CHAPTER - I

INTRODUCTION

Development of personality through adolescence and youth periods, is a crucial phase of the total developmental process. The usual descriptions of these periods, particularly the adolescence as the 'period of storm and strain' have in view the myriad of psychological problems, uncertainties, the confusions and dilemmas and tensions of various kinds. Concurrent with these, the span of years from adolescence and early youth is also a period of bloom. New found identity, hopes, aspirations, dreams and ambitions alternate with reality and the young ones try to steer through these with courage and conviction. In the process, they may manifest flexibility and appropriate adjustment, but the possibility of getting assertive, defiant and non-conforming is also not ruled out. If it is a period of crisis for them, it is more so for the parents and other elders. The latter often complain of the unbecoming and self-willed behaviour of the adolescent and young children and keep hoping that this critical phase may pass off without any traumatic experience to them as also to the young people.

The transitional experience that bridges the gap between childhood and adulthood is the subject of never-ending study. The physiological experience of puberty, the psychological experience of attaining maturity, and the sociological experience
of attaining maturity, and the sociological experience of adjustment of those in the teenages is an ever-present enigma to parents and teachers.

Students are an integral part of the society. Individually they are sons and daughters, brothers and sisters. As a body they represent a younger, emerging and somewhat more fortunate stratum of society. Naturally they thus reflect the prevailing conditions, though in isolation. But the examples the elders set for them are not always edifying. Hence their reactions and rebelliousness against the prevailing norms and codes of conduct.

Students at the +3 stage, or in other words, the college going students generally fall in the age group 17 to 20 years. This span of years is inclusive of two stages of psycho-physical development i.e. adolescence and early youth.

Adolescence and Youth are the two stages of development which are quite crucial in the total growth process. These are the periods when psychophysical development is expected to be more or less complete. The adolescents and young people are supposed to have attained maturity and are to be for all practical purposes, independent and self-reliant. Infact, they are striving to wean themselves away from the family and become self-sufficient and independent persons.
Adolescence and early Youth is also a period of extensive personality reorganization. It is a time during which marked changes occur in duties, responsibilities, privileges, social and economic roles and relationships with others. Under such conditions, changed attitudes towards self, parents, peers, and elders are inevitable.

Adolescence is a distant stage of development, characterised by important and unique changes in the biological make-up and the social status of the individual. This is a transitional stage of developments which are biological as also psychological, the latter consisting more of personality organization, dramatic change in cognitive and intellectual abilities. Coupled with these are changes in the social status, social activities and involvements that the adolescent and youth come to develop. The rate of these changes during this period according to Ausubel, Montemayor and Sajian (1977) is immeasurably greater than in the pre and post adolescent years. Consequently it is marked by distinctive alterations of behaviour and psychological functioning.

Like the early stages of development i.e. childhood, school-going age and pre-puberty years, these stages have their own typical issues and concerns which may at times be a source of problems, crises and challenges to them. The adolescents and youth may require help in dealing with these problems, and many a time, a specialized assistance i.e. counselling.
Counselling for them is sought by the elders, by their friends, or by they themselves; it is necessary to identify the specific needs for which they need counselling. These needs may be personal, psychological and/or social. Together, they may be labelled as psycho-social problems.

Adolescents may have various kinds of worries and problems. The nature of the problems may be slightly different from those of youth. Besides being self-conscious of their rapid physical developments, they are also concerned and anxious about problems of family relationships, school progress, educational and vocational futures, relationship with the opposite sex, and overall personality development. The adolescent has special problems which he did not have as a child and which are somewhat different from those he is going to encounter as an adult.

Like adolescence, youth also is a crucial period in the life span of human beings. It is an era of growth from childhood to adulthood. The most operational explanation of 'Youth' is that it is an age of transition leading to growth and maturity in all the important aspects of one's personality.

