METHODOLOGY

Problem Formulation:
Globalization leads to changes in the society and the society is changing; people accept changes and modernization is adopted very fast. This has lead to the changes in attitudes, values and ethics in people especially among Adolescents. They are found to be nomads in the globe of mixed culture and changing environment. Moral values are assaulted almost every day by materialism that has crept into our society.

Technological changes have made a major impact upon people’s lives and work. Industrialization has resulted in social and vocational mobility. It has affected child-rearing practices too.

The nuclear families and the large number of students in the schools lead to lack of individual or personal attention to each Adolescent, from parents as well as by the teachers. This problem misguides the Adolescents; they find solution for their problems in their peer groups.

Students individually bring with them the attitudes, beliefs and the values typical of their own background. Conflicts arise between two sets of values, which require professional help. In order to be able to derive the maximum benefit from the educational facilities, it is necessary for the student to make an adjustment between the values at home and the values prevalent in the school.

Students bring their family to the school in the sense the tensions, frustrations, and conflicts experienced at home affect their behaviour in school. An average student in high school will have at least a dozen such problems; many will have more, of which, however, only two or three are basic, the rest being pyramided on top of the fundamental ones.
Some of their problems are partially solved in one way or the other; yet some of them are so troublesome that the pupils cannot make much academic progress, even if they wish to do so.

Numerous demands made upon an Adolescent during any trying period of his development may do severe damage to his progress; smaller quantities of normative pressure or their postponement to a later time, when better balance has been achieved may give the student the necessary measure of supportive control with which to carry on his development. Parental expectations will affect different growth patterns.

"Schools make or break self-image" School has a definite contribution to make. Besides understanding the Adolescent in terms of the compelling force of inner urgencies, it can take an active role in representing reality and offer assistance to the Adolescent whose self-controlling forces are at times in danger of being swept aside.

To help the Adolescent to cope with this reality, a counselor can play a major role with his/her professional skills. A counselor helps children understand and modify emotional attitude that may have grown out of the home environment. Also a post of school counsellor in the schools is made mandatory in some states of India.
Purpose of the Study:

"It is in school that children can be crippled as psychologically for life or aroused to do great things”  - Norma Rodin

High school has or might have a powerful influence in shaping Adolescents’ concept of what they are and what they might be. It impinges on most faces of young person’s lives in the transition from childhood to adulthood. It is a way out toward the larger world into which the young person moves. When adolescents succeed in their high school studies their future remains open. When they fail and leave school, it usually means that many doors to the future have been closed.

As the global competition increases secondary school years become important decision–making years for the individual student. Many students make important decisions regarding career or choice of college.

Many may recall that some of their grandparents seemed to go directly from childhood to work and adulthood. They completed their 8-10 years of schooling and went to work. Today, some youth stretch their adolescence into their 20’s, resisting growing up or accepting responsibility and rejecting independence.

Recognizing the Adolescents need for these experiences educators must be aware of the constructive use of situations which by virtue of their psychological relatedness to a student’s conflicts or aspirations can help him to clarify his place and to find his directions.

In Dakshina Kannada District of Karnataka State, some of the schools have appointed part time counselors, whereas a few others refer students with problems to counselors or to the counselling centers. Still there are many
schools, teachers and parents who are unaware of this facility and its implications. Many a time, a wrong step in dealing with the problems of adolescents has destroyed the career and life of the students.

Even some well-known educational psychologists seem to see the need for counselling in terms of a number of maladjusted children and to assume that “talking it out” is the answer to their ills.

The new trend in the education says that teachers should be able to counsel their own students. This study wants to investigate as to how far this aspect is working successfully.

Thus there is a need to study the effectiveness of counselling in the schools where it is provided, and study the need felt by the other schools where it is not provided.

It was in this context, that the study was undertaken to find out “Problems of Adolescents and the Effectiveness of Counselling”

**Scope of the Study:**
The present study deals with the psycho-social problems of Adolescents and the effectiveness of counselling in Dakshina Kannada District. The study covers the chosen sample of High School Adolescents, High School teachers, parents of adolescents, school authorities (HM’s) and the counselors who are working or have worked with the Adolescents. It also includes the information of the various schools collected from the school authority and information from various organizations–Childline, youth health project of YMCA–Mangalore and juvenile cases recorded for the three years i.e. 2004-2006 in the Police Department of Dakshina Kannada District.
Objectives of the Study

To achieve the aims of the study, the following objectives were formulated.

