CHAPTER IV

THE RESEARCH DESIGN
4.1 INTRODUCTION

The review of literature revealed that self concept is an integral part of adolescents and guidance and counselling is an important process for the development of self concept. However, no guidance cell was established in any university, which included girls, girls with disabilities, and girls with low self concept, aside from these problems, these results are influenced by the personal lives of these students and their self concept, which is an important topic to cover in this study.

4.2 STATEMENT OF THE PROBLEM

4.3 OBJECTIVES OF THE STUDY

4.4 HYPOTHESES

4.5 METHODOLOGY

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4.7 TOOLS USED

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CHAPTER IV

THE RESEARCH DESIGN

4.1 INTRODUCTION

The review of previous studies conducted about the problems of adolescents and guidance and counselling programmes in Colleges and Universities revealed that adolescents faced different types of problems but no guidance cell had been arranged so far for the higher secondary students. The present study aims at finding out the adjustment problems of adolescent girls at higher secondary level and how these problems are being reduced through guidance and counselling programme. It also aims at finding the impact of guidance and counselling programme on personality traits like self concept, attitude towards school, involvement in studies, anxiety and finally the academic achievement of adolescent girls.

This chapter explains the sample selected for the study, hypotheses framed, tools employed for collecting data and the experiment tried in this study.

4.2 STATEMENT OF THE PROBLEM

THE IMPACT OF GUIDANCE AND COUNSELLING ON THE ADJUSTMENT PROBLEMS AND RELATED TRAITS OF ADOLESCENT GIRLS.
4.3 OBJECTIVES OF THE STUDY

The present study is planned on the basis of the following objectives:

1. To study the impact of guidance and counselling programme on the adjustment problems of adolescent girls.
2. To study the significance of difference in the problems of girls of different subject groups.
3. To study the impact of guidance and counselling programme on the traits like self concept, attitude towards school, involvement in studies, anxiety and also academic achievement of adolescent girls.
4. To study the significance of difference in the self concept, attitude towards school, involvement in studies, anxiety and academic achievement of different subject group girls.

4.4 HYPOTHESES

The guidance and counselling programme has been given to the adolescent girls hoping to find out significant changes in the adjustment problems and other related traits and academic achievement of different subject group students. With this background, the following hypotheses are formulated.

1. Guidance and counselling programme helps to reduce the adjustment problems of adolescent girls of different subject groups.
2. Guidance and counselling programme helps to reduce the anxiety of adolescent girls of different subject groups.

3. Adolescent girls of different subject groups do not differ in their adjustment problems.

4. Adolescent girls of different subject groups do not differ in their anxiety.

5. Guidance and counselling programme helps to improve the self-concept of adolescent girls.

6. Guidance and counselling programme helps to improve the attitude of adolescent girls towards school.

7. Guidance and counselling programme improves the involvement of adolescent girls in studies.

8. Guidance and counselling programme improves the academic achievement of adolescent girls.

9. Adolescent girls of different subject groups differ in their self-concept.

10. Different subject group girls differ in their attitude towards school.

11. Adolescent girls of different subject groups differ in involvement in studies.

12. Different subject group girls differ in their academic achievement.
13. Adjustment problems of adolescent girls are related to their self-concept.

14. Adjustment problems and attitude towards school of adolescent girls are related.

15. Adjustment problems and involvement in studies of adolescent girls are related.

16. There is relationship between adjustment problems and anxiety of adolescent girls.

17. There is relationship between adjustment problems and academic achievement of adolescent girls.

18. There is association between parents' education and adjustment problems of adolescent girls.

19. There is association between adjustment problems of girls and their health aspect.

4.5 METHODOLOGY

Method of research includes sample, tools used and procedure adopted for the collection of data. The following single group experimental research design was employed in the present study.
TABLE - 1