Youth in a way is culmination of developmental process, it is in this context that it represents a period of intense growth and change in nearly all aspects of child's physical, mental, social, and emotional life. It is a period in which growth is achieved, experiences are gained, responsibilities felt and the relationships developed.
Summing up the aforesaid discussion, adolescence being a period of changes of various kinds, is a cultural and sociological phenomenon. Three periods of development i.e. childhood, youth and adulthood are differentiated in almost every culture. Of these, youth, including adolescence being a unique transitional stage of development, is also the most crucial period. Therefore, psychologically as well as socially, it becomes essential to understand the adolescents and youth and their problems. The psychobiological problems relate to physical development and its acceptance. They also include assuming masculine and feminine roles; whereas social problems relate to those aspects of development that are conditioned by the nature of cultural environment. These may include achieving psychological independence, emotional stability, development of intellectual skills, preparing for future roles within and outside the family and achieving socially responsible behaviour. Since all these changes appear in a transitional stage, they necessitate new adaptive learnings. They may not only pose a challenge to the adolescents and youth, but be a cause of stress and strain also. Understanding of these is necessary to be able to view them from young peoples perspective.

It is not proper to isolate the problems that the students face from those of the rest of society. The glaring socio-economic and social disparities affect them as powerfully as they do other sections of society. There is today a general impatience with conditions of life and the way our society is organized. This impatience is healthy and our task is to
see that it results in something constructive.

According to Altbach (1970), Youth is a crucial force in modern society, and one which requires special attention and understanding. To understand youth, one must employ many different disciplines which are:

- psychology, sociology, anthropology, and even political science.
- but despite its complexity, it is particularly important that an understanding of this significant stage of life be achieved.

Young people face special problems. The psychological and physiological problems of adjustment to new sociological roles in society are peculiarly felt by them. The changing family structure in most societies places increased stress on an otherwise also a difficult period. The special problems of youth lead to particular styles in politics and in social life, and they determine, at least in part, the nature of the student sub-culture.

Like the young anywhere, according to Mehta (1971), our youth also seem to be becoming restless. We get reports of conflicts, strikes and demonstrations on all kinds of issues some of which may not even make sense to us. What happens to youth or in youth affects the entire nation, not only because there are youngsters in all homes, but also because about 50% of our population is below 25 years of age. We are rapidly
becoming a country of young people. This is already affecting and is bound to affect more in future, all walks of our lives.

Youth, being a period of conflicts affects the whole personality of the individual. This as a collective phenomenon has attracted universal attention. Many researchers have identified this period as the years from the 'age of adolescence to full maturity', 'a period of stress and strain'. Because of the nature of this stage, some behavioural and psychological problems are most likely to occur.

In view of the above discussion, the psychological problems of adolescents and youth is a crucial issue which needs an in-depth investigation. Hence, the present research project. The issue could also be investigated in relation to some of the variables that seem to have a significant bearing on the young children having or not having any problems in the areas of their psycho-social functioning and relationships.

The problem under study may be stated as:

"Counselling Needs of Students at the +3 Stage in Relation to Personality Characteristics, Academic Achievement and Family Background".

NEED OF THE STUDY

Students at the +3 stage are at the late adolescence and early youth periods of development. These periods or stages of growth are significant from various angles.
Adolescence, being a period of transition from childhood to adulthood, is full of 'stress and strain', 'growing pains' and 'teenage troubles'. This is a period full of both psychological and social problems. Similarly, the period of youth also has its own typical problems which focus more on vocational settlement, preparing for the acceptance of adult roles and obligations. Thus, like each stage of life, adolescents have their own problems and so also youth. These must be understood if appropriate applications of psychological principles are to be made.

Furthermore, in order to have mentally sound and healthy young people who eventually have to take on a great deal of responsibility upon themselves and are the future hope of the nation, an understanding of the needs and problems that concern them vitally is essential. Educationists and educational policy makers are specifically required to have an insight into this dimension of the student youth at the +3 stage. The practical aspect of this issue would be incorporating of regular and organized programmes of guidance and counselling, particularly in the area of personal counselling which so far has been neglected in the general educational and curricular scheme of instruction.

Again, some aspects of the personal make-up i.e. personality and achievement of the young students as also certain background factors like family ideological orientation and socio-economic status, that could be significantly associated with their need/needs for counselling also require an elaborate examination. A
psychological understanding of these would facilitate adequate management, firstly at the developmental level and then for purposes of guidance and counselling of the young students as and when they are in need of it.

Keeping in view the above considerations and for reasons of psychological and educational exigencies, the present research study was planned and executed.

