CHAPTER – IV

RESEARCH METHODOLOGY
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The chapter gives a detailed account of the methodology adopted for the study. The methodology includes a systematic presentation of the steps undertaken to conduct the research.

4.1 Problem
4.2 Aims and Objectives
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4.1 Problem

*Effect of Rational Emotive Behaviour Therapy on Adjustment and Attitude*

REBT is a comprehensive approach to treatment and education that employs cognitive, emotive and behavioural approaches. The present research had been conducted to see the effect of REBT counselling programme on personal and social adjustment and dysfunctional attitude of women college students.

Young adulthood is a time of greater diversities than earlier stages of life. It has been noticed that in the past few decades, young adults are facing various psychological problems (Kir, 2000). The mental health status of especially the young women, needs exploring as the percentages of young women having psychological disturbances are considerably higher than the other age groups (Barnes, 1997; Ellias,
Many Indian studies have been conducted to study the problems of Indian college students. Most of these studies stress the coping difficulties faced by these students. Some of the studies revealed a low emotional adjustment in college students (Tulpule, 1977). Other Indian researchers (Pandit, 2003; Lavakare, 1990; Rao, 1962, 1963, 1965, 1967, 1974, 1992) expressed a desperate need of counselling to the college students which emphasize the various aspects of adjustment such as emotional, motivational and moral adjustment.

The study of adjustment from cognitive point of view is not only revolutionary but considered to be highly effective in dealing with different aspects of adjustment. Ellis (1962) hypothesized that the maladaptive emotional reactions in individuals are mediated by the specific nature of their beliefs or expectations about certain situations. Specifically, Ellis maintains that certain individuals have a tendency to think irrationally and that these irrational beliefs result in various factors of emotional upset. Other researchers presented the validity of Ellis’s contention that irrational beliefs lead to unrealistic inferences and attributions which lead to low adjustment.

Some of the studies have been conducted by the researchers to see the effect of REBT on adjustment of college students as well as on young women (Berger, 1982; Ellis, 1971c; Kassinove, 1974; Rohsenow & Smith, 1982; Smith, 1982; Tucker & Newman, 1981; Wilson & London, 1977; Wolfe, 1976). Very few studies have been conducted by Indian researchers to see the effectiveness of REBT in adjustment and attitudes of women college students. The present study tries to focus on beliefs of young women as a major contributing factor to adjustment. Hence, it was proposed that the application of REBT counselling programme would result in improvement in adjustment as well as in functional attitudes.

4.2 Aims and Objectives

(a) Aim

The aim of the present research was to understand low adjustment as well as dysfunctional attitudes in young college women. The efficacy of REBT counselling programme in improving adjustment and functional attitudes in the women was examined.
(b) Objectives

The major objectives of the study are as follows:

(1) To identify personal, social and total adjustment of young college women.
   In order to identify low adjustment, the total score of 110 has been considered
   as cut off score on the basis of the result obtained from a phase (III) sample of
   250 women (see page 98). Women who are having score below the score of
   110 in total adjustment, are identified as low adjusted women. The cut off
   score has been decided on the basis of the results obtained from a phase (III)
   sample of 250 women (see 4.8).

(2) To understand dysfunctional attitudes of young college women.
   In order to identify dysfunctional attitudes, the total score of 100 has been
   considered as cut off score on the basis of the results obtained from a phase
   (III) sample of 250 women (see 4.8). The women who got the score
   below 100 have been identified as having dysfunctional attitudes.

(3) To investigate the effectiveness of REBT group counselling programme in
    improvement of adjustment and functional attitudes by comparing the pre and
    post assessment of counselled and non counselled group between and within.

(4) To explore the relationship among various factors of adjustment and
    dysfunctional attitudes.

(5) To study the effects of women’s and co-educational colleges on adjustment
    and dysfunctional attitudes.

(6) To investigate the effects of religion and family income on adjustment and
    dysfunctional attitude.

4.3 Hypotheses

Based on theoretical concepts and literature review as well as results obtained
from pilot study, following hypotheses were proposed:

(1) Women from the counselled group will exhibit significant improvement in (a)
    personal, (b) social and (c) total adjustment in the post assessment, after
receiving REBT counselling programme as compared to the pre assessment when it is not exposed to any kind of counselling programme.

(2) Women from the counselled group will exhibit significant improvement in functional attitudes in the post assessment after receiving REBT group counselling programme as compared to the pre assessment when it is not be exposed to any kind of counselling programme.

(3) Women from the non-counselled group will not show any significant change in (a) personal, (b) social and (c) total adjustment in the post assessment as compared to the pre assessment.

(4) Women from the non-counselled group will not show any significant change in dysfunctional attitudes in the post assessment as compared to the pre assessment.

(5) Women from the non counselled and counselled group will exhibit no significant difference in the pre assessment of (a) personal, (b) social and (c) total adjustment.

(6) Women from the counselled group will exhibit significant improvement in (a) personal, (b) social and (c) total adjustment in the post assessment after receiving REBT counselling programme, as compared to the non-counselled group which will not receive counselling programme.

(7) Women from the non counselled and counselled group will exhibit no significant difference in the pre assessment of dysfunctional attitudes.

(8) Women from the counselled group will exhibit significant improvement in functional attitudes in the post assessment after receiving REBT counselling programme, as compared to the non-counselled group which will not receive counselling programme.

(9) There will be significant correlation among various factors of adjustment and dysfunctional attitudes in the (a) pre and (b) post assessment.
(10) There will be significantly low (a) personal, (b) social and (c) total adjustment among women who are from women’s colleges as compared to women from co-educational colleges.

(11) There will be significantly high dysfunctional attitudes among women who are from women’s colleges as compared to women from co-educational colleges.

(12) The variable of religion will not show significant difference in the factors of (a) adjustment and (b) dysfunctional attitudes.

(13) The variable of family income will not show significant difference in the factors of (a) adjustment and (b) dysfunctional attitudes.

4.4 Statement of the Problem

Effect of Rational Emotive Behaviour Therapy on personal, social and total adjustment as well as on dysfunctional attitude of young college women.

4.5 Sample

The sample of the study consisted of women in the age group of 18-25 years, studying in various colleges of Mumbai city and suburban areas. Colleges from different geographical regions, namely South Mumbai, Western suburb, North Mumbai and mixed group inclusive of various areas of Mumbai, were selected. Some of the colleges were co-educational and some were women’s colleges. In some of the colleges, the medium of instruction was English and in some of the colleges, the medium of instruction was Marathi or Hindi. The colleges were government aided, affiliated to the S.N.D.T. Women’s University and Mumbai University.

A sample of 150 students was taken for the pilot study. For the main study, 250 women were selected for phase (III) (see 4.8). Out of 250, 100 women were selected for main study. And out of 100, 50 were selected for REBT counselling. In all, 400 women were tested for this research.