1. To understand the problems of Adolescents and assess the situation which is prevalent in Dakshina Kannada District.

2. To know the difficulties faced by the parents and teachers in handling Adolescents.

3. To study the knowledge and awareness about counselling services among the teachers, parents and students.

4. To study the services provided by the school authorities to help the Adolescents and their effectiveness.

5. To know the effectiveness of intervention by the teachers in alleviating the problems of the Adolescents.

6. To study the effectiveness of the counselling services provided in the schools.

7. To suggest ways and means to help the Adolescents who have problems, from the social work point of view.

Research Design:

The researcher has implemented descriptive and diagnostic research design. There are two types of Adolescent groups available in Dakshina Kannada District where the study was undertaken. Some of the schools in the district offer counselling services (directly or indirectly) and others do not have it. Both the groups were studied in detail and diagnosed with a focus on effectiveness of counselling and the need felt for it by the control group.
Description of Dakshina Kannada District:
Since the research is on problems of Adolescents and the effectiveness of counselling, scope for this study is confined to selected high schools of Dakshina Kannada District.

Dakshina Kannada District is one of the coastal districts of Karnataka State along with Udupi and Uttara Kannada consisting of coastal and Malnad areas. People speaking Kannada, Tulu, Konkani, Malayalam and Byari languages, belong to different faiths like Islam, Christian, Hindu and Jain. The District consists of five (5) Revenue Taluks and has an area of 4866 sq. kms. It has a population of 18,96,403; of this 9,37,651 is male and 9,58,752 is female as per the 2001 survey. The sex ratio i.e. number of females per 1000 males is 1020. Among the total population 12,62,723 reside in rural areas and 6,33,680 in the urban areas.

The District has a total number of 318 high schools. The total number of students attending high schools is 87,454 and the dropouts are 4,965 at the age of six to fourteen. The number of male dropouts is 2603 and female dropouts are 2362 according to the 2001 survey.

Literacy:
Total number of literates are 10,90,224, with the published literacy rate of 76.74%, among them 4,96,234 are women with the published literacy rate of 68.84% and 5,93,990 are men with the published literacy rate of 84.88%. 6,94,267 are from the rural areas with the published literacy rate of 72.65% and 3,95,957 are from the urban areas with the published literacy rate of 85.14%.
Fig 3.1: shows the map of Dakshina Kannada District

Other Details

- There is one city central library and various other branches in the various taluks.

- Normal rainfall in the area is 4030 m.m and actual rainfall in the year 1998 was 4289 m.m.
By the end of mid 1999 total number of motor vehicles (cars, buses, jeeps, lorries, auto rickshaws etc.) were 1, 38,363.

- The availability of ground water is 22,793 hectares i.e. 54,954 acres.
- There is one city library and 21 branches in the district.

1Table No. 3.1: shows Schools in Dakshina Kannada District Range wise(2003)

<table>
<thead>
<tr>
<th>RANGE NAME</th>
<th>GOVT. HS*</th>
<th>AIDED HS*</th>
<th>UNAIDED HS*</th>
<th>TOTAL HS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANTWAL</td>
<td>24</td>
<td>13</td>
<td>12</td>
<td>49</td>
</tr>
<tr>
<td>BELTHANGADY</td>
<td>23</td>
<td>07</td>
<td>06</td>
<td>36</td>
</tr>
<tr>
<td>MANGALORE (C)**</td>
<td>08</td>
<td>27</td>
<td>16</td>
<td>51</td>
</tr>
<tr>
<td>MANGALORE (T)***</td>
<td>29</td>
<td>26</td>
<td>33</td>
<td>88</td>
</tr>
<tr>
<td>MOODABEDRI</td>
<td>07</td>
<td>09</td>
<td>02</td>
<td>18</td>
</tr>
<tr>
<td>PUTTUR</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>51</td>
</tr>
<tr>
<td>SULLIA</td>
<td>14</td>
<td>05</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>121</td>
<td>104</td>
<td>97</td>
<td>322</td>
</tr>
</tbody>
</table>

Mangalore City, Mangalore Taluk and Moodabedri constitute under one range

*HS - Higher Secondary School
**(C) – City
*** (T)- Taluk

Universe of the Study

Dakshina Kannada District where the study is undertaken has a total of 322 high schools, out of which 121 high schools are by the government, 104 private aided high schools run by the private management, and 97 private unaided high

1 Data collected from the BEO office, during the year 2003.
schools, which do not receive any grants from the government but run by the private management. There are five schools in Mangalore city that have appointed a part-time counselor who visit the school every week. Around hundred and thirty schools refer the cases to counselors outside their school campuses or to a religious person designated by the school managements.

