



ENHANCING SOCIAL RESPONSIBILITY OF PREADOLESCENT GIRLS IN MUMBAI

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ABSTRACT

The key to children's success both in school and in the larger world when they grow up is being responsible. When children learn to take responsibility for their actions and their commitments, they are able to complete their work, people around them begin to have faith in them and depend on them to get things done. These children are seen as trustworthy and dependable, they are willing to take on new responsibilities and they are often self-starters. Preadolescent students' attitudes of social responsibility are the core element in the process of social intergroup mediation [1], [2] and a modulating aspect in the teaching-learning processes [3], [4]. Such behaviors are important ingredients to success in school and in life. Hence this study was taken up to find out levels of responsibility amongst preadolescent girls. A module was designed to enhance social responsibility amongst girls. Activities were planned to enhance responsibility and were conducted for 6 weeks with the girls. Girls were given activities/ skills at home during this period. Assessment Scale of Social responsibility attitudes of primary school pupils [5] were administered before and after the modules were conducted.

The analysis of the differences observed in students' levels of responsibility before introducing modules to enhance responsibility and after attending sessions to enhance responsibility is significant.

Keywords: Responsibility, Social Responsibility, Preadolescents.

I INTRODUCTION:

A responsible person is, "one who consistently does his work, contributes his share, and carries his load without being watched or coerced by someone else"[6].

Both parents and teachers have regarded responsibility as an important character trait. A great deal of time and efforts are spent to develop responsibility in their children and students. According to Lidz [7] it is insufficient for a child to learn the technical skills and knowledge required for him to conduct his life tasks, for unless he can be relied upon, they are of little value to his fellow citizens.

To gain approbation, a child needs to be trustworthy in the sense of being reliable rather than simply honest.

The act of responsibility involves being trusted, making decisions, and answering for one's behavior. Lessons in responsibility should begin early and continue throughout childhood and adolescence. Parents should consistently offer their children opportunities to be responsible and should act responsibly themselves [8].

Child development experts agree with the idea that seed of responsibility is to be planted early in life and has to be nurtured for it to be acquired slowly over a period of years. Children are not born with a built in sense of responsibility. Neither do they acquire it automatically at a certain prescribed age. Responsibility, like piano playing, is attained slowly and over many long years [9].

A family framework, in which the child is allowed to participate in all activities of family life, accepting his place in the family and the responsibilities that are expected with the role, provides scope for optimum growth and development of responsibility. A good way for parents to teach responsibility is to assign chores to children. These tasks should be opportunities to help (not punishments), and rules and consequences should be set [10].

For many decades parents and educators have been concerned with determining factors that influence the academic achievement of students. Child development specialists, such as Dreikurs [11] have indicated that one such factor is the acceptance of responsibility. Many researchers agree that early training in responsibility at home will lead to acceptance of responsibility at school and thus to academic achievement. Additionally, Dreikurs suggests that each family member has different roles, functions and therefore different rights and responsibilities. He endorses child's early and active participation in the day to day activities of the family because it will promote a capacity for cooperation, strengthen his self-concept, develop social interest and lead him towards useful accomplishment. Jenkins and



others [12] support Dreikurs. They feel that a child's participation at home increases his feelings of belongingness, worth, and acceptance.

Learning responsibility has tremendous benefits for children. At home, they feel more a part of the family when they participate in jobs that help the entire family unit. They also feel a sense of accomplishment at school when they are responsible for certain tasks and perform them well. The organizational skills improve at home and at school when children act responsibly. Conscientious students understand that they have a responsibility to learn and to reach their fullest potential. The intrinsic reward of a job well done will motivate children to carry out other tasks that contribute to the home or the classroom. Their self-esteem will be heightened by opportunities for success [13].

The young adolescent years are "a crucial time for forming life-long self-concepts and identities. Middle school students can be helped to think about who they are and who they want to be...they can be helped to value the respect of others" [14]. According to Coles [15], children at this age are deeply concerned with who they are, who they might be, and how they ought to live. According to Brown and Varady [16], peer interaction and group discussion are important aspects of social development in the middle school years that cause children to alter their moral character.