Some background characteristics of the sample of the main study such as type of college, religion, family income and college area were as follows:
(a) Type of the College

Table 4.1: Frequency and Percentages of the Women from Women’s and Co-Educational Colleges in the Sample

<table>
<thead>
<tr>
<th>Type of College</th>
<th>Non-Counselled</th>
<th>Counselling</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentages</td>
<td>Frequency</td>
</tr>
<tr>
<td>Women</td>
<td>25</td>
<td>50.00</td>
<td>24</td>
</tr>
<tr>
<td>Co-ed</td>
<td>25</td>
<td>50.00</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.00</td>
<td>47</td>
</tr>
</tbody>
</table>

Figure 4.1: College-wise Distribution of the Sample

Table 4.1 and Figure 4.1 presented that the number of women belonged to women’s colleges was slightly higher than the number of women belonged to co-educational colleges. Non counselled group consisted of slightly greater number of women belonged to women’s and co-educational colleges than counselled group.

(b) Religion

Table 4.2: Frequency and Percentages of Religion of the Women in the Sample

<table>
<thead>
<tr>
<th>Religion</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td>54</td>
<td>55.7</td>
</tr>
<tr>
<td>Muslim</td>
<td>12</td>
<td>12.4</td>
</tr>
<tr>
<td>Jain</td>
<td>18</td>
<td>18.6</td>
</tr>
<tr>
<td>*Others</td>
<td>13</td>
<td>13.4</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Others refer to Zoroastrian, Buddhist and Christian.
Table 4.2 and Figure 4.2 showed that the highest number of women were from Hindu religion, followed by Jain, other religions, and Muslim. This distribution of religion was showing similar trend of the distribution shown in Census of India, 2001 except more representation of Jain religion in the sample. Census report of 2001 depicted the pre dominance of Hindu religion (80.5%) followed by Muslim (13.1%), Christian (2.31%), Sikh (.74%), Buddhist (.78%), Jain (.41%) and others (76%).


(c) **Family Income**

**Table 4.3: Frequency and Percentages of Family Income of the Women in the Sample**

<table>
<thead>
<tr>
<th>Family Income (in Rs.)</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5000</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>5000-10000</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>Above 10000</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 4.3: Monthly Income-wise Distribution of the Sample

According to survey on working class family income and expenditure in Mumbai (2000), the average monthly income per family worked out to be Rs. 7594.84 for family size of four to five members. In the present research, the three income categories were decided on the basis of above findings.

Table 4.3 and Figure 4.3 demonstrated that the highest number of women came from average income group of Rs.5000-10000, followed by the income group of above Rs.10000 and income group of below Rs.5000 respectively. The sample consisted of the majority of middle class women.


(d) College Area

Table 4.4: Frequency and Percentages of the Women from Different Geographical Regions of Mumbai

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Mumbai</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Mixed group</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Western Suburb</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>North Mumbai</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.4 and Figure 4.4 indicated that nearly equal number of women from the sample belonged to different areas of Mumbai. It indicated almost equal representation of all areas. Sample of the study seemed to be representative of Mumbai.

4.6 Tools

In order to measure the proposed factors, the following tools were used.

(a) Individual Data sheet (see Annexure II)
(b) California Test of Personality (CTP) (see Annexure III)
(c) Dysfunctional Attitude Scale (DAS) (see Annexure IV)

(a) Individual Data Sheet

This sheet elicited information about demographic factors such as the respondent’s age, education, name of the college, type of the college, religion and family income.

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(b) **California Test of Personality (CTP)**

This test was developed (1953) around the concept of life adjustment as a balance between personal and social adjustment. Personal adjustment was assumed to be based on feelings of personal security and social adjustment was based on feelings of social security. The items in the personal and social adjustment were designed to measure six components of personal and social security.

Test contains total 180 questions. These questions are divided into twelve sections of fifteen questions each. Sections 1A, 1B, 1C, 1D, 1E and 1F are referred to personal adjustment whereas sections 2A, 2B, 2C, 2D, 2E and 2F are referred to social adjustment. Subjects are asked to encircle either yes or no. Total score has to be calculated with the help of the scoring key. Test provides scores and percentiles for personal, social and total adjustment as well as twelve sub-components of personal and social adjustment. Score for total adjustment ranges from 1 to 180. The score for each of twelve sub-component ranges from 1 to 15. High score indicates better adjustment and low score indicates low adjustment. Range of high and low adjustment has to be decided on the basis of cut off score of the group.

The test has good reliability of 0.93 and significant positive correlation with other tests of personality. California test of Personality provides a means of obtaining data for individuals, usually obtained by time consuming interview and that the instrument may be considered a Level I projection test (Buhler, 1950). Further, Ellis (1947), Cronbach (1946) and Taylor & Combs (1952) provided additional evidence for the validity of the California Test of Personality.

(c) **Dysfunctional Attitude Scale (DAS)**

Dr. Arlene Weissman originally developed Dysfunctional Attitude Scale. Original Dysfunctional attitude scale is a self-reported attitude inventory which measures beliefs related to depressed affect. She compiled a list of one hundred self-defeating attitudes and assumptions that commonly occur in emotional disorders. Because of the crucial importance of eliciting the silent assumptions that give rise to our mood swings, this scale was a simpler method for eliciting them.
It consists of two alternate forms, having 50 item questionnaires designed to measure categories of beliefs representative of the cognitive dysfunction manifested in depression (Beck, 1976). Weissman reports a test-retest reliability of 0.84 and internal consistency with alpha co-efficient of 0.89 for both forms. The correlations of the two forms with the Depression scale of the profile of mood states (Mc Nair, Lorr & Droppleman, 1971) are 0.40 and 0.44. The correlation between Dysfunctional attitude scale and Beck’s scale is 0.36.

However, a complete presentation of the lengthy Dysfunctional scale was time consuming. So, Dr. David Burns (1999) selected number of the more common attitudes and added several others, which would be useful. He reduced the number of statements from 100 to 35. The scale basically was developed to assess illogical and dysfunctional thoughts.

Subjects were asked to mark their opinion on 5 point scale, that is, Agree strongly, Agree slightly, Neutral, Disagree Slightly, Disagree very much. This scale measures 7 attitudes, namely: approval, love, achievement, perfectionism, entitlement, omnipotence and autonomy. So total 35 statements have to be measured, according to the prescribed key. The original scoring key of DAS, suggested by Burns was as follows:

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Agree Slightly</th>
<th>Neutral</th>
<th>Disagree Slightly</th>
<th>Disagree Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
</tr>
</tbody>
</table>

After adding the score for each of the 7 attitudes, the total individual score varies from -10 to +10 for each of these attitude. 0 to +10 score represents functional attitude and 0 to -10 score represents dysfunctional attitude. So the total individual score varies from -70 to +70. For the computation purpose, original scoring had been converted into the following scoring key without disturbing the pattern of the scoring.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Agree Slightly</th>
<th>Neutral</th>
<th>Disagree Slightly</th>
<th>Disagree Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
After adding the score for each of the 7 attitudes, the total individual score varies from 35 to 175. The category wise score varies from 5 to 25 for each of the seven attitude. 15 to 25 score represents functional attitude and 5 to 15 score represents dysfunctional attitude.

