V CHAPTER

SUMMARY AND CONCLUSIONS

5.1 Summary and Findings:

Adolescents constitute a substantial section of the population. Their physical, mental and spiritual health determines the current and future vitality of the country to a large extent. Adolescence is an important stage in the life cycle of an individual, it is a period of dramatic physical, emotional, and social changes. Douvan and Adelson (1966). It is the development period of transition from dependant childhood to self-sufficient adulthood, whose cultural purpose is the preparation of children for adult roles. Larson and Wilson (2004) states that it is a period of multiple transitions involving education, training, employment and unemployment, as well as transitions from one living circumstance to another.

During this period adolescents are confronted by a multitude of stressors arising from physical, cognitive, developmental, social and emotional changes. Because of puberty, teenagers strives for self-identity due to feelings of uncertainty, they may often feel oversensitive, lack self-confidence, mood swings, shyness, irritability, unexplained fears or increased anxiety, greater stereotyping of expectations for the behaviour of peers, greater self-consciousness, and decreases in self-esteem and role ambiguity are some of the most common features associated with adolescence(Simmons et al.,1975).This is one of the crucial periods as a lot of psychological changes take place, and can pose a dilemma to the adolescent. Stanley Hall (1916) regarded adolescence as a period of “storm and stress”. He emphasized the importance of the developmental process and underplayed the effect of environmental influences on the developing individual.
Today we are in the 21st Century, filled with outrageous competitions among adolescents, ailing demands from family and peers that affect the adolescents to a large extent. The adolescent peer group experience is much stressful today than it was years back. The ease of childhood relationships is replaced by anxiety about how to ‘fit in’. There is now a constant tension among adolescents of being left out or not being good enough.

Various researchers have observed that during this stage a decline is noted in self-esteem, motivation, emotional, psychological stability, and adjustment problems with family, peers and school among adolescents. Adequate coping skills, adaptive cognitive and behavioural styles are vital for effective transition and adjustment to adulthood. Adolescents should be helped to confront the pressures of life and compel the circumstances that take them away from this path (Agochiya 2010). Therefore they require constant care, support, guidance and direction to proceed with confidence to meet the demands of various confronts, (Eysenck 1978 and Gupta 1975) thus, a constant care, support, counseling and guidance is very essential.

Adolescent counseling can help adolescents alter maladjusted behaviour, gain an insight into the origin and development of emotional difficulties which helps them, take rational control over feelings and actions, and move in the direction of fulfilling their potential, or achieve integration of conflicting elements within themselves. The relationship between the therapist and the adolescent is clearly an important factor in the process and outcome of therapy. The therapist’s ability and willingness to be fully attentive to the adolescent encourages trust and openness of the adolescent (Bugental 1987).
Psychological interventions are aimed at promoting adolescents well-being, by shifting the critical mass from negativity to positivity. Interventions attempt to help socially deficient adolescents rediscover those elements and qualities within themselves that enable favorable relations with other people, thus freeing them from the vicious circle of alienation. It also provides training in skills that the adolescent can utilize to feel more effective in handling his or her daily life.

As the present adolescents in Goa are getting exposed to various unhealthy practices are more susceptible for developing antisocial behaviours. This observation has led the researcher to help the younger generation to lead effective life by strengthening their positive self through counselling. Hence the present study is designed to examine the impact of psychological interventions in enhancing achievement motivation, self-esteem, emotional maturity, improving Parent-child relationship and reducing anxiety among Goan adolescents.

Keeping in view the significance of Psychological interventions as a mode of therapy two objectives have been formulated viz (1)To study whether psychological intervention will show a significant improvement in the achievement motivation, self-esteem, emotional maturity, Parent-child relationship and reduce high anxiety of goan adolescents (2) To study empirically the impact of demographic factors such as age, gender, faculty, birth order, early background, type of family, parents education, occupation and income, health status, academic performance, type of stay, Parents’ favourite, family relations, career (decided / undecided), sensitivity, and self identity of Goan adolescents on their achievement motivation, self-esteem, emotional maturity, Parent-child relationship and anxiety.
The Research Questions that arose out of these objectives are (1) Does the psychological intervention through counseling enhances the achievement motivation, self-esteem, emotional maturity, Parent-child relationship and reduces anxiety among Goan adolescents? (2) Do demographic factors such as age, gender, class, faculty, birth order, early background, type of family, parents education, occupation, income, health status, academic performance, type of stay, parents favourite, family relations and career, sensitivity, and self identity of Goan adolescents; influence significantly their achievement motivation, self-esteem, emotional maturity, Parent-child relationship and anxiety?

