Chapter 5
Summary and Conclusion

The adolescence is a time of rapid growth, maturation and increasing personal responsibility. In this stage adolescents faced many difficult situations related to decision making and at this point they learn skills to take good and positive decisions. During this phase an important developmental task are developed that are learning to make decisions in different situations, experiencing the related positive and negative outcomes, and learning from these outcomes.

The life of an adolescent is full of opportunities, and vigour to gain new experiences and to explore the environment to enable one to cope with the problems which emerge during this transitional period. During this stage, adolescents increasingly participated in the decision making that impact their lives whether throughout logical decisions about long-term goals, plan or quick, innate decisions to meet short-term needs.

Decision making is at the root of all human activities. Every individual is confronted with the problems of decision making in all walks of life. Every action of an individual is the result of conscious or unconscious decisions arrived at by him. Decision making is a continuous mental process of reasoning. It consists of thinking and doing. It is primarily concerned with the thinking and reasoning of the individual, the result of which are reflected upon the action taken.

In today’s time media and new technologies can have a huge influence on adolescent daily lives and media continuously affects their decisions and they want to take their own decisions. Whether these decisions to buy an advertised product or the decision to adopt a certain belief or view because their favourite’s actor/actress promotes it, their minds can be easily affect. Through media such as radio, television, magazines, advertisements, music and social
networking sites all are unconsciously accumulate the thoughts of adolescents’ by which their decision may affect.

Adolescents need to make more and more of the decisions affecting them. They will learn and grow from their successes and their mistakes. If parents make most of the decisions for them, they will not be ready to take on this task as they become adults. The most important aspect of making decisions is that as often as possible they should take right decisions. Right decisions usually conclude an issue, but wrong decisions call for more and more decisions in order to rectify the mistake of the initial decision. Some decisions are irrevocable and once they are made they cannot be retracted. So, it is very important in these cases that the decisions are well thought out and not hastily made.

Peer groups also hold a very influential place in adolescents’ lives because they give their members the qualities that young adults seek. Peers become an important influence on behaviour during adolescence. In the present scenario, the media also have an enormous influence on adolescent’s daily lives and constantly effect their decisions. Sometimes media can give a positive effect and sometimes it will give a negative effect to their live. Through television, radio, magazines, advertisements, social networking sites and even in music, ideas can be inserted into adolescent’s thoughts to influence their decisions.

In this rapidly changing world, adolescents need to be equipped with these abilities to guide them as they make decisions. Young people make lifestyle and career choices that impact their future and the future of society. Adolescents need to make learn sound decisions and it can be taught. “Mann, Harmoni, and Power (1989) conclude that by age 15, many adolescents have achieved a reasonable degree of decision-making competence. However, adolescents do not consistently apply sound decision-making abilities to all decisions, especially when dealing with a stressful or conflict-laden situation”.

Adolescents learn to make good decisions when they understand which ones get them more of what they want and which one result in more they do not want.

Decision-making is an important part of everyday life. Decision-making is not only influences by the external factors but also depends on individual abilities. As self-esteem is an integral part of personality and influence decision-making ability. The ability to make good decisions requires high self-esteem. Decision making and self-esteem works visa versa because when an individual have higher self-esteem than the decisions will be quick, positive and appropriate.

Self-esteem is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. Self-esteem means the value ascribed by the individual to himself and the quality of the way he views himself. Morris Rosenberg defined self-esteem in terms of a stable sense of personal worth or worthiness. Self-esteem is generally regarded as the evaluation that person make about themselves that express a self-judgement of approval, disapproval, and personal worth (Rosenberg, M. and et al.). As a child goes through adolescence, he or she is subjected to many different challenges, stressors, and opportunities. An important factor in handling these challenges is a positive self-esteem (C. Jamie, Sternke (December 2010).

Self-esteem plays a big part in the developing adolescent. It is important to understand that not all the theorists believe adolescence is characterized as a time of storm and stress. It certainly may have its ups and downs, but much of this is a normal reaction to all of the physical, emotional and social changes taking place. Self-esteem issues are important throughout the adolescence years.

Adolescence period is a very essential time to determine the best ways of enhancing affective decision making. Does the adolescents’ decision making abilities and self-esteem can be enhanced by creating stimulating environment,
giving various opportunities and providing proper training for adolescents? Does the provision of opportunities through the conduction of different activities can lead to an enhancement of adolescents’ decision making abilities and self-esteem? In order to find out the answers of the above mentioned questions, there was a need to conduct the research on the “Impact of intervention programme on decision making ability and self-esteem in adolescents” for enhancing decision making abilities and building up self-esteem in adolescents.