DAS was used to tap irrational thoughts and hence, they had been referred to as dysfunctional attitudes. The dysfunctional attitudes manifested on the test correspond with irrational thoughts which in turn lead to personality disturbance. The irrational thoughts described by Albert Ellis (1962), corresponding the above dysfunctional attitudes are as given in the following table:

Table 4.5: DAS Factors Corresponding Irrational Ideas

<table>
<thead>
<tr>
<th>DAS FACTORS</th>
<th>IRRATIONAL IDEAS (IR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval</td>
<td>IR No.1- The idea that it is dire necessity for an adult human being to be loved or approved by virtually every significant other person in his/her community.</td>
</tr>
<tr>
<td>Love</td>
<td>IR No.2- The idea that one should thoroughly competent, adequate and achieving in all possible respects if one is to consider oneself worthwhile.</td>
</tr>
<tr>
<td>Achievement</td>
<td>IR No.4- The idea that it is awful and catastrophic when things are not the way one would very much like them to be.</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>IR No.5- The idea that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.</td>
</tr>
</tbody>
</table>

Selection of DAS was the outcome of trying to identify some measure of dysfunctional cognitive activity which the researcher wanted to study in phase (I) and continued with it in the main study.

DAS was selected for the following reasons:

- Windy Dryden (1995) who is a great practitioner of REBT found DAS as the most useful test to tap irrational thinking.
- Few studies (Lohr & Bonge, 1981) found irrationality was related to a measure of dysfunctional cognitions derived from Beck’s framework. This
research revealed a significant canonical correlation of 0.52 between dysfunctional attitudes and irrational beliefs, at the 0.01 level. This research indicated the scores on Dysfunctional Attitude Scale as well as Irrational Belief Scale were significantly correlated on the measures on anxiety.

- Data from other research had shown that dysfunctional beliefs or assumptions were associated with a negative cognitive set (Beck, 1976; Beck, Rush, Shaw & Emery, 1979).
- Ellis’s (1962) formulation proposes that irrational beliefs result in anxiety and Beck’s (1976) view proposes that illogical attitudes lead to depression. However, both theories propose that thinking patterns cause mental disturbance. It appears, however, that common cognitive mechanisms may be involved in irrational as well as in dysfunctional thoughts. This is the reason why irrational beliefs and dysfunctional beliefs correlated with each other and with measure of self reported anxiety.

4.7 Variables and Operational Definitions

Following were the variables of the study:

(a) Independent Variable

REBT group counselling programme

(b) Dependent Variable

- Adjustment

The factor of adjustment was divided into main areas, namely: personal, social and total adjustment. Personal and social adjustment factors further sub-divided into six sub-factors each as follows:

Personal Adjustment

i) Self-reliance

ii) Sense of personal worth

iii) Sense of personal freedom

iv) Feeling of belongingness
v) Withdrawal symptoms
vi) Nervous symptoms

The above six factors together indicate Total Personal Adjustment.

**Social Adjustment**

i) Social standard
ii) Social skills
iii) Anti-social tendencies
iv) Family relations
v) College relations
vi) Community relations

The above six factors together indicate Total Social Adjustment.

**Total Adjustment**

i) Total personal adjustment
ii) Total social adjustment

• **Dysfunctional Attitude**

The factor of dysfunctional attitude was sub-divided into seven factors as follows:

i) Approval
ii) Love
iii) Achievement
iv) Perfectionism
v) Entitlement
vi) Omnipotence
vii) Autonomy

The above seven factors together indicate Total Dysfunctional Attitude.
(c) **Background Variables**

Some of the background variables also used in the study were as follows:

i) Type of college: Women's college and co-educational college

ii) Religion

iii) Family income

Operational definitions of variables were as follows:

(a) **Young Adults**

The age range from 18 to 25 years has been labeled as emerging adulthood (Arnett, 2000). In the present research, young adult is a term used to cover period between age 18 (when the person legally becomes an adult) and 25 (that period when individuals begin to adapt to adult commitments, identities and life styles).

(b) **Adjustment**

The concept of adjustment is viewed as a balance between personal and social adjustment (Thorpe, Clark & Tiegs, 1953). Personal and social adjustment consists of the following components. They are, rather names for grouping of specific tendencies to feel, think and act.

(i) **Personal Adjustment**

Personal adjustment is assumed to be based on feelings of personal security. It is referred as ‘total personal adjustment’, in CTP and higher score in total personal adjustment indicates higher personal adjustment. It consists of six factors.

- **Self reliance**: An individual may be said to be self-reliant when his/her overt actions indicate that he/she can do things independent of others, depend upon himself/herself in various situations, and direct his/her own activities. The self-reliant person is characteristically and emotionally stable and responsible in his/her behaviour. In CTP, higher score in self-reliance indicates higher adjustment in it.
- **Sense of Personal worth**: An individual possesses a sense of being worthy when he/she feels that he/she is well regarded by others, when he/she feels that others have faith in his/her future success and when he/she believes that he/she has average or better than average ability. To feel worthy means to feel capable and reasonably attractive. In CTP, higher score in personal worth indicates higher adjustment in it.

- **Sense of personal freedom**: An individual enjoys a sense of freedom when he/she is permitted to have a reasonable share in the determination of his/her conduct and in setting the general policies that govern his/her life. Desirable freedom includes permission to choose one’s own friends and to have at least a little spending money. In CTP, higher score in personal freedom indicates higher adjustment in it.

- **Feeling of belongingness**: An individual feels that he/she belongs when he/she enjoys the love of his/her family, the well – wishes of good friends, and a cordial relationship with people in general. Such a person gets along well with his/her teachers or employers and usually feels proud of his/her college or place of business. In CTP, higher score in belongingness indicates higher adjustment in it.

- **Withdrawing symptoms**: The individual who is said to withdraw is the one who substitutes the joys of a fantasy world (irrationality) for actual successes in real life (rationality). Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies. In CTP, higher score of withdrawal symptoms indicates lesser withdrawal symptoms.

- **Nervous symptoms**: The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts. Normal adjustment is characterized by reasonable freedom from these tendencies. In CTP, higher score of nervous symptoms indicates lesser nervous symptoms.
Social Adjustment

Social adjustment is assumed to be based on feelings of social security. In CTP, it is referred as ‘total social adjustment’ and higher score of total social adjustment indicates higher social adjustment. The six components of social adjustment are as follows.

- **Social standard:** The individual who recognizes desirable social standard is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires, to the needs of the group. Such an individual understands what is regarded as being right or wrong. In CTP, higher score in social standard indicates higher adjustment in it.

- **Social skills:** An individual may be said to be socially skillful or effective when he/she shows a liking for people, when he/she inconveniences himself to be of assistance to them and when he/she is diplomatic in his/her dealings with both friends and strangers. The socially skillful person subordinates his/her egoistic tendencies in favour of interest in the problems and activities of his/her associates. In CTP, higher score in social skills indicates higher adjustment in it.

