CHAPTER – VI

DISCUSSION OF FINDINGS
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In this chapter, the discussion of the results was presented. This discussion covered the analysis of statistical findings and empirical generalizations which are the principal elements of quantitative methodology. In addition to this discussion, qualitative methodology was also included as a vital and relevant part of the discussion. The inclusion of both the methodologies in the discussion was the outcome of rigorous investigation of data and consideration of the scholarly opinion expressed by Dr. Jayram (2006) in the editorial note of ‘The Indian Journal of Social Work,’ on quantitative and qualitative analysis as follows:

‘In a predominantly quantitative study, one could use qualitative data. Qualitative data serve to illustrate the statistical results and lend the human dimension to the dehumanising tendency of social statistics’ (p.8).

The discussion of the present research has been divided into two parts. Part - I handles the discussion of statistical findings along with the empirical research. Part - II deals with qualitative discussion which involved following strategies:

- Naturalistic approach for group observation
- ‘Focus group discussion’ method in conjunction with group observations.
- Notes for data collection
- The analytic induction for data interpretation

PART - I: QUANTITATIVE DISCUSSION

The results were discussed on the following main issues of the study:

1. The present study was conducted to see the effectiveness of REBT group counselling programme in the adjustment and dysfunctional attitudes of young college women. Therefore, the discussion started with the results of pre and post assessment comparisons in counselled as well as in non counselled groups in various factors of adjustment and dysfunctional attitude. (Discussion 6.1 to 6.4)
2. The results were discussed with reference to the comparison of non counselled and counselled groups in the pre and post assessment in various factors of adjustment and dysfunctional attitude. (Discussion 6.5 to 6.6)

3. The findings of the study were discussed to explore the relationship among various factors of adjustment and dysfunctional attitude. (Discussion 6.7 to 6.8)

4. The results were also analyzed with reference to the comparison between women’s and co-educational colleges. (Discussion 6.9 to 6.10)

5. The results were discussed with reference to the other variables namely religion and family income. (Discussion 6.11 to 6.12)

PART - II: QUALITATIVE DISCUSSION

The results were discussed on the following main issues of the study:

6. Pre and post comparisons in counselled group as well as in non counselled group. (6.13 to 6.16)

7. Pre and post comparisons of non counselled and counselled group. (6.17 to 6.18)

8. Comparison of women’s and co-educational college groups. (6.19 to 6.20)

9. Holistic qualitative discussion (6.21)

PART -I: QUANTITATIVE DISCUSSION

1. PRE AND POST COMPARISONS IN COUNSELLED GROUP AS WELL AS IN NON COUNSELLED GROUP (6.1 TO 6.4)

6.1 Discussion of Results of the Pre and Post Personal, Social and Total Adjustment Scores in Counselling Group

Hypothesis 1 was proposed to see the effectiveness of REBT group counselling programme in improvement of personal, social and total adjustment. This hypothesis proposed a significant difference in the pre and post assessment scores of personal, social and total adjustment. The factor of adjustment was selected on the basis of research findings supporting the view that REBT helps to improve low adjustment of the person (Leaf et al., 1984; Rohsenow & Smith, 1982; Tucker &
Newman, 1981). The findings of the study were discussed in the context of validation of these hypotheses.

(a) **Personal Adjustment**

**Hypothesis 1(a)** (Refer analysis 5.1 and table 5.1): The results of the study supported the hypothesis except for the factor of withdrawal symptoms. These findings were consistent with the result of studies (Daly, 1982; Daly & Burton, 1983; Gardener & Dei, 1981; Wilson & Krane, 1980; Howard, 1981) which confirmed the effectiveness of REBT programme in increasing self acceptance and improvement of self actualization. Self acceptance and self actualization are the core elements of personal adjustment. REBT encourages individual not to define oneself in terms of global self ratings. It teaches that an individual can achieve unconditional self acceptance more elegantly by deciding and actively practising to rate only their deeds and performances and not to measure or evaluate their total self or being at all (Bards, 1987; Ellis, 1962, 1991c; Ellis & Dryden, 1987, 1990, 1991; Ellis & Becker, 1982; Ellis & Harper, 1975). This could be the main contributory reason for improvement in personal adjustment of counselled group in the post assessment after receiving REBT counselling programme.

REBT states that much psychological disturbance can be attributed to devout and absolutistic evaluations (irrational beliefs) about themselves, other people and life events. Therefore, REBT counselling programme of the present research emphasized irrational beliefs (Module Two). Effectiveness of REBT lies on the effectiveness of disputation of irrational beliefs. Research studies (Dryden, 1995; Ellis, 1991a; Crawford & Ellis, 1989) supported the idea that persistent and vigorous disputing of irrational beliefs helps the people overcome their emotional disturbances and helping them actively to seek and arrange for fuller, happier and more self actualizing existence. This could be another contributory factor for the effectiveness of REBT in improvement of personal adjustment.

REBT was less effective in reduction of withdrawal symptoms. The pre and post assessment score of the women in this factor presented their tendency of engaging in a fantasy world. This tendency was not reduced significantly in the post assessment even after receiving REBT counselling programme. The possible causal
factors could lie on some of the personality determinants of the participants such as not opening up core or intense disturbances openly in group, tendency of not disclosing too personal problems and so forth. Dryden (1995) noted if the reflection of feelings is not accurate in the counselling process, the analysis, disputation and replacement of irrational beliefs with its rational counterparts, become complex procedure. In a context to withdrawal symptoms, the inhibition of college women could have stopped them from reflecting their feelings and ultimately leading to ineffectiveness in improvement.

The mental status of some of the Indian college students described by Dr. Rao (1963, 1967) aptly matched with the mental status of women in the present research. He noted that some of the students become listless and seek various forms of retreat like day dreaming due to their adjustment problems.

(b) Social Adjustment

**Hypothesis 1(b)** (Refer analysis 5.2 and table 5.2): The results of the study supported the hypothesis for the factors of family relations, college relations and social adjustment. It did not support the hypothesis for the factors of social standard, social skills, anti social tendencies and community relations. Studies (Elder, Edelstein & Fremouw, 1981) indicated that REBT was effective in enhancement of social skills and resolution of social anxiety. In the studies, it was found out that REBT was not only effective in improvement of social skills but it surpassed the other counselling therapies in effectiveness and reduction of social anxiety. It also validated the findings of the other studies (Crawford & Ellis, 1982; Ellis, 1957a, 1962, 1973b, 1979b; Ellis & Harper, 1975; Ellis, Sichel, Yeager, DiMattia & DiGiuseppe, 1989) that REBT is consequently one of the main effective interpersonal relationship therapies.

REBT was less effective in improvement of factors such as social standard, social skills, anti social tendencies and community relations. The causes of its ineffectiveness in these factors could be traced in Ellis's (1983) study on failure in REBT. He contributed some of the reasons for its ineffectiveness in some of the factors. These reasons corroborated the experiences of therapeutic difficulties of other researchers (Dryden, 1995) and the possible causal factors for the findings of the present study. They are as follows:
• REBT emphasizes the persistent use of reason, logic and the scientific method to uproot client’s irrational beliefs. Consequently, it ideally requires more cooperation within the group and less resistance which could be less prevalent among participants.

• Effectiveness of REBT involves changing the client’s beliefs and actions forcefully and emotively since they were stubbornly determined to accept responsibility for their own unhealthy feelings and working vigorously at changing these feelings (Ellis & Abrahms, 1978; Ellis & Whiteley, 1979). But the studies (Dryden, 1995; Ellis, 1983) revealed if the clients were more often stubbornly resistant and rebellious or angry, it tended to interfere the healthy counselling process.

(c) Total Adjustment

Hypothesis 1(e) (Refer analysis 5.3 and table 5.3): The findings of the study validated the hypothesis totally. The obtained mean scores revealed the significant difference in the post assessment score of total adjustment.

Berger (1982), Kassionove (1974) and Smith (1982) conducted the studies on college students. Few studies were conducted on women (Wolfe, 1976) and young adults (Ellis, 1971c; Wilson & London, 1977). These studies revealed the effectiveness of REBT in the factor of adjustment. Obtained results confirmed the earlier findings. These studies revealed that REBT was helpful for the wider population in order to enhance adjustment skills. Studies also showed that REBT dealt successfully with various significant issues of adjustment and proved to be highly effective in fostering high adjustment skills.

Ellis (1962) hypothesized that the maladaptive emotional reactions in individual are mediated by the specific nature of their own 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. The above findings indicated a clear reflection of Ellis’s hypothesis as counselling was provided to college women to change irrational beliefs in order to improve adjustment.
6.2 Discussion of Results of the Pre and Post Dysfunctional Attitude Scores in Counselled Group

Hypothesis 2 was proposed to see the effectiveness of REBT group counselling programme in improvement of functional attitude. The hypothesis proposed a significant difference in the pre and post assessment scores of dysfunctional attitude in the counselled group. The findings of the study were discussed in the context of validation of this hypothesis.

Dysfunctional Attitudes

Hypothesis 2 (Refer analysis 5.4 and table 5.4): The results of the study confirmed the hypothesis, except for the factors of entitlement and omnipotence. The findings of the study which were congruent with the results of number of studies and demonstrated that when irrational idea endorsement was reduced, people feel better (Lipsky, Kassinove & Miller, 1980). A variety of accumulated evidence showed that REBT counselling was effective in reducing emotional distress and altering problematic behaviours (Smith, 1983). Other studies also had shown a relationship between the endorsement of irrational ideas and emotional distress (Kassinove, 1986; Newmark, Frerking, Cook & Newmark, 1972).

These research findings together depicted that the irrational beliefs had been experimentally investigated and were significantly correlated with various factors of psychological disturbance. Outcome of these studies established the causal link between the modification of irrational beliefs and improvement of mental health, which very much corresponded with the findings of the present research.

In the post assessment, highest dysfunctional attitude was seen in the factors of entitlement and omnipotence which revealed no significant difference in the pre and post assessment. It meant that, women indicated the feeling of being entitled to things like success, love, happiness in the pre and post assessment. This dysfunctional attitude was rooted in the absolutistic demand, that is, 'my wants should be met by other people and by the universe at large because of my inherent goodness or hard work'. Another attitude indicated by them was omnipotence, that is, blaming oneself inappropriately for the negative actions and attitudes of others who were not really
under one's control. REBT was found to be less effective in these two factors. Following could be the causes of its ineffectiveness in these two factors:

- A very important factor contributing to high dysfunctional attitudes of entitlement and omnipotence is low frustration tolerance which is widespread among young adults. Studies (Ellis, 1983; Dryden, 1995) showed that the group of clients who revealed abysmally low frustration tolerance, created behaviour difficulties in the counselling programme.

- LFT can also be supplemented with a philosophy of self downing or ego anxiety. So women tended to run along the lines such as 1) If I don't change as much and as quickly as I must, it's awful and terrible. 2) When I don't make myself change, I can't stand it and life is intolerable. This was the predominant feeling contributing to the attitude of omnipotence. Ellis (1962) stated that 'blame' is the essence of virtually all emotional disorders. Many REBT practitioners (Ellis, 1980; Dryden, 1995) argued that such types of irrational ideas lead the client to feel that they can't change and result in still greater resistance.

- Another reason of their resistance may lie in their epistemology. Some women believed, like many constructivist social scientists (Mahoney, 1976, 1988; Polyani, 1966) that all views of reality were equally valid and that they were therefore entitled to believe what they thought, because it was right for them, even though the researcher had demonstrated that it was irrational.

6.3 Discussion of Results of the Pre and Post Personal, Social and Total Adjustment Scores in Non Counselling Group

Hypothesis 3 was stated so, since non counselled group did not receive any counselling programme between the pre and post assessment sessions.

(a) Personal Adjustment

Hypothesis 3(a) (Refer analysis 5.5 and table 5.5): The results of the present study confirmed the hypothesis except for the factor of personal worth. Obtained pre and post mean scores revealed a low personal adjustment tendency of young women which was the indication of stressful period in their lives. Dr. Rao (1992) found in his
study on Indian college students that large number of students reported problems in
the area of personal adjustment.

Recent theoreticians have suggested that normal female development builds
on the ongoing importance of attachments and relationships (Gilligan, 1982; Jordan,
1991; Jordan & Kaplan, 1982). They have various irrational beliefs of attachment and
relationships which not only destroy their mental health but also lead to low personal
adjustment. Higher rate of psychological distress in the Indian women (Shirolkar &
Prakash, 1995; Rashmi & Prakash, 1996) was representing the above mentioned
findings. Research findings also suggested that women who interpret the difficult
situations in their lives in pessimistic self defeating ways, were more likely to develop
postpartum depressive symptoms (O’Hara, 1987).

Mean scores showed that the factor of ‘self reliance’ was found to be lowest in
the pre and post assessment. It indicated that the problem in the development of self
esteem for women appeared to be intensified in the period of young adulthood. REBT
stresses that low self esteem is the result of being overly concerned with other’s
opinions of oneself. Individual who self rate excessively and require other’s approval
tend to lack high self esteem. In order to maintain high self esteem, person not only
tries to get other’s approval today but also makes oneself over concerned about
tomorrow. Such thinking is usually imaginary and in case of women, it has been
reinforced by our culture for many years.

Surprisingly, the factor of ‘personal worth’ improved significantly in the post
assessment. It showed that women possessed an improved sense of being worthy and
capable in the post assessment as compared to the pre assessment. Some of the
possible explanations for this are:

- There would be a few intervening factors between pre and post assessment
  sessions.
- After the pre assessment sessions, only a few women were selected for post
  assessment. Some of the women might have thought that it was a privilege for
  being selected for the post assessment. This might have boosted their personal
  worth and they would have thought that they were capable and worthy for
  assessments.
(b) Social Adjustment

Hypothesis 3(b) (Refer analysis 5.6 and table 5.6): This hypothesis was accepted totally as none of the factors of social adjustment was found to be significant. Obtained mean scores indicated strong tendency of low social adjustment of these women. There have been many Indian studies on urban youth (Mehta, 1970; Mohan, 1976; George & Parikh, 1976; Kripal, 1976) which investigated the social problems of Indian young adults.