**Objectives**

- To assess and compare the decision making abilities and level of self-esteem of adolescent boys and girls
- To analyse the influencing agent in decision making perceived by adolescents
- To determine the association between decision making and self-esteem of adolescents
- To develop a programme for enhancing decision making abilities and self-esteem in adolescents
- To evaluate the impact of the intervention programme for adolescents

**Delimitation**

- The study was delimited to the students of 7th, 9th and 11th classes belonging to the six schools of Ghaziabad.
- The implemented programme was delimited to only one school.
Methodology

Research Design-In order to conduct investigations researches may use a variety of approaches. In this study a mix method research approach was used with a combination of descriptive and experimental research. Descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current system of the subject of the study. In this the descriptive research survey method was adopted by the investigator. The survey was adopted to collect the relevant data, which is fact finding with adequate interpretation in the light of the norms.

Experimental research manipulates certain stimuli, treatments, or environmental conditions and observes how the conditions or behavior of the subject is affected or changed. Before and after control design as adopted for this study. In this design two groups experimental and control groups were selected. In this experimental research the survey method was adopted by the investigator.

Locale of the study- The study was conducted in the schools of Ghaziabad. Adolescents were selected for the research on the basis of their classes.

Sampling Technique- In this study probability sampling technique was used by the researcher. Probability sampling technique is also known as ‘random sampling’. Random sampling from a finite population refers to that method of sample selection which gives each possible sample combination an equal probability of being picked up each item in the entire population to have an equal chance of being included in the sample.

Sample selection and distribution- The researcher listed out all the schools of Ghaziabad from school directory for making selection of them. The researcher used lottery method to selection of the schools. So finally, the researcher was able to find out the six schools that were Nehru World School, Modern Academy School, St. Marry Convent School, New Era School, Dehradun Public
School and Uttam Public School. The researcher was selected all the presented students of above mentioned six schools from 7th, 9th and 11th standards. So finally the total sample size undertaken for the study was 1490 students.

**Pre-test** – Pre-test was done on the basis of tools used in the study. The questionnaires of Melbourne decision making and Rosenberg self-esteem were administered on all the adolescents in order to assess their decision making abilities and self-esteem. After the analysis of pre-test only those students were selected for post-test who scored between 0-2.6 in Melbourne decision making questionnaire and below 15 in Rosenberg self-esteem tool. From all the six schools only New Era School was selected for conducting intervention programme as the permission for fulfilling this purpose was only granted from this school. The selected total students 179, out of which 82 students possessed low level of decision making abilities and self-esteem. The 82 students of New Era School were divided into two groups i.e. control group (41) and experimental group (41) students. The intervention programme was only conducted on the experimental group of students (41). The main purpose of this programme was to enhance the decision making abilities and self-esteem in adolescents.

**Post-test** -A twenty six days intervention programme was implemented on experimental group of students who were selected by the pre-test. The programme was activity based, participant centered and planned according to participants’ age group. During this intervention programme various interactive or teaching methods such as games, story-telling, discussion, brainstorming, questions and answers etc. After the completion of the programme the decision making abilities and self-esteem tools were again administered on all the participants including both the control and experimental groups in order to assess the enhancement of decision
making abilities and self-esteem of both the groups on whom the programme was implemented and on whom the programme was not implemented. The filled forms were again analysed using the post-test method so as to evaluate the effectiveness and impact of conducted programme.

**Tools used in the study**

2. Rosenberg self-esteem questionnaire (1965) - Examine the self-esteem in adolescents.
3. Scale on Influencing agents in adolescents’ decision making- Measuring the most influencing agent in adolescents’ decision making.

**Findings**

**Demographic profile of respondents** - Students of 7th, 9th and 11th standards were considered for the study. The majority of the respondents (36.24%) from 7th standard followed by class 9th (33.55%) and class 11th (30.20%) respectively. 708 (47.51%) of them were girls and 782 (52.48%) were boys. Out of 1490 adolescents, 647 (43.42%) belonged to joint family and 843 (56.57%) were from nuclear family. In ordinal position 115 respondents (7.71%) were single born, 621 respondents (41.67%) were first born, 484 respondents (32.48%) were second born and only 270 (18.12%) respondents were third born and above. The majority of fathers were post graduate and above 693 (46.51%), 408 (27.38%) fathers were undergraduate and 256 (17.18%), 133 (8.92%) fathers had higher secondary and secondary education. The majority of mothers 573(38.45%) were undergraduate, 489 (32.81%) were post graduate and above, 207(13.89%) and 221(14.83%) mothers had secondary and higher secondary education. In occupation area majority of the adolescents’ fathers 686 (46.04%) were businessman, only 275 (18.45%) fathers had government job whereas 310
(20.82%) had private job. In professional job there were 219 (14.61%) fathers. Only 563 (37.78%) mothers were working whereas the majority of 927 (62.21%) mothers were home-maker.

