CHAPTER - VII

SUMMARY AND CONCLUSION
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Adolescence is a crucial period for physical, emotional and mental development, as a result many adolescents encounter serious psycho-social problems. Added to this, the consequences of child neglect is much worse. Child Neglect was operationally defined as adolescent females who are institutionalized by a parent (Father or Mother) due to their inability to provide the basic essentials for their physical intellectual, emotional and psycho-social development.

A thorough review of literature on child neglect shows that the neglected children have disturbed images of themselves low self esteem, poor interpersonal relationship, more behavioral and adjustment problems, poor academic performance and the like (Boucha & Twentyman, 1984; Kurtz, et.al., 1993; Jacobson and Straker, 1982; Wolpe and Moesk, 1983). Keeping this in view, the present study aimed to enhance self-esteem, academic performance and attribution for credit and reduce the behavioral problems, adjustment problems and internal attribution for blame of the Neglected institutionalized adolescent girls.
2 x 3 repeated measure Quasi experimental design (Broota, 1989) was used in the present study. Self-esteem training was the independent variable and locus of causality, behavior problems, adjustment and academic performance were the dependent variables.

Purposive sampling procedure was adopted along with certain criterion measures. The sample consisted of 37 students who had behavioral problems above the 95th percentile on Youth Self Report. Their age ranged between 13 to 15 years with the mean age of 14. The tools used for the study were Youth Self Report (Achenbach and Edelbrock 1987, Achenbach 1991), Pre-adolescent adjustment scale (Pareek, et al., 1976), self-esteem questionnaire (Pope, et al., 1988) and the intellectual achievement responsibility test (Katkovsky and Crandall, 1965).

The study was carried out in 5 phases (1) Pre-assessment, (2) Formulation of self-esteem training, (3) Implementation of self-esteem training, (4) Post assessment, (5) Follow-up assessment.

The self-esteem training involved many activities related to self-awareness, interpersonal relationship, understanding one's self, adjustment related to self and others, and the like.
The data collected during pre, post and follow-up assessments of the experimental and control group were analysed using analysis of variance, trend analysis and Fisher's least significant difference test.

The following are the findings of the study:

1. Low self-esteem and adjustment problems tend to increase the behavior problems of adolescent girls.

2. The locus of causality did not influence behavior problems of adolescent girls.

3. The self-esteem training has enhanced the overall self-esteem of neglected institutionalized adolescent girls.

4. The self-esteem training has improved the academic performance of the neglected institutionalized adolescent girls.

5. The self-esteem training has reduced the overall adjustment problems as well as peer and general adjustment problems of the neglected institutionalized adolescent girls.
4. The training could not be given every day and some of the activities were omitted during the course of the program as requested by the authorities of the institution.

Implication of the Study

The self-esteem training was effective in alleviating certain psycho-social problems as well as enhancing one's self-worth, self-image and academic performance. This gives an insight that such programs could be useful for physically abused, emotionally abused and sexually abused children as well as juvenile delinquents and normal adolescents. Generally, the school curriculum mainly concentrates on the academic development rather than the psychological growth and development of students. Hence, programs like self-esteem training and life skills training could be incorporated in the school curriculum. This program will also be useful in business, education and clinical settings.

Suggestions for Future Research

1. Self-esteem training can be applied on different forms of 'Child Maltreatment' such as sexually abused, physically abused and emotionally abused children.
2. This training can be given for boys and girls to find out the efficacy of training based on gender differences.

3. The effectiveness of the self-esteem training could be proved by comparing with other psychological interventions.

4. A similar type of program could be given to school teachers to find out the effectiveness of the program through students performance.

5. Longitudinal study may be undertaken to investigate the impact of the training after completion of the school-education.
REFERENCES