Research findings revealed that most clients have problems in social relationships (Dryden, 1995) and many of them did not choose to get professional help for it. That is why women from non counselled group were showing low social adjustment in all factors namely: social standard, social skills, anti social tendencies, family relations, college relations and community relations. Lowest social adjustment could be seen in the factor of college relations in the pre and post assessment. It indicated that entering college had been a big adjustment for these women.

This observation was congruent with the research findings of the Indian researcher, Prof. Tulpule (1977) who conducted the study and revealed a general tendency of college students towards low social adjustment. This presented the fact that while entering the college world, the students with already existing adjustment difficulties in the broad areas of life would find it more difficult to adjust with new situation. Rao (1992) commented in his study that as young adults moved into adulthood, they encountered serious social adjustment problems.

Explanations for the low social adjustment consisted of various factors such as explosion of information technology which leads to rat race, unemployment or increasing number of stressors and so forth.

(c) Total Adjustment

Hypothesis 3(c) (Refer analysis 5.7 and table 5.7): The results of the study totally proved the hypothesis. Findings indicated a strong tendency of low adjustment of women from non counselled group in the pre and post assessment. They could not improve low adjustment in the post assessment as they did not receive counselling.
programme between pre and post assessment. These results were consistent with the number of studies (MacDonald & Games, 1972) in which the adjustment of college students was found to be associated with irrational beliefs. The irrational beliefs were found to be negatively correlated with following factors of adjustment (a) sociability (b) self control (c) achievement (d) social presence (e) sense of well being (f) tolerance (g) independence (h) intellectual efficiency (i) psychological mindedness (j) flexibility.

As seen from a social learning viewpoint (Goldfried, Decenteceo & Weinberg, 1974), these irrational beliefs take the status of a persistent and well learned set which affects entire adjustment process. People who maintain these beliefs tend to make covert verbalizations in certain situations that cause them to respond emotionally. Individuals are more likely to experience disappointment and get so much upset to the extent that, they maintain certain expectations that are not consistent with the real status of the world around them. This might be the possible explanation why Indian young adults were facing adjustment difficulties such as depression, high anxiety, low self esteem, pessimism, dissatisfaction, low tolerance level, anti social tendencies and withdrawal symptoms (Kir, 2000). Different personality problems faced by young women (Ellias, 1989) also confirmed the above finding. In Ellis’s framework (1962), irrational beliefs were postulated to mediate negative affective states and traits. This could be the reason that these women had low adjustment tendency.

The results of one of Indian research on adjustment of college girls (Natraj, 1968) indicated that except for final year students, adjustment was unsatisfactory. Gould (1975) explained that one's age directly affected one's views of life and conduct. He stated that the phase of 18 to 22 years put heavy emphasis on peer groups as compared to the family forces.

Counselling seems to be essential not only for Indian young adults but in America as well. A 2006 survey of American University Counselling Centre revealed that approximately 1.6 million college students desperately needed counselling (Nashville, 2007) and the number is increasing every year. This survey pointed out the important role of the University and college counselling centres in order to provide adequate counselling to the college students.
Some of the Indian researchers also expressed an urgent need of counselling for young people. Dr. Pandit (2003) emphasized the promotion of life skills programme for college students which would lead to cognitive understanding. It was further suggested that the various issues of adjustment could be considered for inclusion in junior and senior college. Dr. Lavakare (1990) also expressed the need for guidance and counselling for better adjustment of college students, especially in two areas: interpersonal relation (social adjustment) and self concept (personal adjustment).

Dr. Rao (1992) observed in his study of Indian college students that the disruption of orderly student life on campuses in India was not a result of the irresponsibility of students. It was a symptom of a deep-rooted complex of maladjustment, which was enhanced by feelings of personal insecurity, inadequate facilities for work and recreation, growing incertitude about the future and lack of an optimum level of personal efficiency. His following comments revealed a basic need to render help to the Indian youth,

"Counselling would help mitigate the adjustment problems and check the growing cynicism and psychological inertia in students of India" (p.60).

6.4 Discussion of Results of the Pre and Post Dysfunctional Attitude Scores in Non Counselling Group

The hypothesis 4 was proposed to see the results of the pre and post assessment of dysfunctional attitude scores in the non counselled group for whom REBT counselling programme was not provided.

Dysfunctional Attitudes

Hypothesis 4 (Refer analysis 5.8 and table 5.8): The results of the study supported the hypothesis totally as none of the scores of dysfunctional attitude showed significant difference in the post assessment. Results of the pre and post assessment revealed that young women had dysfunctional attitudes to a large extent.
Ellis (1962) had hypothesized number of commonly held irrational ideas which lead to psychopathology, such as demand for approval, unrealistic high self expectations, self blame, catastrophization, emotional irresponsibility, anxiety, problem avoidance, dependency, helplessness, perfectionism. Obtained results showed the prevalence of above dysfunctional attitudes among college women. Numerous other studies (MacDonald & Games, 1972; Gough, 1957; Jones, 1968; Cattell & Eber, 1961) contributed support for Ellis’s contention that irrational beliefs may be found among non clinical population.

Variety of studies demonstrated that endorsement of dysfunctional ideas was related to psychological disturbance (Gorman & Simon, 1977; Laugbridge, 1975; Newmark, Frerking, Cook & Newmark, 1972; Waugh, 1976). There was substantial evidence to support Ellis’s (1962) proposition that adherence to a system of irrational beliefs results in psychopathological behaviour (Forman & Forman, 1979; Tobacyk & Milford, 1982).

Pre and post assessment scores of non counselled group indicated that highest dysfunctional attitude was found in the factor of autonomy. This factor demonstrated irrational idea that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.

The reason of having a large number of dysfunctional attitudes according to REBT is as follows:

‘Because we are naturally, innately and by experiential training a slippery thinkers who easily make questionable or false inferences from observable (or imaginable) data. So we often, harmlessly or harmfully see rightly and conclude wrongly.’ Many experimental and social psychologists agreed with REBT about this (Ellis, 1987c, 1987d; Epstein, 1990; Kahneman et al., 1982; Korzybski, 1933; Taylor, 1990).

This finding not only provided the explanation for the occurrence of dysfunctional attitudes among women but also expressed a desperate need of counselling them.
2. PRE AND POST COMPARISONS OF COUNSELLED AND NON COUNSELLED GROUP (6.5 TO 6.6)

6.5 Discussion of Findings of Pre and Post Assessment Scores of Non Counselling and Counselling Groups in Personal, Social and Total Adjustment by Using ‘t’ Test and Univariate Analysis of Variance

Discussion of 6.5 involved the findings of the pre and post comparisons of non counselled and counselled group in the factors of adjustment. The findings were discussed with the reference to the hypotheses (5) and (6) together. Hypothesis (5) referred to the pre assessment comparison while hypothesis (6) referred to the post assessment comparison. Both the hypotheses needed to be discussed together since Univariate analysis of variance handled the factors of pre and post assessment at the same time. So the discussion of 6.5 will open with the reference to hypothesis (5a) and (6a) (personal adjustment), followed by (5b) and (6b) (social adjustment) and (5c) and (6c) (total adjustment) respectively.

For pre and post comparisons of non counselled and counselled groups, along with the ‘t’ test, Univariate analysis of variance was also computed in order to check whether mean scores of both the groups were significant in all the factors of adjustment in the post assessment. So considering the pre assessment mean differences, if difference is significant in the post assessment scores, it could definitely be attributed to the effectiveness of REBT group counselling programme.

(a) Personal Adjustment

The hypothesis 5(a) was proposed to see whether non counselled and counselled groups were significantly different from each other in the factors of personal adjustment in the pre assessment.

Hypothesis 5(a) (Refer analysis 5.9 and table 5.9): The results of the study supported the hypothesis except for the factors of personal worth and withdrawal symptoms. It showed that except for the above two factors, scores of both the groups were almost same in personal adjustment factors in the pre assessment.

Obtained pre assessment mean scores indicated that counselled group showed lower adjustment in personal worth, feeling of belongingness, withdrawal symptoms
and nervous symptoms than non counselled group, while non counselled group showed lower adjustment in the remaining two factors, namely self reliance and personal freedom. Not a single group was consistently showing high or low personal adjustment in all the factors. It revealed a mixed trend of results.

Results presented that women from counselled group showed significantly low adjustment tendency in the factors of personal worth and withdrawal symptoms than non counselled group in the pre assessment. It showed that women from counselled group engaged more in a fantasy world than non counselled group. The feeling of being worthy or capable was also found to be low in counselled group than non counselled group. The period of young adulthood is often characterized as a stressful period. Fantasy and day dreaming are providing outlets for their internal stress. These women might have experienced it and their emotional turmoil must have made them anxious. This led to exhibiting different degrees of nervousness and appeared to lack confidence in themselves and to some extent in others as well.

The hypothesis 6(a) was proposed to see the effect of REBT counselling in counselled group on the factors of personal adjustment in the post assessment. For the post assessment, scores of non counselled groups were compared with the scores of counselled group.

**Hypothesis 6(a)** (Refer analysis 5.10 and table 5.10): The results supported the hypothesis except for the factors of personal worth and withdrawal symptoms. Obtained results presented that the factor of nervous symptoms was affected maximally by REBT counselling while the factor of withdrawal symptoms was affected minimally. All the mean scores of counselled group were higher in the post assessment as compared to the scores of non counselled group, except for the factor of withdrawal symptoms. This was an unexpected trend as the mean score of non counselled group in this factor was better than counselled group. Excessive dependency and over anxiety concern shown by these women could be the reason of this findings.

Prevalence of different psychosomatic symptoms such as ulcers, headache, asthma in the beginning of the sessions was the clear indicator of having high nervous symptoms in the pre assessment. REBT counselling programme seemed to be
effective for women in the counselled group in convincing them that their thinking was the major contributory factor responsible for their psychosomatic symptoms. Several studies (Lazarus, 1971; Wolpe, 1958) found that internally evoked thoughts produce physiological changes and that the direction of the change was dependent upon the affective nature of the cognitive event. Ellis hypothesized that rational self verbalization led to superior performance. The results clearly validated this hypothesis since in the post assessment, highest improvement in nervous symptoms was shown by the women from counselled group.

Discussion of Results of Univariate Analysis of Variance (refer Analysis 5.11)

Results of Univariate analysis of variance (refer table 5.11) supported the hypothesis for the factor of self reliance since significant difference in the scores of self reliance was seen in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results assured the effect of REBT counselling programme on improvement of self reliance in the counselled group. It indicated that REBT helped the women from counselled group to do things independently of others.

Results of Univariate analysis of variance (refer table 5.12) supported the hypothesis for the factor of personal worth since significant difference in the scores of personal worth was observed in the post assessment scores, while taking into consideration pre assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of personal worth in the counselled group. It showed that the tendency of the women from the counselled group to feel capable and worthy had improved significantly in the post assessment.

Results of Univariate analysis of variance (refer table 5.13) accepted the hypothesis for the factor of personal freedom since significant difference in the scores of personal freedom was found in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of personal freedom in the counselled group. It indicated that the sense of reasonable share in the determination of our own conduct had improved significantly in the post assessment of women from the counselled group.
Results of Univariate analysis of variance (refer table 5.14) supported the hypothesis for the factor of belongingness since significant difference in the scores of belongingness was seen in the post assessment scores while taking into consideration pre assessment scores of the same factor. It presented significant improvement of the counselled group in the post assessment in the factor of belongingness, that is, to get along well with others. Results assured the effect of REBT counselling programme on improvement of belongingness in the counselled group.

Results of Univariate analysis of variance (refer table 5.15) did not confirm the hypothesis for the factor of withdrawal symptoms since no significant difference in the scores of withdrawal symptoms was observed in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results indicated that REBT counselling programme was less effective in reduction of withdrawal symptoms in the counselled group. It showed that the tendency of the women from the counselled group to substitute the joys of a fantasy world for actual successes in real life did not reduce significantly in the post assessment.

Results of Univariate analysis of variance (refer table 5.16) accepted the hypothesis for the factor of nervous symptoms since significant difference in the scores of nervous symptoms was found in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results assured the effect of REBT counselling programme on reduction of nervous symptoms in the counselled group. It indicated that the tendency of exhibiting physical expressions of emotional conflicts had reduced significantly in the post assessment of women from the counselled group.

Results of Univariate analysis of variance (refer table 5.17) supported the hypothesis for the factor of total personal adjustment since significant difference in the scores of total personal adjustment was observed in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of total personal adjustment in the counselled group. It implied that the women from the counselled group benefited significantly on the feeling of personal security by REBT counselling programme.
Results of ‘t’ test and Univariate analysis of variance indicated a similar trend except for the factor of personal worth. The ‘t’ test showed that the factor of personal worth as non significant in the post assessment while Univariate analysis of variance found this factor to be significant in the post assessment. This difference was due to the use of different techniques. The ‘t’ test focused on either pre or post assessment scores at a time while Univariate analysis of variance concentrated on both, pre as well as post assessment scores at a time and therefore gave more validity to the findings. Both the tests confirmed the findings that both the groups differed significantly in the post assessment due to REBT counselling programme except for the factor of withdrawal symptoms.

It has been found in the study conducted by Wakefield (1982), that REBT counselling was effective in reducing stress as compared to control group. This study involved the analysis of personal problems using ABC framework as well as REI, which generated rational responses to potentially stressful situations. The impact of REBT technique has also helped to improve neuroticism and reduce anxiety in experimental group than control group which had not received any kind of counselling (DiGiuseppe & Kassinove, 1976; Maultsby, 1977; Walsh, 1982; Trexler & Karst, 1972). These studies revealed the superiority of REBT over other counselling therapies in reducing various factors of personal adjustment such as neuroticism or anxiety.

The factor of withdrawal symptoms was found to be non significant which revealed the ineffectiveness of REBT in improvement of this factor. Following could be the explanation of this finding:

- According to REBT, all that is required for a client to get better is to identify the underlying irrational beliefs, practice disputing it and learn how to replace the irrational belief with its rational counterpart and do homework. This process of learning, sounds simple but researchers (Dryden, 1995) noted that although REBT is efficient when compared to most other approaches, it is clearly not swift and easy. So there could be a possibility that women would require more time to digest the premises of REBT.
(b) **Social Adjustment**

The hypothesis 5 (b) was proposed to see whether non counselled and counselled groups were significantly different from each other in the factors of social adjustment in the pre assessment.

