

A STUDY OF THE EFFECT OF COUNSELING ON CERTAIN BEHAVIOUR PROBLEMS AMONG FEMALE ADOLESCENTS

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INTRODUCTION : School counselors provide counseling programs in three critical areas: academic, personal/social, and career. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

School counselors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice. This brochure provides a collection of sources that address the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.

School counseling interventions have reported success for helping students reduce test anxiety. School counselors in collaborative efforts can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school (Cheek, J.R., Bradley, L.J., Reynolds, J. & Coy, D., 2002).

Adolescence means 'to emerge' to achieve 'identity'. Personhood is what we want the Adolescent to attain not only just in its physical or intellectual aspects but also in his/her whole human hood, which includes the often neglected but equally important aspects, which are emotional, psychological and social.

The time of growing up from childhood to adulthood is known as the Adolescence. It is a period of physical growth. However, it is more than that. It is a time for the maturing of mind and behaviors as well. The length of time for this period of development varies. Adolescence can start at nine and end at eighteen. It can start at fourteen and end at twenty five.

Young people may grow quickly in some ways and more slowly in others. This is why children who may be only 9, 10 or 11 years old may be Adolescents in some ways already, while teenagers of 13 or 14 may just be reaching Adolescence. On the one hand reaching out to wards adult roles and on the other still needing the love and protection of parents. It is a time when children undergo a crisis of identity. Questions which have never bothered them before, start haunting them now as they struggle for independence from their parents. They want to be their own person.

Dorothy Rogers has viewed this period as a process of achieving the attitudes and belief needed for effective participation in the society. Thus, there is no absolute age limit for a clear-cut boundary between the Adolescence and adulthood. Adolescence is the stage between childhood and adulthood. It is not an age, but a stage. In India, the Adolescent is a person who has not been sufficiently recognized and encouraged. Due to financial reasons the Adolescent is dependent on his parents for many more years than in the West. The emotional dependence is also as great, producing what is termed 'Delayed Adolescence'.

Physical growth and development during Adolescence have a great impact on the emotional world of a youth. An Adolescent boy or a girl gets a newer body having newer ideas and attitudes. The main aspect of their thought is that they pose themselves to be the fittest in the adult world. However, they can also get a serious inferiority complex.

Adolescence may be looked upon as the last step in the long period of development, which begins at the time of conception. By the end of Adolescence, development has reached a point where the individual is legally and socially regarded as mature, and thus capable of living an independent life, free from supervision and guidance. Adolescence in Hall's views came to represent "storm and stress" period that reflects the unsettling turbulence of growth in modern societies.

LITERATURE SURVEY : According to Bigner (1983), Adolescent can be defined as a stage in the life cycle between 13 and 18 years of age characterized by increasing independence from adult controls, rapidly occurring physical and psychological changes, exploration of social issues and concerns increased focus on activities with a peer group and establishment of a basic self identity (Das G, 2000).

Many psychologists use the term synonymously with "pubescence" or reproductive maturation. Some of them define it as the transitional period of life during which the child experiences a number of changes -physiological,

emotional and intellectual. This period runs between childhood and adulthood, sometimes-called "the period of storm and stress". Piaget has defined adolescence from a psychological viewpoint. According to him "psychologically, Adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights" (Adolescents in India: A Profile,1998).

Adolescents in the age group 10-19 years constitute 21.4 percent of India's population. Within this paradigm of population and development related issues, the role of adolescents cannot be overlooked (Adolescents in India: A Profile, 1998).

Counselling is a concept that has existed for a long time. We have sought through the ages to understand ourselves, offer counsel and develop our potential, become aware of opportunities and, in general, help ourselves in ways associated with formal guidance practice.

In most communities, there has been, and there still is, a deeply embedded conviction that, under proper conditions, people can help others with their problems. Some people help others find ways of dealing with, solving, or transcending problems.

In schools, if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At its best, helping should enable people to throw off chains and manage life situations effectively.

Behavior Problems: Many adolescents today have problems and are getting into trouble. After all, there are a lot of pressures for kids to deal with among friends and family. For some youth, pressures include poverty, violence, parental problems and gangs. Kids may also be concerned about significant issues such as religion, gender roles, values, or ethnicity. Some children are having difficulty dealing with past traumas they have experienced, like abuse. Parents and their teenagers are struggling between the youth's wanting independence while still needing parental guidance. Sometimes all these conflicts result in behavior problems.

