CHAPTER - VI

SUMMARY AND IMPLICATIONS OF THE STUDY
### 6.1 INTRODUCTION

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6.1 INTRODUCTION

A person who feels that he has been successful is proud of his achievements, satisfied with himself, and reasonably happy. This results in a favourable self-concept and builds self-confidence. To achieve success in any activity at any stage, the person must use his ability in the right way at the right time. In human life span, when divided according to the forms of development and patterns of behaviour, from conception to death, there are eleven stages. At the end of twelve years, comes the preadolescence, early adolescence and late adolescence covering the age thirteen to twenty one.

Adolescence refers to the period between puberty and maturity. It is a unique period in development with characteristics which are not found at other times in human life. As puberty progresses, secondary sexual characteristics develop gradually and boys and girls become increasingly dissimilar in appearance. Girls are more seriously affected at the time of puberty than boys, as they mature more rapidly than boys and there are more social restrictions on their behaviour in this period. When the puberty changes are complete, the adolescents’ health begins to improve.

When the needs of the adolescent girl for acceptance, affection and achievement are met and satisfied to her expectation, she will be
Happy adolescents are well adjusted but the unhappy adolescents are maladjusted, unable to solve their problems and carry the unhappiness into adulthood. Adolescents generally face educational, vocational, avocational, personal and social problems. The adolescent girls at the higher secondary level are not aware of the choices of study, educational opportunities, educational institutions, etc. They are not informed of the various vocations and the needed qualifications.

Adolescent girls have problems related to themselves, their parents, family, friends and teachers. Some are obsessed with problems such as lack of friends, loneliness, feelings of failure, inadequacy, etc. Problems leading to depression, withdrawal behaviour, poor emotional and social adjustment will affect the self-concept and personality development of the adolescent girls. At the age of seventeen or eighteen the girls get married and enter into family life with responsibilities and face problems like dowry, harassment by husband and in-laws. All these problems are categorised into six aspects. They are: Self image, Physical, Educational, Emotional, Social and Family. These may affect the human psychological traits such as self-concept, attitude, involvement, anxiety and achievement of adolescent girls.

Self-concept refers to individual's appraisal or evaluation of herself. It is a motivating force for the individual's behaviour and it is a key to self-confidence, which is the secret of success in life.
Attitude is defined as a tendency to react favourably or unfavourably towards a designated class of stimuli, such as rational or racial group, a custom or an institution. It is a part of an individual's own personality but are affected by the behaviour of the group with which she associates.

Involvement in any activity results in better performance. Anxiety is a painful uneasiness of the mind concerning impending or anticipated ill. It is accompanied by a sense of helplessness due to the personal feeling blocked and unable to find a solution to the problem. Academic achievement is specified level of attainment or proficiency in academic work as evaluated by the teachers by standardized tests. It is more important for learning and personality development of a student.

In order to reduce the problems and to have a better impact on the related traits of adolescents, guidance and counselling is essential for them.

Guidance is the assistance made available by qualified and trained persons to an individual of any age to help her to manage her own life activities, develop her own points of view, make her own decisions and carry on her own burdens. In the educational context, guidance means assisting students to select courses of study appropriate to their needs and interests, achieve academic excellence to the best possible extent, derive maximum benefit of the institutional
resources and facilities, inculcate proper study habits and satisfactorily participate in curricular and extra curricular activities.

Counselling service forms the central part of the overall assistance given to the individual through guidance programme. Counselling is a learning oriented process carried out in a social environment in which the professionally competent counsellor attempts to assist the counsellee using appropriate procedures to become a happy and productive member of the society by formulating realistic and purposeful goals for total personal growth.

In the new 10+2 pattern of education introduced in the year 1978, after completing ten years of education at the secondary level, the student has many choices for selection. At this adolescent period, the student must know about his capacities, potentials, job opportunities after higher studies, about the expenses towards higher education, availability of scholarships, etc. She needs career guidance and personal guidance for her adjustment problems. The different areas where guidance can be provided are (1) vocation, (2) avocation, (3) social, (4) moral, (5) health, (6) personal, (7) educational, and (8) marital.