DESIGN OF THE STUDY

<table>
<thead>
<tr>
<th>Sample</th>
<th>Groups</th>
<th>Pre-test Measure</th>
<th>Experiment</th>
<th>Post-test Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3. Educational</td>
<td></td>
<td>3. Educational</td>
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<tr>
<td></td>
<td></td>
<td>4. Emotional</td>
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<td>4. Emotional</td>
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<tr>
<td></td>
<td></td>
<td>5. Family</td>
<td></td>
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<tr>
<td>115</td>
<td></td>
<td>1.Self-Concept</td>
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<td>1. Self-Concept</td>
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<tr>
<td></td>
<td></td>
<td>2. Attitude towards school</td>
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<td>2. Attitude towards school</td>
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<tr>
<td></td>
<td></td>
<td>3. Involvement in Studies</td>
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<td>3. Involvement in Studies</td>
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<tr>
<td></td>
<td></td>
<td>4. Anxiety</td>
<td></td>
<td>4. Anxiety</td>
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<tr>
<td></td>
<td></td>
<td>5. Academic Achievement</td>
<td></td>
<td>5. Academic Achievement</td>
</tr>
</tbody>
</table>

OTHER ASPECTS MEASURED

<table>
<thead>
<tr>
<th>Sample</th>
<th>Groups</th>
<th>Measure</th>
<th>Experiment</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>girls</td>
<td>2. Commerce</td>
<td>2. Attitude towards school</td>
<td></td>
<td>2. Attitude towards school</td>
</tr>
<tr>
<td></td>
<td>3. Vocational</td>
<td>3. Involvement in Studies</td>
<td></td>
<td>3. Involvement in Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Anxiety</td>
<td></td>
<td>4. Anxiety</td>
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<tr>
<td></td>
<td></td>
<td>5. Academic Achievement</td>
<td></td>
<td>5. Academic Achievement</td>
</tr>
</tbody>
</table>

4.6 SAMPLE

The higher secondary girls studying in the first year and second year of various groups form the sample. Girls of Plus one and plus two under the academic stream with mathematics, physics, chemistry and biology/computer science were grouped as mathematics group. Girls of first and second year of higher secondary classes with commerce, accountancy, economics and history were taken as commerce group. Girls studying in the fourth group with commerce, accountancy and auditing were selected as vocational group.

Initially during the beginning of the investigation, when the sample was selected, there were totally 109 girls studying in the three
subject groups. Among the 109 candidates, eight were dropped in such a short period which had been happening in higher secondary schools in rural areas like the one selected for investigation. As the investigator being a post-graduate teacher in the same school (Sankar Higher Secondary School, Sankari West, Namakkal District, Tamil Nadu) for the past 21 years, felt this type of drop outs taking place among the higher secondary girls even during the middle of the course. It made her search inquisitely for reasons. During the course of the year, three girls discontinued their studies due to family reasons and five other girls discontinued due to early marriage. Thus the complete data were collected only from 101 girls who constitute the sample. The distribution of the sample selected for this study is presented in Table – 2 and Figure – 1.

### TABLE - 2

**DISTRIBUTION OF THE SAMPLE**

<table>
<thead>
<tr>
<th>Group</th>
<th>Mathematics group</th>
<th>Commerce Group</th>
<th>Vocational group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I year</td>
<td>21</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>II year</td>
<td>14</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

#### 4.7 TOOLS USED

The present study required measurements of adjustment problems of higher secondary girls, related traits like self-concept, attitude towards school, involvement in studies, anxiety and academic achievement.
FIGURE SHOWING THE DISTRIBUTION OF THE SAMPLE

The tool, Student Stress Inventory for Higher Education (SHEI), developed at the Mahatma Gandhi University, was administered to 300 students on the day of their examination. The distribution of the sample is shown in Figure 1. The sample consisted of students from different departments and year levels. The largest group was students in the vocational I Year (22), followed by mathematics I Year (21), commerce I Year (20), commerce II Year (14), mathematics II Year (13), vocational II Year (11), and mathematics II Year (10). The sample was selected to reflect the diversity of the student body at the college.

The drafted questions were pilot-tested and approved. This panel consisted of experienced doctors and it was found that the inventory was acceptable. Higher secondary and college students were interviewed, and their suggestions were considered. The draft instrument was then finalized. The inventory was then pilot-tested on a larger sample of students, and the results were analyzed to ensure its validity and reliability.

FIGURE - 1
4.7.1 STUDENTS’ PROBLEM INVENTORY

The tool, Students’ Problem Inventory constituted by Badami, H.D., (Manual Gujarat University, Press, Ahmedabad) for the students of college level was adopted for the present study.

