Chapter - VI

Major Findings & Suggestions
CHAPTER –VI

MAJOR FINDINGS AND SUGGESTIONS

Introduction

An ardent attempt was made in this chapter, to present the major findings of the present research study with concluding statements and suggestions. The abridged form of the entire research methodology and the major findings are reported in four parts as below:

Part -1 : Presentation of the brief methodology of the research.

Part -2 : Presentation of major finding of socio-demographic results.

Part -3 : Presentation of major findings of alcohol expectancy modification and concluding statements

Part -4 : Suggestions.

Part - I

6.1 Brief Methodology

The present study was an interventions study, a Quasi-experimental research, that used ‘before- after’ measurement to assess the effects of an intervention. An independent variable, psychoeducation programme, consisting of alcohol education and life skills education was applied to intervene with the dependent variable alcohol expectancies in order to measure a change in the dependent variable.

Formulation of the Problem

The studies have pointed out the emerging trends of adolescent drinking, which is increasing in an unbridled manner across the state of Kerala. It is
disheartening to see that, 14 percent of drinkers in Kerala are adolescents below 21 years of age. Among the many internal personality factors, the role of alcohol expectancies, in adolescent drinking have been well notified by many researchers. These studies have found that alcohol expectancies play a causal mediational role in teenage problem drinking and found that alcohol expectancies form the base for decisions to drink alcohol.

Mostly all empirical studies on alcohol have recognized the importance of primary prevention approaches in uprooting alcohol dependence at an early age. Many previous Indian studies on alcohol literature, have not much touched ‘Alcohol Expectancies’ as a concerned matter in alcoholism development. Though few Indian studies partially mentioned this subject, so far, no such studies have been undertaken in Kerala, especially in the area of Idukki district where the prevalence of drinking is high. The researcher wanted to fill this gap by conducting study on ‘Alcohol Expectancies’

So the researcher had formulated the Title of the study as, “A Psycho-Educational Approach for the Modification of Alcohol Expectancies Among the adolescents”. This study was designed as a primary prevention strategy to prevent the growing menace of alcohol consumption among the adolescents.

**Objectives of the study**

**General Objective:**

The general objective of the present research study is to find out whether alcohol expectancies among the adolescents can be modified through a
Psychoeducational intervention programme which engross alcohol education and life skills education.

**Specific Objectives:**

1) To study the socio-demographic details of the adolescents

2) To assess and explain the level of alcohol consumption behaviour of the adolescents

3) To study the level of alcohol expectancies ‘before and after’ the implementation of the Psychoeducational intervention programme.

4) To develop and implement a Psychoeducational intervention package, to modify alcohol expectancies among the adolescents

5) To find out the effects of intervention if it continues to remain sustained in the follow up period.

**Hypothesis**

1. There will be significant changes in alcohol expectancies after the intervention with psychoeducation.

2. The ‘significant changes in alcohol expectancies’, the result of Psychoeducation, will continue to remain sustained.

**Research Design**

This research was an intervention study using a Quasi-experimental research design. A ‘before –after’ single group design was adopted without control group. The dependent variable is measured before the introduction of the psychoeducation (Pre-test). This measurement of the dependent variable served as its own control group measurement. Then the intervention with psychoeducation
was given for three months. The after measurement (Post test) was taken soon after the intervention. There was one more measurement (Post-Post test) after three months in the follow up period to measure the sustainability of change in alcohol expectancies.

**Universe of the study**

All male adolescent students, studying in the Government High Schools and Higher Secondary Schools of Idukki District, Kerala state, India.

**Unit of study**

A single male adolescent student in the age group of 13-20 years and studying in the 9th -10th classes of Government Higher Secondary school at Panickankudy, Rajakkad and Kunjithanny, of Idukki District, Kerala state, India.

**Sample size**

The sample size constituted 300 male adolescent students studying in the Government Higher Secondary school at Panickankudy, Rajakkad and Kunjithanny, of Idukki District, Kerala state, India.

**Tools of Data Collection**

The following tools were used for data collection.

1. The semi- structured Socio- Demographic Information Schedule

2. Alcohol Expectancy Questionnaire for adolescents

   (AEQ-A- Christiansen et al., 1982)

**Method of Data Collection**

Two separate categories of data were collected in this research and therefore two distinctly different tools were used for obtaining the data. The first
category of data were obtained by using a Socio- Demographic Information Schedule, prepared by the researcher and the second category of data were collected by using Alcohol Expectancy Questionnaire-Adolescent Version (AEQ-A) by Christiansen, et al (1982) which is a standardized instrument. There were three Assessments (Pre, Post, and Post-Post tests) in this procedure. Pre- test was given before the intervention and the Post Test was conducted soon after the intervention where as the Post-Post test was given three months after the Post test.

**Data-Analysis**

The data collected were edited, and entered into the code sheet. The data entry was done in the computer through SPSS Process and analyzed using the SPSS Package. Apart from descriptive statistics, inferential statistics like paired ‘t’ test’ and independent samples ‘t’ test’ were calculated.

**Part-II**

6.2 Major Findings of Socio-Demographic Results

The data obtained through the semi structured socio- demographic information schedule were analyzed and the major findings of this analysis is presented here.

6.2.1 The Adolescents’ Profile

The Age of the Adolescents

The study found that majority (55.3 percent) of the adolescents are belonged to the age group of 16-20 years and 44.7 percent of them belonged to the age group of 13-15 years.
Religion of the Adolescents

The majority (49.3 percent) of the adolescents are Hindus and (48.7 percent) are Christians and only a small (2 percent) of Muslims are in the sample.

Location of the Schools and Sections of Study

The Selected 300 adolescent students belonged to three different schools, located in the geographical areas of Panickankudy (76) Rajakad (118) and Kunjithanny (106) of Idukki District, Kerala state, India. Among them 134 were in the High School section and 166 were in the Higher Secondary section.

