Impact of enrichment programme on self-confidence among adolescent girls from low socio-economic status families

■ GARIMA CHOUDHARY **AND** JATINDER K. GULATI

See end of the paper for authors' affiliations

Correspondence to :
GARIMA CHOUDHARY
Department of Human Development, Punjab Agricultural University, LUDHIANA (PUNJAB) INDIA
Email: garima.ror@gmail.com

■ **ABSTRACT :** Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. The present study aimed to examine the impact of enrichment programme on self-confidence of adolescent girls living in low socio-economic conditions. The sample was comprised of 150 adolescent girls aged between 15 to 17 years studying in the Government Senior Secondary Schools of Ludhiana city and belonging to low socio-economic status. Self-Confidence Inventory developed by Gupta (2005) was administered to assess self-confidence of adolescent girls. Enrichment progrmame was developed and implemented on adolescent girls. The enrichment proramme was purely group focused and lasted for four months. After a gap of one month of enrichment programme, the participants were re- examined by using the same instruments and the same method of testing. The results revealed significant positive change during pre-enrichment and post-enrichment programme. This shows that enrichment programme helped adolescent girls to enhance their self-confidence and discover their own identity.

■ **KEY WORDS :** Enrichment programme, Self-confidence, Self-esteem, Perception

Adolescence, being the stage of turmoil, is one of the periods in the life of children, when self-confidence is developed. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. Self-confidence is an important life skill for the success of an individual in his life. Self-esteem is an important ingredient of self-confidence. High self-esteem and positive self-concept are important characteristics of children and adults (Harter, 2006).

Self-confidence and the self-perceived development of competency, coping and contributory life skills are perhaps complementary constructs. The ex post facto nature in which these findings were derived prompts questions relative to how self-confidence and self-esteem develop *i.e.* sequentially or simultaneously. If adolescents develop some self-confidence, then positive feelings of self-worth will follow or if such youth have positive feelings of self-worth, they will be more likely to develop and practice new self-confidence. Hamachek (1987) suggested that indicators of healthy self-esteem include problem solving and decision-making skills, a sense of responsibility, the ability to act on one's best judgment, a feeling of value and being of interest to others and possession of values and principles about which one feels good. These indicators relate closely to key components of successful self-confidence educational programmes as specified by Hamburg (1989). In the words of Basavanna (1975), Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right." But it is highly influenced by the environment. Women are conditioned to suffer low self-esteem and inferior status (Holly, 1987).

Surprisingly, lack of self-confidence is not necessarily related to lack of ability. Instead it is often the result of

focusing too much on the unrealistic expectations or standards of others, especially parents and society. Friends influence can be as powerful as of parents and society in shaping feelings about one's self. Students in their teens re-examine values and develop their own identities and thus are particularly vulnerable to the influence of their peer group.

It was assumed that, fostering enrichment programme among adolescent girls will enhance their self-confidence in a better manner. Keeping the above conceptual framework in view, the study was designed to strengthen the capacity of the adolescent girls.

■ RESEARCH METHODS

The following material and methods were used to conduct this study:

Locale:

The sample for the present study was drawn from Government Senior Secondary Schools of Ludhiana city.

Sample size:

The sample in the study comprised of 150 adolescent girls aged between 15-17 years who were studying in the Government Senior Secondary Schools of Ludhiana city and living in low socio- economic conditions.

Sample selection:

Ludhiana Municipal Corporation has divided the city into four zones. *i.e.* Zone I, Zone II, Zone III and Zone IV. Keeping in view the design of this research and the number of visits to be made in the study area, Zone IV was purposively selected because of its proximity to the researchers. The list of Government Senior Secondary Schools falling in this zone within a radius of eight kilometers around PAU, was prepared. From that list, three schools were randomly selected. Only those girls, who fulfilled the following criteria, were selected: between the age range of 15 years to 17 years and living in low socio-economic conditions, at least, for the last five years.

Research instruments:
Socio-economic status scale:

Socio-economic status scale developed by Bharadwaj (2000) was used to confirm the socio-economic-status of the respondents.

Self-confidence inventory:

Self-confidence inventory developed by Gupta (2005) was administered to assess the self-confidence of adolescent girls. This inventory consists of 'True-False' type 56 items. The validity reliability of the inventory is 0.25 and 0.88, respectively.

Pre-enrichment assessment:

The respondents were assessed on self-confidence through questionnaire method.

Designing enrichment programme:

Enrichment progrmame was developed for adolescent girls. This programme was purely group focused which was given to adolescent girls for four months. This comprised of many sessions with different technical methods.