5.1.1. Comparison of Control Group from Pre Test to Post Test Phase:

\( H_{a1} \)

Goan Adolescents of control group do not differ significantly in their achievement motivation, self-esteem, emotional maturity, parent-child relationship and anxiety from pre test to post test phase.

Further, from \( H_{a1} \) some specific hypotheses are drawn and stated below (\( H_{a1,1} \) to \( H_{a1,5} \));

\( H_{a1,1} \) Goan adolescents of control group do not differ significantly in their achievement motivation from pre test to post test phase.

\( H_{a1,2} \) Goan Adolescents of control group do not differ significantly in their self esteem from pre test to post test phase.

\( H_{a1,3} \) Goan Adolescents of control group do not differ significantly in their emotional maturity from pre test to post test phase.

\( H_{a1,4} \) Goan Adolescents of control group do not differ significantly in their parent-child relationship from pre test to post test phase.

\( H_{a1,5} \) Goan Adolescents of control group do not differ significantly in their anxiety from pre test to post test phase

5.1.1.2. Comparison of Experimental Group from Pre Test to Post Test Phase:

\( H_{a2} \) Goan Adolescents of experimental group will have significantly enhanced achievement motivation, self-esteem, emotional maturity, parent-child relationship and reduced anxiety at post test phase.

Further, from \( H_{a2} \) some specific hypotheses are drawn and stated below (\( H_{a2,1} \) to \( H_{a2,5} \));

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Ha$_{2.1}$ Goan Adolescents of experimental group will have significantly enhanced achievement motivation at post test phase.

Ha$_{2.2}$ Goan Adolescents of experimental group will have significantly enhanced self-esteem at post test phase.

Ha$_{2.3}$ Goan Adolescents of experimental group will have significantly enhanced emotional maturity at post test phase.

Ha$_{2.4}$ Goan Adolescents of experimental group will perceive their Parent-child relationship more favourably at post test phase.

Ha$_{2.5}$ Goan Adolescents of experimental group will have significantly reduced anxiety at post test phase.

5.1.1.3 Comparison between Control Group and Experimental Group at Pre Test and Post Test Phase:

Pre Test Phase:

Ha$_3$ Goan adolescents in control and experimental group do not differ significantly from each other in their achievement motivation, self-esteem, emotional maturity, parent-child relationship and anxiety at pre test phase.

Further, from Ha$_3$ some specific hypotheses are drawn and stated below (Ha$_{3.1}$ to Ha$_{3.5}$);

Ha$_{3.1}$ Goan adolescents in control and experimental group do not differ significantly from each other in their achievement motivation at pre test phase.

Ha$_{3.2}$ Goan adolescents in control and experimental group do not differ significantly from each other in their self-esteem at pre test phase.

Ha$_{3.3}$ Goan adolescents in control and experimental group do not differ significantly from each other in their emotional maturity at pre test phase.

Ha$_{3.4}$ Goan adolescents in control and experimental group do not differ significantly from each other in their Parent-child relationship at pre test phase.

Ha$_{3.5}$ Goan adolescents in control and experimental group do not differ significantly from each other in their anxiety at pre test phase.

5.1.1.4. Post Test Phase:

Ha$_4$ Goan adolescents of experimental group will have significantly enhanced achievement motivation, self-esteem, emotional maturity, improved parent-child relationship and reduced anxiety than adolescents in control group at post test phase.
Further, from Ha, some specific hypotheses are drawn and stated below (Ha,1 to Ha,5);

**Ha,1** Goan adolescents of experimental group will have significantly enhanced achievement motivation than adolescents in control group at post test phase.

**Ha,2** Goan adolescents of experimental group will have significantly enhanced self-esteem than adolescents in control group at post test phase.