Definition of behavior Problems in Longmans Dictionary of psychology and psychiatry – "Any form of behavior that is considered inappropriate by members of the social group" (Goldenson, 1984).

The dramatic increase in the prevalence of problem behaviors during adolescence is a national concern (Dryfoos, 1990; Feldman and Elliot, 1990; USDHHS, 1991). By grade 8, 31.5% use alcohol and 26.2% smoke cigarettes monthly, 44.2% have been in a physical fight in the past year, and truancy, bullying, theft and vandalism are common (USDHHS, 1989; CDC, 1990; Dryfoos, 1990; Johnston, et. al., 1994). While lowincome, minority youth (Lorion, et al., 1991) and those who experience family dissolution and transience (Furstenburg, 1991) are at greatest risk, a large proportion of adolescents eventually engage in some form of problem behavior, placing them at increased risk for school failure, involvement in the criminal justice system and health problems (Dryfoos, 1990; McCord, 1990).

Problem behaviors are of particular concern in middle school, where a contagious youth culture of academic negativism and misconduct can thwart learning and disrupt the school routine. Many early adolescents, engaged in an intense period of development known as the adolescent transition, are poorly prepared for secondary school and highly susceptible to antisocial influences (2Carnegie Council on Adolescent Development, 1989). However, there is theoretical and empirical evidence that changes in the way middle grade schooling is conducted can promote academic achievement, improve school conduct and mediate the initiation of problem behavior (Hawkins and Weis, 1985; Kumpfer and Turner, 1991).

Rozan fild (1985). – "Depression is a feeling of sadness, helplessness, worthlessness, guilt of self reproach" Though depression during adolescence is quite normal, when it extends for a long time, it becomes problematic. Teenagers suffering from chronic depression may show signs like very low energy, insomnia, very less interaction with peers, no interest in activities that they used to like earlier, etc. It is important that parents understand and recognize the signs of teenage depression as soon as possible because if it remains untreated, there are chances that they will aggravate and affect the child's life in later years.

Achievement in itself has become more or less a power symbol and way of life. However even if the course of life is not determined by achievement, it is essentially directed by it. Hence every individual is obsessed by social and psychological pressures later leads to various tensions and strains. Such resulting tensions are more often disruptive and resulting performance decrements and discrepancies' between potential and performance. In the realm of educational measurement, the most meaningful achievement is almost certainly academic success. Academic achievement constitutes a socially desirable, equally relevant and integral aspect of all students' lives such that all students are motivated to seek academic excellence. Academic achievement is the outcome of training imparted to a student by the teacher in school situation.

Academic achievement of an individual is so far considered to be influenced in part by his ability to make adjust to his environment, in part by his special abilities, aptitude and intelligence, which are integral part of his personality and in part by the intensity of drives and motives which serves as the impelling for his activities. Thus academic achievement refers to the degree or level of success and that of proficiency attained in some specific area concerning scholastic and academic work.

OBJECTIVES OF THE STUDY: Objectives of present research were as under:

1. To study before and after effect of counseling among female adolescents with regards to social withdrawal.
2. To study before and after effect of counseling among female adolescents with regards to social pressures.
3. To study before and after effect of counseling among female adolescents with regards to getting along with parents.
4. To study before and after effect of counseling among female adolescents with regards to problems at home.
5. To study before and after effect of counseling among female adolescents with regards to depression.
6. To study before and after effect of counseling among female adolescents with regards to anxiety.
7. To study before and after effect of counseling among female adolescents with regards to stress related problems.
8. To study before and after effect of counseling among female adolescents with regards to substance use or abuse.
9. To study before and after effect of counseling among female adolescents with regards to doing well in school and getting into college.
10. To study before and after effect of counseling among female adolescents with regards to sexual health problems.

HYPOTHESES OF THE STUDY:

1. There will be no significant before and after effect of counseling among female adolescents with regards to social withdrawal.
2. There will be no significant before and after effect of counseling among female adolescents with regards to social pressures.
3. There will be no significant before and after effect of counseling among female adolescents with regards to getting along with parents.
4. There will be no significant before and after effect of counseling among female adolescents with regards to problems at home.
5. There will be no significant before and after effect of counseling among female adolescents with regards to depression.
6. There will be no significant before and after effect of counseling among female adolescents with regards to anxiety.
7. There will be no significant before and after effect of counseling among female adolescents with regards to stress related problems.
8. There will be no significant before and after effect of counseling among female adolescents with regards to substance use or abuse.
9. There will be no significant before and after effect of counseling among female adolescents with regards to doing well in school and getting into college.
10. There will be no significant before and after effect of counseling among female adolescents with regards to sexual health problems.