CONCEPTS

Students at the +3 Stage

Students at the +3 stage in the Indian context mean those adolescents and youth who have finished their schooling and are at the undergraduate level of study. After twelve years of school education, the young children are now required to undergo three years of academic training to earn the graduate degree. It is in other words completion of what was earlier called as B.A/B.Sc level of education. To make it more clear, it marks the completion of 15 years of education, 12 at the school and 3 at the college level. In the recent years, the last two school classes i.e. 11th and 12th have been started in some of the colleges concurrently with their being based in Senior Secondary Schools. But examination for these is conducted by the various State and Central agencies. The students at this stage come in the age period 17 to 20 years. Generally speaking, this is the last phase of adolescence and the early youth period. Infact,
the shift is so slight that it is almost unnoticeable. Some psychologists have even described adolescence as the years from 13 to 20. However, in the selection of the sample for the present study, this age period could not be strictly adhered to since the purpose was to have them from college classes. A few of the students fell in the age-group +20. For conceptual clarification, the two growth periods mentioned above are being discussed below.

Adolescence

The word 'adolescence' comes from the Greek word 'adolescere' which means 'to grow to maturity'. A number of definitions of adolescence have been given by psychologists from time to time.

According to Hall (1916), adolescence itself is a period of rebellion; it corresponds to a time when the human race was in a stage of transition. It is a period of 'storm and stress' for the individual. Since adolescence is frequently marked by continual shifts in direction and expression, this is largely a time of general instability. It is only in late adolescence that the individual finally reaches maturity, as civilization matured from its transitional stage.

Erikson (1950) identified adolescence as a period of 'identity and role confusion'.

Piaget (1951) describes adolescence as the age of great ideals and the beginnings of theories as well as the time of simple adaptation to reality. According to Freud (1953), at
puberty, the beginning of adolescence, both boys and girls show definite signs of stress. An important development of this period is the child's growing independence from his parents. As a result of this independence, a certain amount of affection is freed to go in search of new love objects outside the family.

Gessell (1956) believes that there are predetermined stages of maturation. Like Hall, Gessell sees adolescence as a transitional period between childhood and adulthood, a time of 'storm and stress', but believes that even though there may be times of stress and anxiety; deep, organic forces within the individual usually protect the growing self and help it to mature, so that the individual eventually does mature and find himself.

According to Jersild (1957), "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically".

Jones and Jones (1957) define adolescence as the transitional period between puberty and adulthood.

Blos (1962) in his psychoanalytic interpretation of adolescence, sees it as a period of experimentation. It is the last chance the individual has to try out different roles before the possibilities left open to the individual self are limited, and before his interests become essential and specific enough to allow him to assume a definite identity.
According to Meissner (1965), the adolescent years represent a crucial period in the formation of 'identity' and in the formation of values, ideals, and attitudes; and these are profoundly influenced by the relations that obtain between the adolescent and his parents.

Erikson (1968) believes that the major concern of this period is the "search for identity". He called the late adolescent period as a "psycho-social moratorium" - a time specifically set aside for the young person to try out identified.

But, according to Rogers (1969) in most of the cases, this period is not sufficient and it creates a great deal of stress and confusion within the individual. Throughout childhood, temporary crystallization of identity takes place, making the child feel as though he were fairly certain about just who he really is. During adolescence, a commitment to an identity becomes critical.

According to Goethals (1970), Erikson believes that the achievement of a stable identity is reflected by "the capacity to see oneself as having continuity and sameness", and by the development of a "consistent organization or experience".

Dreyfus (1976) emphasizes that the changes the young person goes through during adolescence do not happen only inside his head. The development of the adolescent self is very much related to and influenced by the individual's physical development during this time.
Papalia and Olds (1978) also advocate adolescence, as the span of years between childhood and adulthood. Its beginning is heralded by pubescence, but its end is hard to mark. Intellectually, maturity is reached when the person is capable of abstract thought. Sociological adulthood is attained when an individual is self-supporting, has chosen a career, has married, or has founded a family. Legal adulthood comes when one can vote (at age 18), marry without parental permission (usually 18 for girls and 21 for boys), enlist in the army (17), or be responsible for legal contracts (21). Psychological adulthood is reached when one discovers one's identity, becomes independent from parents, develops a system of values, and is able to form mature relationships of friendship and love. Some people never leave adolescence, no matter what their chronological age.

According to Davis (1985), adolescence, the developmental period between childhood and adulthood spans the years from 12 to 13 to the early 20's. It is a complex period of human growth that leaves many parents, teachers, and councillors perplexed and startled by the rapid changes in mood and behaviour.