- **Anti-social tendencies:** An individual would normally be regarded as anti-social when he/she is given to bullying, frequent quarrelling, disobedience and destructiveness to property. The anti-social person is the one who endeavours to get his/her satisfaction in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies. In CTP, higher score of anti social tendencies indicates lesser anti social tendencies.

- **Family relations:** The individual who exhibits desirable family relationships is the one who feels that he/she is loved and well-treated at home and who has a sense of security and self-respect in connection with the various members of his/her family. Superior family relations also include parental control that is neither too strict nor too lenient. In CTP, higher score in family relations indicates higher adjustment in it.
• **College relations**: An individual has desirable college relations or adjustment when he/she is happy in his/her college because he/she is assigned to study which fits his/her capacities and interests; also when he/she has developed interest, sense of worth and efficiency in college. He/she feels that his/her contribution to study is important and essential. In CTP, higher score in college relations indicates higher adjustment in it.

• **Community relations**: The individual who may be said to be making good adjustments in his/her community is the one who mingles happily with his/her neighbours and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include the disposition to be respectful of laws and of regulations pertaining to the general welfare. In CTP, higher score in community relations indicates higher adjustment in it.

(iii) **Total Adjustment**

Total adjustment is referred as adjustment as a whole, including total personal and total social adjustment. In CTP, it is referred as ‘total adjustment’. A higher score of total adjustment indicates higher adjustment.

(c) **Dysfunctional Attitudes**

An attitude is a belief and feeling that predisposes one to respond in a particular way to objects, people and events. Attitudes are characterized as dysfunctional when they are not based on objective reality, are life or health threatening, defeat personally defined goals and cause or sustain significant interpersonal or intrapersonal conflicts (Maultsby, 1972). Dysfunctional attitudes are the attitudes or a belief system which are self-defeating and predisposed to emotional disorders. Burns (1999) stated that these attitudes are our silent assumptions which represent a predisposition to emotional turbulence that we carry with us at all times.

In the present research, dysfunctional attitudes are referred to as irrational beliefs. In DAS, dysfunctional attitude as a whole is referred as ‘total dysfunctional attitude’. Dysfunctional attitudes are divided into seven domains. The operational definitions of these seven attitudes are as follows:
• **Approval**: Approval is the attitude, that it is a dire necessity for an adult human being to be loved or approved by virtually every significant other person in his community. In DAS, higher score of approval indicates higher functional attitude towards approval.

• **Love**: Love is the tendency to base our worth on whether or not we are loved. In DAS, higher score of love indicates higher functional attitude towards love.

• **Achievement**: Achievement is the attitude indicating absolute essentiality to prove one’s creativity and productivity all the time or else one is worthless. In DAS, higher score of achievement indicates higher functional attitude towards achievement.

• **Perfectionism**: Perfectionism is the idea that one should be thoroughly adequate and perfect in all possible respects if one is to consider oneself worthwhile or else one is worthless. In DAS, higher score of perfectionism indicates higher functional attitude towards perfectionism.

• **Entitlement**: Entitlement is the tendency to feel entitled to things like success, love, happiness and others. So it is the idea that I need and must have the things I really want or else one is worthless. In DAS, higher score of entitlement indicates higher functional attitude towards entitlement.

• **Omnipotence**: Omnipotence is the idea that it is awful and catastrophic when things are not the way one would very much like them to be. In DAS, higher score of omnipotence indicates higher functional attitude towards omnipotence.

• **Autonomy**: Autonomy is the idea that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances. In DAS, higher score of autonomy indicates higher functional attitude towards autonomy.
(d) **Women’s College**

A college where higher education is available to women only is considered as women’s college.

(e) **Co-Educational College**

A college where higher education is available to both, men as well as women is considered as co-educational college.

(f) **REBT Group Counselling Programme**

It is a systematic group counselling programme which is based on Rational Emotive Behaviour Therapy’s basic premises and therapeutic modules. It helps the young college women to overcome excess emotional baggage and to help them towards a process of self actualization. It is an active, directive, focused and challenging therapeutic programme with a range of cognitive, emotive and behavioural techniques.

It is designed by the researcher to overcome the adjustment and attitude difficulties faced by the group selected for counselling. It is comprehensive and covers most of the problems reflected by the counselling group.

4.8 **Procedure**

The data for the research was carried out as follows:

(a) **Phase (I)**

Pilot Study was carried out for the reliability of tests on 150 college women.

- **Pilot study**

  A pilot study was carried out with the following objectives:

  1) To identify low adjustment among young college women.
  2) To identify dysfunctional attitudes among young college women.
  3) To find out the reliability of California Test of Personality on Indian adult sample.
4) To find out the reliability of Dysfunctional Attitude Scale on Indian adult sample.

5) To observe which dysfunctional attitudes lead to low adjustment.

6) To decide which factors have to be emphasized in REBT counselling programme.

Research design of the pilot study was as follows:

**Table 4.6: Research Design of Pilot Study**

<table>
<thead>
<tr>
<th>Tests of Assessment</th>
<th>Sample (N=150)</th>
</tr>
</thead>
<tbody>
<tr>
<td>California test of personality</td>
<td>Women’s College (n=75)</td>
</tr>
<tr>
<td>Dysfunctional attitude scale</td>
<td>Co-Educational Colleges (n=75)</td>
</tr>
<tr>
<td>Marriage attitude scale</td>
<td></td>
</tr>
</tbody>
</table>

Methodology of the pilot study was as follows:

- **Sample**

Three co-educational and three women’s colleges were selected from different areas of Mumbai (south Mumbai and suburban areas) for the first assessment. The total number of women was 150 (N = 150). Out of which, 75 women were from co-educational colleges and remaining 75 women were selected from women’s colleges. The tests were administered on these 150 women.

- **Tools**

In pilot study, following three tests were used:

1) California Test of Personality
2) Dysfunctional Attitude Scale
3) Marriage Attitude Scale

- **Procedure**

This was the phase (I), where pilot study was carried out on 150 young college women in order to meet the above mentioned objectives. Various factors were identified on the basis of data which helped the
researcher in making changes in original proposal and add or delete suitable variables in further research of phase (II) and (III) and (IV).

(b) Phase (II)

Report of the pilot study had helped the researcher in making changes in proposal for the further research.

- Results and Conclusions of Pilot Study

  Results

  - Reliability of all tools had been found to be high on Indian sample (DAS: $r = .71$; CTP: $r = .77$). Further, each device had been validated using Indian college student sample. The face validity of these tests was measured by taking into consideration the opinions of five experts in the same field and it was found to be high.

  - Young women showed strong tendency of low adjustment ($M = 105.62$) and dysfunctional attitudes ($M = 92.53$). Compared to personal and social adjustment, they showed strong tendency of low social adjustment ($M = 49.77$) than low personal adjustment ($M = 55.85$).

  - Significant positive relationship was found between CTP and DAS ($r = .34$; $p < .01$), which indicated that the person having high dysfunctional attitude was likely to show low adjustment.