As the present study is about higher secondary girls, the investigator selected some of the apt questions for the higher secondary girls from the inventory and slight modifications have been done. The investigator also collected data regarding the problems of higher secondary girls from the discussion with the same group girls, their parents and also from the higher secondary teachers. With all the available data, the investigator constructed a problem inventory with a total of 300 questions. This inventory was divided into six appropriate divisions namely self image, physical, educational, emotional, family and social.

The drafted questionnaire was presented to a panel of Juries for approval. This panel consisted of the guide, three professors working in colleges of education, two headmistresses of higher secondary schools, two experienced doctors and five experienced higher secondary teachers. On their suggestions, sixty items were deleted from the 300 items and the selected 240 items were framed as an inventory for pilot study. All the items were placed on a three point scale. These were ‘always’, ‘at times’ and ‘never’.
SCORING

Two scores were given for the 'always' response, one for the 'at times' and zero for the 'never' response.

PILOT STUDY

This study determines whether the proposed study is feasible or not. It also reveals whether a problem needs restatement or modification before it is considered researchable and helps the investigator to modify the research plan. So a pilot study was undertaken by the investigator for finalising the tool before undertaking the actual study.

The questionnaire was administered to a representative sample of 25 girls of Sankar Higher Secondary School, Sankari west with the kind consent and co-operation of the school authorities. Necessary instructions were given to the students as to how they should give their responses. The responses were gathered and scored according to scoring scheme and this data were taken for analysis.

SELECTION OF ITEMS FOR THE FINAL TOOL

After scoring all the 240 items responded by the twenty five students, items answered by 85% of the students were recognised as a problem of serious concern and items answered by only 15% of the students were identified as problems of less concern. Items answered by above 15% and below 85% of the students were selected for the
main study. Thus from the 240 items only 188 items were selected for the final study. The inventory consisted of six aspects. The aspects and the items allotted for the aspects were as follows:

- **Self-image** - 30
- **Physical** - 25
- **Educational** - 45
- **Emotional** - 22
- **Family** - 40
- **Social** - 26

All these items under these heads were placed on a three point scale, the three points were ‘always’, ‘at times’ and ‘never’. Scores were allotted for the three points were:

- **Always** - 2
- **At times** - 1
- **Never** - 0

Reliability and validity were established for the final tool selected for the study.

**RELIABILITY**

Reliability is the extent to which measurements reflect true individual differences among examiners. Individual differences are considered to be ‘true’ if they represent chance factors or conditions. A perfectly reliable set of measurement would be unaffected by random or chance events and must be capable of measuring some educational and psychological attribution perfectly of a tool.
Among the many tests available for establishing reliability, test and retest method was adopted. Students' problems inventory was administered to vocational group consisting of 33 students. After a gap of fifteen days again the same inventory was administered to the same students. Scores were calculated from the two tests and the reliability coefficient of correlation was calculated using the product moment correlation. The $r$ value calculated was 0.72 which is significant at 0.05 and 0.01 levels of significance. Hence the tool was considered to be a reliable one.

**VALIDITY**

The tool constructed was given to a panel of experienced teachers of higher secondary schools and headmasters of different higher secondary schools. They were requested to give their suggestions. The remarks and suggestions were incorporated with the guidance of the research guide and thus face validity was established.

**4.7.2 SELF CONCEPT INVENTORY**

Self Concept Inventory of Sagar Sharma, (Department of Psychology, Punjab University, Chandigarh) was used for measuring the self concept of higher secondary girls in the present study. It is a test for high school students (X and XI standards) with content validity and test-retest reliability co-efficient value 0.81. The inventory consisted of sixty eight items to be rated by the student on 5 point scale of frequency (very often, often, about 50% of the times, rarely...
and very rarely). It has to be answered by the student separately for what he thinks he is at present and for what he would like to be in future.

**DESCRIPTION OF THE TOOL**

Slight modification was done on the Self Concept Inventory of Sagar Sharma, to suit the higher secondary girls. Four items were deleted and only sixty four items were chosen and a three point scale (always, at times and never) was used. The modified tool consisted of sixty four items.