Through opportunities to practice responsible behavior, children begin to view themselves as trustworthy and reliable which contributes to their sense of identity. Being responsible and productive helps children feel that they are important. Our children need to have a deep sense of responsibility to be successful, dependable citizens and confident problem solvers in every aspect of their lives. It is essential to help parents and teachers realize the importance of inculcating this trait from a young age and teach strategies to help children acquire a sense of responsibility. Therefore, understanding the importance of developing a sense of responsibility in children a Module was designed with different instructional strategies. The module included cooperative learning, discovery methods, active learning modes to that get students talking about the material presented.

Aim: To find out the levels of responsibility in preadolescent girls and compare pretest and post test scores after introducing a module to enhance social responsibility.

Objectives:

1. To find out the levels of responsibility amongst preadolescent girls
2. To compare the pretest and post test scores of responsibility amongst preadolescents
3. To find out the influence of ordinal position on scores of responsibility in preadolescent girls.
4. To find out the influence of fathers' occupation on scores of responsibility in preadolescent girls.

Hypothesis: There will be significant difference in the scores on responsibility before and after introduction of modules.

II RESEARCH METHODOLOGY

Sample: 66 Girls belonging to lower socioeconomic strata studying in eighth grade in a Gujarati medium School in Mumbai was taken up for the study. Purposive Sampling design was used. The Rating scale to assess responsibility was administered to the subjects before introducing the Module. Activities to enhance Responsibility were taken for one hour every week along home assignments for a period of six weeks. After a period of three months the scale was administered again to see the impact of the module.

Tool Used: Assessment Scale of Social responsibility attitudes of primary school pupils [4]. The Rating Scale consists 23 items grouped into six factors (obedience in the family, polite and accepting their mistakes, trust in their parents, responsible in school setting, friendly and willing to help and careful of their environment).

Data Analysis: The data was analyzed with the help of T-test to compare the results.



III RESULTS AND DISCUSSION

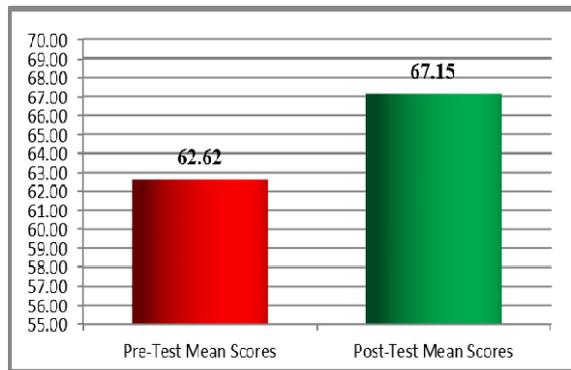


Figure 1: Social Responsibility Mean Scores

The above figure illustrates that mean Responsibility scores after intervention is significantly greater (67.15) than mean scores before intervention (62.62).

Table 1: Comparison of Pretest and Post test scores of Preadolescent girls on Responsibility

Paired Samples Test						
		Paired Differences		t	df	P-VALUE
		Mean	Std. Deviation			
Pair 1	Pretest Score Post-test Score	-4.53030	3.50042	-10.514	65	0.000

T paired t test was applied to find out the significance of difference. Difference between mean scores before and after intervention is 4.53. Calculated p-value for T-test is 0.000 which is less than standard p-value. It can be concluded that there is significant difference in the mean scores before and after the modules was introduced. Therefore social responsibility can be enhanced in children with the help of appropriate modules.

Table 2: Correlation between Ordinal Position and Responsibility Scores of preadolescent Girls

		ORDINAL	PRETEST SCORE
Ordinal Position	Pearson Correlation	1	-.352**
	Sig. (2-tailed)		.004
	N	66	66

** . Correlation is significant at the 0.01 level (2-tailed).

Results indicate that the correlation value is -0.352. It shows that there is significant correlation between the ordinal position and the levels of responsibility. Since there is negative correlation it indicates that as ordinal position increases then responsibility score decreases. The results indicate that the first born children are more responsible and the levels of responsibility decreases with the later born. Therefore children who are born earlier are more responsible than the later born children. Howard and Harris [17] found that the first born boy or girl, whether first, middle, or youngest child, tends to assume responsibility earlier than later siblings of the same sex. This was true for both large and small families.