**Hypothesis 5(b)** (Refer analysis 5.12 and table 5.18): The results of the study confirmed the hypothesis totally since none of the factors of social adjustment showed significant difference in the scores of non counselled and counselled group. Obtained results indicated that all the mean scores of non counselled group were lower as compared to counselled group except for the factors of social standard and family relations. In these two factors, counselled group showed lower adjustment tendency than non counselled group. On the whole, both the groups showed lower social adjustment as none of the scores could reach the cut off score of 10.

The low social adjustment could have been caused due to various factors. While commenting on young adults and their concerns, Indian researcher, Dr. Rao (1992) presented the fact that young people when growing into adulthood, had to learn to relate themselves to the adult members of the society. It involved the transition from partial dependence to independence. This could be a highly stressful and sometimes even a painful experience for young people. The very nature of social life involved interdependence which could also pose social adjustment problems for young adults.

The hypothesis 6 (b) was proposed to see the effect of REBT counselling in counselled group on the factors of social adjustment in the post assessment. For the post assessment, scores of non counselled groups were compared with the scores of counselled group.

**Hypothesis 6(b)** (Refer analysis 5.13 and table 5.19): This hypothesis was confirmed by the results except for the factors of social standard, social skills and anti social tendencies. For the above mentioned factors, results did no support the hypothesis.

*Obtained results revealed that the factor of college relations seemed to be influenced maximally by counselling and the factor of social standard was affected*
minimally. All the mean scores of counselled group were higher as compared to the non counselled group except for the factor of social standard. Surprisingly, this score showed a lower score in the post assessment of counselled group than non counselled group. Studies (Ellis, 1983; Dryden 1995) revealed that characteristics of the group such as poor communication, resistance or dominance of few members create hindrance in improvement of mental health of group. These reasons served possible explanation for the low score of social standard.

Discussion of Results of Univariate Analysis of Variance (refer analysis 5.14)

Results of Univariate analysis of variance (refer table 5.20) did not support the hypothesis for the factor of social standard since no significant difference in the scores of social standard was seen in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results revealed that REBT counselling programme was less effective in improvement of social standard in the counselled group. It indicated that the low tendency of the women from the counselled group to understand the rights of others and appreciate the necessity of subordinating certain desires for the needs of the group, did not improve significantly in the post assessment.

Results of Univariate analysis of variance (refer table 5.21) did not confirm the hypothesis for the factor of social skills since no significant difference in the scores of social skills was observed in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results presented that the factor of social skills did not improve significantly in the post assessment of the counselled group. It indicated that REBT was less effective in improving the tendency of the women from the counselled group to subordinate egoistic tendencies in favour of interest in the problems and activities of their associates.

Results of Univariate analysis of variance (refer table 5.22) did not accept the hypothesis for the factor of anti social tendencies since no significant difference in the scores of anti social tendencies was found in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results revealed that the REBT counselling programme was less effective in reduction of anti social tendencies in the counselled group. It indicated that the tendency of the women from
the counselled group to endeavour to get personal satisfaction in ways that are damaging and unfair to others did not reduce significantly in the post assessment.

Results of Univariate analysis of variance (refer table 5.23) confirmed the hypothesis for the factor of family relations since significant difference in the scores of family relations was seen in the post assessment scores while taking into consideration pre assessment scores of the same factor. It presented significant improvement of the counselled group in the post assessment in the factor of family relations, that is, to have a sense of security and self respect in connection with the various members of family. Results assured the effect of REBT counselling programme on improvement of family relations in the counselled group.

Results of Univariate analysis of variance (refer table 5.24) accepted the hypothesis for the factor of college relations since significant difference in the scores of college relations was found in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of college relations in the counselled group. It indicated that the college adjustment had improved significantly in the post assessment of women from the counselled group.

Results of Univariate analysis of variance (refer table 5.25) accepted the hypothesis for community relations since significant difference in the scores of community relations was found in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results assured the effect of REBT counselling programme on improvement of community relations in the counselled group. It indicated that women from the counselled group had shown significantly increased tendency of mingling happily with neighbours as well as dealing with both strangers and foreigners in the post assessment.

Results of Univariate analysis of variance (refer table 5.26) validated the hypothesis for total social adjustment since significant difference in the scores of total social adjustment was observed in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of total social adjustment in the
counselled group. It implied that the women from the counselled group benefited significantly by REBT counselling programme on the feeling of social security.

Results of ‘t’ test and Univariate analysis of variance were revealing similar direction which emphasized that REBT was found to be effective in the factors of family relations, college relations, community relations and total social adjustment. It was less effective in the factors of social standard, social skills and anti social tendencies.

Warren, Smith & Velten (1984) conducted study using REBT as a counselling technique and found it to be effective in order to reduce social anxiety of experimental group as compared to control group. This study gave validity to the obtained results showing the effectiveness of REBT in social adjustment.

Surprisingly, it was less effective in the factors of social standard, social skills and anti social tendencies. Study conducted by Conoley, Conoley, McConnell & Kimzey (1983) suggested that REBT was effective in reducing excessive anger. The results of this finding was quite contrary to the obtained results where REBT could not reduce anti social tendencies of college women. The possible causal factor could be:

- Many therapeutic writers said that intellectual insight was insufficient for significant personality change (Alexander & French, 1946; Hobbs, 1962; Wolberg, 1967). So there could be a possibility that though these women intellectually understood their own personal responsibility of thoughts and feelings leading to social adjustment tendencies through ABC analysis, at the time of real situation they did this kind of work mildly, seldom or weakly.

(c) Total Adjustment

The hypothesis 5 (c) was proposed to see whether non counselled and counselled groups were significantly different from each other in the factor of total adjustment in the pre assessment.

Hypothesis 5(c) (Refer analysis 5.15 and table 5.27): The results of the study supported the hypothesis totally since there was no significant difference in the pre
assessment score of counselled and non counselled group. Both the groups showed low adjustment tendency. This result was consistent with the following comment of Dr. Rao (1992),

"The vast multitude of young Indian men and women are confronted with common issues that have to be resolved satisfactorily for normal adjustments to the demands of growing up’ (p.57).

It could be possible that young women who were beset with such difficulties were not able to function effectively in personal and social life. Their performance would be adversely affected. This could be the leading cause of their low adjustment tendency. Studies conducted in India by Riddle (1962), Rao (1962, 1965, 1967, 1974) and others emphasized urgent need for counselling Indian young adults.

The hypothesis 6(c) was proposed to see the effect of REBT counselling in counselled group on the factor of total adjustment in the post assessment. For the post assessment, scores of non counselled groups were compared with the scores of counselled group.

**Hypothesis 6(c) (Refer analysis 5.16 and table 5.28):** The results supported the hypothesis since significant difference could be observed in the post assessment of total adjustment in non counselled and counselled group. Counselled group showed higher total adjustment as compared to non counselled group.

**Discussion of Results of Univariate Analysis of Variance (refer analysis 5.17)**

Results of Univariate analysis of variance (refer table 5.29) validated the hypothesis for the factor of total adjustment since significant difference in the scores of total adjustment was observed in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of total adjustment in the counselled group. It implied that the women from the counselled group showed a significantly improved total adjustment in the post assessment.

Results from ‘t’ test as well as Univariate analysis of variance were presenting similar trend and consistently indicated that the REBT counselling was significantly effective in the factor of total adjustment.
The above results were supported by various research findings. Lyons and Woods (1991) conducted a meta analysis of 70 REBT outcome studies which demonstrated that REBT was an effective form of therapy. The efficacy was most clearly demonstrated when REBT was compared to other therapies and control groups. In other studies, when compared with other therapies, REBT was found to be the most effective technique in reducing various adjustment related problems of the clients (Klarriech, Digiuseppe & DiMattia, 1987; Kassinove, Miller & Kalin, 1980; Lipsky, Kassinove & Miller, 1980).

The effectiveness of REBT counselling programme in total adjustment could be attributed to the following factors as well:

- REBT provides direct, persuasive, suggestive, active and logical techniques which is more effective than other counselling therapies in undermining and rooting out the basic causes of the emotional difficulties.
- About 90% of the clients treated with REBT technique tended to show distinct improvement in behaviour (Ellis, 1957b).

6.6 Discussion of Findings of Pre and Post Assessment Scores of Non Counselling and Counsellled Groups in Dysfunctional Attitude by Using ‘t’ Test and Univariate Analysis of Variance

Discussion of 6.6 involved the findings of pre and post comparisons of non counselled and counselled group in the factors of dysfunctional attitudes. The findings were discussed with the reference to the hypotheses (7) and (8) together. Hypothesis (7) referred to the pre assessment comparison while hypothesis (8) referred to the post assessment comparison. Both the hypotheses needed to be discussed together as Univariate analysis of variance handled the factors of pre and post assessment at the same time. So the discussion of 6.6 will contain the reference of hypothesis (7) and (8).

For pre and post comparisons of non counselled and counselled groups, along with the ‘t’ test, Univariate analysis of variance was also computed in order to check whether mean scores of both the groups were significant in all the factors of dysfunctional attitudes in the post assessment. So considering pre assessment mean
differences, if difference is significant in the post assessment scores, it could
definitely be attributed to the effectiveness of REBT group counselling programme.

**Dysfunctional Attitudes**

The hypothesis 7 was proposed to see whether non counselled and counselled
groups were significantly different from each other in the factors of dysfunctional
attitude in the pre assessment.

**Hypothesis 7** (Refer analysis 5.18 and table 5.30): The results of the study
rejected the hypothesis totally since all the factors of dysfunctional attitude differed
significantly in the non counselled and counselled groups. All the factors from non
counselled group showed lower scores than counselled group indicating higher
dysfunctional attitudes as compared to counselled group.

Possible explanations for these results could be:

- Dysfunctional attitude scale was used in the research to find out irrational
  beliefs of college women (see 4.7). It showed that irrational beliefs were
  widely spread in the society and lot of variations could be observed in these
  beliefs (Ellis, 1976a). People often adapt new irrationalities after giving up old
  ones or go back to old irrational beliefs after working hard to overcome it. For
  these reasons, the segmented analysis of irrational beliefs may not give clear
  cut picture of beliefs.

- According to Ellis (1976a), virtually all humans, even the bright and gifted
  humans also show evidence of major irrationalities. Even if people are having
  biological predisposition for irrational thinking, it can be unlearned. The aim
  of REBT is to clearly and unblamefully accept the existence of their innate
  tendencies toward irrationality and clearly to fight those as well (Ellis, 1962). With
  the similar aim, the present research was carried out. So the focus
  of the study was to reduce current irrational beliefs of the counselled group
  rather than group quantification of irrational beliefs.

- There is always a possibility that a person presently showing irrational beliefs,
  may change it tomorrow or a person presently not showing irrational beliefs,
  may develop it tomorrow. Due to this variation of irrational beliefs, the rigid
categorization may not be fully justified for their identification.
The hypothesis 8 was proposed to see the effect of REBT counselling in the factors of dysfunctional attitude in the post assessment of the counselled group. For the post assessment, scores of non counselled groups were compared with the scores of counselled group.

**Hypothesis 8** (Refer analysis 5.19 and table 5.31): The results supported the hypothesis totally since all the factors of dysfunctional attitude showed significant difference in the post assessment. Counsellted group showed low dysfunctional attitude than non counselled group in all the factors. Obtained results indicated that the factor of autonomy was affected maximally by counselling and the factor of omnipotence was affected minimally. This may be due to emphasis given on main principles of REBT in counselling sessions, that how ‘we’ largely disturb ourselves and not the situations.

The above results were consistent with the research findings which demonstrated that, when people change their beliefs from irrational to more rational or functional, they improve significantly (Beck, 1991; Engels & Diekstra, 1986; Haaga & Davison, 1989; Jorm, 1987; Lyons & Woods, 1991). Counsellted group was taught to change irrational beliefs to rational ones as well as to practice it while non counselled group did not receive counselling to change these irrational beliefs. This could be the reason of significant improvement of the counselled group.

**Discussion of Results of Univariate Analysis of Variance** (refer analysis 5.20)

Results of Univariate analysis of variance (refer table 5.32) supported the hypothesis for the factor of approval since significant difference in the scores of approval was seen in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results assured the effect of REBT counselling programme on improvement of functional attitude of approval in the counselled group. It indicated that the dysfunctional attitude that ‘it is a dire necessity for an adult human being to be loved or approved by virtually every significant other person in my community’ was reduced significantly in the post assessment of women from counselled group.
Results of Univariate analysis of variance (refer table 5.33) supported the hypothesis for the factor of love since significant difference in the scores of love was seen in the post assessment scores while taking into consideration pre-assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of functional attitude of love in the counselled group. The dysfunctional attitude that 'to base our worth on whether or not we are loved' was reduced significantly in the post assessment of women from counselled group.

Results of Univariate analysis of variance (refer table 5.34) confirmed the hypothesis for the factor of achievement since significant difference in the scores of achievement was seen in the post assessment scores while taking into consideration pre-assessment scores of the same factor. REBT counselling programme seemed to be effective in improvement of functional attitude of achievement in the counselled group. The dysfunctional attitude indicating absolute essentiality to prove one's creativity and productivity all the time was reduced significantly in the post assessment of women from counselled group.

Results of Univariate analysis of variance (refer table 5.35) supported the hypothesis for the factor of perfectionism since significant difference in the scores of perfectionism was seen in the post assessment scores while taking into consideration pre-assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of functional attitude of perfectionism in the counselled group. The dysfunctional attitude that 'one should be thoroughly adequate and perfect in all possible respects if one is to consider oneself worthwhile' was lessened significantly in the post assessment of women from counselled group.

