

Effect of Government Policies on Self-Worth of Male and Female Adolescents in Indian Government Schools

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Abstract

Self-esteem and self-worth are developmental processes that have an effect on individual's well being and there by creating a society that is more positive and respectful. The role the government of India is playing in order to support a girl child and women is to be looked at as Indian women were deprived of their rights with regard to all social concerns including education. Being the largest democracy, it becomes absolutely essential to keep a check on how the society is at the root level. The study is on 100 adolescent school students from Indian Government funded schools to check their self-worth. Contingency self-worth scale was used a tool (Crocker). The self-worth scores for both male and female adolescents were found equal. The government initiatives have contributed in creating equality at the self-worth level of adolescents is therefore inferred.

Keywords: Contingencies of Self Worth, Government Policies, Self Esteem

1. Introduction

India is a country where women got their rights only in the last 50 years when it comes to right to vote, right to education, right to equality and many such social concerns. A lot of awareness has been created in the past few decades regarding women empowerment. Indian government launched free education to single girl child in the government run schools and has heavily subsidized the cost of education for girl child in the government run schools. The circular sent by Central Board of Secondary Education, India No. CBSE/AFF/527590-532939/2006 says that decisions have been taken by the Board for promotion of education for Girl child in the school¹, scholarship schemes for single girl child studying in class X Examination for the year 2006 onwards would be given scholarship of Rs.500/- p.m. and other scholarship schemes like for studying in classes XI and XII in schools who charged tuition fee of not more than Rs.1,000/- p.m. during the academic year 2005-06 are provided.

The need to check if these policies are creating

equality in terms of self-worth of both male and female adolescents is extremely essential as it determines the individual's well-being and success in future.

2. Self-Worth Scale Contingency

This is a 7 point likert scale test that has 35 questions to be answered by adolescents. It evaluates the contingencies of self-worth i.e., the 7 domains based on which the individual rates oneself (which are Family Support, Competition, Appearance, God's love, Academic Performance, Virtue and Approval) from others. The measure is reliable and valid³.

3. Self-Worth Development

People experience feelings of anxiety about being smart or virtuous with one's peers may reflect underlying anxiety about being accepted versus rejected and feeling safe and secure in one's relationships⁶. The pursuit of self-

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validation goals, in turn, regulates anxiety and ensures that fears (e.g., of criticism, of rejection) are kept at bay¹⁶. Interactions with peers, family members, teachers, and others may shape people's CSWs. People do not simply base their self-esteem in domains that they are good at; for example, basing self-worth on academic competence was not significantly related to domain-specific self-esteem in the academic domain ($r = -.08$)¹¹. Instead, people base their self-esteem in domains that are associated with anxiety.

4. Self Esteem

It is believed that "Poor" or "Low" self-esteem is undesirable, and indeed research links low self-esteem with loneliness (Peplau and Perlman, 1982), depression (Shaver and Brennan, chapter 6), Social Anxiety (Leary 1983) and alienation (Johnson, 1973), Self-Esteem is a popular and important construct in the social sciences and in everyday life.

5. Method

5.1 Participants

100 adolescents from government funded school were randomly selected for the study. The participants agreed to take up the CSW test⁴.

5.2 Procedure

Instructions to answer the questionnaire were clearly given to the participants. The test was administered in the last hour of the school timings so that the students' anxiety could be minimized. The participants marked their answers in the questionnaire. The participants were not allowed to discuss or copy their neighbour's responses.

5.3 Materials

Contingencies of self-worth scale test (7 point Likert Scale) by Crocker J was administered to both the groups. The test contained 35 questions.

5.4 Qualitative Evaluation

The self-worth scores for each sample were evaluated and the student's t-test was performed.

6. Result

The t-test done on total self-worth scores of both male and female samples showed a P value of 0.162, $P > 0.05$ (Figure 1.) which shows that there is no significant difference. Table 1 also shows that the mean of self-worth in male is not significantly different from the mean of self-worth in female.

Table 1. The t-test done on total self-worth scores of both male and female samples

2 sample T Test	Self Worth in Male	Self Worth in Female
Sample size	50	50
Mean	0.665714	0.68384
Standard Deviation	0.0751	0.05132

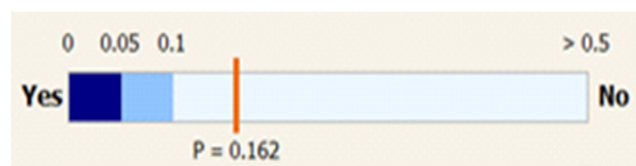


Figure 1. The mean of self-worth s in male is not significantly different from the mean of self-worth sc in female.

7. Conclusion

The study showed that the female and male adolescents of India showed no significant difference in their self-worth scale and thereby the policies that are made and executed by the government towards girl child right to education and equality is effective, creating a healthier population to enter the society as capable and equals.

8. Discussion

The male and female adolescents are showing no significant difference in their self-worth score. This shows that these female adolescents have been benefitted by the government policies towards girl child education. Further, a society is being built where there will be no discrimination between right of men and women if policies are made and implemented in all domains.

9. References

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