  - There was high positive significant relationship between personal and social adjustment ($r = .43$; $p < .01$) which showed that the person having feeling of high personal security was also likely to have high social security. So the concept of adjustment can be viewed as a balance between personal and social adjustment.

  - High positive significant relationship was found among dysfunctional attitudes towards life as a whole and seven domains, namely: approval, love, achievement, perfectionism, entitlement, omnipotence and autonomy ($r = .58$; $p < .01$, $r = .59$; $p < .01$, $r = .62$; $p < .01$, $r = .52$; $p < .01$, $r = .43$; $p < .01$, $r = .49$; $p < .01$, $r = .50$; $p < .01$) respectively indicating that the persons having dysfunctional attitude in one area of life were likely to show dysfunctional attitude in other areas of life as well.
Conclusions

The main study plan was based on the analysis of the pilot study report and the changes which were found necessary to cover lacunae. Hence, the entire plan including the title has been reorganized with all the following changes incorporated:

(i) It was decided that Marriage Attitude Scale to be deleted as it was presenting a different viewpoint not in the purview of this study and it showed negligible correlation with the factors of DAS and CTP (.25 and .20 respectively).

(ii) The hypothesis referring marital attitude had been deleted from the main research.

(iii) Main study would focus on REBT which will help the college students to reduce low personal and social adjustment and dysfunctional attitudes. So the title of the main study would be ‘Effect of Rational Emotive Behaviour Therapy on Adjustment and Attitude’ instead of original title ‘Effect of Rational Emotive Behaviour Therapy (REBT) on Personal and Social Issues of Girl College Students’.

(iv) REBT group counselling programme was decided as the independent variable of the research.

(v) Variables of marital status and marital attitude have been found to be ineffective in the main research. So, finally two dependent variables were kept in the main study, namely adjustment and dysfunctional attitude.

(vi) In order to increase the effectiveness of the counselling programme, counselling techniques would consist of following specific steps:

• Adjustment enhancement skills were taught with the reference to rational thoughts. Once irrational thoughts were replaced by rational thoughts, high adjustment tendency would also improve as our adjustment in different areas of life is the reflection of our own thoughts and feelings.

• Cognitive techniques were focused more in REBT counselling as cognitive distortions of love, approval, achievement and autonomy were found to be prevalent to a large extent among young college women. Counselling programme was prepared with an objective to help them in replacing dysfunctional thoughts in the above area with rational thoughts.
• One session or module of counselling programme was devoted to interpersonal relationship as young women were showing strong tendency towards low social adjustment.

• Counselling programme was prepared to help young women to rid themselves of attitudes that were self-defeating and unrealistic and substitute others that were more objective and more self-enhancing.

Finally, analysis of the pilot study was done and the proposal for the main study was prepared.

(c) Phase (III)

• Main Study

This phase began with the main study. Based on the conclusions drawn from the pilot study (Phase II), the procedure of the main study was as follows:

Pre Assessment Sessions

For the pre assessment sessions, respective authorities of six colleges located in different geographical locations of Mumbai, were approached with a request for permission to conduct the research. General information regarding the purpose of the study, the time frame, confidentiality of results was provided to them. The readiness for pre assessment was shown by four colleges and remaining two colleges were not available due to non-availability of the premises and busy examination schedules.

After obtaining permission, college women were approached through their college representatives with the letter of an appeal in order to increase their motivation and participation (see Annexure I). The college representatives helped the researcher for enrolling the names of women who wished to come for assessment. Sixty to sixty-five women from each college were selected for the pre assessment on the first come first basis. Pre assessment sessions were held in two women's colleges and two co-educational colleges.
College women from part I to post-graduate were met in the classroom. They were given a briefing on the purpose of the study, the importance of their co-operation and honest responses. They were told that none of the measures had any right or wrong answer. Therefore they should respond truthfully. All queries regarding the procedure of filling up the individual data sheet and questionnaires were answered by the researcher. Although, there was no time limit for the questionnaires, the students were instructed not to spend too much time on any of the measure. Each pre assessment session lasted for approximately two and half hours. During test administration, one research assistant was present to ensure proper administration of both the tests. Tests were administered on sample of 258 young college women.

Scoring, Analysis and Arrangement of Groups

Before data analysis, researcher had to delete assessment sheets of missing or incomplete entries. Final scoring and analysis of the scores took place on 250 college women. On the basis of the obtained results, 100 women were selected for the phase (III) and divided in non counselled (N = 50) and counselled group (N = 50). The procedure of selection of women for phase (III) was stated in Table 4.7.

Table 4.7: Procedure of Selection of Women for Phase (III)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dysfunctional Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Adjustment</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Group 1</td>
</tr>
<tr>
<td></td>
<td>High Adjustment and High Dysfunctional attitude</td>
</tr>
<tr>
<td>Low</td>
<td>Group 3</td>
</tr>
<tr>
<td></td>
<td>Low Adjustment and High Dysfunctional attitude</td>
</tr>
</tbody>
</table>

Adjustment Group

- Women whose total score on California Test of Personality was below 110 were categorized as low adjustment group. The score of 110 was decided on the basis of cut off score, obtained from the results.
Women whose total score on California Test of Personality was above 110, were categorized as high adjustment group. The score of 110 was decided on the basis of cut off score, obtained from the results.

**Dysfunctional Attitude Group**

- Women whose total score on Dysfunctional Attitude Scale was below 100 were categorized as high dysfunctional attitude group. The score of 100 was decided on the basis of cut off score, obtained from the results.
- Women whose total score on Dysfunctional Attitude Scale was above 100 were categorized as low dysfunctional attitude group. The score of 100 was decided on the basis of cut off score, obtained from the results.

Based on these two measures, four groups were formed:

- **High Adjustment and High Dysfunctional Attitude Group:** Women who showed high adjustment and had high dysfunctional attitudes were categorized as 'Group 1'.
- **High Adjustment and Low Dysfunctional Attitude Group:** Women who showed high adjustment and had low dysfunctional attitude were categorized as 'Group 2'.
- **Low adjustment and High Dysfunctional Attitude Group:** Women who showed low adjustment and had high dysfunctional attitude were categorized as 'Group 3'.
- **Low adjustment and Low Dysfunctional Attitude Group:** Women who showed low adjustment and had low dysfunctional attitude were categorized as 'Group 4'.

Out of these four groups, **Group 3** which showed low adjustment and high dysfunctional attitude was selected for phase (III) of the main study. The distribution of women in non counselled as well as in counselled group was done randomly. Counselling group was provided REBT counselling.
programme, whereas non counselled group was not exposed to any kind of counselling during the same period.

**REBT Group Counselling Programme**

In order to test the effectiveness of REBT counselling programme, a study was carried out in a sample of 100 students. REBT counselling was provided to fifty women of counselled group whereas women from non counselled group was not exposed to any kind of counselling during the same period. In counselled group, three students (one from women’s college group and two from co-educational college group) dropped out during the sessions and could not appear for post test administration. Pre and post administration of the tests was conducted according to the research design presented in Table 4.8.