SAMPLE:

For the present study random sampling technique was used for the selection of the participants. The sample was consisted of 50 female adolescents. Sample was taken from Shanti Asiatic School areas of Ahmadabad City.

VARIABLES:

In present research female adolescents were consider as independent variable and scores of various behavior problem of questioner of behavior problem were consider as dependent variable.

TOOL:

In present research researcher has constructed Behavior Issues Check List for School and Junior College Students was used.

Reliability:

Reliability of the present check list Coefficients reliability was determined by test retest and split half method. The following table shows the reliability coefficients determines by above two methods. Reliability coefficients of the behaviour issues check list by using two different methods.

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Reliability coefficients

Sr. No.	Dimensions of Behavior Problems	Method used	
		Test- retest	Split half
1.	social withdrawal	0.82	0.87
2.	social pressures	0.79	0.81
3.	getting along with parents	0.89	0.94
4.	problems at home	0.81	0.83
5.	depression	0.92	0.94
6.	anxiety	0.78	0.81
7.	stress related problems	0.86	0.80
8.	substance use or abuse	0.75	0.83
9.	doing well in school and getting into college	0.84	0.87
10.	sexual health problems	0.90	0.88
	Total	0.89	0.92

Validity:

Content and constant validity has been determined on the basis of judgment by the experts in the field of psychology, guidance and counseling.

Scoring:

The behaviour issues check list is reusable with answer sheet for responses given by the participants. Transparent scoring keys are provided separately for each subscale and a response marked under circle is considered and each has assigned a weightage of one (1) score. Higher the score indicate more behaviours problems.

PROCEDURE:

After establishing the rapport with selected female adolescents, self constructed questioner of behavior problem was administered in small manageable group of female adolescents. After completion of data collection scoring was done by scoring key of self constructed questioner of behavior problem.

STATISTICAL ANALYSIS:

To find out before and after effect of counseling among female adolescents with regards to certain behavior problems such as social withdrawal, social pressures, getting along with parents, problems at home, depression, anxiety, stress related problems, substance use or abuse, doing well in school and getting into college sexual health problems mean, SD and t test was used. All hypotheses were tested at 0.01 and 0.05 level of significant. SPSS was used to analyze the data.

RESULTS AND DISCUSSION:

Table.1 : Mean, SD and t value of before and after counseling on various Behavior Problems of female adolescents

No	Variable	Group	Sample size	Mean	SD	t value	Level of significant
1.	Social Withdrawal	Before	50	12.00	2.47	9.61	0.01
		After	50	7.46	2.25		
2.	Social Pressures	Before	50	12.34	1.85	13.78	0.01
		After	50	7.24	1.85		
3.	Getting Along With Parents	Before	50	9.96	2.95	5.61	0.01
		After	50	7.16	1.94		
4	Problems At Home	Before	50	12.06	1.64	9.19	0.01
		After	50	7.92	2.73		
5	Depression	Before	50	10.90	2.81		0.01

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6	Anxiety	After	50	7.40	2.82	6.22	0.01
		Before	50	10.80	2.62	6.41	
		After	50	7.56	2.42		
7	Stress	Before	50	8.92	2.46	1.96	NS
		After	50	7.96	2.44		
8	Substances Or Abuse	Before	50	11.64	1.80	11.96	0.01
		After	50	7.52	1.64		
9	Doing Well In School And Getting Into College	Before	50	10.34	2.91	6.60	0.01
		After	50	7.34	1.37		
10	Sexual Health Problems	Before	50	9.94	1.91	7.76	0.01
		After	50	7.38	1.34		

The results of “t” value of before and after counseling is 9.61. The mean scores of Social withdrawal of female adolescents were found to be 12.00 and 7.46 respectively on before and after counseling with SD 2.47 and 2.25. The result indicate that before and after mean scores of Social withdrawal as behavior problems among female adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on Social withdrawal as behavior problems among female adolescents” is rejected. It implies that counseling could help significantly in reducing Social withdrawal among female adolescents.

The results “t” value of before and after counseling is 13.78. The mean scores of social pressures of female adolescents were found to be 12.34 and 7.24 respectively on before and after counseling with SD 1.85 and 1.85. The result indicate that before and after mean scores of social pressures as behavior problems among female adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on social pressures as behavior problems among female adolescents” is rejected. It implies that counseling could help significantly in reducing social pressures among female adolescents.