Results of Univariate analysis of variance (refer table 5.36) supported the hypothesis for the factor of entitlement since significant difference in the scores of entitlement was seen in the post assessment scores while taking into consideration pre-assessment scores of the same factor. Results indicated that the REBT counselling programme was effective in improving functional attitude of entitlement in the counselled group. It indicated the dysfunctional attitude that 'I need and must have the things I really want' was reduced significantly in the post assessment of women in the counselled group.
Results of Univariate analysis of variance (refer table 5.37) supported the hypothesis for the factor of omnipotence since significant difference in the scores of omnipotence was seen in the post assessment scores while taking into consideration pre assessment scores of the same factor. Results confirmed the effect of REBT counselling programme on improvement of functional attitude of omnipotence in the counselled group. The dysfunctional attitude that ‘it is awful and catastrophic when things are not the way one would very much like them to be’ was lessened significantly in the post assessment of women in the counselled group.

Results of Univariate analysis of variance (refer table 5.38) supported the hypothesis for the factor of autonomy since significant difference in the scores of autonomy was seen in the post assessment scores while taking into consideration pre assessment scores of the same factor. REBT counselling programme seemed to be effective in improving functional attitude of autonomy in the counselled group. It indicated the dysfunctional attitude that ‘human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances’ was reduced significantly in the post assessment of women in the counselled group.

Results of Univariate analysis of variance (refer table 5.39) confirmed the hypothesis for the factor of total dysfunctional attitude since significant difference in the scores of total dysfunctional attitude was seen in the post assessment scores while taking into consideration pre assessment scores of the same factor. Women from the counselled group benefited significantly in improving total functional attitude in the post assessment due to REBT counselling programme.

Results of ‘t’ test and Univariate analysis of variance showed similar trends. Effectiveness of REBT counselling programme in reducing dysfunctional attitudes could have attributed to the factors such as effective identification, disputation of irrational beliefs and restructuring alternative rational beliefs. It is not sufficient to know that a particular belief is irrational. Unless an individual has new ideas to replace their old irrational beliefs, he/she is likely to cling to his/her irrational beliefs even though getting awareness that the ideas are incorrect. Several lines of research (Wein, et al., 1975; DiGiuseppe et al., 1988) supported the finding that the REBT counselling proved to be highly effective when it handles endorsement of rational beliefs along with the reduction in endorsement of irrational beliefs.
3. THE RELATIONSHIP AMONG VARIOUS FACTORS OF ADJUSTMENT AND DYSFUNCTIONAL ATTITUDE (6.7 TO 6.8)

6.7 Discussion of Results of Correlation of Various Factors of Adjustment and Dysfunctional Attitude in the Pre Assessment

Hypothesis 9(a) (Refer analysis 5.21 and table 5.40): The findings of the study confirmed the hypothesis since significant correlations were found among various factors of adjustment and dysfunctional attitude in the pre assessment. This hypothesis was rejected for the factors of belongingness, withdrawal symptoms, social standard, social skills, anti social tendencies and family relations as none of the above factors was significantly correlated with the factors of dysfunctional attitude. It indicated that the women having low adjustment in the above factors were not likely to show any kind of dysfunctional attitude.

Pre assessment results indicated that the women who felt, it was a dire necessity for a human being to be loved or approved by every significant person in their community (dysfunctional attitude of approval), were likely to have low adjustment in personal freedom, that is, these women were likely to feel that their behaviour would be governed by others to a large extent. If the women had a tendency to base their worth on whether or not they were loved (dysfunctional attitude of love) they were likely to show low adjustment in college relations. It meant that they would feel that their contribution to college and study was not important and essential. If the women had a tendency to feel entitled to things like success, love, happiness (dysfunctional attitude of entitlement), they were likely to depend on others for important decisions (low self reliance). The women having the dysfunctional attitude of autonomy, that is, human happiness was externally caused and they had little or no ability to control their disturbances, were likely to show low self reliance.

Women who had the dysfunctional attitude of perfectionism, that is, one should be thoroughly adequate and perfect in all possible respects, were likely to show low adjustment in personal worth, that is, they possessed a sense of being worthy only when they would be well regarded by others. The women having the idea that it was awful and catastrophic when things were not the way they wanted (dysfunctional attitude of omnipotence), they were likely to have low personal freedom, low community relations and low social adjustment.
The results also demonstrated that the women having dysfunctional attitudes towards life as a whole, were likely to show low self reliance, low personal freedom, low college and community relations. The women who indicated absolute essentiality to prove their creativity and productivity all the times (dysfunctional attitude of achievement), were likely to show low adjustment in self reliance, personal freedom, nervous symptoms, personal adjustment, community relations and total adjustment. It meant that these women who would depend upon others for important decisions, were likely to suffer from physical symptoms, and were likely to have feeling of low personal security and low community and total adjustment. In conclusion, results indicated that the women having any dysfunctional attitude, were likely to show low adjustment in various areas of personal and social adjustment.

Findings of the present study supported Ellis’s (1962) proposition that individuals are disturbed to the extent that they endorse irrational beliefs. Since 1950, REBT consistently pointed out that emotionally disturbed people show dysfunctional attitudes such as catastrophization, awfulization, overgeneralization, personalization, jumping to invalid conclusions, dichotomization, damnation and make other major unrealistic, anti-empirical often false inferences and attributions (Ellis, 1958, 1962, 1987c, 1987d).

Reich (1949) also had attempted to show how illogical ideas had been a prime cause of emotional disturbance. Jones (1968) reported that the irrational beliefs were conducive to maladjustment and emotional disturbance.

Findings of the present study also confirmed the findings of the research conducted by Evans and Picano (1983), Lohr, Bonge and Jones (1982), Morelli, Andrews and Morelli (1982), Shorkey and Sutton-Simon (1983b) and Smith, Boaz & Denney (1984) in which they consistently found that irrational thinking was significantly correlated with general psychological maladjustment.

The dysfunctional attitude of achievement was showing highest number of correlations with the factors of adjustment. This could have been caused as during the period of youth, college women are more sensitive towards achievement related
issues. Adjustment factors of self reliance and personal freedom were showing highest number of correlations with the factors of dysfunctional attitude. College women’s focus on self development and pursuit of personal aspirations during this period could be the possible causal factors of these results.

Factors of belongingness, withdrawal symptoms, social standard, social skills, anti social tendencies and family relations were having non significant correlations with dysfunctional attitude. This could have occurred due to individual differences and variations in dysfunctional attitude. It showed that in spite of having dysfunctional attitudes women were not likely to show low adjustment in the above areas.

6.8 **Discussion of Results of Correlation of Various Factors of Adjustment and Dysfunctional Attitude in the Post Assessment**

**Hypothesis 9(b)** (Refer analysis 5.22 and table 5.41): The findings of the study supported the hypothesis since significant correlations were found among various factors of adjustment and dysfunctional attitude in the post assessment. This hypothesis was rejected for the factors of personal worth, withdrawal symptoms, social standard, social skills and anti social tendencies as none of the above factors was significantly correlated with the factors of dysfunctional attitude. It indicated that women having low adjustment in the above factors, were not likely to show any kind of dysfunctional attitude.

Post assessment results revealed a different picture of relationship among various factors of adjustment and dysfunctional attitude. In the post assessment, more number of factors were showing significant correlation as compared to the pre assessment (refer table 5.40). This may have been caused due to the post assessment results of the counselled group since it showed significant improvement in various factors of adjustment and functional attitude in the post assessment (refer table 5.1 to 5.4). Three factors of social adjustment, namely: social standard, social skills and anti social tendencies were showing similar trend of non significance as shown in the pre assessment. Following relations could be seen:
It could be predicted that women having functional attitude that ‘it is not an absolute essentiality to prove one’s creativity and productivity all the time’ (functional attitude of achievement), were likely to show high adjustment in self reliance, personal freedom, nervous symptoms, personal adjustment, family relations, college relations, community relations, social and total adjustment. Similarly, women having a functional attitude that, ‘human happiness is not externally caused, (functional attitude of autonomy), were likely to show high adjustment in personal freedom, belongingness, nervous symptoms, personal adjustment, college relations, community relations, social and total adjustment. Women having a functional attitude as a whole (total functional attitude), were likely to show high adjustment in self reliance, personal freedom, belongingness, nervous symptoms, personal adjustment, college relations, social and total adjustment.

If the women had a functional attitude of not to base their personal worth on whether or not they were loved (functional attitude of love), they were likely to show high adjustment in personal freedom, belongingness, nervous symptoms, personal adjustment, college relations, social adjustment and total adjustment. Similarly, women having high functional attitude that ‘it is not a dire necessity for an adult human being to be approved by every significant other person’ (functional attitude of approval) were likely to show high adjustment in personal freedom, nervous symptoms, personal adjustment, college relations and total adjustment. If women were having functional attitude of, ‘one could not be thoroughly adequate and perfect in all possible respects’ (functional attitude of perfectionism), they were likely to show high adjustment in personal freedom, nervous symptoms, personal adjustment, college relations and total adjustment.

Women having functional attitude of, ‘not to feel entitled to things like success, love and happiness’ (functional attitude of entitlement), were likely to show high adjustment in nervous symptoms, personal adjustment, college relations, social and total adjustment. Lastly, if the women had the functional attitude that, ‘it is not awful and catastrophic when things are not the way we want’ (functional attitude of omnipotence), they were likely to show high adjustment in family relations, college relations and social adjustment.
An important result was revealed by the factor of total adjustment. It was showing significant correlations with all factors of dysfunctional attitude except for the factor of omnipotence. It meant if the women improved their dysfunctional attitudes, they were likely to improve their total adjustment. Similar tendency could be observed in personal adjustment. The difference in the correlations of pre and post assessment results could be attributed to the effectiveness of REBT counselling programme.

These findings could be interpreted as an evidence to support REBT therapy. Ellis (1962) views that, a reduction in the irrational beliefs enhances effective functioning. Number of other studies also supported the above findings. Kassinove (1986), Newmark, Frerking, Cook & Newmark (1972), Smith (1983), Lipsky, Kassinove and Miller (1980) had demonstrated when endorsement of irrational ideas was reduced, people felt better.

Factors of personal worth, withdrawal symptoms, social standard, social skills and anti social tendencies were having non significant correlations with dysfunctional attitude. It showed that in spite of improvement in functional attitudes, women may not show high adjustment in the above areas. Again, individual differences and variations in the level of dysfunctional attitudes could be the possible explanations for these findings.

Like pre assessment, dysfunctional attitude of achievement was showing highest number of correlations with the factors of adjustment. It confirmed the earlier results of college women’s sensitivity towards achievement. Factor of college relation was showing highest number of correlations with the factors of dysfunctional attitude. All the women in the sample were college going women. Large area of their adjustment constituted the college adjustment. So improvement in functional attitudes could have directly benefited them in improving college adjustment.
4. COMPARISON OF WOMEN AND CO-EDUCATIONAL COLLEGE GROUPS (6.9 TO 6.10)

Hypotheses 10 and 11 were proposed to see whether women from co-educational colleges would show higher adjustment and higher functional attitudes as compared to women from women's colleges.

The type of college and its effects on adjustment and attitude was long lasting debatable issue. Researcher took into consideration some of the Indian research findings (Krishnaraj & Swarup, 1973; Govind & Venkatammal, 1999) which revealed that the mental health of the students from co-educational colleges was higher as compared to the mental health of the students from women's colleges. Other research findings (Keating, 1999; Zhau, 2003; Harker, 2000) also supported the above results.

Most of these studies were conducted in schools but they revealed significant points as follows:

- Researchers working on this area stated that co-education was most healthy natural and normal setting for learning. It was more natural for men and women to learn together. When they learned together, it prepared them for the real world when they had to work with the opposite sex in their job and family life.

- If the women were in colleges with opposite sex, it helped them with their social skills and they became more comfortable being with the opposite sex. It showed that co-educational environment allowed women to socialize with the opposite sex freely.

- Lee and Marks (1990) discovered that single sex college women held stereotypical views regarding gender role than their co-educational counterparts which may lead to low adjustment.

- Keating (1999) expressed the opinion that each sex must play an important role in the society. So, co-education encouraged each sex to develop these roles.

Considering the above mentioned views, the researcher proposed hypotheses 9 and 10.
6.9 Discussion of Findings of Comparison Between Women and Co-Educational College Groups in Personal, Social and Total Adjustment

(a) Personal Adjustment

The hypothesis 10(a) was proposed to see whether women from women’s college group and co-educational college groups were significantly different from each other in the factors of personal adjustment in the pre and post assessment.

Hypothesis 10(a) (Refer analysis 5.23 and table 5.42): Findings of the study did not support the hypothesis as none of the factors of the personal adjustment was showing significant difference in the scores of women and co-educational college groups.

Obtained mean scores showed that women’s college group presented higher personal adjustment in all the factors than co-educational college group, except for the factor of withdrawal symptoms. This factor also showed a very small mean difference between these groups. In the total personal adjustment also, women from women’s college group outperformed women from co-educational college group. This trend was not only surprising but also contrary to what had been stated in the hypothesis.

Though the above findings were contrary to the stated hypothesis, some of the recent research showed an agreement with it. A study conducted by Kinzie (2006) in Indiana University Centre for post secondary research, suggested that students at women’s colleges were better served in their educational pursuits than their peers at co-educational institutions. The researchers found that students at women’s colleges spent more time on productive activities and gained more from their co-educational institutions. Women’s colleges also helped them for better self understanding. Lennon (2002) commented that women from women’s colleges tended to thrive studying subjects and career areas in which they were traditionally underrepresented. That was the reason they reported greater gains of self understanding acquired through singular study.

Low adjustment tendency in withdrawal symptoms shown by women’s college group was due to the very nature of women’s college where they could not
get the opportunity to interact with the opposite sex while learning. Here the tendency to substitute the joys of a fantasy world for actual experiences seem to have reached the high level.

(b) Social Adjustment

The hypothesis 10 (b) was proposed to see whether women from women’s college group and co-educational college groups were significantly different from each other in the factors of social adjustment in the pre and post assessment.

**Hypothesis 10(b)** (Refer analysis 5.24 and table 5.43): Findings of the study did not support the hypothesis as women from women’s college group showed significantly high social adjustment in social standard and community relations. Obtained mean score of total social adjustment showed that women from women’s colleges indicated higher social adjustment than co-educational college group. These results revealed totally opposite picture of what had been stated in the hypothesis.