**Percentage distribution of adolescents’ decision making abilities according to their gender-** In 7\textsuperscript{th} standard 47.44% boys and 44.12% girls were having poor decision making abilities whereas only 23.07% boys and 12.96% girls possessed higher decision making abilities related to responsibilities, difficult situations and pre planning etc. It was indicated that in 7\textsuperscript{th} standard majority of adolescents had poor decision making abilities.

In 9\textsuperscript{th} standard 53.96% boys and 33.61% girls possessed poor decision making abilities which means that in 9\textsuperscript{th} standard boys had poor decision making abilities in comparison to the girls. In case of higher decision making abilities there were only 10.94% boys and 16.59% girls.

In 11\textsuperscript{th} standard 53.12% boys and 38.49% girls had poor decision making abilities. In the same manner 9\textsuperscript{th} standard 11\textsuperscript{th} standard boys also had poor decision making abilities in comparison to girls. 15.62% boys and 19.91% girls were having good decision making abilities. As previous standard mentioned that girls had higher decision making abilities in comparison to boys, it was also remained the same in 11\textsuperscript{th} standard.

**Percentage distribution of adolescents’ self-esteem according to their gender-** In case of self-esteem in 7\textsuperscript{th}, 38.56% boys and 39.67% girls possessed lower self-esteem whereas 2.70% boys and 4.45% girls were having higher self-esteem. In 9\textsuperscript{th} standard 48.30% boys and 41.27% girls were observed in lower self-esteem whereas only 13.2% boys and 13.6% girls were having higher self-esteem. It can be summarized that self-esteem decreased in 9\textsuperscript{th} standard as compared to 7\textsuperscript{th} standard. In 11\textsuperscript{th} class 34.37% boys and 51.76% girls were having lower self-esteem which showed that in 11\textsuperscript{th} standard majority of girls were having lower self-esteem in comparison to boys.
Percentage distribution of adolescents’ decision making abilities according to their classes- The result inferred that 7th class 45.77% students had good decision making abilities whereas 9th standard students 36.44% possessed good decision making power and students 17.77% pursuing 11th standard course had high capabilities’ to make specific decisions. This meant that the decision making power of students were decreased as they progressed to the next higher classes. This meant that the decision making power of students were decreased as they progressed to the next higher classes.

Percentage distribution of adolescents’ self-esteem according to their classes- The result interpreted that 7th class adolescents 3.51% possessed high self-esteem whereas 9th class adolescents 13.4% had higher self-esteem and 11th class adolescents 11.33% possessed high self-esteem. It was evident that self-esteem of adolescents did not increase according to their progression into the next higher classes.

Area wise Mean differences in boys’ and girls’ decision making abilities- In 7th standard boys possessed better decision making abilities than girls but no significant difference was found in their decision making abilities. The result also indicated that no significant difference was found in vigilance, buck-passing, procrastination, hypervigilance areas among 7th standard boys and girls. In 9th class girls possessed good decision making abilities in comparison to boys and there were significant difference found in their decision making abilities as well as all areas of decision making abilities which were vigilance, buck-passing, procrastination, and hypervigilance. In 11th standard girls had good decision making abilities in comparison to boys. In the area of vigilance and procrastination were found non-significant whereas buck-passing, hypervigilance and overall decision making abilities of adolescents were found significant.
Mean differences in boys’ and girls’ self-esteem- In 7th standard girls had higher self-esteem in comparison to boys but there was no significant difference found in boys’ and girls’ self-esteem. In 9th class girls also had higher self-esteem in comparison to boys and there was significant difference found in boys and girls self-esteem. In 11th standard boys possessed higher self-esteem in comparison to girls and there was significant difference found in boys and girls self-esteem.

Association between decision making abilities and self-esteem of adolescents- The result showed that there was positive relationship between decision making and self-esteem. So, it can be summarized that self-esteem is an integral part of personality and influence decision-making abilities as well as decision making and self-esteem works vice versa.

Most influencing agent in decision making perceived by adolescents- The table showed that 7th, 9th and 11th standards students’ personal decisions were mostly influenced by their parents and only a few of them were influenced by their teachers. In case of physical appearances the majority of adolescents’ decisions were influenced by media. In the area of eating habits adolescents followed their parents, whereas for purchasing something adolescents were mostly influenced by their parents and media. Hence, it can be summarized that most influencing agent in adolescents’ decision making abilities were their parents and after that media and then the above mentioned factors.