The results of the “t” value of before and after counseling is 5.61. The mean scores of Getting along with parents of female adolescents were found to be 9.96 and 7.16 respectively on before and after counseling with SD 2.95 and 1.94. The result indicate that before and after mean scores of Getting along with parents as behavior problems among female adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on Getting along with parents as behavior problems among female adolescents” is rejected. It implies that counseling could help significantly in reducing Getting along with parents among female adolescents.

The results of the “t” value of before and after counseling is 9.19. The mean scores of problems at home of male adolescents were found to be 12.06 and 7.92 respectively on before and after counseling with SD 1.64 and 2.73. The result indicate that before and after mean scores of problems at home as behavior problems among male adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on problems at home as behavior problems among female adolescents” is rejected. It implies that counseling could help significantly in problems at home among female adolescents.

The results of the “t” value of before and after counseling is 6.22. The mean scores of depression of male adolescents were found to be 10.90 and 7.40 respectively on before and after counseling with SD 2.81 and 2.82. The result indicate that before and after mean scores of depression as behavior problems among male adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on depression as behavior problems among female adolescents” is rejected. It implies that counseling could help significantly in reducing depression among female adolescents.

The results of the “t” value of before and after counseling is 6.41. The mean scores of stress related problems of male adolescents were found to be 10.80 and 7.56 respectively on before and after counseling with SD 2.62 and 2.42. The result indicate that before and after mean scores of stress related problems as behavior problems among male adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on stress related problems as behavior problems among female adolescents” is rejected. It implies that counseling could help significantly in reducing stress related problems among female adolescents.

The results of the “t” value of before and after counseling is 1.96. The mean scores of anxiety of male adolescents were found to be 8.92 and 7.96 respectively on before and after counseling with SD 2.46 and 2.44. The result indicate that before and after mean scores of anxiety as behavior problems among male adolescents do not differ significantly. In the light of the null hypothesis that “there will be no significant effect of counseling on anxiety as behavior problems among female adolescents” is accepted. It implies that counseling could not help significantly in reducing anxiety among female adolescents.

The results of the “t” value of before and after counseling is 11.96. The mean scores of substance use or abuse related problems of male adolescents were found to be 11.64 and 7.52 respectively on before and after counseling with SD 1.80 and 1.64. The result indicate that before and after mean scores of substance use or abuse related problems as behavior problems among male adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on substance use or abuse related problems as behavior problems among female adolescents” is rejected. It implies that counseling could help significantly in reducing substance use or abuse related problems among female adolescents.

The results of the “t” value of before and after counseling 6.60. The mean scores of doing well in school and getting into college related problems of male adolescents were found to be 10.34 and 7.34 respectively on before and after counseling with SD 2.91 and 1.37. The result indicate that before and after mean scores of doing well in school and getting into college related problems as behavior problems among male adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on doing well in school and getting into college related problems as behavior problems among female adolescents” is rejected. It implies that counseling could help significantly in reducing doing well in school and getting into college related problems among female adolescents.

The results of the “t” value of before and after counseling 7.76. The mean scores of sexual health related problems of male adolescents were found to be 9.94 and 7.38 respectively on before and after counseling with SD 1.98 and 1.34. The result indicate that before and after mean scores of sexual health related problems among male adolescents differ significantly at 0.01 level. In the light of the null hypothesis that “there will be no significant effect of counseling on sexual health related problems among female adolescents” is rejected. It implies that counseling could help significantly in reducing sexual health related problems among female adolescents.

CONCLUSIONS:

1. Counseling could help significantly in reducing Social withdrawal among female adolescents.
2. Counseling could help significantly in reducing social pressures among female adolescents.
3. Counseling could help significantly in reducing Getting along with parents among female adolescents.
4. Counseling could help significantly in problems at home among female adolescents.
5. Counseling could help significantly in reducing depression among female adolescents.
6. Counseling could help significantly in reducing stress related problems among female adolescents.
7. Counseling could not help significantly in reducing anxiety among female adolescents.
8. Counseling could help significantly in reducing substance use or abuse related problems among female adolescents.
9. Counseling could help significantly in reducing doing well in school and getting into college related problems among female adolescents.
10. Counseling could help significantly in reducing sexual health related problems among female adolescents.

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