There are different counselling techniques such as directive counselling, non-directive counselling, group counselling and interview method. An expert counsellor, after understanding the problem of the counsellee from the collected data, can follow any convenient method in arriving at a satisfactory solution for the counsellee.
Adolescent girls today see a marked conflict between the ideals society professes and those it practices. The increased dependent functioning, conflicts with parents, emotional stability and instability, peer relationships with same sex and opposite sex, etc., which are characteristics of adolescent girls must be properly understood by parents and teachers and they must be guided. Only when adolescents have such an orientation, they can tolerate the future’s uncertainty and develop self-confidence. Thus identification of problems of adolescent girls is to be followed by guidance and counselling in helping them in making the best possible adjustment to the current situations in educational institutions, occupational world, in home and in the community. If the adolescent girls are able to solve their problems with reasonable success with the guidance of parents and teachers, periods of unhappiness become less frequent and less tense.

Students learn under different subject groups. Some groups study in English medium and others study in Tamil Medium. Their understanding capacity may differ due to the different medium of instruction. The subjects and the teachers teaching subjects differ. The family conditions of students and their own personal problems also differ. Hence this study aims at finding the differences in the problems and other traits of different subject group students. Guidance and counselling programme has been organised by the investigator. So it also hopes to bring out the impact of that programme on the different aspects of adolescent girls.
6.2 STATEMENT OF THE PROBLEM

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

6.3 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.

6.4 HYPOTHESES OF THE STUDY

The guidance and counselling programme has been given to the
adolescent girls hoping to find out significant changes in the
adjustment problems, 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 their 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.
The total sample consisted of 101 adolescent girls of Sankar Higher Secondary School, Sankari West, Namakkal District, Tamil Nadu. They are drawn from first year and second year classes at the higher secondary level and they are grouped under three subject groups. Girls of academic stream with mathematics, physics, chemistry and biology/computer science are grouped as Mathematics group. Girls of academic stream commerce, accountancy, economics and history are taken as Commerce group and girls studying under the academic stream with commerce, accountancy and auditing are selected as Vocational group.

6.6 TOOLS USED

The following tools were used for collecting data:

1. An adjustment problem inventory consisting of 188 items was used for identifying different types of problems. It consisted of six aspects, viz., self-image, physical, educational, emotional, family and social, each with number of items 30, 25, 45, 22, 40 and 26 respectively.

Scoring: ‘Two’ scores were given for the ‘Always’ response, and ‘One’ for the ‘At times’ response and ‘Zero’ for the ‘Never’ response.
2. 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.

Scoring: The inventory consisted of sixty four items to be rated by the student on 3 point scale of frequency (always, at times, never). For the 33 positive items the scoring is always 3; at times 2 and never 1. For the other 31 negative items, the scoring is always 1, at times 2 and never 3.

3. The tool used for the testing was 'Rao's School Attitude Inventory'. A tool of thirty items constructed by Gopal Rao. D allows respondent to describe their attitude towards school.

Scoring: Each item of the inventory has five choice scale labelled 'Always' at one end and 'Never' at the other end. The thirty items are classified into two areas, positive attitude and negative attitude. The positive items are scored as follows: Always – 5, Very often – 4, Often – 3, Rarely – 2, Never – 1. The negative items are scored as follows: Always – 1, Very often – 2, Often – 3, Rarely – 4, Never – 5.

4. Tool used for the study was developed by Asha Bhatnagar to measure the involvement of school students in their scholastic pursuits. The inventory consisted of 40 items regarding the involvement of students focusing on (i) Education, (ii) Influence of parents, (iii) Teacher, (iv) Himself/ herself, (v) Other students.
Scoring: The items are scored on a three-point scale as 'Agree', 'Uncertain' and 'Disagree'. The response 'Agree' is given a score of '3', 'Uncertain' with '2' and 'Disagree' with '1'.