**Ha,3** Goan adolescents of experimental group will have significantly enhanced emotional maturity than adolescents in control group at post test phase.

**Ha,4** Goan adolescents of experimental group will perceive their Parent-child relationship more favourably than adolescents in control group at post test phase.

**Ha,5** Goan adolescents of experimental group will have significantly reduced anxiety than adolescents in control group at post test phase.

### 5.1.1.5. Influence of Demographic Factors on Achievement Motivation, Self-Esteem, Emotional Maturity, Parent-Child Relationship and Anxiety of Adolescents:

**Ha,5:** Demographic factors such as age, gender, faculty, birth order, early background, type of family, parental education, occupation and income, health status, academic performance, type of stay, parents’ favourite, family relations, career (decided/undecided), sensitivity, and self identity of Goan adolescents contribute significantly to their achievement motivation, self-esteem, emotional maturity, parent-child relationship and anxiety.

Similarly the remaining sub hypotheses from (Ha,5,1 to Ha,5,5) were are also formulated and tested.

In this research study, adolescents having low achievement motivation, self-esteem, emotional maturity, high anxiety and poor Parent-child relationship were tested using standard psychological scales, at the pre test phase. Psychological intervention through counseling was administered to 300 adolescents identified in need of counseling. Later post test data was collected from the above sample in order to find the impact of counseling. Out of 300 adolescents, the first group i.e experimental group consisted of 150 adolescents, who were subjected to psychological intervention, after the
analysis of the pre test data. The other i.e control group consisted of 150 adolescents who did not go through psychological intervention. Pre test and post test data was collected from both the groups inorder to identify the impact of psychological counselling.

This research study was carried out by taking a purposive sample of 300 adolescents, both boys and girls studying in under graduate course of Arts, Science and Commerce faculties, between the age range of 17-20 years, as the study intended to focus on adolescents. The sample constituted of adolescents studying in four different colleges of South Goa, such as Carmel College, Chowgule College, M.E.S College, and Rosary College. Experimental and control group was drawn from the above sample. With the help of inclusion criteria was taken to match the groups in all respects.

5.1.2. Measures Used in the study:

Achievement Motivation Scale by Deo, Pratibha (1971) DMAMS (Need for achievement) was used for assessing the level of achievement on the adolescents sample of the study. Self-Esteem Scale by Rosenberg (1960) was used inorder to assess the self-esteem on the adolescents sample. Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bhargava (1971), was used to assess the level of emotional maturity on the chosen sample. Sinha’s Comprehensive Anxiety test (1971) assessing the level of anxiety and Parent-child Relationship Scale (PCRS) developed by NaliniRao (1971), which measures Parent-Child Relationship was used on the adolescent sample of this research study.

The experimental and control group Goan Adolescents subjects also gave information regarding age, gender, class, faculty, birth order, early background, type
of family, parents education, parents occupation, income, health, academic performance, type of stay, favourite, family relations, career, sensitivity, as well as self identity on a separate demographic sheet.

5.1.3 Control Group Comparison:

Paired sample ‘t’ test was used to statistically determine the significance of difference noted in the means of all variables such as achievement motivation, self-esteem, anxiety, emotional maturity, and Parent-child relationship. This was conducted for the comparison between two phases of testing i.e. Pre test to Post test.

5.1.3.1. Comparison of Control Group Adolescents from Pre Test to Post Test Phase:

Adolescents of control group have not shown any significant difference from pre test to post test scores on the all variables.

In view of the above stated facts, all the specific hypotheses (Ha₁,₁ to Ha₁,₅) have been accepted. In other words the main hypothesis Ha₁ is accepted.

5.1.4 Comparison of Experimental Group:

Paired sample ‘t’ test was once again utilized to know the statistical significance of differences noted in the mean scores of all the variables such as achievement motivation, self-esteem, anxiety, emotional maturity, and Parent-child relationship across two phases of testing. The comparison was made from pre test to post test phase.
5.1.4.1 Comparison of Experimental Group Adolescents from Pre Test to Post Test Phase:

The experimental group adolescents differed significantly very high from pre test to post test phase on all variable scores. It means that the counseling intervention has helped adolescents of experimental group to enhance their achievement motivation, self-esteem, emotional maturity, parent-child relationship and reduce anxiety.