Chauhan (1987) states that, chronologically, adolescence comes roughly in-between the years from 12 to the early 20's. The onset of adolescence varies from culture depending on the socio-economic conditions of the country.
Youth

As a collective term 'youth' refers to young persons of high school and early college age.

Cole and Hall (1954) differentiated between the youth period and puberty, and found that these two periods begin at almost the same time, but youth period lasts for about eight years, and involves not only the pubertal changes in the body but also developments in intellectual capacity, interests, attitudes and adjustments.

Hall (1957) believes that youth is a period of stress and strain; adolescence turns into youth when the young person is psychologically mature.

Hurlock (1967) while defining youth period, suggested that changes that occur in youth period lead to the goal of maturity; to the youth getting 'matured' means having rights and privileges of an adult.

Keniston (1968) termed the youth group to consist of highly talented, affluent, and educated people who prefer to defy entry into sociological adulthood for a time. Although these young adults are psychologically mature, they are unwilling to move directly into adulthood.

In recent years a new stage of development has been conceptualized, that of youth, a stage which bridges the
transition between adolescence and adulthood.

According to Keniston (1970), this stage is not unique to the United States, but it is assuming new importance in our society.

The stage of youth has several themes (Keniston on Silverstein, 1973):

An emphasis on the present rather than on the future.
A continued search for identity in careers and values.
A redefinition of the relationship to one's parents, to childhood, and to the childhood self, often through new relationships the youth forms with a sweet-heart, a counsellor, or a group of peers.
The search for commitments of ultimate worth and value, which may include an idealistic pursuit such as the Peace corps, a philosophic or religious inquiry, an artistic involvement, or individual private experience (leisure, sports, or personal relationships)

Summing up, the adolescence and youth periods may operationally be defined as the age-span from 13 to 20 years with their respective developmental tasks and crises as detailed in the above discussion.

Counselling Needs

Counselling Needs mean those areas of functioning wherein a person needs help and assistance. Help in these is needed and
it is sought due to the difficulties that a person may encounter in solving them by himself.

Certain situations may come up at any stage of life which are perplexing and are sources of great stress and strain. It is here that specialized and expert help is needed. These situations pose problems that may be personal-psychological as also social in character. For identification of these areas of difficulty, some specialized tools/techniques are needed. Mooney Problem Checklist is one such instrument (to be described in detail later) which helps to locate them in eleven areas. They may be labelled as PSYCHO-SOCIAL PROBLEM AREAS wherein the difficulties encountered are to be checked and need for counselling in some of them is pointed out by the person taking the test himself.

Problem

Good (1959) has defined 'Problem' as "a perplexing situation after it has been translated in a question or a series of questions that help to determine the direction of subsequent inquiry".

Etymologically, Problem means anything thrown forward, a question prepared for solution. Any significant, perplexing and challenging situation which requires reflective thinking, is called a problem. A problem exists for an individual when
he has a set goal which is beyond his reach by the behaviour patterns which are already available to him.

Stein (1978) defines problem etymologically as "any question or matter involving doubt, uncertainty, or difficulty, a question proposed for solution or discussion".

Psycho-Social Problems

Robinson (1950) described the psycho-social problems of youth as those related to adjustment, which may be personal, curricular, vocational and financial etc., skill problems and maturity problems. Sociological problems, according to Robinson have their loci in home, school, social and vocational situations.

Ausubel and Sullivan (1970) described psycho-social problems as those more specific aspects of adolescent development that are especially conditioned by the special nature of the cultural environment.

Counselling Needs as understood in the present study may operationally be defined as PROBLEMS IN THE PSYCHOLOGICAL AND SOCIAL AREAS of an individual's functioning and the need for specialized help for the resolution of the crises posed by these problems.
Personality and Personality Traits

Warren (1934) defines Personality as "the integrative organization of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in focal distinction from others".

Allport (1937, 1961) suggested that "personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment".

Blos (1941) has said that personality is an "integrated system of the individual's habitual attitudes and behaviour tendencies thus representing his characteristic adjustment to his environment".

Woodworth and Marquis (1947) defined personality as the "quality of the individual's total behaviour" as revealed in the individual's "habits of thought and expression, his attitudes and interests, his manner and his personal philosophy of life."