Positive items are:

2, 3, 4, 6, 8, 16, 18, 20, 21, 22, 24, 29, 30, 31, 34, 36, 38, 39, 40, 41, 42, 43, 45, 46, 47, 49, 50, 51, 54, 55, 57, 61 and 63.

These thirty three positive items were rated as follows:

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
</tr>
<tr>
<td>At times</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
</tr>
</tbody>
</table>

Negative items are:

1, 5, 7, 9, 10, 11, 12, 13, 14, 15, 17, 19, 23, 25, 26, 27, 28, 32, 33, 35, 37, 44, 48, 52, 53, 56, 58, 59, 60, 62 and 64.
These thirty one negative items were rated as

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
</tr>
<tr>
<td>At times</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
</tr>
</tbody>
</table>

The total scores for all the sixty four items represent the score of an individual in self concept.

**RELIABILITY**

For self concept inventory also, reliability was established through test and retest method. The correlation co-efficient value calculated was 0.75 which is significant. Hence the tool was considered to be a reliable tool for the sample.

**VALIDITY**

Validity of a tool refers to the extent to which measurement achieve the purpose for which they were designed. The self concept inventory used in this study was a standardised one with slight required modification. Hence the question of establishing validity does not arise. The inventory has a high content and construct validity.

**4.7.3 SCHOOL ATTITUDE INVENTORY**

This inventory was used to test the attitude of girls towards school.
DESCRIPTION OF THE TOOL

The tool used for the testing was ‘Rao’s school Attitude Inventory’.

A tool of thirty items (vide appendix) constructed by Gopal Rao. D allows respondent to describe their attitude towards school.

The inventory consists of thirty items each consisting of a question followed by a five choice scale labelled “Always” at one end and “Never” at the other end. The thirty items are classified into two areas (i) positive attitude (2) Negative attitude.

The positive items are scored as follows:

- Always - 5 scores
- Very often - 4 scores
- Often - 3 scores
- Rarely - 2 scores
- Never - 1 score

The negative items are scored as follows:

- Always - 1 score
- Very often - 2 scores
- Often - 3 scores
- Rarely - 4 scores
- Never - 5 scores
While administering the test, the subject is asked to mark for each statement on any one of the five point scales and the sum of the scores represents the individual attitude scores.

Items 1, 2, 7, 9, 11, 13, 14, 15, 17, 18, 21, 22, 23 and 27 are positive questions.

Items 3, 4, 5, 6, 8, 10, 12, 16, 19, 20, 24, 25, 26, 28, 29 and 30 are negative questions.

Items 1, 2, 3, 5, 6, 7 and 8 are questions seeking answers about the teachers.

Item 4 is a question seeking answer about the headmaster.

Items 9, 10, 11, 12, 13, 14 and 15 are questions seeking answers about the school.

Items 16, 17, 18, 19 and 20 are questions seeking answers about education in the school.

Items 21, 22, 23 and 24 are questions seeking answers about the classmates and other students of the school.

Items 25, 26, 27, 28, 29 and 30 are questions seeking answers about parents.

Rao, the author of this inventory has found out the reliability coefficient of this inventory to be 0.81 by the test-retest method.
Here again test and retest method was followed. The Correlation Coefficient value obtained was 0.65. Since this value is significant at 0.05 and 0.01 levels of significance, the school attitude inventory was considered to be a reliable tool.

VALIDITY

Rao school attitude inventory is a standardised one for which content validity has been established. It is suitable for administration to the sample selected in this study. Hence the question of establishing validity of this standardised tool for this study does not arise.

4.7.4 INVOLVEMENT IN STUDIES

Tool used for the study was developed by Asha Bhatnagar to measure the involvement of school students in their scholastic pursuits.

DESCRIPTION OF THE TOOL

The inventory consists of 40 items regarding the involvement of students focusing on (i) Education (ii) Influence of parents (iii) teacher (iv) himself / herself (v) other students.