The above stated facts support the acceptance of Ha2 along with its specific hypotheses (Ha2.1 - Ha2.5).

5.1.5. Comparison between Experimental and Control Group Adolescents:

Independent sample ‘t’ test was employed to statistically determine the significance of differences noted in mean scores of all the five variables such as achievement motivation, self-esteem, emotional maturity, parent-child relationship, and anxiety between the groups across two phases of testing.

5.1.5.1 Comparison between Experimental and Control Group Adolescents at Pre test Phase:

Adolescents of both experimental and control groups did not differ significantly from each other in their achievement motivation, self-esteem, emotional maturity, parent-child relationship and anxiety Parent-child relationship. It means that both the groups are almost similar to each other as far as the above variables are concerned. This result indicates that both the groups are matched on all the variables studied.

The above stated facts support the acceptance of Ha3 along with its specific hypotheses (Ha3.1 - Ha3.5).
5.1.5.2 Comparison between Control and Experimental Group Adolescents at Post Test Phase:

Most significantly findings of the present research are found in testing of Hₐ₄. It is observed that experimental groups adolescents have reported significantly very high on their achievement motivation, self-esteem, anxiety, emotional maturity, and Parent-child relationship, as compared to the control group at the post test phase, after undergoing psychological intervention. The impact of the intervention is evident in these findings.

The above stated facts support the acceptance of Hₐ₄ along with its specific hypotheses (Hₐ₄.1 - Hₐ₄.5)

5.1.6 Demographic Factors Significantly Contributing to Achievement Motivation, Self-Esteem, Anxiety, Emotional Maturity, and Parent-Child Relationship.

To determine the significance of contribution made by certain demographic factors like age, gender, faculty, birth order, early background, type of family, parental education, occupation and income, health status, academic performance, type of stay, parents’ favourite, family relations, career (decided/undecided), sensitivity, and self-identity of Goan adolescents contribute significantly to their achievement motivation, self-esteem, emotional maturity, parent-child relationship and anxiety, Stepwise Multiple Regression Analysis was done. Results revealed that various demographic factors influenced collectively as well as individually on all the dependent variables in a varied manner.
On the basis of the obtained verified and interpreted results in relation to Ha₁ to Ha₅ results in Chapter III and IV the following conclusions are done:

**In relation to Ha₁ to Ha₄**

1. The psychological intervention in the form of counseling turned out effectively in enhancing achievement motivation, self-esteem, emotional maturity, favourable parent-child relationship of adolescents of experimental group. Whereas it also resulted in significantly reducing anxiety levels of the adolescents.

**In Relation to Ha₅**

2. Adolescents having post graduate mothers and those studying in science faculty have shown significantly higher achievement motivation, than adolescents whose mothers are less educated and those coming from Arts and Commerce faculty respectively. Whereas adolescents who are not sensitive to people have shown significantly lower achievement motivation, compared to adolescents who are sensitive to people.

3. Adolescents with decided careers and those who are satisfied with their academic performance have shown significantly higher self-esteem than those who have not decided with careers and those who are not satisfied with their academic performance respectively. While those who have graduate fathers have shown significantly lower self-esteem as compared to their counterparts.
4. Adolescents having low self-identity have shown significantly higher anxiety as compared to adolescents with high self-identity. Whereas those who are favourite of both the parents, happy with their family relations, whose parents have moderate income and those of Science faculty, have shown significantly lower anxiety as compared to their counterparts.

5. Adolescents studying in science faculty, whose mothers are less educated and who are favourite of both the parents, have shown significantly higher emotional maturity, than those studying in arts and commerce faculties, those with mothers of higher education, and those being favourite of either mother or father respectively. Whereas those with low income fathers have shown significantly lower emotional maturity compared to those with moderate and high income fathers.

6. Adolescents with poor self-identity, who are father’s favourite and those from nuclear families have perceived that their fathers are highly protective, than those with good self identity, who are mother’s favourite or favourite of both the parents, and those who are from joint families respectively. Healthy adolescents have perceived that their fathers are less protective, compared to those who are unhealthy.