Rogers (1962) defined personality as the total pattern of an individual's characteristic traits, constituting his distinctive ways of adapting to his environment.

Fredenburg (1971) has said, "Personality is a stable system of complex characteristics by which the life pattern of the individual may be identified".
Sherman (1979) has defined personality as, "the characteristic pattern of behaviours, cognitions and emotions which may be experienced by the individual and/or manifest to others".

According to Bee (1985), the term personality is one of the slipperiest in all of the psychology - may be even worse than the term intelligence. In fact, the two terms have a good deal in common. Both are concepts designed to help us describe or explain enduring individual differences in behaviour. The concept of intelligence was invented to describe enduring differences in intellectual ability or competence. Personality describes a broader range of individual characteristics mostly having to do with the typical ways each of us interacts with the people and the world around us. Whether we are gregarious or shy, whether we plunge into new things or hold back, whether we are independent or dependent, whether we are confident or uncertain - all of these (and many more) are usually thought of as elements of personality.

According to Chauhan (1987), though there is diversity of views, but even then all psychologists agree on certain common basic characteristics. One basic fact is that personality is unique. No two individuals, even the identical twins have alike personality. The second basic fact regarding personality is that it is the product of its own functioning. What we do today depends on our accumulated experiences of the past. The
experiences are accumulated day after day and shape our personality by continuous interaction with external environment. The third common characteristic of most definitions is that they stress the need to understand the meaning of individual differences. Personality is what makes individuals unique: it is only through the study of personality that the relevant differences among individual’s can be made clear.

The behavioural characteristics that are typical of an individual and are unique to them, are traits of personality.

Traits are consistencies in the characteristic modes of behaviour exhibited by an individual in diverse settings. An individual's personality may be described as an organization of traits.

Allport (1937) believes that traits are "dynamic and flexible dispositions, resulting at least in part, from the integration of specific habits, expressing characteristic modes of adaption to one's surroundings."

Woodworth (1947) defined a personality trait as 'some particular quality of behaviour such as cheerfulness or self-reliance which characterizes the individual in a wide range of his activities, and is fairly consistent over a period of time.

Crow and Crow (1956) have defined personality trait as a particular aspect or "dimension" of personality that tends to manifest its functioning to a high degree of consistency in an individual's behaviour.
Good (1959) has defined trait as an attribute of an individual or a thing, a characteristic and relatively permanent mode of behaviour, the outcome of hereditary and environmental factors, a characteristic quality that is possessed by the different members of a group or class of objects or individuals and may vary in kind (as colour may be divided into different colours and shades) or in degree or amount (as is the case with a quantitative trait such as height, weight or intelligence).

According to Rogers (1962), in the process of seeking to satisfy needs, each individual finds certain forms of behaviour practised until they become enduring characteristics. These are called traits.

Allport (1961) defined a trait, "as a generalized and focalized neuropsychic system with the capacity to render many stimuli functionally equivalent and to imitate and guide consistent forms of adaptive and expressive behaviour".

The operational definition of personality as taken up in the present investigation is that of Cattell (1956) which is "Personality is that which permits a prediction of what a person will do in a given situation -------. Personality is concerned with all the behaviour of the individual, both overt and under the skin". The behaviour is to be understood in terms of the various personal characteristics which act as motivating forces and which are measureable.
Academic Achievement

Academic achievement is a unique prime and perennial responsibility of a school or any other educational institution established by the society to promote a wholesome scholastic growth and development of a child. The greatness of it depends on the quality and quantity of scholars and intellectual robots it produces. Its brilliant academic records are deemed to be the most widely used index of its worth and success.

Academic achievement is the core of wider term education growth, and perhaps none would deny the importance of academic achievement in child's life.

Good (1959) in his book 'Dictionary of Education' has defined academic achievement as "knowledge attained or skills developed in the school subjects, usually designated as test scores or marks assigned by teachers or by both".

Family Ideology

Family as a miniature social system has many functions to perform, which are economic, educational, protective and socio-psychological. According to Cattell (1950) "The family is of such paramount importance because it operates upon the personality in the earliest years of its formation because its control is well high complete and because to a greater extent than any other institution, it is a model of the whole culture
pattern, reflecting with great fidelity the mental furniture, emotional values and moral laws of larger society".

According to Nimkoff and Ogburn (1955) "By ideologies we mean systems of ideas which are integrated into guiding forces of social life".