5. 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. It consists of 75 items, each checked with scores for 'Yes' or 'No' response.

Scoring: 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.

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

Scoring: The achievement tests consisted of four sections. Section A consisted of 1 mark questions; Section B - two marks questions; Section C - 5 marks questions; and, Section D - 10 marks questions. The total marks for all the papers for each student are obtained by adding the marks obtained in all the four sections.
student are taken for thousand two hundred (1200) marks. The marks obtained thus are taken for analysis.

6.7 ADMINISTRATION OF THE TOOLS

The tools selected for measuring the adjustment problems of adolescent girls and self-concept, attitude towards school, involvement in studies, anxiety and academic achievement were administered to the adolescent girls of the three selected subject groups. The scores collected from these tests for all the variables are taken as pre-test measure.

After the pre-tests, guidance and counselling programme was given. First the students were given instruction about the purpose of the study and they were asked to provide some of the details about them that included education and occupation of parents, subjects felt tough by them, subjects for which tuition has been arranged, their future aim, study methods followed by them, their health condition, friendship and special problems faced by them.

Secondly, individual interview was conducted to find out their problems. Thirdly group discussion was held with students, parents and teachers to discuss about their problems and ways and means of reducing those problems.

Post-tests were conducted by using the same tools used for pre-tests for all the variables. The scores obtained from the tests were taken as post-test measures.
The significance of mean differences between groups was computed using critical ratios for the mean scores of pre and post-tests of different subject group students. The problems within the group was found out using 'F' test. The relationship between the variables viz., self-concept, attitude towards school, involvement in studies, anxiety and academic achievement was studied by the method of correlation.

In order to find the association between the variables chi-square test was adopted. After analysis and interpretation of the data conclusions were drawn.

**6.9 FINDINGS OF THE STUDY**

1. Higher secondary adolescent girls have scored less in the adjustment problems in the post-test than in the pre-test.
2. Among the three subject groups - mathematics, commerce and vocational - vocational group girls have more problems than mathematics groups in the pre-test.
3. Among the different types of problems - self-image, physical, emotional, family and social - the three subject group girls differ significantly in the physical problems in the pre-test and in other problems they do not differ significantly in the pre-test. Vocational group students have more physical problems than the other two groups.
4. In the self-concept in the pre-test, the three subject groups do not differ significantly.

5. In the attitude towards school, commerce and vocational groups scored higher than the mathematics group in the pre-test.

6. There exists significant difference in the involvement of girls among commerce and vocational groups. In the pre-test, vocational group students show more involvement in studies than the other two groups.

7. The three subject groups do not show significant difference in the anxiety in the pre-test.

8. In achievement in the pre-test, commerce group girls score more in achievement than the other two groups.

9. In the post-test adjustment problem scores, the three subject groups do not differ significantly.

10. The three subject group girls do not differ in the different types of problems in the post-test.

11. In the total adjustment problems as well as in the types of problems, the three subject group girls have shown significant decrease.

12. In the anxiety also the three groups show significant decrease.

13. There exists positive and significant relationship between adjustment problems and anxiety.

14. The three subject groups do not differ in their self-concept in the post-test.
15. Adolescent girls of all the three groups have improved significantly after the guidance and counselling programme.

16. In the post-test, commerce group girls scored high in the attitude towards school.

17. All the three group girls have shown significant improvement in the attitude towards school after the guidance and counselling programme.

18. In the post-test, mathematics and vocational group girls show more involvement in studies than commerce groups.

19. All the three group adolescent girls have shown significant improvement from pre-test to the post-test in the involvement in studies.

20. In the post-test, commerce group scored high in academic achievement than the other two groups.

21. All the adolescent girls have shown significant improvement in academic achievement after the guidance and counselling programme.

22. In the loss scores of adjustment problems and anxiety, there is no significant difference among the three groups. Uniformly all the adolescent girls have shown loss in their problems and anxiety.