### Table 4.8: Research Design of Pre and Post Administration of the Tests

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselling Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s College</td>
<td>24</td>
<td>Pre test</td>
</tr>
<tr>
<td>Co-educational College</td>
<td>23</td>
<td>Pre test</td>
</tr>
<tr>
<td><strong>Non-Counselling Group</strong></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Women’s College</td>
<td>25</td>
<td>Pre test</td>
</tr>
<tr>
<td>Co-educational College</td>
<td>25</td>
<td>Pre test</td>
</tr>
</tbody>
</table>

(1) Counselling group (women’s college sample) - Pre test, REBT counselling, Post-test.
(2) Counselling group (co-educational sample) - Pre test, REBT counselling, Post-test.
(3) Non counselled group (women’s college sample) - Pre test, No counselling, Post test.
(4) Non counselled group (co-educational sample) - Pre test, No counselling, Post test.

After the pre testing, the counselled group was given six sessions of REBT counselling along with the two pre and two post sessions. Each session was of long
duration of two and half hours. This was out of necessity and demand from the participants. Pre session consisted of one introductory session in order to deliver the information on following topics:

- a brief outline of the counselling programme
- importance of confidentiality in a group setting
- an informed consent for the participation
- a strict attendance for each session

This ensured their co-operation and full participation in the entire programme of counselling. At the end of the last session, post tests were carried out. All the four groups were post tested.

(d) Phase (IV)

This was the final phase where post testing had been conducted on the women from counselled (n=47) and non counselled group (n=50). Post administration of the tests was conducted on both the groups.

Results of this phase had taken into consideration to judge the final outcome.

4.9 Structure of REBT Group Counselling Programme

Initial preparation of REBT counselling programme was made after reading literature on REBT from various sources and considering the needs of the counselled group.

(a) Group Therapy Sessions

For counselling of young college women, REBT therapy sessions had been decided to conduct in group as Ellis (1962) had described various advantages of group counselling in his book on 'Reason and Emotion in Psychotherapy'. Following were the reasons of emphasizing group therapy for counselling:

- Since REBT is mainly a mode of attitudinal de-indoctrination, attacking and challenging irrational self indoctrinations may be more effectively encouraged in a group environment.
• In REBT, each member of the group who actively participates serves as a kind of counsellor in his/her own right and tries his/her best to talk the other members of the group out of their self sabotaging.

• Young college women who were selected for counselling showed low adjustment and dysfunctional attitudes during the pre assessment sessions. It was thought by the researcher that these women will come up with their difficulties and explanations which can be effectively applied by others. Sometimes the specific terminology that is employed to attack their difficulties may be taken over and usefully applied by other group members.

• A group offers an individual, more hypotheses about the causes of some of his/her behaviour than almost any individual counsellor might be able to offer him/her.

• Frequently a group member, especially one who has been defensively preventing himself/herself from observing his/her own behaviour clearly, is able to observe in the course of group treatment, the behaviour of others and after seeing their behaviour is able to recognize this same kind of activity or inactivity in himself/herself.

• It was thought that young women will learn from the feedback they receive from other group members.

(b) Rapport Establishment

Within the counselling field, the quality of the therapeutic alliance between the counsellor and the client, is generally regarded as an important determinant of treatment outcome. During the pre assessment, with the help of Lazarus’s (1981) ‘Life History Questionnaire’ researcher formed the following questions:

• In a few words what is counselling?
• How do you think a counsellor should interact with her clients?
• What personal qualities do you think the ideal counsellor should possess?

This promoted an air of trust and openness within counselling.
(c) **Number and Length of the Sessions**

Though there is no general rule of specific number of sessions for REBT group therapy, typically eight to ten REBT sessions are scheduled for a group (Wilde, 1992). Initial sessions are required for rapport establishment and opening activities. In the present research, the opening activities such as welcoming the group and promoting a productive bond for rapport establishment were already covered in the two ‘pre sessions’ before the beginning of structured REBT sessions. Two post sessions were also conducted for termination of counselling programme and feedback. It was decided to keep the number of structured sessions as six but also to conduct pre and post sessions along with the structured sessions.

Generally, REBT group therapy session lasts for an hour and a half (90 minutes, against an individual session of 45 minutes). The researcher felt that it was essential to spend more time thoroughly exploring a problem area as well as to define goals of the groups more specifically. So, the researcher had increased the duration of per session from 90 minutes to 150 minutes (two hours and a half) in order to have a better impact on the young college women.

Each session was decided to be taken once a week (usually Saturday), when they would have less college work, classroom space was easily available and they could concentrate in depth. Generally the impact of REBT sessions is so much, that the individual tends to think for a long time. So the researcher thought of weekly sessions as women may continue to think constructively and objectively about themselves for hours or days afterwards.

(d) **Group Size**

Various views have been expressed by researchers (Dryden, 1995; Wilde, 1992; Ellis, 1962) regarding the group size of counselling sessions. The opinions varied from six to fifteen group members per group. The main point noted by these researchers that the group size can vary depending upon the nature of the group. It is generally advisable to keep less number of group members if it consists of clinical population or younger group as it is difficult for the counsellor to manage the group. As there is no specific rule for group size, researcher had the flexibility of increasing
number of group members upto 25. There were three important reasons for this decision:

- Counselling group consisted of adult college women who were non-clinical sample. Managing them in a group session was not a difficult task for the researcher as being a lecturer, researcher herself had a long experience of handling large number of college women at a time.
- It had been observed during the pre-assessment sessions, that most of them were very much enthusiastic to participate in the sessions.
- Researcher took into consideration Ellis's (1962) following notable comment on group therapy,

> 'With the larger group members, sessions tend to be more lively; more new material and less stewing around in the same old neurotic juices, tends to arise; more challenging points of view are presented to any individual who brings up his/her problem during a given session; and from the standpoint of educational economy, when productive sessions are held more 'pupils', are present to learn and benefit from the professional resources present' (p.301).

(e) Therapeutic Modules (see Annexure V)

Since REBT is highly didactic and well-integrated therapy, researcher prepared therapeutic modules in order to conduct group counselling sessions. These modules were prepared after referring available REBT research material from various sources (Ellis, 1962, 1992a, 1992b; Phadake, 1997, 2001, 2002; Ellis & Becker, 1982; Ellis & Dryden, 1987; Ellis & Harper, 1975; Crawford & Ellis, 1989; Dryden, 1995; Kassinove & DiGiuseppe, 1975; Wilde, 1992; Vernon, 1989). These modules helped the researcher in following ways:

- It provided a definite structure and framework for the counselling sessions in a neat, stepwise progression.
- It helped in organizing the main concepts of REBT in structural design in order to improve low adjustment and dysfunctional attitudes.
- It represented a set of guidelines for the effective and efficient practice of REBT.
- It facilitated the process of counselling.
While taking help of these modules, researcher was cautioned against attempting to utilize these guidelines in a rigid, compulsive manner and to watch out for her own perfectionistic demands that counselling should proceed in a tidy fashion.