Items numbered 1, 21, 23, 25, 26, 27, 31, 33, 35 and 36 give general idea about education. Items 2, 3 and 13 represent the influence of parents, items 4, 7, 14, 17, 24, 34 and 40 about teachers,
items 5, 6, 8, 10, 11, 15, 16, 18, 22, 28, 38 and 39 about the student herself/himself and items numbered 9, 12, 19, 20, 29, 30, 32 and 37 about other students.

The items are scored on three point scale as 'agree', 'uncertain' and 'disagree'. The response 'agree' is given a score of 3, 'uncertain' with 2 and disagree with '1'.

The subject has to mark for each statement on anyone of the three point scales and the sum of the scores represents the individual students' involvement in studies score.

**RELIABILITY**

The reliability was established for this tool by test and retest method. The obtained r value, 0.83, is significant at both the levels of significance. So the tool is a reliable one for the sample of this study.

**VALIDITY**

Validity is the extent to which measurements achieve the purpose for which they were designed. The tool used is a standardised one, for which validity has been already established. Hence the question of establishing validity does not arise. This inventory has a high content and construct validity.
4.7.5 ANXIETY SCALE

Sinha’s anxiety scale, a self-analysis form developed by Durganand Sinha is taken as a source for framing an anxiety scale for the present study, Sinha’s anxiety scale for adults, college and school students provides a measure of anxiety and also helps in locating the forms and dimensions in which anxiety may express itself. It consists of 100 items, each checked with scores for ‘yes’ or ‘no’ response. The ‘yes’ response gets a score of one and ‘no’ gets zero. The score of every individual would be the total number of items checked positively. The split half reliability of the anxiety scale is 0.92 (N=88).

The present study is to check and measure anxiety of higher secondary girls, so from hundred items of Sinha’s anxiety scale, twenty five items were removed as they were not suitable for higher secondary girls. Thus the final tool consisted of only seventy five items, each to be answered ‘yes’ or ‘no’.

RELIABILITY

Just like other tools here again the reliability was established through test and retest method. The Correlation Co-efficient, r, value is 0.58. This is greater than the table values at both the levels of significance. Hence this tool was a reliable one.
VALIDITY

This tool is a standardised one. Hence the validity had been established by the author himself. So no question arises here in establishing validity for this tool.

4.7.6 ACHIEVEMENT TEST

Achievement tests for higher secondary students were prepared commonly for all the students for all the subjects both for academic and vocational groups. The question papers were prepared by the experts in the related subjects. The answer sheets of all the subjects were evaluated by the experienced teachers in the related fields. Therefore both the question papers and evaluation possessed the necessary standard and reliability. The marks scored by the students in all the subjects were collected and taken as achievement scores.

Two achievement tests were constructed and one was used as a pre-test and another one was a post-test measure which were parallel to each other.

The tests were achievement tests and hence were conducted in the classroom as a group test. The question papers were distributed to the students with specific instructions. The responses were scored on the basis of the weightage scheme prepared by the concerned subject teachers.

1. Students' problem inventory
2. Self-concept inventory
3. School attitude inventory
The achievement tests consisted of four sections. Section A consisted of one mark questions, section B two marks questions; section C five marks questions and section D ten marks questions (Vide appendix). The total marks for all the papers for each student were taken for thousand two hundred marks. The marks obtained thus were taken for analysis.

RELIABILITY

The reliability of the achievement tests was determined by test and retest method. The reliability co-efficient of the pre-test and post-test measures were found to be 0.64 and 0.69 respectively. They were found to be significant at 0.01 level.

VALIDITY

Validity of the tests was established by correlating the scores obtained from this test and the scores obtained by the sample from the test conducted for other purpose in the institution in the same subjects. The correlation co-efficient was found to be 0.83 which is significant at 0.01 level.

4.8 ADMINISTRATION OF THE TOOLS

The tools so far described and selected for administration were:

1. Students' problem inventory.
2. Self-concept inventory.
3. School attitude inventory.
4. Involvement in studies.
5. Anxiety scale.
6. Achievement test.

In order to collect data, these tools were administered separately for the sample selected in this study.

4.8.1 ADMINISTRATION OF STUDENTS' PROBLEM INVENTORY

The tool for measuring the problems of higher secondary girls under different divisions such as self-image, physical, educational, emotional, family and social were distributed to the higher secondary girls of various subjects groups. The students were informed about the purpose of the study. They were instructed to provide the following details about them, at the beginning.