Post-enrichment assessment:

After a gap of one month of enrichment programme, the participants were re- examined by using the same instruments and the same method of testing.

■ RESEARCH FINDINGS AND DISCUSSION

Results of the study revealed that 40.66 per cent of the respondents possessed high self-confidence and 36.67 per cent of respondents had an average level of self-confidence. While, only 22.67 per cent had low self-confidence (Table 1). Whereas in the pre-enrichment phase majority of the respondents (46%) were having low self-confidence. It further revealed that after implementation of enrichment on self-confidence there was decrease in 23.33 per cent adolescents having low self-confidence, whereas, 26.66 per cent increase in adolescents possessing high self-confidence. This change in the level of self-confidence is the outcome of the enrichment programme which was given consistently for four months. The differences in the distribution of respondents across level of self-confidence in pre-enrichment and post-enrichment phase were found to be significant ($p<0.01$).

Table 1 : Comparison in distribution of the respondents and change in proportions across different levels of self-confidence during pre-enrichment and post-enrichment phase					
Levels of Self-confidence	Pre-enrichment phase		Post-enrichment phase	Chi square	Change in proportion /percentages
	n	%	n		
Low	69	46.00	34	22.67	32.95**	-35 (23.33)
Average	61	40.67	55	36.67	(df=2)	-6 (4)
High	20	13.33	61	40.67		40 (26.66)

Figures in parentheses indicate percentages.
** indicate significance of value at P=0.01

On the basis of above findings it can be inferred that enrichment programme had a great role in enhancing the self-confidence of adolescent girls living in conditions of economic hardship. This programme helped adolescent girls to discover themselves, their feelings, desires and needs at a higher degree. They started to accept and like themselves. It also facilitated to understand their strengths or weakness. Participants started feeling confident in their abilities and

learned to set realistic goals. Saumya (2012) in her study revealed that enrichment programme had a beneficial effect in enhancing self-confidence and awareness among youth. The interventions on self-confidence contributed in self-motivation, sense of self-efficacy and quality of life etc.

Table 2 explicates the change in mean scores of respondents across different levels of self-confidence. It was found that the mean scores in self-confidence of girls during pre-enrichment phase was 80.55 and mean score of girls after enrichment programme was found to be 82.35. Significant difference (p<0.01) was found in the mean scores of adolescent girls during pre and post-enrichment phase. This increase in mean scores indicates that enrichment programme did contribute in increasing the self-confidence level of girls. Enrichment programme helped adolescent girls to discover their own identity and to feel their desires. Participants started to solve their own small problems using the skills they obtained. Group activities have made significant change in their self-confidence. Previously, Penny and Durlak (1998) had also found that through proper intervention self-esteem can be increased

case of non-working mothers of adolescent girls during post-enrichment assessment. Whereas, change in the mean scores of respondents in self-confidence was observed among the respondents whose fathers were non-working, labour and in service. Hao and Bonus (1998) argues that family income and occupation is less influential for motivation of adolescents that parental interaction with children, involvement in their children activities. Significant difference was observed among the respondents whose fathers were in service during post-enrichment assessment (p<0.05).

Table 2: Difference in mean scores of the respondents across different levels of self-confidence from pre-enrichment to post-enrichment phase

Self-confidence	Pre-enrichment phase		Post-enrichment phase		Z value (Wilcoxon sign rank)	Change in means
	Mean	S.D.	Mean	S.D.		
Low	36.65	3.16	15.78	2.42		-20.87
Average	26.70	3.17	27.69	2.94		0.99
High	17.20	2.01	38.88	2.73		21.68
Total	80.55	8.34	82.35	8.09	4.60**	1.8

** indicate significance of value at P=0.01

Table 3 illustrates the results regarding self-confidence with respect to their socio-personal characteristics. It was observed that changes in mean scores were observed among those adolescent girls whose mothers were either matric, below matric or intermediate after enrichment. Significant difference was observed in the mean scores of adolescent girls whose mothers were below Matric, Matric or Intermediate during pre and post-enrichment phase. Similarly, in case of fathers, a change was observed in the mean scores of the adolescent girls whose fathers were below Matric, Matric and Intermediate and Post graduate. Significant difference was also observed in case of respondents whose fathers were Matric or Graduate (p<0.01). Maya (2001) also found that parental level of education did not have significant effects on adolescent self-concept and achievement motivation. Same table further shows that minor change in mean scores was observed among working and non-working mothers of adolescent girls and significant change in self-confidence was observed only in

Table 3: Difference in self-confidence mean scores of the respondents from pre-enrichment to post-enrichment phase across different levels of as per their socio-personal characteristics