7. Adolescents with undecided careers have perceived their father as high on symbolic punishment, compared to those with decided careers. While those staying with their family and are sensitive to people have perceived their father low on symbolic punishment, as compared to those who are stay with relatives or hostel and those who are not sensitive to people.
8. Adolescents with good family relations have perceived their father less rejecting, than those having poor family relations respectively. Whereas those coming from mixed early background and who are mothers favourite have perceived significantly higher rejection by their father compared to their counterparts.

9. Adolescents with healthy family relations have perceived significantly lower object punishment from their father, compared to those having unhealthy family relations.

10. Adolescents with decided careers, who are satisfied with their academic performance and those who are sensitive have perceived their father significantly less demanding, compared to those who have not decided with careers, not satisfied with their academic performance and those who are not sensitive to people. Whereas adolescents staying with their relatives, who are from nuclear families and those who are mother’s favourite have perceived that their fathers are highly demanding, compared to those who stay with family or hostel, who are from joint family and those who are fathers’ favourite or favourite of both the parents.

11. Adolescents who have not decided about their careers, are from joint family, having poor self-identity, and those who stay with relatives have perceived greater indifference from their father, compared to their counterparts. While those with satisfied family relations have perceived significantly lower indifference from their father compared to those with poor family relations.

12. Adolescents who are sensitive, having good self-identity, and those having post graduate mothers have perceived significantly higher symbolic reward from
their father compared to their counterparts. Whereas those who are unhealthy and unhappy with family relations have perceived significantly lower symbolic reward from their father compared to their counterparts.

13. Adolescents having good self-identity and those with decided careers have perceived significantly that they are highly loved by their fathers. While those having mothers who are housewives, those from Arts Faculty and unhealthy have perceived significantly lesser love from their fathers, compared to their counterparts.

14. Adolescents with less educated mothers have perceived significantly higher object reward from their fathers, compared to those with highly educated mothers. Whereas those in the age group of 17-18 years have perceived significantly lesser object reward from their father, compared to those belonging to the age group of 19-20 years.

15. Adolescents who have poor self-identity, those who have not decided with careers, and who are mother’s favourite have perceived significantly higher negligence from their father. While those who are healthy have perceived significantly lesser Negligence from their father, as compared to those who are unhealthy.

16. Adolescents who are unhealthy, coming from joint families, those who are satisfied with their academic performance and those of science faculty have perceived significantly higher protection from their mother, compared to adolescents who are healthy, those who are not satisfied with their academic performance and who are from commerce and arts faculty respectively.
17. Adolescents who are happy with favourable family relations and those who are favourite of both the parents have perceived significantly lesser protectiveness from their mother.

18. Adolescents who have not decided with careers, have poor self-identity, and those coming from nuclear families have perceived significantly higher symbolic punishment from their mother, compared to those who have decided with careers, have good self-identity, and those coming from joint families respectively. Whereas those who are happy with favourable relations have perceived significantly lower symbolic punishment from their mother.

19. Adolescents who have not decided with careers, who have less educated mothers, those who belong to the age group of 17-18 years, those who live in joint families, and who are mother’s favourite, have perceived significant rejection by their mother, compared to those with decided careers, having highly educated mothers’, those who belong to the age group of 19-20 years, those who live in nuclear families, and who are fathers favourite or favourite of both the parents respectively.

20. Adolescents with decided careers, and who are sensitive, have perceived significantly lesser object punishment from their mother compared to those who have not decided with careers and are insensitive. Whereas those whose mothers are post graduate, those with unhappy with family relations, and those from nuclear family have perceived significantly high object punishment from their mother, compared to adolescents with less educated mothers, those with favourable Family relations, and those from joint family respectively.
21. Adolescents who have not decided with careers, who are from nuclear families and those who are belonging to the age group of 18-19 years have perceived significantly high demanding from their mother, compared to adolescents with decided with careers, who are from joint families and those who belong to the age group of 17-18 and 19-20 years. While those who are sensitive and those who are happy with favourable family relations have perceived significantly less demanding from their mother, compared those who are insensitive and those who have unfavourable family relations.