GENERAL INFORMATION OF STUDENTS

1. Name of the student
2. Subject group selected
3. Education and occupation of Father
4. Education and occupation of Mother
5. Tough subject
6. Subject for which tuition was arranged
7. Aim of the student
8. Study methods adopted
9. Health condition
10. Influence of gender on friendship
11. Special problems faced by the student
After giving the general information about them, the girls of all the three subject groups, were asked to fill up the problem inventory. The filled-in forms were collected and their responses were scored according to the following procedure.

The filled in questionnaires were scored on a three point scale with a score of two for 'always', one for 'at times' and zero for never. The items were scored thus and scores were taken separately for each division. The scores of all the six divisions were added to have total problem scores for each student. The present study involves not only the measure of the problem scores of higher secondary girls, but also to identify the extent of problem of girls in each subject group so as to provide help for the needy by the way of guidance and counselling. The Students' Problem inventory was administered at the beginning of the investigation and the responses were scored and the scores were taken as pre-test measure. After the guidance and counselling programme, the same was repeated and the scores obtained were taken as post-test measure.

4.8.2 Administration of tools for related traits

The scores of the problem measure questionnaire indicated that almost all the girls in the selected sample had problems. The investigator's aim in the present study is to find how the adjustment problems in various fields affect psychological traits such as self-concept, attitude towards school, involvement in studies, anxiety and
also academic achievement. Thus the next stage followed in the investigation was administration of tools for the related traits and achievement.

Sagar Sharma’s self-concept inventory, Asha Bhatnagar’s involvement tool, Rao’s school attitude inventory and modified Sinha’s anxiety scale were also administered in the form of questionnaire to each of the student of the three groups before the guidance and counselling programme. The items of all these tests were scored and the total scores of each individual in the above mentioned traits were taken for analysis as pre-test measures.

After the guidance and counselling programme, the same four tools were administered to the same group and the responses were scored and the scores were taken for analysis as post-test measures.

4.8.3 ADMINISTRATION OF ACHIEVEMENT TESTS

In the beginning of the investigation, achievement tests were administered for the three subject group students and the answer sheets were scored and the scores of achievement tests were taken as pre-test measure. After the guidance and counselling programme, again achievement tests were administered and scores obtained from the answer sheets were taken as the post-test measure.
After administering the students' problem inventory, the investigator found that all the 101 higher secondary girls were obsessed with problems such as lack of motivation from parents and teachers, their loneliness, difficulty in learning, special and personal problems. Hence the investigator felt that these girls needed counselling to overcome their problems. Thinking that these problems might have affected certain personality traits, the researcher had selected self-concept, attitude towards school, involvement in their studies and anxiety of girls. The major concern in the school studies is their achievement in the examinations. Definitely the problems of girls might have affected their achievement in studies. This was also tested by the investigator at the beginning of the study.

So expert guidance has to be provided to these students to face the situations boldly and with confidence. Help needs to be given to such students to emerge successfully out of this crisis of identity, by perceiving more accurately their self. Girls find difficulty in concentration, learning and recall. They feel tense, anxious and depressed. They need to be guided to get relief from all these. In order to provide assistance and advise to the girls with problems, the investigator has planned to provide guidance and counselling programme for which the researcher adopted the following methods:

A. Collection of Data
B. Interview Sessions
C. Guidance and Counselling Sessions
A. Collection of Data

The counsellor has to understand the nature of the problem and the nature of the individual. It is her responsibility to diagnose the causes of the problem and examine the various factors such as educational curricula, vocational opportunities, peer group relationships, socio-economic conditions and familial traditions, etc. To understand the individual, the counsellor needs data regarding the student. Reliable information about the student concerned should be obtained through reliable instruments from reliable sources. The major tools available for data collection are:

1. Non testing devices
2. Simple data gathering
3. Psychological tests
4. Classroom observation
5. Interview

The investigator selected all these tools to collect data from the girls and used these tools wherever it was necessary during experimentation.