**Sample Selection:**
Out of 322 high schools, 30 schools were chosen as sample schools. Out of 30 schools chosen for the study 15 schools are providing counselling - either by an appointed part time/full time counselor or a counselor attached to the school, or the consultants (professional counselors) visiting them. The other 15 do not have any such facility.

**Table No. 3.2: shows the Details of the sample Schools**

<table>
<thead>
<tr>
<th>Sample schools</th>
<th>aid or grant</th>
<th>N=30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>aided</td>
<td>unaided</td>
</tr>
<tr>
<td>medium of instruction</td>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>kannada</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Kannada &amp; English</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>type of management</th>
<th>aided</th>
<th>unaided</th>
<th>N=30</th>
</tr>
</thead>
<tbody>
<tr>
<td>government</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>private</td>
<td>18</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>8</td>
<td>30</td>
</tr>
</tbody>
</table>

The above Table no. 3.2 indicates one Aided English medium school which is run by the central government, meant for the children of central government employees and it has provided school counselling. Many of the school managements run English medium and Kannada medium schools together. Therefore the equal distribution of the English medium and Kannada medium school was not possible for the study.
Table No. 3.3: shows the Sample distribution of Adolescents

<table>
<thead>
<tr>
<th>Nature of the School</th>
<th>Sex of the Respondent</th>
<th>N=150</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Girls</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Boys</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Co-education</td>
<td>60</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

The above table No.3.3 indicates Adolescent sample chosen was equally distributed gender wise and the standard in which they study i.e. class wise.

From each sample school, five (5) students and five (5) teachers were selected through Simple Random Sampling Technique to collect their opinion about the problem. The sample schools included all three types of management, i.e., Government, private- aided and private-unaided.

Hundred and fifty (150) Adolescent students, hundred and fifty (150) teachers from 30 schools respectively, and hundred and fifty (150) parents (the parents of the students who study in the sample schools) were selected randomly for the study. In the case of the counselors, appointed school counselors, the consultants and the others who work with the Adolescents outside the school were also studied at random.
Table No. 3.4: shows the sample distribution of parents, teachers and counselors

<table>
<thead>
<tr>
<th>Parents</th>
<th>sex of the respondent</th>
<th>N=150</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
</tr>
<tr>
<td>background</td>
<td>rural</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>urban</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>semi urban</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Teachers</td>
<td>sex of the respondents</td>
<td>N=150</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>female</td>
</tr>
<tr>
<td>background</td>
<td>Rural</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>urban</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>semi-urban</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Counselors</td>
<td>sex of the respondent</td>
<td>N=25</td>
</tr>
<tr>
<td>serving as</td>
<td>*presently serving</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>served as **SC</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>serving outside school campus</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

* Presently serving = presently serving as a counsellor in the school campus
** SC=School Counselor

- There is gender wise equal distribution of the respondent’s i.e. parents and Adolescents.
- Among the teachers unequal distribution of the teachers. It was not possible to have equal distribution of the gender when it comes to the sample of teachers and counselors. We find less number of male teachers in private schools than the aided/Gov’t schools due to job security.
- The sample of counselors chosen for the study is 25 in number. The school counselors’ qualification is either Masters in Social work or M.A. in counselling.
In Dakshina Kannada one may not find many schools appointing school counselors. There is a possibility that the counselors serving in the schools during the time of data collection, may not be found later or there may be a replacement of the person.

As per the table No. 3.4 the distribution of the parents sample was equally divided between the two gender groups and on the basis of the area they lived in. There is a clear indication of the uneven sample distribution among teachers; it was not possible to have an equal distribution, due to less number of male teachers in the Private schools; we find them especially in aided/government schools. Among the samples of counselors, females are part time appointed school counselors where as majority of the male counselors are associated with the management of the school.

The hypothesis drawn by the investigator based on experience and review of literature, are as below.

**Hypothesis:**

1. Problems of Adolescents are more among the nuclear families, especially where both the parents are working.
2. Adolescents in urban areas suffer more with emotional problems than those in rural areas.
3. The present Adolescents are unable to cope with minor problems of life and that has led to increased psychological problems.
4. Adolescents are not very comfortable to express their personal problems to their teachers.
5. Parents try to boost their status by admitting their children to more expensive schools and this has mis-led their children.
6. Academic and other demands do not permit the teachers to spend time in counselling their students.
Tools used and Description of Tools:

Five sets of interview schedule were used by the researchers for the various groups—Adolescents, parents, teachers, counselors and for the school authorities.