Total six modules were prepared. They were as follows:

- **Module One: The ABC's**

  Ellis (1962) devised a system to aid in problem assessment and identification which can be used in a variety of ways and has been expanded upon by other REBT counsellors. The system is known as the ABC's of REBT. This is the basic crust of REBT which had been introduced in the first module with the thought that it will provide a foundation to REBT concepts. Researcher took into consideration Dryden’s (1995) well studied remark in his article on ‘The Counselling Process’ (see Annexure V: Module One) which is as follows:

  ‘During the beginning stage of counselling, counsellors need to teach ABC model’ (p.256).

- **Module Two: Irrational or Dysfunctional Beliefs**

  Ellis (1962) had outlined some of the major irrational /dysfunctional beliefs which would inevitably lead to low adjustment. These beliefs were covered in module two (see Annexure V: Module Two).

- **Module Three: Disputation of Irrational or Dysfunctional Beliefs**

  A vitally important part of REBT is the point at which the irrational beliefs at “B” are disputed or challenged. This is the “D” which is known as disputation (Wilde, 1995). This disputation technique was introduced in module three with the goal as ‘to get the women opportunity to examine their beliefs, dysfunctional attitudes and philosophies about life’ (see Annexure V: Module Three).

- **Module Four: Emotions**

  Ellis drew a distinction between healthy and unhealthy emotions. These emotions were thought to be an important part of the counselling sessions.
This distinction helps the participants to change their unhealthy negative emotions as these are more likely to stand in the way of healthy adjustment and goal attainment (see Annexure V: Module Four).

• **Module Five: Goals and Insights**

Goals and insights were introduced in the counselling sessions in order to promote congruence in the goal domain by initiating a discussion on the participant’s views as to whether and how counselling might be helpful to them in improving low adjustment (see Annexure V: Module Five).

• **Module Six: Interpersonal Relationships**

This module had specially introduced in the session after considering pilot study results as well as revelation of college women’s low personal and especially low social adjustment during the pre assessment sessions. In order to improve the low social adjustment tendencies of these women, it was thought to be very essential to develop interpersonal relationships. REBT not only deals with how people upset themselves about their relations with others, but it also shows them how to relate and co-operate better with others in the course of group therapy. It is consequently one of the main interpersonal relationship therapies (Crawford & Ellis, 1982; Ellis, 1992a, 1992b; Ellis & Dryden, 1987) (see Annexure V: Module Six).

Each module consisted of the strategies such as theme, objective, material, procedure, discussion and homework assignments. The detailed description of it is as follows:

• **Theme**

For each module, the main theme was decided on which the whole session was based. These themes were the fundamental concepts and essential elements involved in the REBT.

• **Objective**

Objective was the key guideline for the session which was prepared for the applications of the theme.
**Material**

Materials were used to demonstrate an orderly and organized implementation of the various critical components of REBT. Following devices were used as material: Charts, Newspaper clippings, Worksheets, Lists.

These devices were used in the form of handouts.

**Handouts**

Distribution of a handout is the best source of circulating the message. Many researchers use handouts for emphasizing the main ideas during the group sessions. For example, Wilde (1992) had used a handout of ‘Rational versus Irrational’, which was written by Ellis in the prologue, called ‘Twenty years of Rational Therapy’ (Wolfe & Brand, 1977). Total eleven handouts were used and given to each of the participant during the group sessions. They are as follows:

- **Handout one:** Two newspaper cuttings (Part I and Part II)
- **Handout two:** Story of Kishore
- **Handout three:** Irrational beliefs (Part I and Part II)
- **Handout four:** Some suggestions on disputation
- **Handout five:** Challenging irrational beliefs worksheet
- **Handout six:** Some unhealthy and healthy emotions
- **Handout seven:**
  - (i) Short and long term goals.
  - (ii) Realistic and unrealistic goals.
- **Handout eight:** Change them situations list
- **Handout nine:** Rational thinking for ever
- **Handout ten:** Dr. Albert Ellis
- **Handout eleven:** List of self help books

Some of the handouts were adapted from REBT literature as it is – Handouts 2,3,4,6.

Some of them were modified and applied during the sessions- Handouts 5, 8 and 9.
Some of them were developed by researchers on her own – Handouts 1 (Part I and Part II), 7 (Part I and II), 10, 11.

- **Procedure**

Each module was a detailed description of how the counselling session had been carried out in a systematic manner. It illustrated the application of REBT to an actual participant’s problem. Though the module was giving helpful directions, the researcher was aware about the interactional style that promoted an optimal learning environment. While carrying out counselling sessions, researcher used active directive counsellor style and implemented the problem-solving approach to counselling.

Along with the description and teaching concepts of REBT, following techniques had been introduced during the counselling sessions in order to make them live:

**Counselling Game**

‘Challenging Irrational Belief Game’ (Module Three; Handout 5) was introduced after reviewing following advantages of the counselling group game:

- The game is usually enjoyable and counselling is attended more regularly.
- The game format is non threatening and encourages even the most resistant participant to open up.
- The game used in the session was a tool in order to emphasize ‘disputation’ part of REBT which is considered to be toughest and difficult part to understand.

‘Challenging Irrational Belief Game’ was adopted from Ann Vernon’s (1989) book on ‘Thinking, Feeling, Behaving: An Emotional Education Curriculum for Adolescents’. While adopting, the rules of the game were made more simplified. The changes were made into statements which would suit Indian environment as well as would meet the needs of the counselled group (Statements- 2, 3, 7, 8, 10).
Role Playing Technique

REBT practitioners use role playing as an emotive technique. In the present research, the technique which was applied was originally described by Kassinove and DiGiuseppe (1975). In this technique, the counsellor plays a naive participant with an emotional problem that is usually similar to the participant’s. The participant is encouraged to adopt the role of the counsellor and help the ‘participant’ dispute his or her irrational beliefs. Kassinove and DiGiuseppe (1975) pointed out that this technique was best used after the participant has developed some skill at disputing some of his or her irrational beliefs.

For this reason, this technique was introduced during the last session (Change them situations list; Module Six; Handout 8) after the women had mastered disputational skills during the earlier sessions (Module Three). For role playing, researcher had planned out three situations to which college women were usually familiar. For example, the clash between two generations, specially related to menstrual cycle, is a typical problem faced by women in Indian family. Here, the researcher had played the role of grandmother in the first situation. The clash between marriage and career is also a common conflict faced by them which had been handled in situation two. Here, the researcher had played the role of a friend. Being carried away by bad company is again common picture among youngsters. Here, the researcher had played the role of a friend who was in bad company.

In role playing, women were encouraged to dispute irrational beliefs of the role playing individuals. Role playing helps the participant to identify his or her own irrational beliefs and challenge them.

