AWARENESS OF WOMEN RIGHTS AND INFLUENCE OF MEDIA ON SELFCONCEPT OF SECONDARY SCHOOL GIRL STUDENTS

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Education is defined as a national harmonious and progressive development of man’s innate powers. (Pestalozzi). On one hand education develops personality of an individual in all fields and aspects making him intelligent, bold, courageous and possessing strong good character. On the other hand it contribute to growth and development of society by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Meaningful education serves as a potent instrument for self-development. It is a process of modification of behavior of the child in a desirable direction. The essential aim of education includes the self-knowledge, self-discipline and character development.

Human rights which are the birth rights include political, civil, social, economic and cultural rights when the human rights are violated or suppressed the foundation of civilized society is at stake. The violation included child labour, rape of women in police custody, female infanticide, ethnic killings and foeticide. The most pervasive of human right violation is that one against women and girls.

There is no universally accepted definition of violence against women. Any act of violence that results in or is likely to result in physical, sexual or psychological harm can be considered as violence against women. Women’s lack of economic security forces them to suffer the extreme act of violence for the sake of survival. It is the family that often coaches woman to
have negative self concept and it is in the family that young men first learn about female subordination. Often they are victims of sexual violence, domestic violence etc., Trafficking of women and girls remain a serious problem. Rape and sexual harassment is another terrible matter that requires action. Shame, fear of repraisal, lack of information about legal rights, lack of confidence in or fear of the legal systems and legal costs involved make women reluctant to report incidents of violence. Many researches on violence against woman show that there are many types of violence like physical abuse, emotional abuse, psychological abuse, sexual abuse, feminicide, forced prostitution, sex selective abortion, female infanticide etc.

1.2 WOMEN RIGHTS

Women rights are the rights that promote a position of legal and social equality of women with men. Men and women are two halves of the society and it has been rightly said that men makes houses and women home. A large percentage of women are unaware of their rights and they can’t do anything when their rights are denied. The only mean to literate women from this deplorable situation is to educate them and make them understand their rights and privileges. This will be possible only through giving education to our girl students and make them aware of their rights. These girls will contribute their share to improve the status of other girls and women of society as formal and non formal agents of education. Thus we can say that the future of women is in the hands of the girl students.

One of the four catalytic agencies that promote women rights is mass media. They are informal agencies of education. They are called mass media because they impart education to large masses simultaneously. There is no former teacher or school for this type of education.
World is the student's school and experience his teacher. This kind of education which is a natural and unconscious process is known as informal education.

1.3 MASS MEDIA

Mass media includes new papers, internet, television, radio, movies, audio and video C.Ds, Computer etc. News papers provide people with important sources of information on social and international affairs. They cover events in great detail and are vital in shaping public opinion. They contain updated articles in politics, current affairs, lifestyle and sports together with advertisements and comic strips. Magazines came out less frequently and they are less concerned with latest news. Television is one of the most significant inventions of the 20th century. It completely transformed society. Almost every home had a Television set. By bringing information and entertainment directly into home television altered daily life. Computers are now affecting every sphere of human activity and bring about many changes in education. Internet has made application in the field of education.

1.4 SELF CONCEPT

Self concept is what the individual thinks of his actual self. It is ‘me’ part of the individual. The idea of self starts growing from infancy and grows during childhood, adolescence and maturity. As the child grows up, he starts feeling that he is separate from others. The part of the environment which he lives is known as phenomenal environment and not self. As the child starts growing he feels that he has a personality of his own that is different from others. It is the ‘me’ part of the individual.
Self concept is composed of relatively permanent self assessments such as personality attributes, knowledge of one’s skills and abilities, one’s occupation and hobbies and awareness of one’s physical attributes. A person’s self concept may change with time. Self concept is not restricted to the present; it includes past selves and future selves. Future selves or possible selves may function as incentives for future behavior.

According to ‘Zahran’ (1969) “self concept is an organized, learned, cognitive and unitary configuration of conscious perceptions, conceptions and evaluations by the individual, of his self as he actually is (perceived self), as others are supposed to see him (other self) and as he would most like to be (Ideal Self)” Self concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. There is a great deal of research, which shows that the self concept is perhaps the basis for all motivated behavior. It is the self concept that gives rise to possible self, and it is possible self that create the motivation for behavior.

As far as we know, no one is born with a self concept. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experience particularly with significant others. The fact that self concept is learned has some important implications. Self concept does not appear to be instinctive, it is a social product developed through experience, it possesses relatively boundless potential for development and actualization. Because of previous experiences and present perception individuals may perceive themselves in ways different from the ways others see them.
We develop and maintain our self concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done. We reflect on what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishment of others. That is, self concept is not innate, but is developed by the individual through interaction with the environment and reflecting on that situation.