A. Which includes personal profile.

B. Questions on family life, school life, relation with teachers, Problems counseling.

C. Inventories on the attitudes of the Adolescents towards school and teachers 20 statements.
A. Personal Profile
Seven Questions

B. Inventory on problems of Adolescents with 30 statements divided into five categories of
Problems in each category contain six statements:
- Educational
- Social
- Family
- Psychological
- Economical

C. Question on their experience.
- Identification of cases
- Family Life
- Problems of Adolescents
- Preventive - Curative steps Taken by the counselor
- Promotive

D. 15 statements with the inventories on attitude towards Adolescents and Counselling.

Interview schedule for Counselors
A. Personal profile with seven questions.

B. Twenty questions on
   - Experience in counselling their students.
   - The government's role in helping Adolescents.

C. Attitude towards counselling and Adolescents
   16 statements

The *interview schedule for teachers* includes 25 questions with 16 statements.
A. School profile—nature of the school, number of students, Performance, number of teachers etc.

B. Drop Outs, Reason for Drop outs

C. Facilities given or provided

D. Effectiveness of teachers counseling

E. Relationship between teachers, parents & students

The Interview

Schedule for the School Authorities
Inventory on problems of Adolescents is a reference from PCL (Problem Check List) by Dr. M.C. Joshi (Jodhpur) and Dr. Jagdish Pandey (Jaunpur)-National Psychological Corporation, Agra. 1998 (English Version)}; and Mooney Problem checklist.

Secondary Data Collection:
Data regarding schools in Dakshina Kannada District was obtained from

- BEO office - Block Education officer.
- Catholic Board of Education regarding schools and where counselling service is provided.
- Department of child welfare in Jilla Panchayath Mangalore – schools and details of D.K. District.

Secondary data on Adolescent problems was collected from,

- School authorities,
- Crime Branch, SP Office Dakshina Kannada District,
- Chidline-1098 and Youth health projects of YMCA Mangalore as a supportive data for the primary data collected.
Method of Data collection:
The data collection was carried out in four phases.

**Phase-I:**

Five sets of interview schedule were prepared by the researcher namely interview schedule for the Adolescents, interview schedule for the parents, interview schedule for the teachers, interview schedule for the counselors and for the school Authorities.

A pilot study was conducted by the researcher; the interview schedule found to be too lengthy with 1-2 sets of inventories with 100 or more statements. It was time consuming and killed the interest of the respondents.

The interview schedule was then modified specially by reducing the sets of questions and making it brief with the help of the guide and other experts.

**Phase-II:**

The interview schedules were personally presented by the investigator to the school Authorities, Adolescent students, Parents of the Adolescents, High School teachers and the counselors. The investigator explained the purpose for which the study was conducted and the respondents were requested to respond to the interview schedule. The interview schedules were personally filled by the investigator in many of the places; some of the school teachers and professionals filled the interview schedule by themselves, clarifying the doubts from the investigator.
Phase-III:

The filled interview schedules were then arranged and the investigator entered the data into the data editor (form of code book) of SPSS 13.0 software version.

Phase-IV:

The entered data was tabulated and analyzed as in chapter IV. The analyzed data explains with the help of tables and charts.

Statistical Techniques:

The researcher used various techniques of statistics making use of Statistical package for Social Science (SPSS 13.0 version) for analyzing the data which are described as below:

Mean and median:

Summary statistics include measures of central tendency such as the mean and median, measures of dispersion (spread of the distribution) such as the standard deviation. The formulas used are:

\[
\text{MEDIAN} = \frac{N + 1}{2}
\]

Where \( N \) = Number of cases
Problems of Adolescents and the effectiveness of Counselling

\[ \text{MEAN} = \frac{\sum x}{N} \]

Where

\[ \bar{x} \]

= Mean

\[ \sum \]

= Sum

\[ x \]

= Raw score in a set of scores

\[ N \]

= Total number of scores in a set.

Raw score in a set of scores
**Standard Deviation** Denoted as

\[ s = \frac{\sum (X - \bar{X})^2}{N} \]

Where

- \( s \) = Standard deviation
- \( \sum (X - \bar{X})^2 \) = Sum of the squared deviations from the mean
- \( N \) = Number of Scores
Chi-square Test Formula

\[ X^2 = \sum \frac{(f_o - f_e)^2}{f_e} \]

**df** (degrees of freedom) = (r-1) (c-1)

Where

\[ r = \text{Number of rows in the table of observed frequencies.} \]

\[ c = \text{Number of columns in the table of observed frequencies.} \]

**Chi-square-Test**

The **chi-square** measures the hypothesis that the row and column variables in a cross tabulation are independent.

