The Effect Of Psychological Training On Psychological Empowerment Of Rural Youth Between Males And Females

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ABSTRACT

When comparing the urban and rural youth, challenges are prevalent in both the sectors. However, the challenges faced by rural youth are diverse and more impactful in terms of their magnitude and depth. Empowering youth with poor access to resources will aid them to develop skills necessary in analysing their situation and motivate action that facilitates self-transformation and wide scale change in their communities. Therefore, the present study focuses on effect of Psychological training on Psychological Empowerment of rural youth between males and females. The study aims to promote Psychological Empowerment among the youth. The researcher contacted the concerned individuals over the phone and the interview began with the self-introduction of the researcher followed by explaining the objective of the study. The schedule consisted of ten open-ended questions for which detailed responses were collected. The result of analysis of Variance indicated that there was no significant difference in Psychological Empowerment b/w time periods & gender. This implies that males and females did not show any change in their aspects of Psychological training. Both males and females got equal opportunity in the training program and they have equally exerted their contribution.

Keywords: Youth, Psychological Theory, Psychological Training and Empowerment.

INTRODUCTION

The ultimate growth of nation depends on effective functioning of youth. The core idea is to empower the youth in order to ensure the rapid progress and better opportunities for the development of the country. Education is not given much priority in rural settings. The focus is on increasing the productivity of the rural youth for financial gain of the family. They are expected to become breadwinners as soon as they complete their primary education. However, Psychological domains were not emphasized. Therefore, Psychological Empowerment is a base for individual's and community development will help rural youth to function effectively which will lead to an holistic development of the

self. Further, Psychological Training that enhances psychological empowerment will help one understand the importance of psychological domain in bringing up a good citizen for the country.

Youth refers to a person's stage of life. Youth may also refer to one's healthiest state or the stage of life described as being a young adult, as well as the span of time between growing up and reaching adulthood (maturity). Youth is neither defined historically as a stage that can be attached to particular age ranges, nor can its end point be linked to particular actions, such embarking on unpaid labor or engaging in sexual relations. As a result, its definitions of a particular age range vary.

A person's level of reliance can be shaped by their experiences as a young person in a variety of ways depending on their cultural background. A person's cultural norms or traditions define their own experience, but a young person's level of reliance refers to how much they still rely on their family for both emotional and financial support.

According to Commonwealth Youth Programme (1990) youth are individuals between ages of 15 & 29 years of age. The UnitedNations (1995), for statistical purposes has defined youth "as those persons between the ages of 15 and 24 years". According to National Youth Policy (2014), youth is defined as individuals who are in the age group of 15-29 years. The World Bank (2006) that focuses on next generation expands definition of youth to include all young people aged b/w 12 & 24 years.

Youth is referred to as time of life when one feels young, vibrant, active and energetic. It is a short period of transition from childhood & adulthood. Youth is the time of life wherein there is a transition from academics to career and from dependence to semi-dependence in various spheres such as personal, social, and public life and so on (Wyn et al., 2012). Though this stage is characterized by growing independence, in India, they are still reliant on their family both emotionally and economically (Youth in India, 2017). Therefore, it can be inferred that the level of independence is tied to the cultural context of the person.

Youth is period in an individual's life and during this period the decisions taken will have a strong impact on their future.in which they make choices that will affect their future (Bonnie et al., 2015). The social importance of youth at present and the progress of the youth movement had created interest to address youth problems among scholars. Problems of youth ranging from socio-political activity to anti- social behaviour which is perceived as an outcome due to the influence of changing systems as well as socialization (Young et al., 2017).

Youth is the stage of life wherein questions directed to the self are quite common and very often, the evaluation is not positive (Orchard et al., 2018). These negative beliefs that adolescents hold about themselves are often reinforced by the family and society by blaming them for their lack of participation in community and local affairs. The trend of inactiveness has seen a drastic change in recent times as youth have begun to express their views and voice their protest through social media (Literat & Kligler- Vilenchik, 2019). Social media features such as easy accessibility, instant expression, and covet for identity makes it a personal favourite among the youth. Another aspect that adds to the

advantage of employing social media for expressing opinions is because of the wider reach that it has which can traverse distant geographies.