Results presented by Kinzie (2006) throw light on the important findings of the research in this regard as follows:

- Women’s colleges supported high student faculty interaction leading to positive educational differences for women students.
- Women’s colleges encouraged students and seniors to collaborate more with peers, actively participate in class and integrate ideas.
- Women’s colleges fostered an environment that fuels women’s willingness to work with others and the development of skills associated with career success and leadership. This finding supported a popular belief that students from women’s colleges attained a greater number of prominent leadership positions and more responsibility than women who attend co-educational institution.

The above findings were also congruent with the recent report published (2002) by Bernard college on women’s college. Some of the notable research finding of the report was as follows:

- By attending women’s colleges, women had more opportunities to hold leadership position.
Women from women’s colleges reported greater satisfaction than their co-educational counterparts with their college experience in almost all measures—academically, developmentally, personally and socially.

These findings validated the results of the present study of having higher social adjustment of women’s college group in comparison with co-educational group.

(c) Total Adjustment

The hypothesis 10 (c) was proposed to see whether women from women’s college group and co-educational college group were significantly different from each other in the factors of total adjustment in the pre and post assessment.

Hypothesis 10(c) (Refer analysis 5.25 and table 5.44): This hypothesis was rejected since no significant difference was found in the scores of both the groups in the factor of total adjustment. Results not only rejected the hypothesis but also dispelled the notion that student at all women’s colleges were at a disadvantage.

Obtained mean scores showed that women from women’s colleges had higher total adjustment tendency than women from co-educational colleges. Though the difference in the mean scores of both the groups was not large enough to be significant, it presented an opposite direction of the stated hypothesis. A very convincing explanation given by Brutsaert (1999) could be aptly applicable for this finding.

Brutsaert (1999) found low adjustment tendency of women from co-educational institutions in comparison with single sex institutions. He discovered that women exhibited two notable psychological reactions to co-educational institutions:

• Women represent a more traditional model of femininity in the co-educational construct. This occurs because they desire social acceptance, which may be sought by conforming to the expectations of a male dominated society.

• Women in co-educational establishments, revealed higher levels of masculinity, for example, competitiveness, mastery, ego goal orientations than their counterparts in single sex colleges. Brutsaert explained this phenomenon
by understanding the particular need for women to compete with boys for attention of the teacher. This creates unnecessary high level of stress among these women.

Research findings of Brutsaert (1999) were found true in the present outcome.

6.10 Discussion of Findings of Comparison Between Women and Co-Educational College Groups in Dysfunctional Attitude

**Dysfunctional Attitudes**

The hypothesis 11 was proposed to see whether women from women’s college group and co-educational college group were significantly different from each other in the factors of dysfunctional attitude in the pre and post assessment.

**Hypothesis 11** (Refer analysis 5.26 and table 5.45): The results rejected the hypothesis as none of the factors presented significant difference in the scores of women’s and co-educational colleges.

Mean scores revealed a mixed trend. Women’s college group showed higher dysfunctional attitude in the factors of love, perfectionism and entitlement than co-educational college group. In the factors of approval, achievement, omnipotence and autonomy, co-educational college group showed higher dysfunctional attitude than women’s college group. No stable pattern of high or low dysfunctional attitude was seen in any of the group.

Total dysfunctional attitude score revealed that both the groups showed almost similar dysfunctional attitude. Reasons for the above results could have been as follows:

- Dysfunctional attitudes were so strongly prevalent among youngsters that the type of the college could not influence it. Ellis (1976) noted that irrationality is not exclusive to any particular group and no social or cultural group is devoid of irrational behaviour.
- Dr. Gill (1992) revealed a significant conclusion in her study that for the formation of attitudes, what really mattered was the quality of school or college and the teaching and not the type of college. She further commented
that neither single sex nor co-educational schools or colleges could claim that girls would show high or low performance.

- Cognitive factors were major determinants of dysfunctional attitudes. Ellis (1962) stated that dysfunctional ideas were learnt by the inculcation from significant others and our creative inventing of irrational dogmas and superstitions by ourselves. By the process of autosuggestion and self repetition, we actively reinstall these dysfunctional ideas.

Above view of Ellis clearly indicated that in the process of development of dysfunctional attitudes, the type of college was a non significant factor.

5. THE EFFECTS OF RELIGION AND FAMILY INCOME ON ADJUSTMENT AND DYSFUNCTIONAL ATTITUDE (6.11 TO 6.12)

Hypothesis 12 was proposed to see whether religion was showing any significant effect in adjustment and dysfunctional attitude.

Effect of religion on mental health is perhaps today a most challenging and controversial research topic for mental health professionals. Development of REBT constitutes Ellis's views about the role of religion in mental health. They have changed over time. Earlier he stated that devout religious beliefs and practices were harmful to mental health. Later on, in 1983, he offered a definition of religiosity as any devout, dogmatic and demanding belief. He noted that religious codes often manifest religiosity but added that demanding religiosity is also obvious among atheists. He recently proposed that intolerance of any set of beliefs with which one disagrees is common in religiosity which is different than religion. So he opposes religiosity and not religion.

However, REBT is independent of one's personal atheism. Many skilled REBT practitioners are religious. In the present research, the factor of religion had been considered as a background factor. Therefore, the focus of this research was on religion and not on religiosity. So this hypothesis was proposed to see whether personal religion affects adjustment and attitude and not whether one behaves religiously.
6.11 Discussion of Results of Variable of Religion in Various Factors of Personal, Social, Total Adjustment and Dysfunctional Attitude

(a) Personal, Social and Total Adjustment

Hypothesis 12(a) (Refer analysis 5.27 and table 5.46 to 5.47): This hypothesis was accepted as none of the factors of adjustment was showing significant difference in the scores. It indicated that none of the religions was showing significantly high or low adjustment.

A variety of research had been conducted to see the effect of religion on adjustment. Some research had investigated possible links between religion and personal adjustment. Blaine, Trivedi & Eshleman (1998) concluded that there is 'a large research literature that has established that measures of religious commitments, devotion or belief strength are associated with a range of positive mental health indicators such as decreased anxiety, depression, increased self esteem, tolerance and self control'.

Others (Koenig & Larson, 2001; Seybold & Hill, 2001) had come to similar conclusion, which consisted few of the studies (Moore & Glei 1995; Wright, Frost & Wisecarver, 1993) that had focused on adolescence and young adults. Some authors (Booth, 1991; Ellis, 1986; Shafranske, 1992) pointed out that religion was associated with mal-adjustment as well.

However as noted earlier, the issue is still debatable as it is difficult to establish causality of religion in the area of adjustment. Ultimately, the research on the factor of religion could not lead to a definite direction.

There were few studies which took a neutral position. A study conducted by Rifkin et al. (1999) on cancer patients concluded that religion did not predict adjustment. Another recent study conducted by Hunsberger et al. (2001b) provided support for the above mentioned view that religion did not have any effect on various adjustment measures. The findings of the present study also confirmed these results and supported the neutral position of religion in the factors of adjustment.

Obtained mean scores revealed that Hindu religion showed highest personal adjustment in nervous symptoms and lowest personal adjustment in self reliance.
Muslim religion showed highest personal adjustment in belongingness and lowest personal adjustment in self reliance. Jain religion showed highest personal adjustment in belongingness and lowest personal adjustment in withdrawal symptoms and other religions also showed highest personal adjustment in belongingness and lowest personal adjustment in personal freedom. Most of the religions were showing high adjustment in the factor of belongingness. Religion provides a definite structure and set up for cordial relationship with people in general, which could have increased the feeling of belongingness.

Mean scores also revealed that Hindu and Muslim religions showed highest social adjustment in family relations and lowest social adjustment in college relations. Jain religion showed highest social adjustment in social standard and lowest social adjustment in college relations like the above two religions. The other religions showed highest social adjustment in social skills and lowest social adjustment in anti social tendencies. Surprisingly, three religions were showing lowest social adjustment in the factor of college relations. It confirmed the earlier findings (refer 6.7) that counselling seemed to be essential and a desperate need for collegian young adults.

Highest total personal adjustment was shown by Hindu religion and lowest total personal adjustment was shown by Muslim religion. Highest social and total adjustment was shown by Jain religion and lowest total social and total adjustment was shown by Muslim religion. Results revealed a mixed trend. Muslim religion was showing low adjustment tendency but none of the religions showed consistent high adjustment in any single factor of personal, social and total adjustment. It revealed that the variable of religion was indifferent to the factor of adjustment.

(b) Dysfunctional Attitudes

Hypothesis 12(b) (Refer analysis 5.28 and table 5.48 to 5.49): This hypothesis was accepted as none of the factors of dysfunctional attitude was showing significant difference in the scores. It indicated that none of the religions was showing high or low dysfunctional attitude. It meant that religion was indifferent to dysfunctional attitude. This confirmed Ellis’s views that ‘practically all humans have a number of neurotic self defeating tendencies, no matter whether or in what culture, what ethnic group, they were reared’ (Ellis, 1987 c; Freud, 1965; Levi-Strauss, 1962). The findings
also validated the theory of personality proposed by REBT. It accepts the familial and societal influences on human irrationality and disturbance as well as it also emphasizes their biological origins.

Obtained mean scores revealed that the highest functional attitude shown by Hindu and Jain religions in the factor of love and lowest functional attitude was shown in the factor of omnipotence. Muslim religion differed slightly, that is, highest functional attitude shown by Muslim religion in the factor of perfectionism and lowest functional attitude was shown in the factor of entitlement. Other religions showed highest functional attitude in the factor of love and lowest functional attitude was shown in the factor of approval followed by omnipotence.

It could be seen that the dysfunctional attitude of omnipotence is, 'it is awful and catastrophic when things are not the way one would very much like them to be' was widespread among most of the religions. Religion provides a picture of a just and certain world. It gradually takes the form of dogmatic belief which would reveal through the dysfunctional attitude of omnipotence. The dysfunctional attitude of love, that is, 'tendency to base our worth on whether or not we are loved' was less prevalent among them due to religious preaching of acceptance, security and faith. That is the reason even Ellis has recently acknowledged and agreed with survey evidence suggesting that belief in loving God is probably psychologically healthy.

Mean scores of total dysfunctional attitude revealed that Hindu religion was showing highest functional attitude as a whole and lowest functional attitude as a whole was shown by Jain religion. Each religion is having its own sets of beliefs and it varies in conservatism and dogmatism which would reflect the above findings.

6.12 Discussion of Results of Variable of Family Income in Various Factors of Personal, Social, Total Adjustment and Dysfunctional Attitude

Hypothesis 13 was proposed to see the effects of income on the adjustment and dysfunctional attitudes. Here also, the researcher had proposed a neutral position since large number of studies could not establish either positive or negative causal link between these two factors.
Hypothesis 13(a) (Refer analysis 5.29 and table 5.50 to 5.51): The hypothesis was confirmed by the results for the factors of personal and total adjustment as none of the factors showed significant difference in the scores. It was rejected for the factors of community relations and total social adjustment since these factors presented a significant difference in the scores.

Many research studies (Lynch, Kaplan & Shema, 1997; Hoffman & Gerstein, 1977; Ettner, 1996) had been conducted to see the effects of family income on various measures. Majority of the studies had noted a positive relationship between income and mental health, but again the difficulty of establishing causality is still unanswerable.

REBT stated that low adjustment was largely determined by cognitive determinants such as faulty inferences and irrational evaluations about ourselves and others. As the factor of income was not a cognitive determinant, it would not affect the adjustment. The findings of the present study supported this view.

Obtained mean scores of personal adjustment factors revealed that women who belonged to income group of below Rs.5000 and above Rs.10000 showed highest personal adjustment in the factor of belongingness and lowest personal adjustment in the factor of withdrawal symptoms. Women belonging to income group of Rs.5000 to 10000 also showed highest personal adjustment in the factor of belongingness and lowest personal adjustment in the factor of self reliance.

All three income groups consistently showed highest personal adjustment in belongingness since the sample consisted of young college going women who generally feel that they belong when they enjoy the love of their family, the well wishes of good friends and feel proud of their college.

Considering social adjustment, mean scores revealed that women who belonged to income group of below Rs.5000 showed highest social adjustment in the factor of social standard and lowest social adjustment in the factor of community relations. Women belonging to income group of Rs.5000 to 10000 showed highest social adjustment in the factor of family relations and lowest social adjustment in the
factor of college relations. Women who belonged to income group of above Rs.10000 showed highest social adjustment in the factor of social skills and lowest social adjustment in the factor of college relations.

Unexpected results could be seen in the factors of community relations and total social adjustment which revealed a significant difference in the scores of the factor of family income. For both the factors, highest social adjustment was shown by the women whose family income was above Rs.10000 and lowest social adjustment was shown by the women whose family income was below Rs.5000. Mean scores of personal and total adjustment also consistently depicted the same picture.

The above results were in the agreement with some of the research findings (Angell, 1993; Hurowitz, 1993; Feinstein, 1993; Adler et al., 1993; Kessler & Cleary, 1980; Pappas et al., 1993) which suggested that, low socio- economic status leads to poor adjustment. However, these researchers noted that the factor of income was so well merged with the other factors that, it was difficult to seclude it to see its independent effect on various measures. They emphasized a need to refocus this area with a different and new perspective.

(b) Dysfunctional Attitudes

Hypothesis 13(b) (Refer analysis 5.30 and table 5.52 to 5.53): The hypothesis was accepted as none of the factors of dysfunctional attitude was found to be significant in the factor of family income. This confirmed Ellis view (1976 a) that, no social or cultural group is devoid of irrational behaviour.

Obtained mean scores indicated that women, whose family income was below Rs.5000, showed highest functional attitude in the factor of approval and lowest functional attitude in the factor of omnipotence. Women whose family income was between Rs.5000 to 10000 and above Rs.10000, showed highest functional attitude in the factor of love and lowest functional attitude in the factor of omnipotence. It could be noted from the above findings that women from low income group valued approval in a rational perspective but felt catastrophic when things were not the way they wanted. In case of middle and high income group women, love was understood rationally but omnipotence was grossly irrational.
All three income groups were consistently showing high dysfunctional attitude in the factor of omnipotence. The factor of omnipotence consisted of an awfulization, which is an important premise of ‘musturbation’ which REBT deals with. Musturbatory thoughts were found to be very common among youngsters which lead to emotional disturbance.