23. In the gain scores also, there is no significant difference among the three groups in self-concept, attitude towards school, involvement in studies and academic achievement. Uniformly in all these aspects, the girls have shown gain after the guidance and counselling programme.
24. There is negative and significant relationship between adjustment problems and self-concept of adolescent girls.

25. The relationship between adjustment problems and attitude towards school is negative and significant both among commerce and vocational group girls.

26. There is no significant relationship between the adjustment problems and involvement in studies of adolescent girls.

27. The relationship between adjustment problems and anxiety of adolescent girls is positive and significant.

28. There is no significant relationship between adjustment problems and academic achievement of adolescent girls.

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

30. There is no association between adjustment problems of girls and their health aspect.

6.10 SUGGESTIONS FOR FURTHER STUDY


2. Problems of working women of different categories.

3. A comparative study of problems of working women in India and abroad.

4. Effect of guidance and counselling on the educational problems of students at various levels.

5. Effect of guidance and counselling on the attitude of parents about the early marriages of girls in India.
6. Effect of guidance and counselling on the problems of the deprived and orphan women.
7. A study of awareness of facilities like concessions, scholarships and stipends for the economically backward children.
8. A study of individuals’ peculiarities or special abilities and their relationships with their occupational opportunity.
10. Problems of school children at various levels and the effect of problems on their personality traits.
11. Problems of tribal people and the awareness of facilities available to them.
12. Educational problems of students of different courses of study.

6.11 IMPLICATIONS OF THE STUDY

The results of the study show that guidance and counselling can exert influence in reducing the problems of adolescent girls. At present the higher secondary level is the most important stage in deciding the future course of the students. There is a need for these students to get more marks in the examinations so that they can get admission in the arts and science colleges or in the vocational courses. Here arises
stress among these students. In our society, boys are given more freedom and importance than the girls at home. Girls are expected to help their mothers in household activities. Preference is given to boys in every activity. Since girls are to be sent to other homes after marriage, they should be taught cooking and other activities and also have to be restricted to certain activities. But in the adolescent stage, just like boys, girls also have the same needs, wishes and desires to be fulfilled. But this does not happen. Hence girls are disappointed. This disappointment leads to worries; thus girls start having some problems or other.

Especially at adolescent stage, they have more physical and mental problems due to physical change in their body. But by some means these problems are to be solved so that without worries, they can lead a calm life.

So people like mothers, elder sisters, peer group girls, teachers at school, social workers can help them in reducing their problems. First of all, the problems of adolescent girls are to be identified as common problems and special problems according to their family conditions, areas in which schools are situated, the customs of the particular society, economic conditions of their parents, etc.

If possible, the social workers and voluntary organisations can form a guidance cell and often meetings with girls can be arranged. Suggestions to individuals, parents and to the people in the particular society can be given directly or indirectly so that they can be aware of
the problems of girls and the need to improve the conditions of girls in
the society.

Mass media also can help adolescents through its programmes. Dramas, conversations and awareness programmes can be prepared and arranged in such a way that according to their convenient time, these programmes can be viewed. Even writings about the conditions and improvement activities can be added in the magazines and newspapers.

More than that, schools should have a guidance and counselling cell. Teachers and other people who are interested in the development of girls can become counsellors and they should give chances for girls to express their ideas, problems and even suggestions to implement their wishes. Counsellors should act as parents, philosophers and friends. They have to develop positive attitude towards education and life.

A guidance and counselling committee should be formed to serve in an advisory capacity or a policy making body for the programme. The committee can find out problems requiring group solution. It should plan monthly, quarterly and yearly programme, co-ordinate guidance activities and assess the work done.

Classes in human relations and moral education may be organized. Religious leaders of different religions may be invited so that they can preach a common philosophy and various principles of
life. Conducting group counselling sessions are also helpful for this purpose.

Students have a variety of interest. Provision for different curricular activities can meet their interests. It should be seen that majority of students take part in different co-curricular activities.

The crucial role of the teachers, who are actively involved in guidance activity, is inculcating a philosophy of life among students. This is an induction of a system of values, which will lead the adolescents towards a satisfying life.