6.2.2. The Parents’ Profile

Age of the Parents

Majority (67 percent) of the fathers and most (74 percent) of the mothers are in their middle age. 22.3 percent of fathers and 16.3 percent of mothers are younger in age which is below 40 years. Small number (10.7 percent) of fathers and (9.7 percent) mothers are above middle age.

Education of the Parents

Majority of the parents have completed only Primary education. Among the fathers, (55.1 percent) have High School level education while (34.3 percent) of fathers have education below High school and only (5.3 percent) have Higher Secondary and another 5.3 percent have Graduation level of education. In the case of mothers, the majority of them (67.7 percent) have High School education and only (15.7 percent) have Higher Secondary education. Another (16.7 percent) have education below High School level.
**Occupation of the Parents**

Major occupation of the family is agricultural farming and (54.3 percent) of the fathers are engaged in agricultural activities. The rest (45.7 percent) are engaged in other skilled and unskilled work, earning daily wages. Among the mothers, (82.7 percent) are housewives and (17.3 percent) do work for daily wages.

**Total Monthly Income of the Family**

The adolescents are from the lower economic strata. Majority of the students (46.0 percent) have their monthly family income below Rs. 2000. However, a small number (39.7 percent) has the family income between Rs. 2000 and Rs. 4000. Yet a smaller number (14.3 percent) has the family income between Rs. 4000-6000.

**The Domicile**

With regard to domicile of the respondents, the majority (95.0 percent) live in rural setting. Very few (5.0 percent) are settled in their ‘local cities’ which is named so, by the people of high ranges, where some shops and buildings are found.

**Type of the Family**

Majority of the adolescents (98.7 percent) live in nuclear families while a miniscule (1.3 percent) live in joint families.

**6.2.3. Drinking Background of the Adolescents**

The adolescents of the present study have a very strong drinking background that contributes a lot to the development of alcohol expectancies in
them. There are (87.0 percent) of relatives, (71.70 percent) of parents, (70.3 percent) of their friends and (59.7 percent) of neighbours who drink alcohol.

6.2.4 Adolescents’ own Drinking

The study shows an alarming number of adolescents, (62.0 percent) are already drinking alcohol. Only a very small portion of adolescents, (38 percent) do not consume alcohol. This shows that out of 300 adolescents, 186 admitted that they drink alcohol.

6.2.5 Age of Initiation of Alcohol Consumption

Of the adolescents studied, (33 percent) had their first drink, as they reached late adolescent (aged above 17 years). Another large number (21 percent) had their first drink in the early adolescent (aged between 10-17) years. It is a matter of grave concern that (8 percent) of the adolescents, had their first drink at a very young age (below 10 years), even before reaching adolescence.

There are (28 percent) of the adolescents who had their first drink with friends, (19.3 percent) were initiated into drinking by their relatives and (14.7 percent) of the adolescents tasted their first drink with their parents. This implies different motivational modeling for the adolescents.

Discussion on the major findings in Socio demographic Results

Many previous research studies have shown that the role of alcohol expectancies in adolescents alcohol consumption are very potential. The studies also have pointed out that the positives alcohol expectancies are consistently associated with drinking and some studies have reported that these alcohol expectancies are present in an individual prior to their own personal drinking
experience. The results of the present study are discussed and interpreted here. In the first part of this presentation, major findings of the drinking profile of the adolescents and their parents drinking are interpreted. The following variables are considered as very important major findings that are greatly influencing the alcohol consumption of the adolescents. They are age of drinking and onset of drinking, parents drinking, relatives’ drinking and peers drinking.

**Age of drinking and onset of drinking**

Age of the respondents is an important variable in any studies, especially on any topic related to alcohol abuse or alcohol dependency. Studies have shown that the earlier the adult started to drink, the more likely they are to be heavy drinkers. Many studies have shown ‘age’ as a risk factor in the etiology of alcoholism development. Age of onset, to begin drinking has been shown as a predictive sign for developing alcohol abuse and alcohol dependent problem (Hill and Yuan, 1999) in later years. Studies reported that adolescents who try alcohol by age 12 are more likely to abuse alcohol later in adolescence. (Gruber et al., 1996). Many previous studies have noted that most students begin drinking before the age of 18(Silvy, M 2004; Mac Allister, et al.,1998). Some studies have claimed the onset of drinking happen during the age group between 14-17(Meilman and Cashin,1996).

The present study was conducted on male adolescent who were belonging to the age group of 13-20 from a rural population. The study showed that the majority, out of 300 adolescents, 186 (62.0 percent) admitted that they drink alcohol. It also showed that, of the adolescents who were drinking (33 percent)
had their first drink, in their late adolescent (aged above 17) years and (21 percent) had their first drink in the early adolescent (aged between 10-17) years. It was seen that (8 percent) of the adolescents, had their first drink at a very young age (below 10 years). More or less the same results are observed in America, and also in many others studies.

The National Household Survey on Drug Abuse (NHSDA, 2003) in America, among rural youth have found that over 8 million (34%) youth had used alcohol and almost 5 million (21%) youth aged between 12 to 17 years had used an illicit drug in the past year. Prior studies show that underage drinkers among rural adolescents (aged 20 or below) rates similar to or higher than underage drinkers of adolescents in urban areas.

These results regarding both the nations brings out a very important insight, that the age of drinking, and the age of onset of drinking are very significant risk factors in adolescent’s, alcohol consumption, who belong to any nation and for any culture. When comparing the age of similarities drinking of adolescents in the present study which was carried out in a rural population of Idukki district, India, and it shows much association with the results of a study conducted among the rural adolescents of a much developed western country like America is a matter of discussion. This finding of similarity may be indicating the influential role of alcohol expectancies on adolescents’ drinking, which are the same anywhere in this world.

