



## **MADRAS SCHOOL OF SOCIAL WORK**

(An Autonomous Institution Affiliated to the University Of Madras)

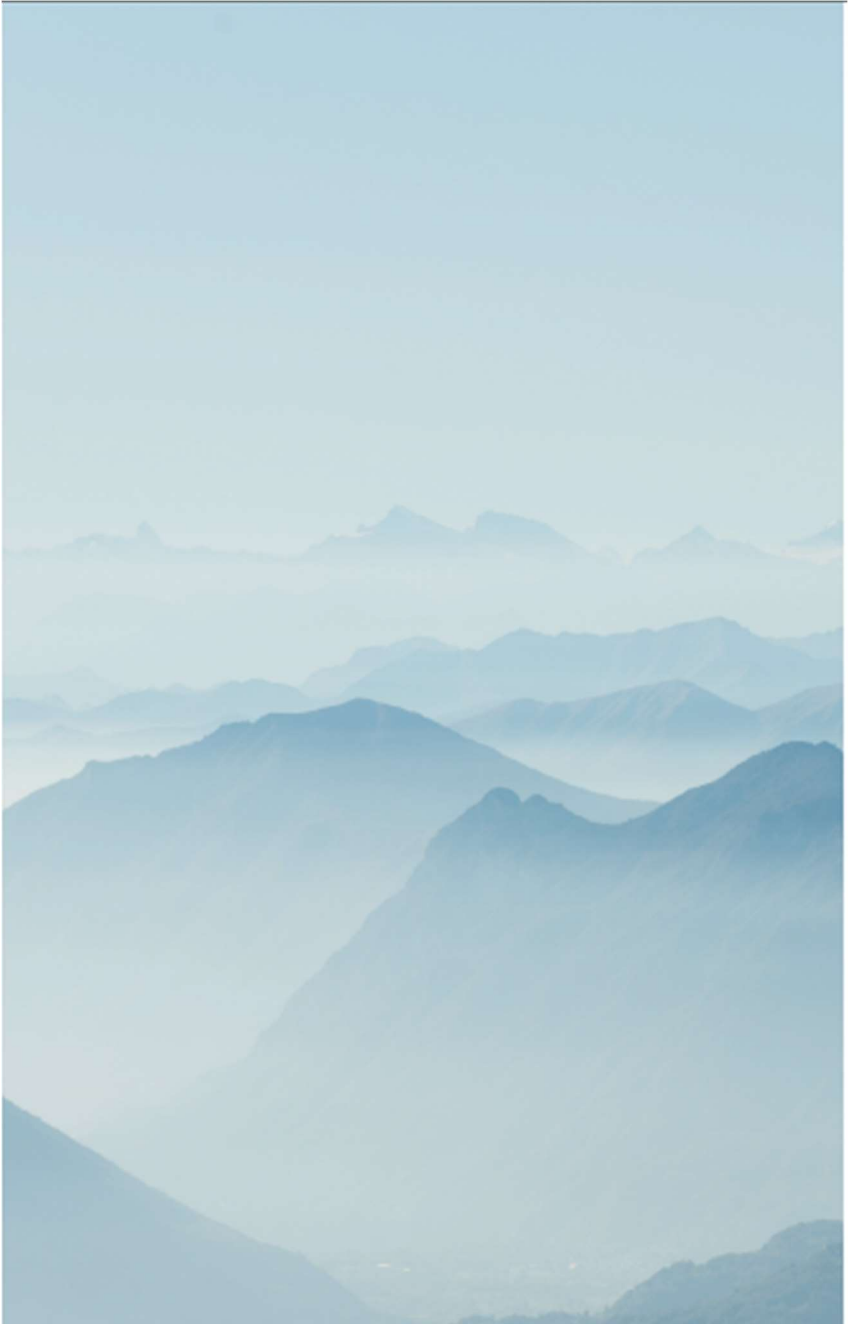
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# **A DECADE OF ABSTRACTS ON ADOLESCENTS**