Pre and post-test of decision making abilities and self-esteem of adolescents- The calculated Mean of adolescents’ decision making abilities and self-esteem of control group in post-test were higher in comparison to pre-test but there was no significant difference found in pre-test and post-test. In experimental group the Mean scores of adolescents’ decision making abilities and self-esteem of post-test was higher than pre-test and there were found
significant difference in both situations pre-test and post-test at 0.05% level. It could be summarized that intervention programme possessed significant impact on adolescent’s decision making abilities and self-esteem.

**Conclusions**

Adolescence is a time of increased pressure for solving the problems and personal decisions. In this rapidly changing world, adolescents need to be equipped with skills to guide them; as they make decisions. The importance of decision-making abilities in adolescence is a combination with the fact that these skills can be taught and practiced by training and providing motivational environment for the development of decision-making skills. It is a time when the students are placed into difficult decision making situations and are required to make choices that have substantial long term consequences. In this study the researcher observed that the adolescents’ decision making and self-esteem were not affected as they progressed to the next higher classes. It was also found that in 7th and 9th standards no significant difference was found in boys and girls decision making abilities whereas in 11th class significant difference was found in their decision making abilities. In case of self-esteem in 7th standards no significant difference was found in boys and girls self-esteem whereas in 9th and 11th classes significant difference was found in their self-esteem. In this study the result also indicated that there was positive relationship between adolescents’ decision making abilities and self-esteem. It showed that self-esteem is an integral part of personality and influence decision-making abilities as well as decision making and self-esteem works vice a versa. The result related to influences in adolescent’ decision making indicated that the most influencing agent in adolescents’ decision making abilities were their parents followed by media, peer group, siblings and teachers. The main purpose of this study was not only to measure decision making abilities and self-esteem but also to design intervention programme on enhancement of adolescents’ decision making
abilities and self-esteem. Existing programme attempt to provide students with appropriate knowledge regarding to decision making abilities and self-esteem and programme lead to a significant impact on adolescent’s decision making abilities and self-esteem.

**Suggestions for adolescents**-
- They should set their goals and maintain a high level of motivation.
- Adolescents should combat their negativity in admitting the mistakes and not to repeat the mistakes again.
- They should practice decision making process adopted in their everyday work.
- Adolescents should search new information when making decisions and avoid overestimating their knowledge and capabilities.
- Adolescents should involve with their family, groups to find out the solution of their problems and making a right decision as well as they may also understand that their decisions affect others or not.
- Adolescents should trust in their capacity to solve problems, not hesitating after failure and difficulties.
- Adolescents should inculcate the habit of taking decisions on their own and at the same time they should be ready to face its consequences.

**Suggestions for parents**-
- Parents also needs intervention programme and they may communicate and motivate to their wards by creating decision making situations.
- Listen to the adolescents’ point of view during family discussions on various matters and encourage them to take a right decision.
- Appreciate adolescents even for their smallest judicious decision making activities and continue motivating them for deciding their long term goals.
• Give positive and accurate feedback regarding adolescents’ decision making abilities and self-esteem.

• Parents should provide a variety of situations to their children for making proper decisions related to their clothing, eating habits, career, physical appearance, personal decisions etc. from their childhood instead of imposing their own decisions.

• Parents may use the manual on enhancement of adolescents’ decision making abilities and self-esteem for their children.

Suggestions for schools-

• The process of decision making and concept of self can be integrated into the curriculum for better understanding and making right decisions.

• The activities related to self-esteem and decision making can be conducted in the classrooms during the free period.

• Schools should be properly equipped with trained teachers having a great knowledge and skills to enhance decision making and self-esteem of the adolescents by conducting different activities and guiding them for taking right decisions and positive self-esteem.

• The schools should organize workshops and other training programmes from time to time in order to provide knowledge and enhance adolescents’ decision making skills and self-concept.

• Schools may use the manual on enhancement of adolescents’ decision making abilities and self-esteem for their students.

Recommendations for further research-

• Similar kind of study with different age group and detailed analysis of differences’ impact on boys and girls can be undertaken.
• Further research is needed to standardize the self-constructed tool (Scale on Influencing agents in adolescents’ decision making- Measuring the most influencing agent in adolescents’ decision making).

• The intervention programme can be conducted at regular period of time on different age groups.

• The parents can also become part of the study so as to analyze how they help their wards in taking several decisions and other issues related to enhancement of their wards’ self-esteem.

Implications of the research-

• It provides the opportunities to develop knowledge, capacity and potentiality for adolescents which will help them in taking right decisions and developing positive self-esteem.

• The manual on enhancement of adolescents’ decision making abilities and self-esteem can be implicit in school curriculum by using effective intervention programme and it will help in the adolescents’ all round development and in overcoming future challenges.