The investigator, as a counsellor, collected data regarding home, family background, socio-economic status, educational history, leisure time activities, vocational aspirations and peer group relationships. Easy way of collecting these data was from cumulative records. From preliminary interview, the counsellor got impressions about the student.
which were further verified against the results of more precise testing tools. From the reliable, valid and standardized psychological tests selected for the chosen sample, the counsellor got further information about the group. Individual one to one interview helped the counsellor in verifying the data obtained through various testing and non-testing sources. So the investigator followed interview sessions.

B. Interview Sessions

The researcher understood the dire need of interviewing the students with problems. Bingham and Moore have described interview as a conversation with a purpose. Interviewing demands a lot of mental concentration and thorough pre-preparation. The counsellee must be accepted as she is and her personality should be respected. The counsellor should maintain confidentiality and she should never have curiosity in any interesting personal aspect of the counsellee’s life. Establishment of rapport is a golden rule to be followed for effective counselling. A counsellor should listen to the counsellee without showing any of her emotional reactions. For the counsellor, counselling is a goal directed continuous process and for the counsellee an achievement experience. Generally there are two types of interviews. They are individual interview and group interview. The investigator followed both these types in this study.
**B.1 Individual Interview**

The investigator established a friendly rapport with each girl student. Interview is a give and take of views between the interviewer and the interviewee. The counsellor introduced herself, stated the purpose of the interview and advised the girls about the procedures that would be followed later.

The investigator being a counsellor here, treated the girls as responsible adults, being considerate of all attitudes and feelings. With her competence, interest, knowledge and skill, the investigator made the girls feel free to reveal both facts and emotions. She made note of the students' difficulties, troubles with other people and their achievement in studies.

This interview session allowed the investigator to understand the interests of the girls, their strengths and weaknesses, their relationships with other people and the activities that were carried out with them.

She met the girls individually privately. Privacy induced the girls to give respect to the counsellor and reveal important matters to her. The investigator was very careful to introspect, control her opinions, convictions, attitudes, preconceptions, prejudices and notions. She gave full attention and made the girls feel that their meeting was the most important thing she could be doing at the moment.
The counsellor recorded the conversation held between the
counsellor and the girls. She carefully analysed the content in the
classroom.

B.2 Group Interview

The investigator interviewed the girls as a group. Group
interview is a relatively new way of working to help people. It is
sometimes successful with students who have not responded well to
individual interview. It is a particularly useful way of helping
adolescents for whom peer group values are important.

The investigator grouped the girls in the selected sample based
on the extent of problems. Those having maximum scores in all the six
sessions were given importance in relation to counselling. They were
called for group discussion and each girl revealed her problems. Most
of them were related to academic achievement, school environment,
teachers' involvement, family support and expectations of the society.
Through this discussion, the following aspects of adjustment problems
were identified from the sample.

SELF IMAGE

Some of the girls had under rated their capacity and were
unaware of their talents and vocational choices. They gave importance
to peer group relationship than parental care and elders advice. They
showed less interest in discussing any problem situation at home. They
believed in friendship with other girls, showed interest in friendship
felt neglected when they were poor in academic performance. Girls were more concerned about their physical appearance. But to their expectation they were not nurtured with nutritious food. As the sample was girls of school located neither completely in a village area nor fully in urban area, they did not try cladding in up to date fashion prevailing in cities.

EDUCATIONAL

The sample was divided into three groups viz., mathematics, commerce and vocational groups. The mathematics group students learned through English, the commerce and vocational group students learned through Tamil. Since mathematics group girls did not understand the subject in English, difference was expected among the three groups. As the three subject groups differed in the medium of instruction and subjects selected for study, there might be difference in their involvement in studies and emotional adjustment with peers and with teachers. The girls of Tamil medium felt the study simple and scored high marks because of clear understanding. But the English medium girls, found it difficult to understand and apply the subject matter, so they scored less in examinations. The vocational and commerce group girls found more leisure time, they took part in sports activities and co-curricular activities but the mathematics group girls
did not find leisure time and their participation in sports and co-curricular activities was also less. They needed career guidance also for proper planning about future.