Total dysfunctional attitude mean score revealed that women whose family income was below Rs.5000 showed highest dysfunctional attitude while women whose family income was above Rs.10000 showed lowest dysfunctional attitude. This finding gave the impression that the prevalence of dysfunctional attitudes was greatest among the women from low income group compared to women from middle and high income group. So income could be the intervening factor in the development of dysfunctional attitudes.

However, in agreement with the earlier researchers (refer 6.21), it was essential to study this factor with the segregation of other influencing factors. Another possibility may be the fact that the sample constituted mostly of the middle income group. This excluded the sample from a very low or a very high income group. Thus, the relative homogeneity of the sample regarding income may have influenced the obtained results.

In summary, results of the present study were almost congruent with the findings of previous studies and research investigations. Effectiveness of REBT in the factors of adjustment and dysfunctional attitude was interpreted in terms of theoretical applications of REBT such as the concepts of self acceptance, emotional disturbance, irrational beliefs and others. Ineffectiveness of REBT in some of the factors of adjustment and dysfunctional attitude was discussed considering multitudinous perspectives expressed by numerous psychologists as well as evaluation of personality determinants from REBT point of view. The discussion of correlations and background variables, focused on available literature on these issues and REBT’s contribution to it. In short, quantitative discussion interpreted results with reference to empirical verification, coherent with REBT theory.
PART - II: QUALITATIVE DISCUSSION

As a method of social inquiry, qualitative research developed from the post-Cartesian intervention by Immanuel Kant. The trend of qualitative research methodology began to have its influence within social sciences from the 1990's through the writings of scholars like Wilhelm Dilthey (1833-1911), Edmund Husserl (1859-1938), Max Weber (1864-1920) and Alfred Schutz (1899-1959). These writings have opened new and refreshing avenues for qualitative research. It aims to discover new meanings and concepts rather than establishing causal relationships between narrowly defined variables. Qualitative methods strive to derive meaning of a social phenomenon from the context in which it takes place. Bryman (1988) noted that quantitative and qualitative methods can ideally complement each other.

Qualitative methodology was incorporated in the present research for the following reasons.

• REBT group counselling programme deals with human beings and human mind. Researcher felt that there were certain factors of counselling which could not be transparently available for an exterior gaze but have to be elicited from within and have to be interpreted qualitatively.

• Some of the results revealed by the present research are well supported by researcher’s observations of group interaction and discussions.

• Qualitative methodology would facilitate capturing the counselling programme as naturally as possible.

• Qualitative methodology generally is chosen to study smaller communities. Hence these studies can be intensive and in-depth. Counselling group of the present research consisted of a small number of participants, which was supposed to be focused for counselling. Furthermore, the researcher got an opportunity to observe the participants from several angles on many occasions which enhanced capturing the reality holistically.

It is difficult to define or demarcate what constitutes qualitative research because of its very nature. One could, however, list a set of characteristics which captures the nature of qualitative research. These characteristics are interlinked, flowing from and into one another, and therefore, they cannot be neatly enumerated. Still few researchers tried to define qualitative research. Denzin and Lincoln (1994)
have defined it as ‘multimethod in focus, involving an interpretive, naturalistic approach to its subject matter’. Though qualitative discussion does not make serious demands in terms of design and is most often exploratory in nature, this definition stressed the need for adaptation of specific strategies and well conceived conceptualization for the qualitative research. Researcher employed following strategies as she proceeded into the study.

**Naturalistic Approach for Group Observation**

The researcher adopted ‘naturalistic approach’ described by Nakkeeran (2006) for the qualitative research of REBT counselling programme. This approach aims to reach as close to the reality as possible, through scrupulous description of reality. The researcher had an intense and prolonged contact with the college women through the counselling sessions. She got to know the participants as real people during the sessions.

- **Focus Group Discussion Method**

  Along with a naturalistic approach, the researcher employed the qualitative method of ‘focus group discussion’ in conjunction with observation as the basic building block. Focus group discussion involves explicit use of group interaction for analysis and discussion. This method helped the researcher to explore the effectiveness of REBT group counselling programme to greater depths.

- **Notes for Data Collection**

  Notes are one of the effective methods used for data collection in qualitative research (Nakkeeran, 2006). Notes are condensed write-ups of the elaborate field notes. Researcher used to write notes at the end of every session. Data collected by her in these notes was in terms of description based on group observations and from their written homework documents. These notes helped her to look at patterns and relations among a range of observations, underlying structures of more surface process, and abstractions of elaborate empirical events and so on. In addition to these notes, write-ups written by participants and logs (regular recording of activities undertaken in the sessions) were also probed by the researcher to grasp a holistic understanding of REBT group counselling programme.
The Analytic Induction for Data Interpretation

Researcher used the method of analytic induction (Denzin & Lincoln, 1994) for the interpretation of data. In this method, the researcher takes one objective at a time and develops a working hypothesis to explain it. He/she then subsequently takes another explanation to find out the validity of that hypothesis. In the present study, the researcher took one hypothesis at time and tried to find its validation by the information gathered from 'focus group discussion' and group observation.

The researcher had long term and intensive interaction with the women from counselled group through counselling sessions but interaction with the women from non counselled group was limited only to pre and post assessment sessions. So the large part of the qualitative discussion consisted of ‘focus group discussion’ with women from counselled group. As the focus of the research was on the effectiveness of REBT counselling programme, background factors such as religion and income not being considered the topics of group discussions, were excluded from qualitative discussion.

6. PRE AND POST COMPARISONS IN COUNSELLED GROUP AS WELL AS IN NON COUNSELLED GROUP (6.13 TO 6.16)

6.13 Discussion of Results of the Pre and Post Personal, Social and Total Adjustment Scores in Counselling Group

(a) Personal Adjustment

Hypothesis 1(a) (Refer analysis 5.1 and table 5.1): The results of the study supported the hypothesis except for the factor of withdrawal symptoms. These findings were consistent with the information revealed by the group interaction and the discussions during counselling sessions.

Researcher found during the initial sessions that, college women had their own ideas about the nature and causes of their psychological problems and were not prepared to relinquish these. Before moving to disputation, the researcher observed the following ideas about the determinants of their personal problems were prevalent among them:
Most of them believed that their problems were caused by (1) external events (including events that happened in childhood) (2) physical dietary or biochemical factors (3) repressed impulses (4) fate or astrological factors. These could be the main important reasons of their low personal adjustment in the pre assessment.

With the help of the examples, the researcher emphasized that past events could have contributed to their personal problems but they did not make them disturbed. Some of the women were suffering from physical symptoms such as asthmatic attacks, headache, ulcer, migraine, eating problems and so forth. This could be the reason of having low adjustment in the factor of nervous symptoms in the pre assessment.

They were fully convinced that the origins of their personal problems laid either in buried childhood feelings or external factors. Researcher helped them to re-focus on their present disturbance-perpetuating beliefs. Women were urged to work and practice their way to emotional health by using cognitive disputation. In order to change their irrational thinking, researcher emphasized the written disputation of their irrational beliefs. Disputing strategy put the responsibility on women to prove that what they were thinking was correct.

Some of them reported that, for the first time they realized that humans usually have reasons for believing what they think. Interesting opinions about their personal epistemologies were revealed during the sessions. Some women believed that knowledge came from a higher source, either spiritually or socially. Some thought that things were true just because they thought of them. Researcher disputed the validity of their epistemology and convinced them of the advantages of advocating a scientific epistemology before attempting to restructure any of their specific irrational belief. Their oral and written feedback indicated that they had benefited by this strategy to a large extent. So in the post assessment, the factor of belongingness was showing not only highest score but high improvement in the post assessment. Highest improvement in the post assessment was shown in nervous symptoms as physical symptoms reported by the women were tackled effectively in the sessions.

REBT was less effective in reduction of withdrawal symptoms. The pre and post assessment score of the women in this factor presented their tendency of
engaging in a fantasy world. This tendency had not reduced significantly in the post assessment even after receiving REBT counselling programme.

During the sessions, researcher encouraged the women to describe their daydreams with the thought that daydreams may provide important material for discussion. For some women, particular daydreams occurred in response to and as a compensation for a negative activating event. For example, one woman reported having the daydream of becoming a world famous singer after failing to get selected for Youth Festival competition. Researcher asked her not only about the contents of daydreams but also the information of what would stop her from actualizing her goal.

Researcher found that most of the women were not opening up their daydreams completely with the probable thought that they were too personal. So it was difficult for the researcher to gather material on this matter. Besides, the daydreams which had been discussed were dysfunctional and impeding these women from getting to the core of their problems. So even after receiving REBT counselling, it was felt that they would not have shown significant improvement in this factor.

(b) Social Adjustment

Hypothesis 1(b) (Refer analysis 5.2 and table 5.2): The results of the study supported the hypothesis for the factors of family relations, college relations and social adjustment. It did not support the hypothesis for the factors of social standard, social skills, anti social tendencies and community relations. The findings of the study were discussed in the context of ‘focus group discussions’ along with the observations.

A separate module (Module Six) was prepared in the counselling programme in order to enhance the social adjustment of the college women. REBT usually first helps people function better in their present family, work, college and then as counselling proceeds, helps them change the self, so that they can lead happier, more fulfilling lives (Dryden, 1995). An improvement in the post assessment in family and college relations was the clear reflection of the above findings and the reason of highest improvement in college relations in the post assessment.
Researcher explained self actualization in conjunction with social adjustment. While discussing goals for self actualization, she stressed upon the important goals of REBT that, for self actualization it was essential to devote simultaneously to our own goals and values and acceptance of the fact that we are a member of the social system. With pure self interest, we may harm our group and possibly sabotage the whole human race. Researcher noted Ellis’s (1999) quotation, ‘Strive to do what you really want to do but also to be a good model for others to help other individuals and to live so as to generally benefit humanity’ (p.170).

The technique of role play was specially introduced to focus on interpersonal relationships as the mean scores of the group in the pre assessment showed low social adjustment. Apart from the situations described in the module, they came up with new situations for role play. For example, one woman stated the problem of having frequent arguments between she and her mother. Here, researcher encouraged one of the willing participant to take up the role of her mother and led the discussion. The main principle behind it was to smoothen the social relationships and to improve their social adjustment.

Factors of social standard, social skills, anti social tendencies and community relations not only showed low score in the pre assessment but in the post assessment also. Pre and post comparisons also revealed no significant difference. Following observations of the researcher could be responsible to some extent for the above findings:

- Some participants did not talk enough and some participants dominated a group. Researcher performed an ABC analysis of their unwillingness to share. Even counselling game was introduced where everybody had to speak but it was found that social anxiety was keeping some of them silent.

- Group consisted of small cliques of three or four members. Sometimes, participants interacted within the cliques instead of within the group. They were good at responding individually but the group interaction was less compared to individual reaction. This was specially true in case of mixed group in which all the participants did not know each other at the beginning of counselling sessions.
• While discussing interpersonal relationships, some of the issues for example, sexual relations, abortion, marital relations, raised by the participants were anxiety provoking.

(c) Total Adjustment

Hypothesis 1(c) (Refer analysis 5.3 and table 5.3): The findings of the study validated the hypothesis totally. The obtained mean scores revealed the significant difference in the post assessment score of total adjustment.

Pre assessment mean scores of these women showed low adjustment tendency. Researcher found the prevalence of following masturbatory beliefs among them:
• I can't stand it
• Jumping to conclusions and negative non sequiturs
• Allness or neverness

These masturbatory beliefs led to low personal and social adjustment as through these beliefs, person not only expects absolutistic demand from him/herself but from others which interferes in personal as well as social relationship. Considering these facts, the researcher used anti-awfulizing and anti-masturbation techniques which were considered to be the core of rational thinking and the essence of uprooting person's feelings of anger, rage, resentment and fury. Researcher concentrated on these feelings as they are the major contributory factors inhibiting the relationship with self and others. Women reported that these sessions helped them to solve their own personal and social problems. The findings of the present study were the clear reflection of this feedback.

6.14 Discussion of Results of the Pre and Post Dysfunctional Attitude Scores in Counseled Group

Dysfunctional Attitudes

Hypothesis 2 (Refer analysis 5.4 and table 5.4): The results of the study confirmed the hypothesis, except for the factors of entitlement and omnipotence. These results were congruent with the researcher's observations of counselled group during counselling sessions.
In the present research, dysfunctional attitudes were used to tap several irrational beliefs (refer 4.6). So in REBT counselling programme, women were taught to utilize the ABC model (Module Three and Four) as means for analyzing and understanding their emotional upsets. The result was the clear indication of the effectiveness of this programme.

Results indicated highest functional attitude shown by these women in the factor of love in the post assessment. It is rather common for all participants to enter counselling with the belief that they need their counsellor's love and approval. Wolfe (1976, 1990) stated that REBT as an effective feminist therapy and pointed out that 'love slobbism' (or an inordinate demand to be loved) was especially rampant among women. Wilde (1992) also supported this view.

Taking into considerations these opinions, in REBT counselling, researcher provided an opportunity to lodge a full scale assault on their need for love. Some of the participants shared their experiences of love relationships. Researcher observed that they tend to hold onto an irrational idea that closely mirrors the sentiment 'without someone to love me, approve of me and value me, I am completely unlovable'.

Obtained mean scores revealed that the effect of REBT was high on the factors of autonomy, love, approval, perfectionism and achievement. During the sessions, participants expressed several irrational ideas of above factors. Some of these were as follows:

- I need other's approval to feel ok about myself.
- I must be dependent on somebody or some outside factor for my improvement.
- I must be perfect in my work.

While dealing with these irrational ideas, researcher used a helpful procedure which distinguished between want and need which would have improved post assessment scores in the above factors.
In the post assessment, highest dysfunctional attitude was seen in the factors of entitlement and omnipotence which revealed no significant difference in the pre and post assessment. Following could be the cause of their resistance to change these two attitudes in the post assessment:

- Researcher could identify that the self talk of the participants seemed to focus on the incredible unfairness of the world and the need for the world to be just and fair. The major irrational belief which researcher could find out was 'life should always be easy and without frustration'. This irrational idea generally leads to low frustration tolerance (LFT) which is common problem of youngsters and deeply rooted in their mind. More number of counselling sessions would be required to eradicate LFT.