A low significance value (typically below 0.05) indicates that there may be some relationship between the two variables.
Pearson’s correlation formula:

\[ r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 (Y - \bar{Y})}} \]

Karl Pearson’s correlation coefficient: Formula:

\[ r = \frac{1}{n} \frac{\sum (x - \bar{x})(y - \bar{y})}{\sigma_x \sigma_y} \]

Where

- \( r \): The sample correlation coefficient between \( x \) and \( y \)
- \( \sigma_x \) and \( \sigma_y \): The standard deviations of \( x \) and \( y \) respectively
- \( \frac{1}{n} \sum (x - \bar{x}) \): Known as the covariance between
The correlations table displays Pearson correlation coefficients, significance values, and the number of cases with non-missing values.

Pearson correlation coefficients assume the data is normally distributed. It is a measure of linear association between two variables.

The values of the correlation coefficient range from -1 to 1. It should be noted that $r$ is a pure number without units or dimensions. Secondly the numerical value of $r$ lies between +1 and -1. Positive value of $r$ indicate positive correlation between the two variables $x$ and $y$ i.e., as $x$ increases $y$ will also increase or as $x$ decreases, $y$ will also decrease.

The sign of the correlation coefficient indicates the direction of the relationship (positive or negative). In short the movement of $x$ and $y$ is in the same direction. Negative values of $r$ indicate negative correlation; thereby meaning an increase in the value of one variable results in the decrease in the value of another variable. A zero correlation means no association between the two variables.

The absolute value of the correlation coefficient indicates the strength, with larger absolute values indicating stronger relationships.

**Frequency**

For each value of a variable, a frequency table displays the number of times (count) that value occurs.

The table displays the number and percentage of cases for each value of the variable

Frequency tables are useful for summarizing categorical variables - variables with a limited number of distinct categories.
The One-Sample t-test (based on SPSS Package)

The One-Sample t test procedure tests whether the mean of a single variable differs from a specified constant.

Since the One-Sample t test procedure compares the mean to a specified value, it is useful to know what the mean value is.

A low significance value (typically below 0.05) indicates that there is a significant difference between the test value and the observed mean. One sample t test uses various formulas:

\[
\text{MEAN} = \bar{x} = \frac{\sum x}{N}
\]

**Standard Deviation** Denoted as

\[
s = \sqrt{\frac{\sum(x - \bar{x})^2}{N}}
\]

The square root of the mean of the squared deviations, from the mean of a distribution. A measure of variability that reflects the typical deviation from the mean. Standard deviation helps us in determining with considerable accuracy, where the values of the frequency distribution are located with respect of mean.
Irrespective of the shape of the distribution 95% of the values fall within plus and minus two standard deviations from the mean at least 90% of the value lie within plus and minus standard deviation from the mean.

**Standard Error Mean**

\[ s_{X_1 - X_2} = \sqrt{\frac{N_1s_1^2 + N_2s_2^2}{N_1 + N_2 - 2} \left( \frac{N_1 + N_2}{N_1N_2} \right)} \]

Standard Error Mean is an estimate of the standard deviation of the sampling distribution of means based on the standard deviations of the two random samples.

**Cross tabulation**

A cross tabulation displays the number of cases in each category defined by two or more variables.

**Paired Samples t-test**

The table displays the number of cases, mean value, standard deviation, and standard error for the pair(s) of variables compared in the Paired Samples T Test procedure. Since the Paired Samples T Test compares the means for the two variables, it is useful to know what the mean values are. The mean values for the two variables are displayed in the Paired Samples Statistics table. A low significance value for the t test (typically less than 0.05) indicates that there is a significant difference between the two variables.
If the confidence interval for the mean difference does not contain zero, this also indicates that the difference is significant. If the significance value is high and the confidence interval for the mean difference contains zero, then it cannot conclude that there is a significant difference between the means for the two variables.

The table also displays the value of the correlation coefficient and the significance value for each pair of variables used in the Paired Samples T Test procedure. Since the two variables should represent the same group at different times or two related groups, the correlation should be fairly high and the significance value low (typically less than 0.05).

The standard deviation indicates the amount of variability of the scores in each group. The 95% confidence interval for the mean indicates the upper and lower bounds which contain the true value of the population mean 95% of the time.