YOUTH RELATED PSYCHOLOGY THEORY
Youth is the phase of life that is concentrated towards the end of the adolescence stage and the starting of the adulthood years. Therefore, the theories mentioned below will represent a combined picture of both stages of development namely, adolescence and early adulthood.

STAGES OF PSYCHOSOCIAL DEVELOPMENT (Erikson's 1963, 64)
Erikson's (1963) psychosocial theory of development talked about the various crisis that an individual had to resolve and move forward in order to attain personality development across the lifespan beginning from birth and lasting till old age. According to the theory, adolescence (12-18 years) is the stage of resolving the identity crisis. During this stage, adolescents are exploring their selves and are on the journey of becoming more independent. They look into factors such as career, independent stay, relationships, building their potential., etc. Successfully resolving the identity crisis will help them attain the virtue of fidelity. Fidelity refers to the idea of being able to commit oneself to a particular idea. Adolescents who are not able to resolve the crisis of this stage end up in a state of role confusion and often alienate themselves from their interpersonal relationships and the society. They remain in a state of muddle wherein they are not able to make sense of their roles and contributions to the society.

Once the individual successfully resolves the crisis of identity, they ascend towards the next psychosocial stage proposed by Erikson (1964), i.e., Intimacy versus Isolation which happens during the initial years of the adulthood stage. The main crisis of this stage centres around forming intimate interpersonal relationships. In this stage, the individual's energy is expended in building long-term relationships with people other than their family members. Successfully resolving the crisis of this stage helps an individual attain the virtue of love. They are able to feel safe within their relationships and are comfortable with intimacy and are interdependent on each other. On the other hand, individuals who find it difficult to form long-term relationships end up lonely, isolated and sometimes depressed.

Therefore, it is important to keep a tab on whether the identity crisis of adolescence has been resolved and whether the individual is on the track of progressing towards the adult stage of forming meaningful interpersonal relationships with their community such that it contributes towards their social development

IDENTITY STATUS THEORY (Marcia 1980)
According to Marcia's (1980) theory, an individual's identity is majorly determined by the various choices and the resultant commitments that they make. According to Marcia (1980), when an individual is faced with a crisis, they are pondering and re-evaluating their options and the choices available to them. When the individual analyses the pros

and cons of their options and decide on a particular course of action, they commit themselves to their choice. The four identity statuses proposed by Marcia (1980) are based on these two components namely, choice and commitment and are listed below:

IDENTITY DIFFUSION
In this status, the adolescent is bombarded with a lot of options, but they haven't begun the process of exploration and are therefore, not committed to any. Such individuals are living their life without any aim and are not interested in committing themselves to a particular vocation. They have a poor understanding of their self and also lack interest in exploring the self in different situations.

IDENTITY FORECLOSURE
In the foreclosure status, the adolescent is willing to commit themselves to certain roles but they haven't experienced a crisis situation. Such individuals are likely to go with the flow or conform to the expectations of external sources such as their peers, parents or academic staff. Their goals for the future seem to rely a lot on other's choice. The commitments or resolutions they make are not the result of their exploration efforts but it is based on the options that other important figures have chosen for them. In some cases, these choices are overlaid on them and they accept it without any appraisal.

IDENTITY MORATORIUM
The next identity status, referred to as a state of moratorium describes a state in which the adolescent is experiencing a crisis situation, but they haven't made a commitment yet. They are in the state of exploring the various options available to them. They are actively searching for vocations that are in tune with their values and interests.

IDENTITY ACHIEVEMENT
The next identity status is one in which the adolescent after having undergone the stage of crisis and choice-making has finally decided to commit to a particular vocation. They have resolved to stick to a particular option after having explored the various options available to them which leads to a sense of fulfilment and thereby identity achievement. Identity achievement can be in terms of religious choices, sexuality, professional pursuits, academic identity etc.

Therefore, it can be understood that the stage of adolescence is the stage of constructing the identity and achievement of a coherent identity is an important psychological process that determines the quality of their life at that stage. The process of committing oneself to a choice that can be based on vocation, education, or other domains helps them to stay focused and grounded.