6.15 Discussion of Results of the Pre and Post Personal, Social and Total Adjustment Scores in Non Counselling Group

Researcher had very little interaction with the non counselled group. So there was not much scope for the observations of ‘focus group discussions’. Few of the researcher’s observations would throw light on the research findings.

(a) Personal Adjustment

Hypothesis 3(a) (Refer analysis 5.5 and table 5.5): The results of the present study confirmed the hypothesis except for the factor of personal worth. Obtained pre and post mean scores revealed a low personal adjustment tendency of young women.

. The factor of ‘personal worth’ improved significantly in the post assessment. It showed that they possessed an improved sense of being worthy and capable in the post assessment as compared to the pre assessment. The possible explanations for this:

- After the pre assessment sessions care had been taken by the researcher not to expose non counselled group for any kind of counselling. But other than counselling, some of the factors which were beyond the control of the researcher, might have influenced their scores in this factor. For example, some of the participants were engaged in Yoga exercises, which was the part of their regular curriculum.
(b) Social Adjustment

Hypothesis 3(b) (Refer analysis 5.6 and table 5.6): This hypothesis was accepted totally as none of the factors of social adjustment was found to be significant. Obtained mean scores indicated strong tendency of low social adjustment of these women. Researcher observed strong tendency among them to blame modern pressures for their adjustment difficulties. She also observed widespread irrational belief among them, that is, ‘external factors such as other people and external world are largely responsible for our emotional disturbance.’

(c) Total Adjustment

Hypothesis 3(c) (Refer analysis 5.7 and table 5.7): The results of the study totally proved the hypothesis. Findings indicated a strong tendency of low adjustment of women from non counselled group in the pre and post assessment. They could not improve low adjustment in the post assessment as they did not receive counselling programme between pre and post assessment. These results were consistent with the researcher’s conclusions about non counselled group. She found that their low adjustment was associated with some of the irrational beliefs.

She found that women from non counselled group expressed following irrational beliefs:

- I must perform absolutely well and win approval of significant others or else I am an inadequate, worthless person (Belief related to self).
- Other people must be nice and fair to me under all conditions (Belief related to others).
- I must be absolutely comfortable, safe and advantageous or else the world is a rotten place (Belief related to world).

6.16 Discussion of Results of the Pre and Post Dysfunctional Attitude Scores in Non Counselling Group

Dysfunctional Attitudes

Hypothesis 4 (Refer analysis 5.8 and table 5.8): The results of the study supported the hypothesis totally as none of the scores of dysfunctional attitude
showed significant difference in the post assessment. Results of the pre and post assessment revealed that young women had dysfunctional attitudes to a large extent.

Researcher found that these women had a strong feeling that they were helpless victims of situations and they could not do much to improve their environment. She observed that some of them were profound musturbator and engaged in misleading inferences that confirmed and added to their disturbed reactions. During the pre assessment sessions in a free discussion, one of the participant expressed a strong feeling of disturbance as one of her friends rejected her invitation to go to the party. She was very much disturbed as she quickly jumped to the inference that her friend hated her. Most of these women had such type of dysfunctional attitudes.

7. PRE AND POST COMPARISONS OF NON COUNSELED AND COUNSELED GROUP (6.17 TO 6.18)

6.17 Discussion of Findings of Pre and Post Assessment Scores of Non Counseled and Counseled Groups in Personal, Social and Total Adjustment by Using ‘t’ Test and Univariate Analysis of Variance

(a) Personal Adjustment

Hypothesis 5(a) (Refer analysis 5.9 and table 5.9): The results of the study supported the hypothesis except for the factors of personal worth and withdrawal symptoms. It showed that except for the above two factors, scores of both the groups were almost same in personal adjustment factors in the pre assessment.

Results presented that women from counselled group were showing significantly low adjustment tendency in the factors of personal worth and withdrawal symptoms than non counselled group in the pre assessment. It showed that women from counselled group engaged more in a fantasy world than the non counselled group. The feeling of being worthy or capable was also found to be lower in the counselled group than the non counselled group.

During the pre assessment sessions, researcher noticed that women from counselled group were indicating excessive dependency on others as well as anxiety over concern. They seemed to be carried away by their friend’s opinion in their
decision to participate in the pre assessment sessions. The predominant irrational belief which could be observed among them was 'if I do not get validated by significant others, I then have little personal worth and am a bad person'. They were not using their independent thinking and were also showing over anxiety for the assessment. In spite of researcher's attempt to calm them, most of them continuously kept on thinking about their scores of the assessments and asked the researcher repeatedly. They were ready to withdraw from further sessions if their scores were low. These observations could explain their low scores in personal worth and withdrawal symptoms.

**Hypothesis 6(a)** (Refer analysis 5.10 to 5.11 and table 5.10 to 5.17): Results of ‘t’ test Univariate analysis of variance confirmed the finding that non counselled and counselled groups differed significantly in the post assessment due to REBT counselling programme except for the factor of withdrawal symptom.

REBT was found to be less effective in the factor of withdrawal symptoms. Following findings of the researcher would explain this result:

- There was no deliberate emphasis on the ‘true confession’ type of session. Participants were often encouraged by the researcher to speak at and to discuss problems that were bothering them and those they felt ashamed of discussing. Most of the participants discussed general problems but some of them could not open out on their innermost deeply rooted feelings. Researcher tried to emphasize that there really was nothing frightening about their revealing themselves to others and the world would not come to an end if they do so. But she did not force them to do so against their will. These unexplored feelings would have led the way of fantasies.

(b) **Social Adjustment**

**Hypothesis 5(b)** (Refer analysis 5.12 and table 5.18): The results of the study confirmed the hypothesis totally since none of the factors of social adjustment showed significant difference in the pre assessment scores of non counselled and counselled group. Obtained results indicated that all the mean scores of non counselled group were lower as compared to counselled group except for the factors of social standard and family relations. On these factors, counselled group showed lower adjustment
tendency than non counselled group. The possible causal factors could be traced in researcher’s own experiences of counselled group.

- She observed that social communication methods were not very well developed in the participants. They did not have sufficient opportunities for practising the skills of listening, attending and responding. It was observed that the discussions and exchanges engaged in by participants were not always constructive and meaningful. They were occasionally impulsive, distracting and interrupting.

- At times, few participants tried to dominate the conversation. They were difficult to manage. Researcher encouraged the other participants to gently confront dominant participant. For example, researcher encouraged confrontation by asking a leading question such as ‘how do you feel when Poorva talks so much that others do not get a turn?’ Another participant’s reaction to the overactive participant ‘sometimes I feel like you just want to talk about yourself and do not want to listen to our problems’ had a dramatic effect and lessened the dominating tendency.

**Hypothesis 6(b)** (Refer analysis 5.13 to 5.14 and table 5.19 to 5.26): Results of ‘t’ test and Univariate analysis of variance emphasized that REBT was found to be effective in the factors of family relations, college relations, community relations and total social adjustment. It was less effective in the factors of social standard, social skills and anti social tendencies. While interpreting these results, researcher’s following observation of counselled group were relevant to the findings:

- Some participants were inactive and resistant. These characteristics would presumably tend to interfere with the kind of emotive processes and changes that REBT espouses.

- Ellis (1962) suggested that, for the people having socializing problems, group REBT was most suitable therapy as they could have more contact with others. Researcher felt that more number of sessions of REBT could have helped the participants for socializing much better and working through their relationship difficulties.
(c) Total Adjustment

**Hypothesis 5(c)** (Refer analysis 5.15 and table 5.27): The results of the study supported the hypothesis totally since there was no significant difference in the pre assessment score of counselled and non counselled group. Both the groups showed low adjustment tendency. Researcher’s conclusions of counselled group almost matched the results.

The researcher found that many of the women were either not aware of their low adjustment tendency and a few were having strong resistance to admit it. The variety of physical symptoms reported by them such as ulcer, asthma, migraine and others were the physical expressions of their emotional disturbance. These clearly exhibited low adjustment tendency.

**Hypothesis 6(c)** (Refer analysis 5.16 to 5.17 and table 5.28 to 5.29): Results from ‘t’ test as well as Univariate analysis of variance indicated that the REBT counselling was significantly effective in the factor of total adjustment. Researcher’s experiences with women from counselled group were in the same line of results.

At the earlier stages of the counselling, researcher found that though all the participants willingly entered into counselling, few of them harboured misconceptions concerning how it might assist them. Researcher made them aware that REBT counselling would focus upon helping them with their psychological problems as opposed to their practical problems. But at the ending stages of counselling, they seemed to realize that improved psychological functioning might have facilitated their ability to resolve practical issues of adjustment. This realization could have contributed to the effectiveness of REBT counselling programme to a large extent.

**6.18 Discussion of Findings of Pre and Post Assessment Scores of Non Counselling and Counselling Groups in Dysfunctional Attitude by Using ‘t’ Test and Univariate Analysis of Variance**

**Dysfunctional Attitude**

**Hypothesis 7** (Refer analysis 5.18 and table 5.30): The results of the study rejected the hypothesis totally since all the factors of dysfunctional attitude differed
significantly in the non counselled and counselled groups. All the factors from non counselled group showed lower scores than counselled group indicating higher dysfunctional attitudes as compared to counselled group.

Researcher observed that women from counselled group were holding dysfunctional attitudes such as masturbation, hot cognitions, ego and discomfort disturbances and low frustration tolerance to a large extent. They were unaware about the causal link between the irrational beliefs and psychological disturbance.

**Hypothesis 8** (Refer analysis 5.19 to 5.20 and table 5.31 to 5.39): Results of ‘t’ test and Univariate analysis of variance proved the effectiveness of REBT counselling programme in reducing all dysfunctional attitudes. The results were in the agreement of the researcher’s following information revealed through group interaction of counselled group:

- Core irrational beliefs were identified and dealt during the sessions. One of the participant presented her complaint of non assertiveness with friends and family. She was clearly indicating dysfunctional attitude of ‘approval’, that is, ‘I must have the approval of others in order to consider myself a worthwhile person’. This attitude made difficult for her to refuse unreasonable requests for favours out of fear that others would reject her. Other participants could not only identify this dysfunctional attitude but pointed out that a particular dysfunctional attitude was at the root of many of her interpersonal difficulties. This simplified the work of counselling and she could focus her efforts on overcoming her self created need for other’s approval.

- Identification and disputation of irrational beliefs was handled effectively which encouraged participants to do their own persistent disputing in cognitive assignments as some of the participants voluntarily presented self created homework.
8. COMPARISON OF WOMEN AND CO-EDUCATIONAL COLLEGE GROUPS (6.19 TO 6.20)

6.19 Discussion of Findings of Comparison Between Women and Co-Educational College Groups in Personal, Social and Total Adjustment

(a) Personal Adjustment

Hypothesis 10(a) (Refer analysis 5.23 and table 5.42): Findings of the study did not support the hypothesis since none of the factors of the personal adjustment was showing significant difference in the scores of women and co-educational college groups.

The above results were consistent with some of the investigations of the researcher:

- Women from both the groups were involved in the discussion of personal issues.
- Researcher found that women from both the groups were sharing college experiences equally.
- Women from both the groups were ready to explore and to examine their own sense of self.

(b) Social Adjustment

Hypothesis 10(b) (Refer analysis 5.24 and table 5.43): Findings of the study did not support the hypothesis since women from women’s college group showed significantly high social adjustment in social standard and community relations.

Contrary to the results, the researcher found no major difference in the behaviour of women from both the groups involved in counselling. Women from both the groups were equally enthusiastic and interactive in the sessions. This observation was consistent with the findings of other factors of social adjustment where neither group presented consistent high or low adjustment tendency in the factors of social skills, anti social tendencies, family and college relations. But her conclusions did not support the results of social standard and community relations where women’s college group showed high adjustment than co-educational group.
(c) **Total Adjustment**

**Hypothesis 10(c)** (Refer analysis 5.25 and table 5.44): This hypothesis was rejected since no significant difference was found in the scores of both the groups in the factor of total adjustment.

The possible explanation of this result could lie in researcher’s exploration of the counselled group where she found that both the groups were exhibiting similar trend in expressing collegiate problems. There were individual differences in the group but these could not be attributed to a particular group. Besides, she got a limited opportunity to interact with the women from non counselled group. So the unknown personality factors of the non counselled group were also being reflected in the non significant results.

6.20 **Discussion of Findings of Comparison between Women and Co-Educational College Groups in Dysfunctional Attitude**

**Dysfunctional Attitudes**

**Hypothesis 11** (Refer analysis 5.26 and table 5.45): The results rejected the hypothesis as none of the factors presented significant difference in the scores of women’s and co-educational colleges.

The results corresponded with the researcher’s observations of both the groups that dysfunctional attitudes were widespread among them. In this regard, no difference was observed between them in the prevalence of dysfunctional attitudes.

9. **HOLISTIC QUALITATIVE DISCUSSION**

6.21 **Holistic Qualitative Discussion of the REBT Group Counselling Programme**

In qualitative research, phenomenon is seen as embedded in a context and as being complexly and inextricably related with a number of other processes and factors. A qualitative researcher seeks to bring out the way the phenomenon is interrelated with other factors and how they configure each other.
In addition to the qualitative discussion mentioned earlier, there were certain factors which need to be brought out in order to understand the nature of the counselling programme. These factors were discussed in the context of whole counselling programme and also with a view that this discussion will provide an opportunity to penetrate into REBT counselling programme realistically. Such a meticulous capturing of the reality is one of the primary aims of qualitative research (Denzin, 1998; Denzin & Lincoln, 1994).

(a) Researcher's Style of the Interaction Used in the Counselling Programme

Dr. Albert Ellis (Ellis, 1979a, 1985a) recommended active-directive style with most clients and a particularly forceful version. He pointed out that clients forcefully and emotionally hold on to their dysfunctional beliefs, feelings and behaviour. If their counsellors were meek, mild or ‘too rational’ they may fail to reach some clients.