Here the researcher find how the external influences of different cultures and internal influences of alcohol expectancies are contributing to their drinking
status. The impact of vast electronic communication media might have influenced a lot in cultural transactions and cultural exchange through computer, television, internet and websites also might have affected their cultural coping thereby brought out the same result. The media impact are very much affected the children and adolescents in exchanging the culture. It is a great matter of grave concern that the adolescents are drinking even before they reach to adolescence which calls for early intervention and better prevention tactics. Since alcohol expectancies are developed in an individual as a social learning process too

Studies have shown that the earlier the adult started to drink, the more likely they are to be heavy drinkers. Many previous studies have noted that most students begin drinking before the age of 18 (Silvy, M 2004; Mac Allister, et al., 1998). Some studies have claimed the onset of drinking happen during the age group between 14-17 (Meilman and Cashin, 1996

**Influence of Parents’ Drinking**

While analyzing the ‘Background Drinking’ of the Adolescents it was found that the adolescents of the present study have a very strong drinking background that contributes a lot to the development of alcohol expectancies in them. There are (87.0 percent) of relatives, (71.7 percent) of parents, (70.3 percent) of their friends and (59.7 percent) of neighbours who drink alcohol. There are (28 percent) of the adolescents who had their first drink with friends, (19.3 percent) were initiated into drinking by their relatives and (14.7 percent) of the adolescents tasted their first drink with their parents. This implies different modeling for the adolescents.
Many previous studies also have demonstrated on the influence of Parents’ drinking, Relatives’ drinking, and Peers drinking on the drinking behaviour of the adolescents. A study by Barnes and Welte, (1990) concluded that early family influences have long term consequences on drinking behaviors of their offspring’s. Sher et al., (1991) had found that among other variables the children of alcoholics had stronger alcohol expectances. Zhang, et al., (1999) had done a study on the influence of parental drinking and closeness on adolescent drinking found that only fathers’ drinking has a direct effect on adolescent drinking. Although closeness to mother is a significant protection against adolescent drinking, mother’s drinking has no effect on adolescent drinking.

Hussong and Chassin, (1997), did a study among adolescent children of alcoholics, to test the effect of five protective factors- self-awareness, perceived control, family organization, behavioral coping, and cognitive coping, that buffer Children of alcoholics’ substance use initiation during adolescence and found that greater perceived control or extreme level of cognitive coping was less likely to initiate substance use than their peers.

Studies related to children of alcoholics shows that they are at an increased risk for experiencing a variety of negative outcomes, including stress and early onset of alcohol and drug use. It has been reported that children of alcoholics are more likely than their peers to experience drinking problems. A study conducted by Goodwin (1985) compared four groups of young adult children of alcoholics and found sons of alcoholics were about four times more likely than sons of nonalcoholic to become alcoholic adults, regardless of whether they had been
raised by their own alcoholic biological parents or by nonalcoholic adoptive parents.

Reese, et al., (1994) in this study examined the role of alcohol expectancies and parental alcoholism. The analyses supported the utility of alcohol expectancies in prospectively predicting alcohol consequences over and above pre-existing alcohol consumption, and parental alcoholism.

The study by O’Malley and Maisto (1985) concluded with the suggestion that the level of alcohol expectancies seen in findings may be discussed as being one component of their heightened risk for developing alcoholism. Another study by Baer et al., (1998) examined the relative importance of prenatal alcohol exposure and family history of alcoholism for the prediction of adolescent alcohol problems. The result of this study showed that prenatal alcohol exposure was more predictive of adolescent alcohol use and its negative consequences than was family history of alcohol problems.

**Influence of Peers Drinking**

Coming to the influences of peers in drinking of the adolescents, Beauvais et al (1992) have recognized the characteristics that affect of Indian youth for drug abuse as lack of educational and employment opportunity and family influences. A study conducted by Duncan et al., (1994) on the effects of family cohesiveness and peer encouragement on the development of adolescent alcohol use have suggested that alcohol use increasing more rapidly during the adolescents’ transition to high school. Family cohesion and peer encouragement
for alcohol use were hypothesized to influence both initial status and the trajectory of alcohol consumption during adolescence.

Gerrard et al.,(1999) conducted a study and provide evidence that although parents’ sample and parent-adolescent relationships are important in shaping the adolescents’ drinking, association with peers who drink significantly attenuates this influence. Bot et al.,(2005) studied the effects of alcohol expectancies on drinking behaviour in peer groups have found that expectancies on the positive and arousing effects of alcohol consumption were related to alcohol consumption in a naturalistic, social drinking situation, in addition to group effects of drinking.

Part-III

6. 3 Major Findings of Alcohol Expectancies Modification The outcome of Psychoeducation Intervention

6.3.1. Hypothesis -1: There will be significant changes in Alcohol Expectancies after the intervention with Psycho-Educational Programme.

In order to test this hypothesis, the researcher had analyzed the results regarding Pre and Post tests for all seven dimension of alcohol expectancies of 134 adolescents in the High school section and 166 adolescents in the Higher secondary section and for the total 300 adolescents together in the sample. The total score in the Pre-test and Post–test were also analyzed in the same way.

According to the scales of alcohol expectancy questionnaire(AEQ-A) the seven dimensions of alcohol expectancies measured are:
1) Alcohol is a powerful agent that makes global positive transformation
2) Alcohol can enhance or impede social behaviour
3) Alcohol improves cognitive and motor abilities
4) Alcohol Enhances Sexuality
5) Alcohol Leads to Deteriorated Cognitive and Behavioural Functions
6) Alcohol increases Arousal
7) Alcohol Promotes Relaxation or Tension Reduction.

