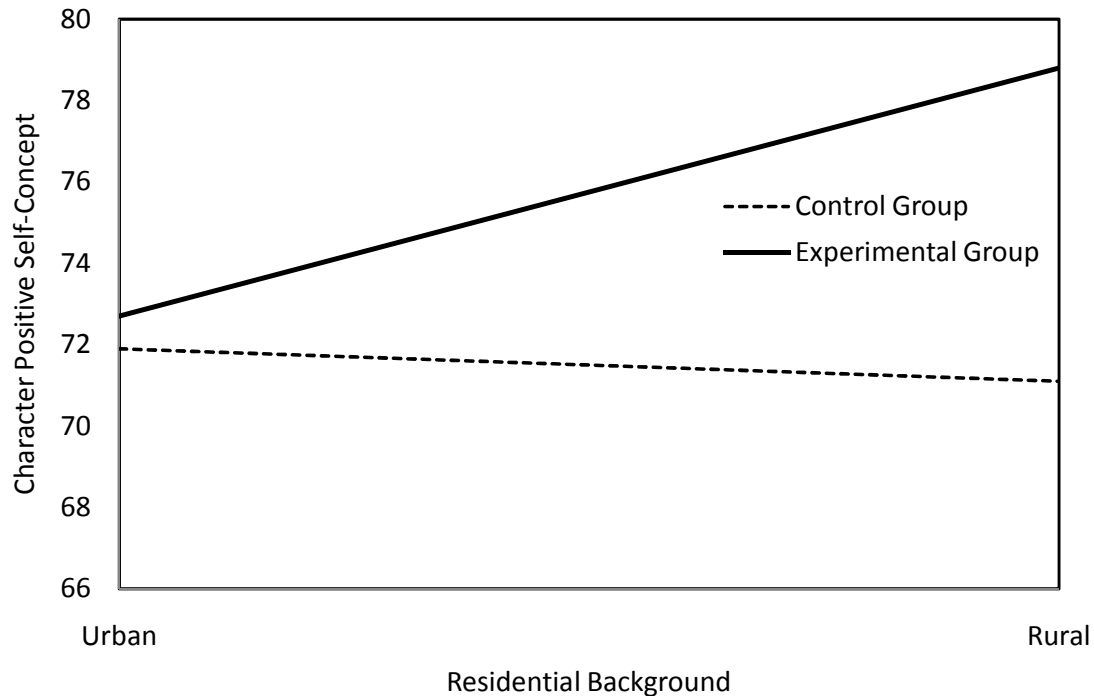
Table also reveals that F-value of 4.07 for the Interaction between Treatment and Residential Background is significant at 0.05 level with $df = 1/146$ in case of Character Positive Self-Concept. It shows that the Interaction between Treatment and Residential Background did produce significant effect on Character Positive Self-Concept of students. Thus, the null hypothesis that there will be no significant effect of Interaction between Treatment and Residential Background on Character Positive Self-Concept is rejected.

For studying the trend of effect of interaction between Treatment and Residential Background on Character Positive Self-Concept, the Graph has been plotted. From Graph, it is evident that as the Residential Background of the students changed from Urban to Rural, there is found to be a sharp improvement in Character Positive Self-Concept of students belonging to Experimental Group, while there was not much change in case of students of Control Group. The Urban students belonging to Experimental Group as well as Control Group were found to possess Character Positive Self-Concept to the same extent. The students from rural area were found to have improved their Character Positive Self-Concept after

having gone through the present Treatment. It may, therefore, be said that, present Treatment was found to be

more beneficial for students belonging to rural area.

Graph
Effect of Interaction between Treatment and Residential Background on
Character Positive Self-Concept



X. DISCUSSION

The study revealed that (i) Self Concept Enhancement Programme as well as conventional approaches were found to affect similarly the Character Negative Self-Concept of undergraduate female students. (ii) Self Concept Enhancement Programme was found to be significantly superior to Conventional Approach in enhancing Character Positive and Character Composite Self-Concept of undergraduate female students. (iii) Character Positive, Character Negative and Character Composite Self-Concept were found to be independent of Residential Background. (iv) Students belonging to different levels of Treatment as well as Residential Background were found to exhibit the same level of Character Negative and Character Composite Self-Concept. (v) Interaction between Treatment and Residential Background did produce significant effect on Character Positive Self-Concept of students. The Urban students belonging to Experimental Group as well as Control Group were found to possess Character Positive Self-Concept to the same extent. The students from Rural area were found to have improved their Character Positive Self-Concept after having gone through the present Treatment.

Treatment did not influence significantly Character Negative Self-Concept of undergraduate students. The probable reason for the same may be that Negative Self-Concept is more deep rooted requiring longer duration to decondition them. However, Character Positive Self-Concept and Character Composite Self-Concept of Students of Experimental Group were found to be superior as compared to students of Control Group. Reason for the same may be that there were exercises in the Self-Concept Enhancement Programme which encouraged undergraduate female students to use appreciative feedback, publicly share their accomplishments, successes and achievements which might have helped them to gain self-confidence and improve their Character Positive Self-Concept.

Character Positive, Character Negative and Character Composite Self-Concept were found to be independent of Residential Background. Reason for the same may be that students belonging to rural as well as Urban Residential Background possessed equal educational status and all of them were residing in the same hostel at least for last one year. Therefore their living conditions and interaction with friends did not vary much which might be responsible for no significant difference in their Character Positive, Character Negative and Character Composite Self-Concept.

Interaction between Treatment and Residential Background revealed that students with rural Background were found to benefit through Self Concept Enhancement Programme in enhancing their Character Positive Self-Concept in comparison to students with Urban Residential Background. The probable reason for the same may be that when students with rural Background were provided, through the Treatment, an environment of trust and support suitable for self-disclosure, they might have shared their successes, achievements, hopes, goals, potentials, strengths etc. which helped them to feel less strange and more normal and could bring them at par with Urban students.

XI. RECOMMENDATIONS/SUGGESTIONS

The above experiment should be repeated several times on different groups of women so that a design can be standardized for large scale application.

XII. CONCLUSION

The findings of the Self Concept Enhancement Programme are quite promising. This programme enhanced the character Self Concept of college girls reason for the same may be that there were exercises in the Self-Concept Enhancement Programme which encouraged undergraduate female students to use appreciative feedback, publicly share their accomplishments, successes and achievements which might have helped them to gain self-confidence and improve their Character Positive Self-Concept which will help them in their empowerment in all walks of life.

XIII. SCOPE FOR FURTHER RESEARCH

Same study can be repeated with longer duration of experiment, which may enhance their Self-Concept further by reducing their negative feelings about themselves. This study can also be done on different age groups of women so that most effective age for enhancing the Self-Concept can be decided.

XIV. ACKNOWLEDGEMENT

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