However, not all REBT counsellors concur with this view. Some recommended a more passive, gentle approach. In the same vein, recent proponents (Beutler, 1983) of eclectic forms of REBT therapy argue that style of counselling interaction had better be varied to meet the special groups.

Researcher had considered the above mentioned views and planned to adopt a style which would suit the counselled group. At the beginning of the sessions, researcher observed that, though counselled group consisted of college-going women, the group was not a homogeneous group on several factors. Participants belonged to different colleges, different faculties, different areas of Mumbai as well as had different personality variables. Observing the counselled group, the researcher advocated active directive forceful but easy going style of interaction at different times in the counselling sessions. It also was collaborative, encouraging, supportive and mentoring for the participants.

In general, the researcher avoided:

- An overly friendly, emotionally charged style of interaction.
- An overly intellectual style.
- An overly directive style with participants whose sense of autonomy was easily threatened.
- An overly active style with participants who easily retreated into passivity.

**(b) Problems Presented During Counselling Programme**

During the sessions, volunteers presented the researcher with a variety of problems of daily living. Problems ranged from family work or relationship difficulties, losing weight, getting relief from stress, coping with frustration or anxiety. Generally participants had in common, some degree of suffering, pain or at least discontent. Some of the participants were less defined but related to the experiences of emptiness, meaninglessness in life, boredom, a lack of intense feelings and a loss of sense of self. Some of them wanted to get rid of physical symptoms such as headache, ulcer, asthma, migraine, eating problems and so forth.

Some of them pushed for the ‘magic answer’ from the researcher as a way of escaping the anxiety of making their own resolutions. In such cases, though the researcher allowed them to find their directions primarily from the counselling, she fostered their independence and further reinforced their potency. Some of them exhibited allied counselling problems. This provided the researcher with an opportunity to determine whether the skills learned and practised in the security of group sessions were being applied to real life situations.

Most of the volunteers who presented their problems wanted counselling experience either because they were in crisis and wanted relief or had long standing problems that they wanted to solve or hoped to understand themselves more fully and move to a higher level of personal integration.

Researcher repeatedly observed a distinctive tendency of the participants of not disclosing deeply rooted problems which were considered ‘too embarrassing’ for group discussion.

**(c) Difficulties in Organizing and Conducting Counselling Programme**

**(i) In Organizing Sessions**

Organizing counselling sessions for women’s and co-educational college groups was indeed a tough task for the researcher.
Most of the participants from one of the women’s college showed low adjustment and low functional attitude. So the researcher could easily access one group of women which belonged to the same women’s college for counselling sessions. (n=25).

Arranging co-educational group was a very difficult work as not a single college consisted of twenty five women having low adjustment and low functional attitude. So a group was organized by the researcher called ‘mixed group’ (n=25). Participants from mixed group did not belong to a single college but belonged to different colleges located in different areas of Mumbai.

For organizing counselling sessions, a major obstruction was created by different examination schedules and college timings, prescribed by each college. Due to this, researcher could not fix a common time which would be suitable for all of them. Additionally a common premise was not available for counselling sessions. Few initial sessions had to be cancelled due to these hazards. Counselling group programme was delayed by one month than planned schedule. As time proceeded, the researcher managed to overcome all these difficulties and began actual counselling sessions.

(ii) During Sessions

Resistance of the participants

Most of the participants in the group setting participated actively in the sessions. There were few members who were silent and distant. They indicated a certain amount of reluctance to engage in self disclosure. Some of them were finding uncomfortable to talk about themselves freely and some of them were showing fear of discomfort or fear of disapproval. Some of the participants viewed their problems as being fixed in nature and impervious to change. Some thought that their freedom was usurped by counsellor’s pushing.
Researcher hypothesized that resistant participants tend to hold three main irrational beliefs:

- I must do well at changing myself and I am an incompetent if I do not.
- Counsellor must help me to change and she is a rotten person if she doesn’t.
- Changing myself must occur quickly and easily and it is horrible if it does not.

Researcher tried to dispute and eradicate these irrational beliefs that nothing catastrophic would happen when they open their mouths. Researcher performed an ABC analysis of their unwillingness to share. Though some of them tried to shed their inhibition when they perceived desirable changes in the other participants, but very little effective change took place.

**Unusual Encounters with the Some of the Participants**

Unusual encounters with the researcher with some of the participants were as follows:

- One of the participant used to call researcher frequently and expected her to talk at length over the cell phone. She also demanded that she wanted to see her more often or for a longer period of time. After attending her persistent calls, it was very inconvenient for the researcher to entertain her. In this case, the researcher herself had to work on her irrational belief that, ‘I must always be available for my client all the time.’ Ultimately she confronted the participant with her unrealistic behaviour and deluded herself from the manipulation of the participant.

- At the end of the fourth session, one of the highly verbal participants, all of sudden became silent for a moment and burst into tears vigorously. It was so unexpected that the anxiety level of the researcher rose to the degree that she felt compelled to rush in, comfort her and try to give several interpretations and explanations. Later on, researcher realized
that it was catharsis although it rarely takes place in REBT counselling. The participant was alright in the next session and rejoined with the same level of energy. After the termination of counselling sessions, she approached the researcher for individual counselling.

- In spite of explaining the importance of group confidentiality from time to time, a gossip about one of the participant’s personal events was passed from person to person, which was distorting the group environment. Researcher made every effort to caution the participants to keep the nature of the sessions private.

**Drop outs**

Two participants from co-educational colleges and one participant from women's college dropped out during the counselling sessions.

Two participants who dropped out seemed to be close friends and used to come together for first two sessions. After two sessions, both of them stopped attending it. For the first two sessions, researcher found them to be very quiet, passive and hesitant. They neither used to write summary nor homework assignments. When they were contacted, both of them stated same practical difficulties for not attending sessions. It was difficult for the researcher to know exact reasons of their dropping out the sessions.

One participant from women’s college also dropped out after third session. She was very active and energetic participant. She was regular in her assignments and often raised new doubts and questions. Before fourth session, she herself contacted the researcher to inform that she could not attend it due to her ill health. She could not attend next two sessions. She remained present for last session. Though researcher allowed her to attend it, she could not be accommodated for post assessments sessions as not being exposed to continuous counselling
programme of all sessions and was finally excluded from the counselled group.

(d) Some of the Researcher’s Observations during Counselling Programme

Following were the observations of the researcher during the counselling sessions.

- The discussion and exchanges during the sessions were constructive but at times got too long winded and beyond the time limit of 150 minutes. Some participants perceived the counselling sessions as a springboard for voicing their opinions regarding general issues. Thus, at times sidetracking was evident and although this was effectively handled by the researcher, some wastage of counselling sessions time did occur.

- Home work assignment is an extremely important part of REBT. To actually change cognition and behaviour, a systematic programme of practice is very important. Some of the participants were enthusiastic. They were not only prompt in completing prescribed homework assignments but invented some new cognitive homework assignments and presented during the sessions. After explaining ABC model, one of the participant invented a creative game for identification of ‘B’. She had written examples of two situations as events and following behaviour on the cards. Other participants were encouraged to identify ‘thought and feeling’, that is factor B’. Following is the diagram of the game presented by her.

<table>
<thead>
<tr>
<th>Event</th>
<th>Thought</th>
<th>Feeling</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal assessment of</td>
<td></td>
<td></td>
<td>Avoid studying and do poorly on the assignment.</td>
</tr>
<tr>
<td>psychology will be tomorrow.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seema called me an ‘idiot’.</td>
<td></td>
<td></td>
<td>Avoid Seema or take revenge on her.</td>
</tr>
</tbody>
</table>

This game was produced during the sessions, though it was not included in the modules. It helped the participants in clarification of ABC and they came up with other new situations.

- A quite contrary picture was also observed in the group. Some of the participants were lethargic and showed lack of enthusiasm in completing
homework assignments. They seemed to be committed pleasure seekers and unwilling to do the sustained hard work necessary to change. A strong procrastination tendency was also observed in them.

- The democratic environment in the sessions had facilitated the counselling process. Participants freely expressed doubts, suggested their opinions, provided constructive feedback to the researcher. It was not the one way interaction but mutual relationship developed during the sessions, which served as a means for structuring the proceedings. It was a clear indicator that participant had developed trust in the researcher.

- Most of the participants showed a high level of motivation. They exhibited a high degree of readiness for change and had a positive expectancy for personal improvement. Some of them seemed to engage in deep and extensive exploration of self. However, there were few uncommitted participants. They ostensibly agreed to follow the researcher's suggestions but only passively and half heartedly followed them.

- Participants did not spontaneously accept the concepts or ideas of REBT introduced by the researcher. They appeared to be analyzing and critically evaluating the suggestions offered to them. They were more interested in testing out the application of certain principals advocated in REBT rather than blindly implementing them on the instructions of the researcher. Having been convinced about the effectiveness of REBT, they apparently assimilated and integrated its tenets into their lives.

- An interesting byproduct of attending counselling sessions was the development of friendship among participants. This was especially true in case of mixed group which consisted of participants from different colleges. Counselling helped them to enhance interpersonal relationships as well as to develop constructive ways of relating to one another. The friendship that blossomed within counselling sessions was extended to outside-counselling sessions as well.

- One of the major benefit, the researcher could see was the enhancements of conceptual understanding. This was evident when any irrational belief put forward by researcher, participants tried to dispute it with the help of each
other. Even if one of the participant employed faulty pattern of disputation, it was quickly pointed out by other participants.

- Along with these functional trends, some rare non constructive behaviour did occur in group. Sometimes discussions led to arguments, expressions of personal grudges against each other and occasionally took a hostile turn.
- Although the aim of the present research was to improve low adjustment and to reduce dysfunctional attitude, there had been some constructive changes in some other personality traits also. There was a significant increase in their self acceptance. High self acceptance was evident because the participants were made to realize that it was nonsensical to give human global ratings and to rate their traits, aspects and behaviour but not their selves.

(e) Feedback Received by the Participants during Counselling Programme

In order to receive feedback from the participants, researcher used two major tools as follows:

(i) Tools

Write up: The participants were asked to write a summary at the end of each session and to present it in the next session as it was essential to get frank responses from the participants regarding the methods and activities used. The researcher reassured that she would not disapprove them even if they give negative feedback and reemphasized a need of honest responses. She also disputed their belief that, ‘They need counsellor’s approval’.

The feedback received from these ‘write-up’ allowed the researcher to identify and correct any misunderstandings or misconceptions of the participants and helped her to modify her strategies and interventions in order to promote beneficial changes in the sessions.

Feedback Sheet: At the end of the last session, feedback sheet (see Annexure VI) was distributed to each of the participant. Results of this feedback was very much encouraging for the researcher. Considering the average rating, thirty six participants rated the sessions as excellent (rating 1), eight participants rated it as good (rating 2) and three
participants rated it as alright (rating 3). Not a single participant rated it as bad (rating 4) or worst (rating 5).

(ii) **Comments of the Participants**

**General Comments**

On commenting on sessions, some of the participants expressed their wish of further continuation of sessions. Almost all of them agreed that sessions helped them to a large extent in dealing with lots of problems. Majority of them admitted that they found the counselling games and role playing not only enjoyable but educative as well. Most of them had an experience of counselling for the first time. Some of them wanted to arrange the sessions for their other classmates who could not participate. Few of the participants later, approached the researcher for individual counselling.

**Individual Comments**

Some of the individual comments presented by the participants were as follows:

- One participant felt a few of the sessions repetitive.
- Another participant felt dominated by the researcher at times.
- One of the participant complained of having lots of assignments.
- One participant found counselling effective but loaded with heavy intellectual doses.
- One participant commented that counselling provided concrete strategies for helping them.

(iii) **Evaluation of the Feedback**

After evaluating the feedback received from the participants, researcher found certain facets of the counselling which would have fostered the counselling gains to a large extents, were as follows:

- REBT counselling focused more on ‘to get better’ rather than ‘to feel better’.
• REBT counselling not only tried to help women ‘cure’ themselves of their symptoms but also tried to help them in finding the roots of their problems.

• REBT counselling provided the women unconditional self and others acceptance. They learnt to accept themselves and others as fallible humans and were tolerant of their own and other’s mistakes. So counselling ended in making them self reliant.

• Researcher had little fear of failure. Her personal worth was not invested in participant’s improvements since she did not need their approval and was not afraid of taking calculated risks if counselling impasses occurred.

REBT group counselling programme was a great learning experience not only for the participants but even for the researcher. It helped her to sharpen her counselling skills as well as provided new knowledge of young women’s mentality. It forced her to confront her unexplored blocks related to various areas of life and helped her to grow not only as a counsellor but as a person as well. It gave the experience of perceiving things from the participant’s position. She became aware of her own conflicts, needs, assets and liabilities and greater self understanding.

Effective counselling entails a personal commitment and investment of self on the counsellor’s behalf. Clients can then sift and sort the responses they receive from the counsellor and make appropriate decisions. The feedback received from the participants was one of the way to get acquainted with their decisions. In the present study, this objective has been achieved successfully to a great extent.

To sum up, researcher’s experiences and observations during assessment and counselling sessions were almost consistent with the findings. Improvement of counselled group in the factors of adjustment and functional attitude was the result of inclusion of useful techniques, modules, relevant examples, productive interaction during the sessions and effective management of irrational beliefs during the
counselling programme. REBT was found to be less effective in some of the factors of adjustment and dysfunctional attitude due to unexploration of deeply rooted irrational ideas as well as specific characteristics of the participants such as resistance, inadequate social skills, dominating tendency of some of the participants. Holistic qualitative discussion provided the researcher an opportunity to discuss certain factors such as researcher’s style, presented problems, difficulties, unusual encounters, observations, feedback, in the context of whole counselling programme by which REBT can be grasped as naturally and holistically as possible.

To summarize, the present study was evaluated from quantitative and qualitative point of views. Quantitative discussion unfolded the empirical elements of social scientific inquiry and qualitative discussion attempted to understand the perspective and reflections of the researcher which emerged from face to face interactions with the women. It was the conviction of the researcher that quantitative and qualitative methodologies used in the present research, contextualised each other and presented multiple layers of interpretation encrusting the core of ‘reality’ which is the fundamental aim of any research investigation.