Rational Emotive Imagery (REI)

Rational emotive imagery (REI) is a unique thinking-emotive-behavioural method of therapy that was originated by Dr. Maxie C. Maultsby, Jr., a rational behavioural psychiatrist and which had been adopted by Albert Ellis (Ellis & Becker, 1982). It is frequently used in REBT.
This technique had introduced in module four, in order to make the college women think more rationally and make themselves less emotionally upset.

**Semantic Precision**

This cognitive technique had been included as a part of disputation in module three. The respected general semanticist Alfred Korzybski (Ellis & Becker, 1982), stated that the use of some principles of general semantics would help the women to overcome emotional problems by rigorously examining and restating their overgeneralized sentences and ridding them of labeling and surplus meanings.

**Bibliotherapy**

Dryden (1995) suggested that bibliotherapy assignments (which involved suggestions for the clients to obtain and read some of the relevant REBT self-help texts) would be given at an early point in counselling, could often help clients to become accustomed to the idea of devoting time and effort to working on their problem area between sessions.

Bibliotherapy was designed (Handout 11) to help the women clearly understand what is self-defeating about the beliefs that underpin their problems. These reading assignments were included in order to acquire a new knowledge base that they could learn, endorse and eventually adopt, thereby bringing about better results for themselves. Various books from researcher's personal collection in English and Marathi, were made available to college women at the end of last session for further improvement.

**Discussion**

The main aim of the discussion was to promote active participation and involvement of the participant, which is the key concept of REBT group counselling.

In order to achieve this goal, the well chosen, well timed questions were formed with the aim to promote a high degree of participant’s verbal activity
and to structure sessions in a productive way. Two types of questions were formed for the sessions as follows:

**Content Questions**

These questions were asked to judge how much subject matter participants had grasped and to determine which concepts had to be given more emphasis for further sessions.

**Personalization Questions**

Here, the clients were invited to choose their own problem and lead the discussion ahead. The guiding principle is that researcher and the participants would work together on problem area and to ensure them that both individuals would achieve the same outcome in the counselling process.

- **Home Work Assignments**

  According to Ellis (1962), group homework assignments are often more effective than those given by an individual counsellor. Homework is an extremely important part of REBT. Right from the start, REBT stated that humans rarely change themselves considerably unless they not only rethink their self-defeating philosophies but act against these irrational beliefs. Homework assignment in REBT is a systematic behavioural programme of practice. It teaches participants that a variety of methods can be used to dispute their targeted irrational beliefs. In addition, introducing this sort of variety can help to sustain participant’s interest in the changed process. Following homework assignments were used in the counselling sessions:

  - **Home-work exercise one:** Choosing A, B and C.
  - **Home-work exercise two:** Choosing rational/irrational statements
  - **Home-work exercise three:** Challenging and Disputing irrational beliefs worksheet.
  - **Home-work exercise four:** Healthy and unhealthy emotions worksheet.
  - **Home-work exercise five:** Worksheet on goals.
  - **Home-work exercise six:** Changing other people worksheet.
(f) Feedback Work Sheet (see Annexure VI)

Feedback sheet was distributed to each of the participant at the end of last session. Participants were instructed not to write their names on it in order to get their true and honest responses to counselling and the researcher.

(g) Contents of the Counselling Sessions

During the analysis of pre assessment sessions, women from the counselled group showed highest dysfunctional attitude in the factor of approval as well as lowest personal adjustment in the factor of withdrawal symptoms and lowest social adjustment in the factor of social standard.

Taking into consideration these attitudes and adjustment tendencies shown by college women, contents of the counselling sessions were decided. Examples used in the sessions, worksheets, handouts and homework assignments were arranged in such a way that women would feel familiar with the situations and also would meet their needs. For example, suicidal story and event of failure in exam in module one, kishore’s story in module two, challenging irrational belief worksheet in module three, examples used for long/short term and realistic/unrealistic goals in module five, change them situations list in module six.

Attitudes regarding need for approval and fear of failure are so prevalent in society that Ellis & Harper (1975) have devoted entire two chapters on these topics in their book, ‘A New Guide to Rational Living’. These attitudes lead to withdrawal symptoms and low adjustment in social standard. These are the tendencies which were prominently shown by college women during pre assessment. Above examples were chosen purposely as they were showing low adjustment tendency and dysfunctional attitudes revealed by college women.

In all, the techniques taught in the REBT group counselling programme were categorized as follows:

- **Rational**: Cognitive disputation, Semantic precision
- **Emotive**: Role playing, Rational emotive imagery, Bibliotherapy
- **Behavioural**: Home-work assignments
4.10 Statistical Tests for Analysis of Results

The results were analyzed with the help of the computer package ‘SPSS 12.0 Version’. Various statistical tests were applied to test the hypotheses of the study. The following tests were applied for data analysis:

(a) Mean and SD were calculated for the factors used in the research.

(b) The ‘t’ ratio of paired ‘t’ tests and group ‘t’ as well as Univariate analysis of variance were calculated in order to find the effectiveness of REBT counselling programme between and within the groups.

(c) Correlation co-efficients were calculated to see different associations between adjustment and dysfunctional attitude.

(d) The ‘t’ and ‘F’ ratio were calculated to observe the effect of background variables on scores.

In brief, following methods were applied:

(i) Descriptive Statistics: Mean, SD, ‘t’ test, F ratio

(ii) Inferential Statistics: Correlation tests

4.11 Quantitative and Qualitative Analysis of REBT Group Counselling Programme

The present research adopted the combination of quantitative and qualitative analysis. Quantitative analysis provided the descriptive understanding of the counselling programme while qualitative analysis was characterized by understanding of counselling programme in it’s natural setting. Quantitative and qualitative analysis of REBT group counselling programme was done in order to see it’s effectiveness in group of young college women.

(a) Quantitative Analysis

The main purpose of any research using quantitative analysis is to find out the variations in resultant responses (outcome or dependent variables) and try to explain these variations by reference to the characteristics of respondents (independent variables). The present study was premised upon the availability of a reliable stock of descriptive data and also on the existence of theories about the hypotheses being
studied. So, quantitative analysis of the present study provided the scientific status for the research. It emphasized the analysis of statistical findings and empirical generalizations.

(b) **Qualitative Analysis**

The trend of qualitative research methodology began to influence the field of social science quite recently and opened a new and refreshing avenue for social science researchers. Qualitative analysis has been incorporated in the present research in order to enrich the researcher deep understanding of REBT group counselling programme. In addition to the interpretation of the hypotheses, the researcher also used holistic qualitative analysis in the context of the whole counselling programme. Qualitative analysis of the present study emphasized the following strategies used by the researcher.

- Naturalistic approach for group observation
- Focus group discussion method in conjunction with group observation.
- Notes for data collection
- Method of analytic induction for data interpretation.

In conclusion, the strength of the present research lies in the inclusion of both, quantitative as well as qualitative research methodologies. This research proposed a view that both the methods are two dimensions of a phenomenon, one amenable for measurement and the other can be described to capture its essence. So they can be viewed as complementary to each other by providing a pathway with details of all branching and iterations of REBT group counselling programme.