SEASONS OF LIFE THEORY (Levinson's 1978)
Levinson (1978) studied the adulthood stage in detail and came up with a comprehensive theory referred to as the theory of Seasons of Life which addressed the period of

adulthood. The theory states that there are seven stages spread across the entire adulthood stage namely-

- Early adult transition,
- Entering adult world,
- Age 30 transitions
- Settling down,
- Mid-life transition,
- Entering middle adulthood, &
- Late adulthood.

Levinson's (1978) theory talks about two important phases namely, the settling down phase during which important decisions are made and the transition phase during which an important life stage comes to an end and another one begins.

EMPOWERMENT

The word "Empowerment", originated from Latin which means "to be provided with power" or "to beenabled" (Nyatanga and Dann, 2002). The term empowerment has been assigned different meanings in different contexts based on the target population (Oladipo, 2009). Zimmerman (1984) has ascertained that trying to define empowerment using a single formulalike statement undermines the very concept of empowerment. When reviewing the definitions of empowerment, one finds both multiplicity and unity (Oladipo, 2009). When searching articles based on the term "Empowerment", one realizes the extent to which the term has been used even in contexts that may not necessitate its usage (Toomey, 2011).

Empowerment is referred to as the process through which people become self-reliant and achieve their goals. Harari (1994) defined empowerment as giving freedom. Fisher and Howell (2010) looks at empowerment as the skill to engage in decision making that impacts communities, while another definition by Anderson and Funnell (2010) states that empowerment arises from the self and enables the individual to adopt personal responsibility.

Rappaport (1987) applied empowerment to all three levels, namely, the individual, societal and organizational levels and specified that gaining mastery in these levels is what empowerment constitutes of. In short, empowerment is a positive and proactive concept that refers to a state of improved life conditions that result from enhanced self-awareness. The Oxford English Dictionary (1998) defined Empowerment as: "giving (someone) authority or power to do something". Some of the terms that are used in connection with empowerment are power, strength, relying on the self, freedom of choice, living a life of dignity that is consistent with one's values, independence, being free, etc. (Oladipo, 2009).

Rappaport (1981) referred to empowerment as an orienting approach to social problems, social policy & prevention. He said that members of less powerful groups, have on one hand, needs which include duties towards the society & on other hand rights &

capacities of a personal nature. Rappaport (1987) focused on both, the individual and societal perspectives simultaneously by supporting people towards achievement.

Cattaneo and Chapman (2010) detailed that most of the definitions on empowerment focused on intrapersonal characteristics of an individual and did not give regard to components of the community or social environment. Empowerment has been globally used as an evaluation criterion for progress in research that discourses social concerns that affect the population (Cheryomukhin, 2014) Research evidence proves that interventions based on empowerment have enhanced wellness, reduced problems, and improved standards of living (Cheryomukhin, 2014).

Empowerment has also shown to improve decision making ability of individuals (United Nations,2007) and enhance control over one's own life. Maton (2008) defined empowermentas "a groupbased, participatory development process throughwhich marginalized oroppressed individuals orgroups gain greater control over their lives and environment, acquire valued resources & rights, reach important life goals & reduce social marginalization"

RESEARCH QUESTIONS
- Whether Gender moderate the effect of Psychological training on Psychological Empowerment of rural youth?

OBJECTIVES OFTHE STUDY
- To find out the difference in the effect of Psychological training on Psychological Empowerment of rural youth between males and females in experimental group.

HYPOTHESES
H1: Gender would not moderate the effect of Psychological training on Psychological Empowerment of rural youth in the experimental group.
- **H1(a1):** Male youth would not moderate the effect of Psychological training on Psychological Empowerment of rural youth in the experimental group.
- **H2(a1):** Female youth would not moderate the effect of Psychological training on Psychological Empowerment of rural youth in the experimental group.

RESEARCH METHODOLOGY
The researcher contacted the concerned individuals over the phone and obtained their permission for collecting data. According to the convenience of the respective individuals, the researcher fixed appointments in order to collect data from them. The interview began with the self-introduction of the researcher followed by explaining the objective of the study. The schedule consisted of ten open-ended questions for which detailed responses were collected. The interviews lasted for about an hour with each person. All interviews were audio recorded with the knowledge of the respondent. For sample following criteria was used-
- Individuals in age group of 30 years & above

- People from NGO are who work for/along with youth: 20 volunteers who worked with reputed NGOs over 5 years and above.
- Teachers from Schools: 10 teachers from different schools with an experience of 10 to 15years.
- Assistant Professors from Colleges: 14 Assistant Professors from different departments of various colleges having an experience of 10 years and above.

