Chapter-3
Broad Profile of The Study
BROAD PROFILE OF THE STUDY

Purpose:

India has traditionally been a male dominated society. There is a strong son preference in most parts of India, and girls tend to be discriminated against by their families. It is not enough, therefore, to highlight adolescence in general; a larger focus of the girl child also must be addressed. Demographic trends indicate deep-rooted gender discrimination. Discrimination begins with female feticide and prenatal sex determination. Girls are deprived of nutrition, access to health care, and opportunities for education and employment. They are taken out of schools when they reach menarche. From the very beginning of life, girls are groomed to accommodate the male-dominated, patriarchal society. Girl children grow into adulthood without being able to experience the important period of adolescence. They work in the home, look after siblings, and assist their mothers in the fields. Then they are married off early to soon become mothers themselves, still unarmed with knowledge about reproductive needs and rights. The situation is similar, more or less, in different states of the country.

Overall, however, the situation that emerges is that India still has a long way to go before the human rights of the girl child are enforced. Certain social trends have in fact made the situation worse, as borne out by the fact that the girl child is discriminated even before her birth in the form of feticide and after birth in the form of infanticide, and numerous other forms of violence and parental neglect.
In the earlier years of women’s studies and women’s movement, studies on the girl children have been totally missing. Today growing individualism, modernization is causing disruption in traditional patterns of family life. Many parents expect that their daughters should excel in many fields. At the same time they expect their daughters to follow traditional cultural values and behave according and make adjustments with discriminatory practices within the family. Their behavior is ambiguous towards their daughters. Thus the girl is in a dilemma, whether she should act according to the traditional values which her parents aspects (culture) her to follow, or according to the changing and challenging circumstances whether she should fight against gender discrimination or not; whether these discriminatory experiences be given important or not. This dilemma might be causing changes in her personality and adjustment level of her life. The way children are brought up in the family, the attitude of parents attitudes and what the children feel about the parents attitude towards them, play an important part in the personality development, be it a girl or a boy. Children sense their parent’s attitude towards them through their daily experience and there by experiencing from their lives girls who feel discriminated must be having a different personality, achievement motivation, self-confidence and assertiveness then those who do not feel any discrimination within the family. So the present study which was undertaken.
Hypothesis:

The following Hypothesis were raised in conformity with the purpose of the study:

1. There will be significant relationship between familial gender discrimination and repression-sensitization tendency of adolescent girls.
2. There will be significant relationship between familial gender discrimination and achievement motivation of adolescent girls.
3. There will be significant relationship between familial gender discrimination and self-confidence of adolescent girls.
4. There will be significant relationship between familial gender discrimination and assertiveness of adolescent girls.
5. There will be significant difference on familial gender discrimination in rural and urban adolescent girls.
6. There will be significant difference on repression-sensitization tendency in rural and urban adolescent girls.
7. There will be significant difference on achievement motivation in rural and urban adolescent girls.
8. There will be significant difference on self-confidence in rural and urban adolescent girls.
9. There will be significant difference on assertiveness in rural and urban adolescent girls.
10. There will be significant difference between low and high perceived familial gender discrimination on repression-sensitization tendency of adolescent girls.
11. There will be significant difference between low and high perceived familial gender discrimination on achievement motivation of adolescent girls.
12. There will be significant difference between low and high perceived familial gender discrimination on self-confidence of adolescent girls.

13. There will be significant difference between low and high perceived familial gender discrimination on assertiveness of adolescent girls.

**Operational Definition:**

**Perceived familial gender discrimination:**

The score obtained on twenty-six item Perceived Familial gender discrimination scale developed by Susan Sen (1999) may be operationally taken as an indicator of Perceived Familial Gender Discrimination of the subjects.

**Repression – sensitization Tendency:**

The score obtained on thirty-two items Repression- Sensitization Tendency scale developed by Manju Mehta and Rashmi Chowdhry (2004) may be operationally defined as Repression- Sensitization tendency of the subjects.

**Achievement Motivation:**

The score obtained on fifty items Achievement Motivation scale developed by Deo Pratibha and Asha Mohan (1974) may be operationally taken as an indicator of Achievement Motivation of the subjects.
Self Confidence:

The score obtained on fifty six items Agnihotri’s self-confidence inventory (ASCI) developed by Rekha Agnihotri (1987) may be operationally defined as self-confidence of the subjects.

Assertiveness:

Assertiveness may be operationally defined as the score on thirteen items of Assertiveness scale for girls developed by Tajendra Kaur and Manju Mehta (2004) of the subjects.

**Fig 3.1 : Research Design-Diagram**

![Diagram showing research design]

Order of Tool administration randomly

**CORRELATION DESIGN**

(Correlation between Perceived Familial gender discrimination score and variables under study will be found separately for urban, rural and total group)
Controls:

1. An effort was made to match the groups on age range.
2. Girls who had no brothers were eliminated from the sample.
3. To control the effect of extraneous variable ‘test administrator’, all the testing work was conducted only by the investigator.
4. Only the girls from government senior higher secondary schools were selected.
5. Private Schools and co-education schools will be not taken.
6. In order to control the size of the sample, equal number students (200 each) were taken from urban and rural areas.
7. The instructions were given in a structural form for all the tools.
8. The subjects were kept ignorant about the actual purpose of testing.