6.3.1.1. Analysis of Results Regarding Pre and Post Tests for:

Dimension -1 Alcohol is a powerful agent that makes global positive transformation

While analyzing the scores for Pre and Post tests, for dimension-1 it has been found out that 134 adolescents in High School section (Table No:8) have scored more in the Pre test (Mean = 7.84) when compared to the Post test (Mean = 4.90) and 166 adolescents of Higher Secondary section (Table No:16), have scored more in the Pre test (Mean = 8.05) when compared to the Post test (Mean = 5.23). The total sample of 300 adolescents (Table No:24), also have scored more in the Pre test (Mean = 7.96) when compared to the Post test (Mean = 5.09). The observed mean differences (2.94) for H.S. section (2.82) for H.S.S section and (2.87) for total sample is statistically significant since the respective paired ‘t’ values (5.137), (12.293) and (10.095) are significant at 0.05 level.
Dimension -2 Alcohol can enhance or impede social behaviour

While analyzing the scores for Pre and Post tests, for Dimension-2, it has been found out that 134 adolescents in High school section (Table No:9) have scored more in the Pre test (Mean = 6.07) when compared to the Post test (Mean = 4.24) and 166 adolescents of Higher secondary section (Table No:17) have scored more in the Pre test (Mean = 6.02) when compared to the Post test (Mean = 4.27). The total sample of 300 adolescents (Table No: 25) also have scored more in the Pre test (Mean = 6.04) when compared to the Post test (Mean = 4.25). The observed mean differences (1.83) for H. S. section, (1.75) for H.S.S section and (1.79) for total population is statistically significant since the respective paired ‘t’ values (6.334), (7.444) and (9.763) are significant at 0.05 level.

Dimension-3: Alcohol improves cognitive and motor abilities

While analyzing the scores for Pre and Post tests for Dimension-3, it has been found out that 134 adolescents in High school section (Table No:10) have scored more in the Pre test (Mean = 3.08) when compared to the Post test (Mean = 1.54) and 166 adolescents of Higher secondary section (Table No:18) have scored more in the Pre test (Mean = 3.05) when compared to the Post test (Mean = 1.09). The total sample of 300 adolescents (Table No:26), also have scored more in the Pre test (Mean = 3.07) when compared to the Post test (Mean = 1.77). The observed mean differences (1.54) for H. S. section and (1.09) for H.S.S section and (1.3) for total population is statistically significant since the
respective paired ‘t’ values (8.181), (6.186) and (9.987) are significant at 0.05 level.

**Dimension-4: Alcohol Enhances Sexuality**

While analyzing the scores for Pre and Post tests for Dimension-4, it has been found out that 134 adolescents in High school section (Table No: 11) have scored more in the Pre test (Mean = 3.99) when compared to the Post test (Mean = 2.66) and 166 adolescents of Higher secondary section (Table No: 19) have scored more in the Pre test (Mean = 4.15) when compared to the Post test (Mean = 2.78). The total sample of 300 adolescents (Table No: 27), also have scored more in the Pre test (Mean = 4.08) when compared to the Post test (Mean = 2.72). The observed mean differences (1.33) for H.S section and (1.37) for H.S.S section and (1.36) for total population is statistically significant since the respective paired ‘t’ values (8.081), (8.938) and (12.065) are significant at 0.05 level.

**Dimension-5: Alcohol Leads to Deteriorated Cognitive and Behavioural Functions**

While analyzing the scores for Pre and Post tests for Dimension-5, it has been found out that 134 adolescents in High school section (Table No: 12) have scored more in the Pre test (Mean = 20.24) when compared to the Post test (Mean = 17.68) and 166 adolescents of Higher secondary section (Table No: 20) have scored more in the Pre test (Mean = 20.46) when compared to the Post test (Mean = 17.90). The total sample of 300 adolescents (Table No: 28) also have scored more in the Pre test (Mean = 20.36) when compared to the Post test.
The observed mean differences (2.56) for H.S. section and (2.56) for H.S.S section and also (3.28) for total population is statistically significant since the respective paired ‘t’ values (7.97), (10.29) and (16.74) are significant at 0.05 level.

**Dimension-6: Alcohol increases Arousal**

While analyzing the scores for Pre and Post tests for Dimension-6, it has been found out that 134 adolescents in High school section (Table No:13) have scored more in the Pre test (Mean = 3.57) when compared to the Post test (Mean = 1.92) and 166 adolescents of Higher secondary section (Table No:21) have scored more in the Pre test (Mean = 2.60) when compared to the Post test (Mean = 1.80). The total sample of 300 adolescents (Table No:29), also have scored more in the Pre test (Mean = 3.59) when compared to the Post test (Mean = 2.01). The observed mean differences (1.65) for H.S. section and (0.80) for H.S.S section and (1.58) for total population is statistically significant since the respective paired ‘t’ values (6.00), (7.84) and (10.28) are significant at 0.05 level.

**Dimension-7: Alcohol Promotes Relaxation or Tension Reduction**

While analyzing the scores for Pre and Post tests for Dimension-7, it has been found out that 134 adolescents in High school section (Table No:14) have scored more in the Pre test (Mean = 8.59) when compared to the Post test (Mean = 6.69) and 166 adolescents of Higher secondary section (Table No:22) have scored more in the Pre test (Mean = 8.87) when compared to the Post test (Mean = 6.25). The total sample of 300 adolescents (Table No:30) also have...
scored more in the Pre test (Mean =8.75) when compared to the Post test (Mean =6.44 ). The observed mean differences (1.9) for H .S. section (2.62) for H.SS section and (2.31) for total population is statistically significant since the respective paired ‘t’ values (7.987), (12.330) and (14.405) are significant at 0.05 level.

**Analysis of the Total Score**

While analyzing the Total Scores for Pre and Post tests, it has been found out that 134 adolescents in High school section (Table No: 15) have scored more in the Pre test (Mean =51.47) when compared to the Post test (Mean = 41.68) and 166 adolescents of Higher secondary section (Table No: 23) have scored more in the Pre test (Mean =55.04 ) when compared to the Post test (Mean =42.34). The total sample of 300 adolescents (Table No: 31) also have scored more in the Pre test (Mean =53.45 ) when compared to the Post test (Mean =42.05). The observed mean differences (9.79) for H .S. section and (13.35 ) for H.SS section and (3.56) for total population is statistically significant since the respective paired ‘t’ values (12627), (15.751) and (6.731) are significant at 0.05 level.