Socio-personal characteristics	Pre-enrichment phase		Post-enrichment phase		Z value (Wilcoxon sign rank)	Change in mean scores
	Mean	S.D.	Mean	S.D.		
Maternal education						
Below Matric	29.37	7.52	30.39	9.34	2.07*	1.02
Matric	32.27	6.46	36.08	10.21	3.20**	3.81
Intermediate	34.83	1.06	36.83	7.33	2.20*	2
Graduation	40.33	2.49	43.00	5.09	1.60	2.67
Post Graduation						
F-ratio	3.37*		4.56*			
Paternal education						
Below Matric	29.00	7.41	29.47	10.13	1.02	0.47
Matric	31.04	8.02	35.62	6.34	2.10*	4.58
Intermediate	29.82	6.89	29.21	8.80	1.01	-0.61
Graduation	34.67	0.74	38.00	9.22	2.20*	3.33
Post Graduation	39.50	2.59	39.92	4.5	1.00	0.4
Maternal occupation	2.84*		3.67*			
Working	29.44	7.59	29.87	8.67	1.56	0.43
Non-working	31.56	6.80	32.93	9.48	1.98*	1.37
F-ratio	2.34		2.49*			
Paternal occupation						
Non-working	38.4	3.2	38.6	4.02	1.04	0.2
Labor	27.53	6.46	27.73	12.43	1.09	0.2
Self-employed	29.88	7.68	29.20	7.99	0.44	-0.68
Service	28.73	6.76	29.11	8.006	1.98*	0.38
Farming	32.86	5.63	32.00	10.06	1.08	-0.86
F-ratio	3.29*		3.70*			
Number of siblings						
1-2	29.01	7.35	30.21	10.42	1.98*	1.2
3-4	30.85	7.43	30.51	8.07	0.92	-0.34
F-ratio	2.27		3.00*			
Family type						
Nuclear	29.79	7.32	29.80	8.32	1.04	0.01
Joint	30.4	7.70	30.50	7.97	0.95	0.1
F-ratio	0.22		1.67			

* and** Indicate significance of values at P=0.05 and 0.01, respectively

Post-enrichment results of self-confidence with respect to number of siblings showed that change is observed in the mean scores of the respondents who have less number of siblings and significant difference was also observed in case of respondents who have one or two number of siblings. But non-significant differences were observed among adolescent girls during pre and post-enrichment phase. Although children living in joint family are disciplined but they are more diffused and less individual self-concept. Because of the presence of large number of relatives, the child has many adult figures for identification who act as parents (Gupta *et al.*, 2008).

Hence, enrichment programme improved the self-confidence level among adolescent girls living in low socio-economic conditions. School must provide such type of training and interventions to the students which enable them to live confidently and build decision making ability among them.

Authors' affiliations:
JATINDER K. GULATI, Department of Human Development, Punjab Agricultural University, LUDHIANA (PUNJAB) INDIA Email: jkgulati@pau.edu

■ REFERENCES

Basavanna (1975). *Manual for self-confidence inventory.* Rupa Psychological Centre, Varanasi (U.P.) INDIA.

Gupta, N., Joshi, R. and Pasbola, H. (2008). Effect of home environment upon emotional maturity among female adolescents of joint and nuclear family structure. *Behavioural Scientist,* **9**:87-92.

Hamachek, D.E. (1987). *Encounters with the self.* Holt, NEW YORK.

Hamburg, B.A. (1989). Life preventive interventions. Report for the Life Skills Training Working Group, Carnegie Council on Adolescent Development.

Harter, S. (2006). *The development of self-representation in childhood and adolescence: Handbook of child psychology.* Wiley, NEW YORK, U.S.A.

Hao, L. and Bonus, M.B. (1998). Parent's involvement in children's schooling: A multidimensional conceptualization and motivation model. *Child Dev.,* **65** (1) : 237-252.

Holly (1987). Self-esteem versus self efficacy in the schools. Eugene, Oregon School Study Council, University of Oregon.

Maya (2001). Effect of parental encouragement on academic achievement. *Sociol. Edu.,* **67**:159-183.

Penny, H. and Durlak (1998). Changing self-esteem in children and adolescents: A meta analytic review. *J. Clinical Child Adoles. Psychol.,* **27** (4) : 423-433.

Saumya (2012). Effectiveness of life skills training in enhancing self-awareness of youth. Proceedings on life skills education: Optimizing positive strengths through life skills. pp.203-207. Rajiv Gandhi National Institute of Youth Development, Sriperumbudur.

Sharma, V. P. (1992) *Social competence scale.* National Psychological Corporation, Agra (U.P.) INDIA.

8th Year
★★★★★ of Excellence ★★★★★