The role of Ideology as a guiding and directing force is clear from Julius's (1964) description, "Ideology is a pattern of beliefs and concepts which purport to explain complex social phenomenon with a view to directing and simplifying socio-political choices facing individuals and groups".

According to Shils (1968), Ideologies demand an intense and continuous observance of their imperatives in the conduct of their exponents.

Webster's Dictionary (1976) supports the description of Ideology as "The integrated assertions, theories and aims that constitute a socio-political programme", and also "an extremist Socio-Political Programme or Philosophy constructed wholly or in part on factitious or hypothetical ideational basis".

In *Dictionary of Education* the definition of Ideology is "Ideal, belief, doctrine or an aggregate of ideals, beliefs or doctrines held by a person or social group".

Whatever the nature of ideologies one thing is certain and that is, family ideology is an important background, enforcing and reinforcing factor in attitudinal development, ideological
orientation and the behaviour of children. Levinson and Huffman (1954-55) devised the 'Traditional Family Ideology Scale' for assessing ideological orientations regarding family structure and functions.

Family Ideology may operationally be defined as overall ways of thinking or orientations regarding family structure and functioning which are currently in use.

Socio-Economic Status

The social hierarchy determines the social status of a family which relates to variables like education, income, occupation, as well as property owned, if any, size and type of the family etc.

English and English (1958) in their 'Comprehensive Dictionary of Psychological and Psychoanalytical terms 'defined Socio-Economic Status as "an individual's position in a given society, as determined by wealth, occupation, and social class". According to Good (1959), Socio-Economic Status is "the level indicative of both the social and the economic achievement of an individual or a group".

Biswas and Aggarwal (1971) define 'Socio-Economic' as "referring to social and economic factors and conditions", and 'Status' as "the rank or the position accorded formally or informally to a person within the social structure of a group".
Good (1973) in his dictionary defines it to be "the level indicative of both the social and the economic position of an individual or group".

According to Kuppuswamy (1981), attempts to measure SES are based on three assumptions which are: (a) that there is a class structure in society (b) that status positions are determined mainly by a few commonly accepted symbolic characteristics and (c) that these characteristics can be scaled and combined using statistical procedures.

Hawes and Hawes (1982) state that Socio-Economic Status is "the background or standing of one or more persons in the society on the basis both of social class and financial situation".

Socio-Economic Status, according to Taneja (1989) refers to a 'Person's position in any given group, society, or culture'.

OBJECTIVES

The objectives of the present study are as follows:

1. To analyse the nature of counselling needs (as measured by Mooney Problem Checklist) of the students at the +3 stage.
2. To study the relationship between personality characteristics and counselling needs of the students at the +3 stage (College-going students).
3. To study the relationship between academic achievement and counselling needs of the students, as stated above.

4. (i) To examine whether family ideology has any relationship with the counselling needs of young students.

(ii) To further examine whether family background i.e. the socio-economic status is in any way contributory to counselling needs of young students.

5. To investigate whether there are any significant sex differences in the counselling needs that the students at the + stage have.

6. To examine whether significant differences exist between the counselling needs of students pursuing different disciplines of study (Arts and Science).

HYPOTHESES

On the basis of review of literature and the objectives of the present study, the following major hypotheses were formulated:

1. There are psycho-social problems typical of students at the +3 stage.

2. There is significant relationship between personality characteristics and psycho-social problems which the adolescents and youth have.

3. There exists significant relationship between psycho-social problems and academic achievement.
4. Family background significantly contributes to the psychological problems that the adolescents and youth have.

5. Psycho-social problems and socio-economic status are significantly related.

6. There are significant differences in psycho-social problems as related to sex.

7. There are significant differences in psycho-social problems as related to the area of study.

Based on the above hypotheses, sub-hypotheses have been drawn in the form of null hypotheses for purposes of applying of relevant statistical techniques. These are given in chapters IV and V.

DELIMITATIONS OF THE STUDY

The present study has been delimitated in respect of the following:

1. The numerous variables that may be significantly related to counselling needs of the College-going students, only personality, academic achievement, family ideology and socio-economic status have been taken up.

2. The sample is confined to 300 students selected from Degree Colleges of Chandigarh.

3. From amongst the differentials of counselling needs, only two, sex and courses of study i.e. Science and Arts have been taken up.