In summing up, it can be stated that the analysis of Results Regarding Pre and Post Tests for 134 adolescents in High school section and 166 adolescents of Higher secondary section and the total sample of 300 adolescents have shown reduced levels of Alcohol Expectancies in the Post Test results, after the intervention programme than before, in the Pre Test and it supports hypothesis -1.
6.3.1.2 Compared analysis of the Mean Differences Results Regarding Pre
and Post- Post Tests and Post and Post–post Test

In the second phase of analysis, the results regarding the mean differences
between Pre and Post- Post tests and Post and Post–post result were analyzed
with regard to all seven dimensions of alcohol expectancies of 134 adolescents in
the High school section and 166 adolescents in the Higher secondary section and
for the total 300 adolescents together in the sample and also for or the Total
Score.

Dimension-1 Alcohol is a powerful agent that makes global positive
transformation

The compared analysis of the Mean Differences between Pre and Post -
Post tests and Post and Post-Post tests for High School section,(Table No:8) it has
been found that the mean difference (4.08) in the Pre and Post -Post test was
higher than the mean difference (1.14) in the Post and Post-Post test. The
difference is statistically significant since the respective paired ‘t’test values
(7.350) and (5.443) are significant at 0.05 level.

With regard to the Higher Secondary (Table No:16) section it has been
found that the mean difference (4.38) in the Pre and Post -Post test was higher
than mean difference (1.56) in the Post and Post-Post test. The difference is
statistically significant since the respective paired ‘t’test values (21.099) and
(8.627) are significant at 0.05 level.

With regard to the total sample of 300 adolescents (Table No:24) the
mean difference (4.25) in the Pre and Post -Post test was higher than mean
difference (1.38) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (15.576) and (9.999) are significant at 0.05 level. This compared result also supports the hypothesis-1.

**Dimension-2 Alcohol can enhance or impede social behaviour**

The compared analysis of the Mean Differences between Pre and Post -Post tests and Post and Post-Post tests for High School section (Table No:9), it has been found that the mean difference (3.17) in the Pre and Post -Post test was higher than the mean difference (1.34) in the Post and Post-Post test. This difference is statistically significant since the respective paired ‘t’ test values (11.927) and (5.200) are significant at 0.05 level.

With regard to the Higher Secondary (Table No: 17) section it has been found that the mean difference (2.65) in the Pre and Post -Post test was higher than mean difference (0.9) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (12.665) and (5.391) are significant at 0.05 level.

With regard to the total sample of 300 adolescents (Table No:25) the mean difference (2.88) in the Pre and Post -Post test was higher than mean difference (1.09) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (17.343) and (7.417) are significant at 0.05 level. This compared result also supports the hypothesis-1.

**Dimension-3 Alcohol improves cognitive and motor abilities**

The compared analysis of the Mean Differences between Pre and Post -Post tests and Post and Post-Post tests for High School section,(Table No: 10) it
has been found that the mean difference (1.87) in the Pre and Post-Post test was higher than the mean difference (0.33) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (9.772) and (2.507) are significant at 0.05 level.

With regard to the Higher Secondary section (Table No: 18), it has been found that the mean difference (1.74) in the Pre and Post -Post test was greater than mean difference (0.65) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (9.872) and (4.445) are significant at 0.05 level.

With regard to the total sample of 300 adolescents (Table No: 26), the mean difference (1.8) in the Pre and Post -Post test was greater than mean difference (0.5) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (13.883) and (5.050) are significant at 0.05 level. This compared result also supports the hypothesis-1.

**Dimension-4 : Alcohol Enhances Sexuality**

The compared analysis of the Mean Differences between Pre and Post - Post tests and Post and Post-Post tests for High School section, (Table No: 11) it has been found that the mean difference (1.96) in the Pre and Post -Post test was higher than the mean difference (0.63) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (12.991) and (4.465) are significant at 0.05 level.
With regard to the Higher Secondary section (Table No:19), it has been found that the mean difference (2.04) in the Pre and Post -Post test was greater than mean difference (0.67) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (13.428) and (4.813) are significant at 0.05 level.

With regard to the total sample of 300 adolescents (Table No: 27) the mean difference (2.00) in the Pre and Post -Post test was greater than mean difference (0.64) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (18.628) and (6.564) are significant at 0.05 level. This compared result also supports the hypothesis-1.

**Dimension-5 Alcohol Leads to Deteriorated Cognitive and Behavioural Functions**

The compared analysis of the Mean Differences between Pre and Post -Post tests and Post and Post-Post tests for High School section, (Table No:12 ), it has been found that the mean difference (6.15) in the Pre and Post -Post test was higher than the mean difference (3.59) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (18.14) and (12.58) are significant at 0.05 level.

With regard to the Higher Secondary section(Table No: 20), it has been found that the mean difference (5.96) in the Pre and Post -Post test was greater than mean difference (3.40) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (28.37) and (19.79) are significant at 0.05 level.
With regard to the total sample of 300 adolescents (Table No: 28), the mean difference (5.31) in the Pre and Post -Post test was greater than mean difference (2.03) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (29.41) and (14.14) are significant at 0.05 level. This compared result also supports the hypothesis-1.

**Dimension- 6 : Alcohol increases Arousal**

The compared analysis of the Mean Differences between Pre and Post -Post tests and Post and Post-Post tests for High School section (Table No: 13) it has been found that the mean difference (1.89) in the Pre and Post -Post test was higher than the mean difference (0.24) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (7.10) and (2.26) are significant at 0.05 level.

With regard to the Higher Secondary section (Table No: 21) it has been found that the mean difference (1.59) in the Pre and Post -Post test was greater than mean difference (0.79) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (18.7) and (10.63) are significant at 0.05 level.

With regard to the total sample of 300 adolescents (Table No: 29) the mean difference (2.04) in the Pre and Post -Post test was higher than mean difference (0.46) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (13.75) and (6.32) are significant at 0.05 level. This compared result also supports the hypothesis-1.
Dimension-7 Alcohol Promotes Relaxation or Tension Reduction

The compared analysis of the Mean Differences between Pre and Post - Post tests and Post and Post-Post tests for High School section (Table No:14), it has been found that the mean difference (2.44) in the Pre and Post -Post test was higher than the mean difference (0.54) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (10.853) and (2.482) are significant at 0.05 level.