**EMOTIONAL**

As the selected sample was from a co-education school, the girls were expected to have emotional disturbance. But most of the girls were interested in studying in co-education school. They were equally friendly with boys as they were with girls. But they showed disregard when parents and teachers raised restriction for their friendship with boys. Parents of some girls and teachers unnecessarily suspected them and parents never allowed them to go out without anybody accompanying them. This behaviour and attitude of parents and teachers disturbed the girls emotionally. So they needed somebody’s help in this regard.

**FAMILY**

As it was not a residential school, all the girls came to school daily from their houses as dayscholars. So they had the chance of conversing with parents, sibblings, neighbours and elders at home. They experienced parental love and mostly dependent on parents for their needs. Only in rare cases of broken family, the girls felt neglected at home.
As most of the items in the questionnaire in testing the problems of girls were related to expectations of elders, the problem score was high in this field. They did not accept the dowry system. They hated the underestimation of girls by some group of elderly people and their restrictions in doing certain things in day-to-day activities.

This session was followed by the guidance and counselling sessions.

C. Guidance and Counselling Sessions

From the group discussion and interview with the girls in groups, the investigator felt that the higher secondary girls needed personal and also educational guidance. Some of the girls had poor memory and some understanding problem, some with nobody’s help at home for their study, some with adjustment problems with girls as well as with boys, some had dislike for particular subject, some did not like the method of approach of certain teachers, and some were neglected at home by their parents.

After listing all these problems, the investigator decided to give individual attention in understanding each student. The girls with more problems were met once in a week by the investigator; guidance was given in getting rid off the problem situation. The problem students were encouraged to explain their problem situation without any hesitation and they were prepared for understanding the situation and
finding a solution. The students were free to express their inabilities, personal problems, misunderstanding of their parents and friends.

The investigator followed group guidance method. She attempted to assist a group of students to attain for themselves satisfactory development or adjustment to their respective individual or collective life situations.

1. Informal discussions were arranged by the investigator with the group of girls.

2. Reports were prepared and presented in larger groups. This helped them in gaining awareness of a number of problems and their solutions.

3. Experts and social workers were selected from the area where the school was situated and lectures were given by them revealing the problems of adolescent girls and ways and means to solve their problems.

4. Interesting methods like conversation, debate and dramatics were followed inculcating positive attitude towards life.

5. Students might feel shy to express their ideas and problems in the groups or even in privacy. So the investigator asked the girls to write their problems and ideas and put them in a box kept for that purpose.

Thus the investigator adopted different techniques during the guidance and counselling programme. It needed nearly one academic year for her to complete this programme which are summarised here:
1. Administration of questionnaire to identify the problems of girls.

2. Administration of information schedule to collect data from the girls.

3. Observation in the class and outside the class and taking notes about the behaviour of girls.

4. Interview with the students
   a. Individual interview
   b. Group interview

5. Individual Counselling
   a. Conducting private meetings
   b. Meeting the girls informally

6. Group Counselling
   a. Presenting reports
   b. Arranging lecture by experts
   c. Arranging extra-curricular activities
   d. Keeping secret box

Thus the investigator conducted this programme for one year for the higher secondary girls who had lots of problems in their life.

This programme is also presented in the form of a concept map. (Figure - 2).
CONCEPT MAP SHOWING THE GUIDANCE AND COUNSELLING PROGRAMME ADOPTED IN THE STUDY

Guidance and Counselling programme includes

A. Collection of Data
identifies
The Problems
are classified as
- Self-image
- Physical
- Educational
- Emotional
- Family
- Social

B. Interview
includes
- Individual interview
- Group interview

C. Guidance and Counselling
includes
- Informal meetings
- Observation of students' behaviour
- Lectures by Experts
- Extra curricular activities
- Secret box system
4.10 DATA COLLECTION

All the hundred and one students were administered the problems inventory, self-concept inventory, involvement in studies inventory, anxiety scale and also achievement tests as pre-test measure. The scores obtained from them were taken as pre-test scores. Then those students were given guidance and counselling programme for one academic year.

After the programme, the same inventories and achievement tests were administered once again to the same group of students. The scores obtained from them were taken as post-test scores. Comparing the pre-test scores with the post-test scores, gain scores or loss scores were calculated. All these scores were analysed, interpreted and conclusions were drawn from them. Analysis, interpretation and conclusions are presented in the next chapter.