Table 3: Correlation between Fathers' Occupation and Responsibility Scores of Preadolescent Girls

FATHER - OCCUPATION	Mean	N	Std. Deviation
BUSINESS	62.7200	25	9.07616
SERVICE	62.5610	41	8.67770
Total	62.6212	66	8.76139

The mean score of girls whose fathers' occupation is business scored was 62.72 on Responsibility and the mean scores of girls whose father's occupation is service is 62.56 on Responsibility. There is no significant difference in the mean scores of the girls on Responsibility based on the occupation of their fathers. Therefore there is no influence of father's occupation on responsibility scores of girls.

Table 4: Correlation between Type of Family and Responsibility Scores of Preadolescent girls

TYPE_OF_FAMILY	Mean	N	Std. Deviation
JOINT	63.8333	12	5.27142
NUCLEAR	62.3519	54	9.37914
Total	62.6212	66	8.76139

ANOVA					
	Sum of Squar	df	Mean Squa	F	P-VALUE
Between Groups	21.549	1	21.549	.278	.600
Within Groups	4967.981	64	77.625		
Total	4989.530	65			

The p-value is 0.600 which is greater than 0.05. Therefore there is no significant difference in the levels



of responsibility based on whether the girls belong to a nuclear family or joint family.

IV CONCLUSION

The results show that means social responsibility scores before intervention is 62.62 and after intervention is 67.15. The difference in social responsibility mean scores before and after modules is 4.53. Calculated p-value for T-test is 0.000. It can therefore be concluded that there is significant difference between mean scores before and after introducing modules to enhance responsibility in preadolescent girls. The results also indicate that the ordinal position of the child influences the levels of responsibility in children. The correlation value is -0.352. It shows that there is significant correlation between the ordinal position of the child and the levels of responsibility. Since there is negative correlation it indicates that as ordinal position increases then responsibility score decreases. Additionally, results also indicated that fathers' occupation and the type of family that the child belonged to did not influence responsibility scores of preadolescent girls.

MODULE TO ENHANCE RESPONSIBILITY

Activity 1: Drawing an elephant (Blindfolded)

Students are divided into groups of six. The chart papers are stuck on a wall at a distance. Students are told that they have to draw an elephant on the chart paper and each student can complete one part of the elephant. After they have completed the task, they are shown their drawings which are not proper. They are then asked the reasons for the funny drawing and find out why their drawing was inappropriate.

Activity2- On a Desert Island

Students are divided into small groups. The groups are told that they are shipwrecked on a deserted island. There is no civilization on the island and they have to find whatever they need by themselves. The facilitator suggests that each one take responsibility according to their abilities and talents. The groups decide about their

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needs and list down responsibilities for each one of them. The groups then present their decisions in the form of role play.

Activity 3- Story

The facilitator will tell the following story. Long time ago, the King realized that his subjects were Lazy and irresponsible. He thought of a plan. He called the minister and asked him to make an announcement that they would all be able to get free milk every morning. But first they would have to come and pour one bucket of water into a huge well that he had made in the palace garden. They were requested to come and pour milk from the evening onwards. One citizen thought that let me put one bucket of water instead of milk and no one would realize it amongst hundreds of buckets of water. Next day the King and all the people of the city gathered to get free milk with their buckets. They were asked to draw milk one by one. When the first person drew milk from the well, he was shocked to find only water. They were shocked to realize that not even one citizen was responsible to bring some milk for the well. A discussion on what happened in the story, the role of citizens and the responsibility of the citizens was conducted.

Activity 4: Identifying Responsibility towards self, home, school and society.

Students are told to identify responsibilities towards self, home, school and their country. They are then asked to share their thoughts in pairs. After that students are asked to divide the A/4 sheet into 4 parts and then asked to write down responsibilities of self, home, school and country in each of the four squares. The importance of taking responsibility, consequences of not taking responsibility by the parents and children were discussed. Following this students are divided into small groups of 7-8 students. One group enacts a situation when one does not do their duties properly followed by another group enacts a situation when everyone takes up responsibilities in each of the four areas- self, school, home and country.

Activity 5: Who's Responsibility?

Students were given a sheet with a number of statements such as "Completing your homework", "providing meals on time", "choosing a book" etc. Then



the facilitator discusses each of the statements in context of who has to take responsibility for each of the tasks and the values and benefits of taking responsibility for important aspects of their lives.

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