With regard to the Higher Secondary section (Table No: 22), it has been found that the mean difference (3.23) in the Pre and Post -Post test was greater than mean difference (0.61) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (16.403) and (3.270) are significant at 0.05 level.

With regard to the total sample of 300 adolescents (Table No: 30), the mean difference (2.88) in the Pre and Post -Post test was greater than mean difference (0.57) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (19.225) and (4.089) are significant at 0.05 level. This compared result also supports the hypothesis-1.

Analysis of the Total Score

The compared analysis of the Mean Differences of the Total Score between Pre and Post -Post tests and Post and Post-Post tests for High School section (Table No:15 ), it has been found that the mean difference (1.35) in the Pre and Post -Post test was higher than the mean difference (3.56) in the Post and
Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (15.751) and (6.731) are significant at 0.05 level.

With regard to the Total Score of the Higher Secondary section (Table No: 23), it has been found that the mean difference (17.15) in the Pre and Post -Post test was greater than mean difference (4.45) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (9.304) and (8.683) are significant at 0.05 level.

With regard to the Total Score for the total sample of 300 adolescents (Table No: 31), the mean difference (15.46) in the Pre and Post -Post test was greater than mean difference (4.06) in the Post and Post-Post test. The difference is statistically significant since the respective paired ‘t’ test values (14.152) and (10.971) are significant at 0.05 level. This compared result also supports the hypothesis-1.

The Compared analysis of the Mean Differences Regarding Pre and Post-Post tests and Post and Post –post test for 134 adolescents in High school section and 166 adolescents of Higher secondary section and the total sample of 300 adolescents also have shown reduced rate of alcohol expectancies also support hypothesis -1. The Analysis of Paired ‘t’ results for the Total Score regarding Pre and Post Test for 134 adolescents in High school section and 166 adolescents of Higher secondary section and the total sample of 300 adolescents also showed reduced alcohol expectancy levels which is an added support for hypothesis -1.
6.3.2. Hypothesis -2 The significant changes in Alcohol Expectancies, the result of psychoeducation, will remain sustained during the follow up period

In order to test hypothesis-2 the researcher had compared and analyzed three different types of paired ‘t’ tests results regarding Pre and Post –Post test, Pre and Post tests and Post and Post-Post tests, for all seven dimension of alcohol expectancies of all the 300 adolescents together in the sample. As separate analysis were done early while examining hypothesis-1, for the 134 adolescents in the High school section and 166 adolescents in the Higher secondary section, computing the difference between Pre and Post-Post scores and Post and Post-Post scores, it is not repeated here. In the attempt to examine Hypothesis -2 the final comparison of these three pairs of tests were used.

**Dimension-1 Alcohol is a powerful agent that makes global positive transformation**

While comparing the three different types of paired ‘t’ tests, for the total 300 adolescents as in (Table No: 24), it was observed that the mean difference (4.25) was higher for Pre and Post-Post tests followed by Pre and Post test (2.87) and Post and Post- Post test (1.38). This results point out that although there is a statistically significant difference between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months, in the follow up period, the significant changes in the level of alcohol expectancies, the result of Psycho- Education, remain sustained with regard to this dimension.
Dimension-2. Alcohol can enhance or impede social behaviour

While comparing the three different types of paired ‘t’ tests, for the total 300 adolescents as in (Table No: 25), it was observed that the mean difference (2.88) was higher for Pre and Post-Post tests followed by Pre and Post test (1.79), and Post and Post- Post test (1.09). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post test, the difference was very high for the Pre and Post- Post test which gives an indication that even after three months, in the follow up period, the significant changes in the level of alcohol expectancies, the result of Psycho- Education, remain sustained with regard to this dimension.

Dimension -3 Alcohol improves cognitive and motor abilities

While comparing the three different types of paired ‘t’ tests, for the total 300 adolescents as in (Table No: 26) it was observed that the mean difference (1.8) was higher for Pre and Post-Post tests followed by Pre and Post test (1.3), and Post and Post- Post test (0.5). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months, in the follow up period, the significant changes in the level of alcohol expectancies, the result of Psycho- Education, remain sustained with regard to this dimension.

Dimension -4 : Alcohol Enhances Sexuality

While comparing the three different types of paired ‘t’ tests, for the total 300 adolescents as in (Table No: 27) it was observed that the mean difference
(2.00) was higher for Pre and Post-Post tests followed by Pre and Post test (1.36), and Post and Post- Post test (0.64). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months in the follow up period, the significant changes in the level of alcohol expectancies, the result of Psycho- Education, remain sustained with regard to this dimension.

**Dimension 5 Alcohol Leads to Deteriorated Cognitive and Behavioural Function**

While comparing the three different types of paired ‘t’ tests, for the total 300 adolescents as in Table No: 28 it was observed that the mean difference (5.31) was higher for Pre and Post-Post tests followed by Pre and Post test (3.28), and Post and Post- Post test (2.03). This test indicated that although there is statistically significant differences between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months in the follow up period, the significant changes in the level of alcohol expectancies, the result of Psycho- Education, remain sustained with regard to this dimension.

**Dimension – 6 Alcohol increases Arousal**

While comparing the three different types of paired ‘t’ tests, for the total 300 adolescents as in Table No: 29 it was observed that the mean difference (2.04) was higher for Pre and Post-Post tests followed by Pre and Post test (1.58) and Post and Post- Post test (0.46). This test indicated that although there is
statistically significant differences between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months in the follow up period, the significant changes in the level of alcohol expectancies, the result of Psycho- Education, remain sustained with regard to this dimension.

**Dimension 7 Alcohol Promotes Relaxation or Tension Reduction**

While comparing the three different types of paired ‘t’ tests, for the total 300 adolescents as in Table No: 30 it was observed that the mean difference (2.88) was higher for Pre and Post-Post tests followed by Pre and Post test (2.31), and Post and Post- Post test (0.57). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months in the follow up period, the significant changes in the level of alcohol expectancies, the result of Psycho- Education remain sustained with regard to this dimension.