1.5 SELF CONCEPT OF SECONDARY GIRL STUDENTS

Many studies have shown that positive self concept enhances the creativity in children. Studies have been undertaken to analyse the relationship between self concept and teacher expectations among children. Favourable positive self concept enhances the performance of the students at secondary level. There are several different components of self concept. Physical, academic, social and transpersonal. The physical aspects of self concept relate to that which is concrete, what we look like, our sex, height, weight etc. Our academic self concept relates to how well we do in school or how we learn. The social self concept describes how we relate to other people and the transpersonal self concept describes how we relate to the supernatural or unknowns. The self concept of secondary school girl students have relation with the awareness of women rights and influence of media. If the girl students possess proper awareness of women rights and utilize the media in socially accepted manner, they can develop a good self concept.
Self concept influences how people act. Actions in turn change self concept. As children accumulate experiences, some aspects of their old self concept are strengthened whereas other fall away and new ones take their place.

1.6 NEED AND SIGNIFICANCE OF THE STUDY

Women rights is a dynamic concept which is applicable to all levels of education. Pre-school and early primary education can highlight a sense of common humanity among children. The older primary school girl students are aware of women rights and they have a right to learn about values which have been universally proclaimed. A detailed examination of the status of women in society shows that gender inequality exist in one form or other throughout the world. Respect of human rights is the best mechanism for their enforcement.

Women the nursing heroin of our country contribute her best to the welfare and progress of the society without any glare of publicity. “When a woman moves forward, the family moves the village moves and the nation moves.” Empowerment of women is possible through giving proper awareness of women rights and education to girls. Employment gives economic status to women which paves the way for social status. It is the need of the day, because women are now recognized as equal partners and participants in the development of the nation.

The influence of mass media is very much among students. It inspires students to gain global knowledge and to inculcate on them good attitudes and sense of appreciation. The variety in topics will satisfy the varied interests of children. Broadcasts of dramas, stories, poems and music help to develop and refine desirable emotions in them. Radio is a powerful medium for mass communication useful for inculcating social and moral values. The teacher should prepare
the pupils for effective listening and accommodate them properly without distraction. Use of TV is an instructional for a classroom. News papers form a good source of information, knowledge, entertainment or recreation for children. It helps one keep well informed about current developments. It should be made available in schools to the students and the teachers alike and they should be encouraged to read them regularly.

Film is the most impressive medium of knowledge. There are a series of educational as well as entertainment films that could be used for school children. The whole universe can be brought to the classroom through films and every abstract idea is made concrete and meaningful to pupils. Historically important speeches, discussions, voices and a variety of noises from nature can be experienced by the pupils through audio CDs. Computers and internet plays a significant role among students now a days. Mass media as an agency of informal education plays a very crucial role and acts as a major support in students’ education. Media influence the girl students especially secondary school girl students to develop a positive self concept. It is in this context that the study assumes great significance.

Self concept is the accumulation of knowledge about self, abilities, values goals and roles. It is an important process. Positive self concept and academic achievement are closely interrelated. Self concept is the most important socio-psychological variable to achieve better. The learner should have a knowledge about himself or herself is self concept. One cannot perform well without knowing his strength and weakness. There fore there is a need to bring about awareness among the learners about their selves. The quality of his behaioir is expressed in the way he adjust to people and things in his environment.
Self concept plays an important role in the development of the personality of an individual. The positive self concept is likely to enable and individual to lead a happy contented and well managed life. His development is optimum. It is therefore important that children are trained to learn from the very beginning to develop a positive self concept which is socially desirable.

The idea of self starts growing from the period of infancy and grows during childhood, adolescence and maturity. High self esteem leads to positive view of oneself which leads to confidence in ones own abilities, self acceptance, not worrying about what others think and optimism. On the other hand low self esteem leads to negative which results in lack of self confidence, look like some one else, always worrying what others might think and pessimism. The research scholar felt that there is a need to develop positive self concept and high self esteem among secondary school girl students through the awareness of womens rights and influence of media. Thus they can fulfill the primary aim of education that is the development of the whole child. Which implies well balanced personality, aesthetically sound, culturally refined emotionally stable, mentally alert, morally upright, spiritually enlightened vocationally self sufficient and internationally liberal.

1.7 STATEMENT OF THE PROBLEM

The attempt is to find out the awareness of secondary school girl students regarding women rights and influence of media on their self concept.
Hence the problem under investigation is entitled as “**AWARENESS OF WOMEN RIGHTS AND INFLUENCE OF MEDIA ON SELF CONCEPT OF SECONDARY SCHOOL GIRL STUDENTS.**”

1.8 DEFINITION OF KEY TERMS

For the sake of clarity the important terms used in the study have been defined below.

**Awareness**

Awareness refers to the level of familiarization and acquaintance with any particular subject or possessing knowledge of something.

**Woman Rights**

Women rights is that promote a position of legal and social equality of women with men. They are part of human rights which are considered as the fundamental rights guaranteed in the constitution to each individual whether man or women in his or her capacity as a member of the society.

**Awareness of Women Rights**

Awareness of women rights is the level of familiarization and acquaintance of existing rights for women.