RESULTS AND DISCUSSION

Table 1 Mean and Standard Deviation of Psychological Empowerment of Young Adults in the experimental group for Female and Male

Variable	Time	Group	Mean	SD
Openness to Novelty	Pre-test	FEMALE	59.80	6.90
		MALE	56.40	5.32
	Post test	FEMALE	66.30	5.18
		MALE	65.25	3.64
	Follow-up	FEMALE	68.05	5.21
		MALE	66.15	3.87

Table 1 shows descriptive statistics of participants in study with respect to Gender in pre, post & follow-up of experimental group.

Table 2 Gender difference in Psychological Empowerment in Experimental Group before Psychological Training

	Gender	n	Mean	SD	t	Sig.
Experimental Group	FEMALE	20	59.80	6.90	1.744	.089
	MALE	20	56.40	5.32		

Table 2 indicates that there is no gender differencein Psychological Empowerment in experimental group before Psychological training.

Table 3 Equality of Covariance Matrices of the Variable between Males and Females of Experimental Group

Box's M	F	Dfl	Df2	Sig.
6.633	1.010	6	1042.189	.416

Table 3 shows the results of Box's test of equality of covariance. It indicates that there was no significant difference b/w male & female in pretest, post-test and follow-up assessment.

Table 4 Differences between Groups on a Combination of Gender and Time

Wilk's Lambda	Value	F	Sig.
TIME	.155	100.844	.000
TIME * GENDER	.913	1.774	.184

Table 4 shows the results of Wilk's lambda test of significance which was carried out to determine the differences between groups on a combination of gender. The results indicate that the groups differ significantly across time but there was no significant difference found in gender. Figure 1 depicts this finding.
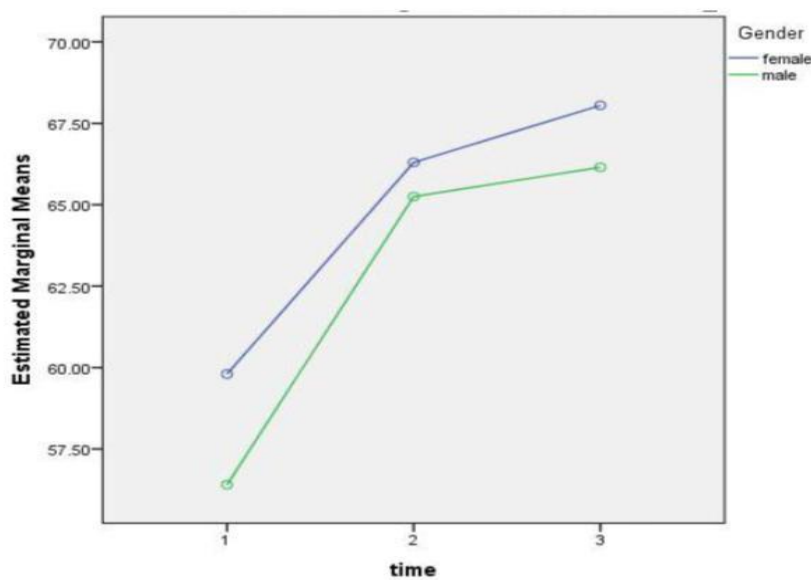

Figure 1: Estimated Marginal Means of Gender

CONCLUSIONS

Analysis of Variance indicated that there was no significant difference in Psychological Empowerment b/w time periods & gender. This implies that males and females did not show any change in their aspects of Psychological training. Both males and females got equal opportunity in the training program and they have equally exerted their contribution. This could be due to the fact that as they are from rural background irrespective of the gender they would have been motivated to utilize the opportunity to develop themselves. JeanSébastien et al. (2004) stated that structure of Psychological Empowerment is invariant across gender which could substantiate the findings that there is no gender difference before and after the training as well. Psychological training helped the rural youth to have better awareness about themselves, to involve in community activities, have more positive attitude, be more open to new experiences and better management of emotions.

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