These compared results for all the adolescents in all seven dimensions, showed that the difference in the scores were very high for the Pre and Post- Post test when compared with the Pre and Post tests, and with Post and Post-Post test. This reduced scores in the Post Test and Post- Post Test point out that the significant changes in Alcohol Expectancies of the adolescents, the result of Psychoeducation, remain sustained even after three months of follow up period. The results support hypothesis-2 and the hypothesis 2 is accepted.
Concluding Statements:

The present study, ‘A Psycho-Educational Approach for the Modification of Alcohol Expectancies among the Adolescents’ has come to a conclusion by successfully achieving its objectives. The analysis of the research data indicates beyond doubt that the hypotheses of the studies are proven right that the alcohol expectancies among adolescents could be modified. Moreover, the sustained, resultant changes of alcohol expectancies are tangibly visible in the follow-up period.

It was seen that analysis of scores obtained by Pre-test and Post-test have shown significant changes in the levels of alcohol expectancies among all the adolescents, for all the dimensions had proved the Hypothesis-1. This reduced levels of alcohol expectancies indicated that ‘significant changes’ have taken place after the intervention programme. This difference in the levels of alcohol expectancies authenticate the ‘attitudinal change’ occurred in the adolescents with regard to their beliefs on the effect of alcohol and alcohol drinking.

These observed ‘changes’ denote the ‘Modification’ effect. The modified levels of alcohol expectancies were observed among the 134 High School adolescents and 166 Higher Secondary adolescents as well as for the total 300 adolescents together in the sample, and it supported the hypothesis -1 and the hypothesis is accepted.

The compared analysis of scores by Pre and Post-Post test with Pre and Post test and also with Post and Post-Post test, for all the adolescents and for all
the dimensions, found out that the significant changes in alcohol expectancies which was the result of psychoeducation, ‘remain sustained’ even after three months in the follow up period and this supported the Hypothesis -2. and the hypothesis was accepted. Thus it is stated that both the hypotheses are accepted.

Thus the study has achieved it’s general and specific objectives and have proved the hypotheses accepted through hypotheses testing. The ‘changes’ were recognized ‘very significant’ in the Post Assessment results after intervention and also the sustainability of the changes are perceived in the Post-Post assessment, after three months in the follow up period.

Now with out doubts the researcher could state that the “Psycho-Educational Approach” had produced ‘significantly changed results’ for all the High School adolescent students and for all the Higher Secondary adolescent students with regard to all their alcohol expectancies. Thus it can be stated that the psychoeducational approach that has been applied in the modification process of alcohol expectancies among the adolescents appears to be an effective strategy to reduce the alcohol expectancies in the adolescents which eventually will help them to reduce their alcohol interest.

Previous studies have demonstrated that the experimental manipulation of Alcohol Expectancies is possible. For example in one of the few studies with children, Kraus et al., (1994) it was shown that alcohol related expectancies could be modified among grade school children through exposure to the harmful consequences of alcohol. There are other studies done among different groups. For example, studies conducted by Dunn et al.,(2000) have demonstrated a
decrease in the likely activation of expectancies after an expectancy challenge programme with the under graduates. Another studies by Darks and Goldman (1998; 1993) among heavy drinking college students have shown that experimental expectancy modification programme had reduced drinking.

In this present research also it is evident that the alcohol expectancies of the adolescents are significantly changed, and it moves in the same line of the previous researchers that had stated that alcohol expectancies could be modified. Thus the over all objective of the present research study whether Alcohol Expectancies among the adolescents could be modified through a Psycho-Educational Approach have reached to its final conclusion.

6.3 Part- IV : Suggestions

The primary objective of the present study was to find out weather alcohol expectancies among the adolescents could be modified by using a psychoeducational approach. The analysis of the data resulted in findings that supported the hypotheses of the study. Few suggestion are put forth towards the educational policy makers as well as the educational systems to take up adequate steps to eradicate the problem of uncontrolled emerging trends of adolescents’ drinking.

6.3.1 Specific Suggestions for the General Educational System

The key finding of this research is the self-report of adolescents’ on their own drinking which reveals that, the majority (62.0 %) of the adolescents in the study group drank alcohol. Only a very small portion of adolescents, (38 percent) were not drinking alcohol. The authorities concerned with the formulation of
educational policies have to be aware of the increasing trends of adolescents’ alcohol consumption.

Therefore it is suggested that the educational system may take up adequate steps to prevent alcohol consumption behaviour among the students. There could be prevention and early intervention strategies to tackle such problems of drinking and other drug abuses among students. ‘Alcohol Education’ may be incorporated in the curriculum of High School and Higher Secondary classes. The knowledge of alcohol expectancies, and its contributive role in alcoholism development, is to be recognized and studied by adolescents and teachers so that they will be well prepared to tackle this serious problem at the initial stages.

A Counselling Centre in school campuses with a professional counsellor (social worker / psychologist/ medical personal) is to be made mandatory. This post could be made permanent for the Social Workers who are post graduates in social work (with specialization of Medical and Psychiatric Social Work) / Psychologists (General or Clinical)/ Medical Personnel (preferably a Psychiatrist) with a minimum of two years training in the field of counselling under the supervision of experienced professional counsellors.

‘Alcohol education’ and knowledge of psychotropic substances are to be integrated in the syllabus of Teacher’s Training Course, B.Ed. and M.Ed. ‘Alcohol Prevention Cells’ and ‘Quit Alcohol Programmes’ for students should be established in co-operation with other Social Agencies.
6.3.2. Specific Suggestions for the Social work Education System

As a result of this study on alcohol expectancies and its motivational role in promoting alcohol interest and alcohol dependence among the adolescents, the researcher understood the magnitude of this grave problem of adolescent’s drinking. It gives more insights to the researcher to put forth some special suggestions towards the social work education systems.