**Media**

Media include newspapers, radio, television, movies, computer and internet.
Self Concept

Self is a concept developed by a person about himself, ie self concept. It is the composite of ideas, feelings and attitudes of people about themselves.

Carter V. Good’ (1959) defines self concept as “ those parts of the phenomenal field which the individual has differentiated as identity and definite parts or characteristics of himself”

According to M. Basavanna (1991) “self concept is the way a person sees himself from a process of self awareness in interaction with others, ie an individual’s attitude about the self. The individual’s sense of his own identity, worth, capacities and limitations.”

Encyclopedia of psychology (1972) defines “self concept as the totality of attitudes, judgement and values of an individual relating to his behavior, abilities and qualities.” Operationally, self concept is defined as the scores obtained by an individual on the self concept scale.

Secondary School Girl Students

Girl students belonging to standards 8,9 and 10 are considered as secondary school girl students.

1.9 OBJECTIVES OF THE STUDY

1. To find out the extent of awareness regarding women rights, and influence of media among secondary school girl students.
2. To find out the influence of awareness of women rights on the self concept of secondary school girl students.

3. To assess the influence of media on the self concept of secondary school girl students.

4. To study the difference between Malayalam medium and English medium students, Rural and Urban Students, difference among 8th, 9th and 10th class students, difference among Govt.,Aided and Private School students etc. in Awareness of women rights, influence of media and self concept.

5. To offer suggestions for the development of self concept and awareness of women rights among secondary school girl students.

   Media can play an important role in the process of education to secure women rights and dignity of human being. Before imparting this kind of education to the girl students, how far they are aware about women’s rights and media literacy should be measured. Thus this is a task to understand the awareness of school girl students regarding women rights and influence of media and to check how much these variables affect their self concept.

### 1.10 Hypotheses of the Study

The following hypotheses were formulated for the present study.

1. There is no significant relationship between awareness of women rights and self concept of secondary school girl students.
2. There is no significant relationship between media and self concept of secondary school girl students.

3. There is no significant difference in the awareness of women rights, influence of media and self concept with respect to the following.
   a. Rural and Urban students
   b. Students from English and Malayalam medium
   c. Students belong to 8,9 and10 classes
   d. Government, aided and private school students.

1.11 METHODOLOGY IN BRIEF

Methodology is the description of the procedure of techniques adopted in a research study or investigation. The decision about the method depends upon the nature of the problem selected and kind of data required for its solution. The present study ‘Awareness of women rights and influence of mass media on self concept of secondary school girl students’ is descriptive and survey type of study. Survey studies help in contributing to other types of investigation and cover a large number of traits and characteristics of a group.

Variables of the present study are awareness of women rights, influence of mass media and self concept.
1.12 TOOLS AND TECHNIQUES USED

1.12.1 Tools used

The following tools were administered for the present study.

a) Women Rights Awareness Questionnaire
b) Media influence Questionnaire and
c) Kerala Self Concept Scale (A.S Nair -1976).

1.12.2 Statistical Techniques Used

Statistical techniques used are mean, median, mode, standard deviation, skewness, and kurtosis for the total sample and various subsamples. Correlation, t-test and ANOVA were used for testing the hypotheses.

1.13 SAMPLE AND SAMPLING PROCEDURE

The present study was conducted on a sample of 900 girl students of 8th, 9th and 10th Classes selected from various secondary schools of Kerala State. Simple Random sampling technique was used for the selection of sample.
1.14 SCOPE AND LIMITATIONS OF THE STUDY

It is expected that the findings will help the authorities concerned with women rights, influence of media, self concept, curriculum planners, teacher educators, educational administrators etc. It may also help the authorities to improve the qualities of women rights by the influence of media programmes.

Even though maximum care has been taken to avoid faults, the following limitations have entered in the present study.

The present study is confined to the students of standard 8th, 9th and 10th only. Similar type of survey study carried out among students of different classes and different age groups; since time is a major constraint, the sample of the present has been limited to 900, otherwise a similar study can be conducted on a wider population. The study is conducted only in Kerala state. Though there are a number of other variables which directly or indirectly affect the self concept, the present study considered only women rights, influence of media and self concept.

1.15 ORGANISATION OF THE REPORT

The thesis consists of Five Chapters.

Chapter I: The first chapter contains introduction, need and significance of the study, statement of the problem, definitions of key term, objectives of the study, hypotheses of the study, methodology in brief, tools and techniques used, scope of the study, and organization of the report.
Chapter II : The second chapter contain the survey of related literature covering the area containing the study related to human rights, violation of women rights, women rights, influence of media and self concept.

Chapter III : The third chapter deals with methodology. It discusses the method followed in the study. It shows the method selected, variables selected, description of tools used, collection of data and statistical techniques used for the present study.

Chapter IV : The fourth chapter deals with the detailed account of the various analysis and interpretation of the data.

Chapter V : The last chapter briefly presents the major findings, conclusions, implications of the study and suggestions need for further study.

This is followed by bibliography and appendices pertaining to the study.