22. Adolescents having poor self identity, unhappy with unfavourable family relations and those having post graduate mothers have perceived significantly higher indifference from their mother, compared to those having good self identity, who are happy with favourable family relations and those whose mothers are less educated respectively. Whereas those with decided careers have perceived significantly lesser indifference from their mother.

23. Adolescents having good self-identity and those who are from nuclear families have perceived significantly higher symbolic reward from their mother, compared to those who have poor self-identity and who are from joint families. While female adolescents, those who are unhealthy, and who are insensitive to people have perceived significantly lower symbolic reward from their mother, compared to those who are males, those who are healthy, and who are sensitive to people respectively.

24. Adolescents who have good self-identity, who are sensitive to people, those with decided careers and who are from nuclear families have perceived that they have significantly highly loving mothers, as compared to their counterparts.
25. Adolescents who are favourite of both the parents, and who are unhealthy have perceived significantly lower object reward from their mother, compared to those who are either father’s or mother’s favourite, and who are healthy.

26. Adolescents who have post graduate mothers and who are from nuclear families have perceived significantly higher object reward from their mother, compared to those whose mothers were less educated, and who are from joint families.

27. Adolescents with decided careers have perceived significantly lower negligence from their mother, compared to those with undecided careers. Whereas those who are having unfavourable family relations and poor self-identity have perceived significantly higher Negligence from their mother, as compared to their counterparts.

5.3 LIMITATIONS OF THE STUDY:

- Only adolescents belonging to South Goa colleges constitute the sample, because of time constraint, though the title includes the study on Goan adolescents.

- The study is restricted to adolescents belonging to the age group 17-20 years, and those belonging to the early adolescence period are not included in the sample.

- The sample size of girls is bigger than boys

- This study was restricted to college adolescents only, school and higher secondary adolescents are not considered
Control group did not undergo through psychological intervention, therefore it is the ethical responsibility of the researcher to plan and give interventions to them also.

Focus of the study was only on adolescent counseling. In order to see the better effects, parental counseling was also required.

As the study includes only those who are high on anxiety, low in achievement motivation, self-esteem, emotional maturity and parent-child relationship, their counterparts are not included.

5.4 SUGGESTIONS FOR FURTHER RESEARCH:

This in-depth study has thrown light on, how adolescents can be helped and molded through the use of psychological interventions (counseling) in enhancing desirable qualities as well as reducing undesirable qualities.

As the present study focuses on few variables, in future attempts can also be done to evaluate the impact of psychological intervention on some other issues such as interpersonal problems, absenteeism, bullying behaviour, poor study habits etc.

Such type of intervention researches are also required for the special population such as drug addicts, alcoholics and substance abusers as most of the adolescents at Goa are susceptible to such addictions.

As the present day school children are getting exposed to multiple information and many complexities in the society leaves them in a chaos situation. Thus they can be helped through psychological interventions to actualize their potentialities in a proper direction.
As there is influx of immigrants from other states to Goa for their livelihood, children of such families are more vulnerable for antisocial behaviours, in such cases these type of studies can also be conducted even as a preventive measure.

Since Goa is a tourist place high risk is perceived for the adolescents working in hotel and tourism industries to fall prey for infectious disease such as HIV, hepatitis B, etc. As a preventive measure such interventions are to be conducted on adolescents to develop the skills like self assertion, self regulation, decision making, critical thinking etc to protect themselves from environmental/societal pressures.

Even the studies are to be conducted on Goan parents to help them, bring up their children in a healthy manner, by giving quality time to them and by helping them to become productive citizens of Goa.

5.5 SOCIAL IMPLICATIONS:

As the present study has clearly revealed the value of psychological intervention through counseling in helping the adolescents to build positive personality, draws the attention of policy makers to implement such programs at school and college level. Especially in the state like Goa, children and adolescents needs to be cared, nurtured and directed properly not only by parents but also by the schools colleges and society at large. Hence the present study results strongly imply the application of counseling in educational and health institutions. Finally it also implies at large, providing better mental health services at family and community level.