There is a great need of modifying the present M.S.W and B.S.W course syllabus incorporating with new knowledge on different subjects like, the concepts of alcohol expectancies in alcoholism development, the impact of alcohol and other psychotropic substances upon the user, different treatment methodology to tackle such problems, especially how to tackle adolescents’ alcohol and other drug abuse, rather than a generic understanding of alcoholism and other drugs as a social problem.

The Curriculum of ‘Masters Social Work’ studies may incorporate ‘Alcohol Studies’ as a specialization just like that of Medical and psychiatric social work, Family and child welfare, Community development and soon, so that the outgoing social work professionals may be proficient enough and be well equipped with depth knowledge and practice to work with different agencies of alcohol treatment and alcoholism management. The growing trends of ‘Adolescents’ Drinking’ and the influential and motivational roles of ‘Alcohol Expectancies’ in alcoholism development have to be given special thrust in the syllabus.
The present study has been planned as an effective device which can be used by social work education institutions as well as psychological educational settings. The contents and findings of this study may be used by and large by social workers as well as psychologists facilitate alcohol education and life skills promotion. The ‘Expectancy Modification Intervention Package’ may be used as an important intervention tool in the hands of professional social workers and psychologists or even volunteers, which may be used in full length or in part for ‘Preventive Education’, on alcohol and drug abuse problems among adolescents and adults.

First and foremost the social work institutions have to be vigilant in the field with adequate steps and skillfulness to prevent the growth of alcohol consumption behaviour among the young and adolescent students in the schools as well as in the colleges and also in the communities. The researcher resolutely hopes that this study will certainly serve the purpose of a primary prevention strategy in the hands of professional social workers to wipe out the growing trend of drinking interests among the adolescents students at the schools as well as at the colleges, and also adolescents outside the campuses.

6.3.3 Specific Suggestions for the Government

Adequate law enforcement on the prohibition of alcohol and other drugs’ among adolescents, is to be put into effect by the Government. The recently upgraded law regarding the distance of liquor shops in the vicinity of Schools and Religious Institutions is to be urgently executed.
Strict laws, preventing illegal brewing of alcohol and distribution of spurious liquor to the adolescents be enforced. Stringent punishment to be meted out to those who do not abide by the minimum age for drinking. Laws regarding ‘Driving While Drinking (DWI)’ may be strictly enforced so that lives will be saved.

The present age bar for alcohol consumption in Kerala State could be raised to 21 years because the present study points out that 99 percent of adolescents had their first drink between the age of 17-20 and 63 percent had their first drink between the age of 10-17 years. It is the ardent wish of the researcher that the WHO would introduce a Policy for all Nations, stating that the minimum age of drinking is to be above 25 years so that adolescents make mature decisions in life.

Steps could be taken to reduce the production, distribution, and availability of alcohol with the hope of bringing about total prohibition which is the best policy. There could be Government machineries to sensitize the parents on the issues of responsible drinking using Alcohol Education.

Alcohol Education could be integrated in the Training Programme of Police Personnel so that they will be knowledgeable as well as sensitive while dealing with offences arising out of alcohol consumption.

6.3.4. Suggestions for Parents / Relatives

A startling major finding of the present study is that 71.70 percent of the adolescents’ parents and 87.o percent of their relatives drink alcohol. Moreover
another stark reality is that 19.3 percent of the adolescents had their first drink with their relatives. Therefore, the following suggestions are directed towards them.

Parents and relatives be role models for the adolescents, provide healthy atmosphere at home and exercise self-discipline with regarding to their own drinking habits, with the help of Alcohol Education and other treatment facilities. Under no circumstances, an adult entice an adolescent to taste alcohol.

A supportive climate for abstinence from alcohol is to be provided by the neighbours, friends and peers of the adolescents because the findings of the research confirm that 70.3 percent of their friends and 59.7 percent of their neighbours are users of alcohol and 28 percent of the adolescents had their first drink with their friends.

‘Anti-alcohol Conscientization Programmes’ may be conducted for the local community, emphasizing the harmful consequences of alcohol especially for adolescents. This will act as a means of early prevention and early intervention through the use of Alcohol Education Life Skills Education.

6.3.5. General suggestions for the Public

All concerned citizens become aware of the dangerous role of alcohol expectancies that promote alcoholism, especially among adolescents. They could be made partners in ventures like ‘Temperance Movement’ and ‘Yellow Ribbon Club’ to celebrate life without alcohol.

Members of ‘Alcoholic Anonymous’ (AA) could enlighten the adolescents and the society at large of the deteriorating power of alcohol, through the sharing
of their own painful journey to recovery and freedom from the slavery of alcoholism.

6.4 Scope for Future Research

1. There is a great need to explore the alcohol expectancies of other age groups like children below ten years, and youth above twenty years, because studies show that, age is an important factor in alcoholism development.

2. Alcohol expectancies of females before and after marriage can be studied and intervened to promote women empowerment and emancipation.

3. Studies among hyperactive adolescents can be a new area to assess and to intervene alcohol expectancies.

4. Future researches on the alcohol expectancies of drinking and non-drinking adolescent populations are recommended, to gauge the influence of alcohol expectancies in drinking.

5. It will be extremely useful if a study can be conducted among the adolescents of urban areas, using a large number of study sample for the descriptive aspects and a small number for the intervention aspect.

6. A follow up study can be conducted among the same group after two three years to check the sustainability of change which is found in the study.

6.5 As outcome of the study:

This study which was conducted in the district of Idukki had received great acceptance from general public. During the study period many groups had benefited the effect of psychoeducation.
The researcher could give classes to different groups like parents groups and students groups in different schools of the district. There were more than 10 classes for the police people as apart of their training in ‘Community Policing’.

The researcher could organize 3-5 days workshops for high school and higher secondary section adolescent in our counselling institute and given alcohol education and life skills training, along with different personality enrichment topics like personality development, adolescent education, study skills development, relaxation techniques and so on. The same knowledge was imparted for children’s groups according to their age in schools and our centre for counselling.