Department of Counselling Psychology

**2008 - 2018**





## **PREFACE**

It is with immense pleasure, zeal, and expectation that I invite you to the launch of “A Decade of Abstracts on Adolescents” 2008 – 2018 by the M.Sc. Counseling Psychology Department which features various aspects of research studies that were carried out by the PG and M.Phil. Scholars specifically relating to adolescent. Adolescent is an intermediary period of escalation and development between childhood and adulthood. During adolescence, issues of expression and emotional separation from parents arise. While this sense of severance is indispensable stride in the establishment of individual principles, the alteration to autonomy forces a range of adjustments upon many adolescents. Furthermore, adolescents rarely have apparent roles of their own in the public but as an alternative engage in an ambiguous period between childhood and adulthood. Some specialists find that the difficulties of youth have been inflated and other specialists believe adolescence to be a passionate and often demanding and traumatic developmental phase characterized by definite types of behavior.

The rationale of this Book of Abstracts is to endow with a sample into the propagation of the unique research articles as well as review articles in all achievable areas that persuade the adolescents and their psychological well-being. This book of abstract mainly focuses on adolescent related studies that have been researched. This shows the scarcity of research being conducted and the need to conduct empirical and evidence based research. The standard of this book of abstract is to make available brainwave for potential researchers to conduct enthusiastic research among adolescents. A massive amount of

hard work has gone into the expansion of this book of abstracts and I consider that you will see that endeavor reflected in this book and the collision it will have on the youth while carrying out research among adolescents. Finally I want to thank our students, those who have put forth their efforts and worked tirelessly in the contribution and compilation of this book.

**Compiled By**

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**TABLE OF CONTENTS**

<b>Sl. No.</b>	<b>Title of Paper</b>	<b>Author and Guide (Year)</b>	<b>Pg. No.</b>
1.	A study on the effect of emotional intelligence intervention program on the well-being and depression of the college students, chennai	Ms. J.Anitha Guide: Mr. Veerapandian K. (2010)	15
2.	A study on effect of life skills training on self-esteem among female adolescents	Ms. Anitha N. Guide: Ms. Jayapriya R. P. (2010)	17
3.	Influence of academic motivation, academic self-efficacy and personality variables (extraversion and conscientiousness) on attitude towards cheating among college students	Ms. Anjana K. Thampy Guide: Ms. Aruna J. (2013)	19

4.	The effect of psychological intervention on self-efficacy among adolescent children studying in matriculation schools, chennai	Ms. Ashrita Keshav Guide: Mr. Veerapandian K. (2010)	21
5.	The effect of psychological intervention on self-esteem of adolescents in chennai	Mr. Deepak Oswald D'souza Guide: Dr. Kalyani Kenneth (2008)	23
6.	The effect of psychological intervention on quality of interpersonal relationship, emotional expressivity and self consciousness of adolescents	Ms. Devika Venkatachalam Guide: Mr. Veerapandian K. (2013)	25
7.	Self-esteem, perceived stress and resilience among adolescents from single parenting and	Ms. Divya Devi M. Guide: Dr. Vyjayanthi Mala (2018)	27

	dual parenting household.		
8.	A comparative study on the influence of perceived parenting styles on self- esteem and assertiveness among adolescents	Ms. S. Famitha Banu Guide: Mr. Yuvaraj. S (2013)	29
9.	The effect of psychological intervention on study skills and academic performance among adolescents	Mrs. Hannah John Guide: Dr. Mythili T. (2010)	31
10.	Influence of hope and optimism on resilience of school and college adolescents	Ms. Jensey D. Guide: Dr. Subasree (2018)	33
11.	The effect of study skills intervention on academic procrastination, academic stress and study skills among high	Ms. N. Jessie Deepa Sarah Guide: Ms. Aruna J. (2013)	35

	school adolescent students		
12.	Effect of Psychological Training on Shyness and Perceived stress among Adolescents	Ms. Kalai Selvi. S Guide: Dr. Subhashini R (2015)	37
13.	A study on the effect of psychological intervention on resilience among early adolescent girls in corporation school	Mr. Karthik Lakshmanan R. M. Guide: Dr. Mythili T. (2010)	38
14.	The effect of creativity training on the happiness of adolescent girls	Ms. Karthika Raveendran Guide: Mr. Veerapandian K. (2013)	40
15.	The impact of cognitive restructuring techniques on the emotional maturity and resilience of middle school children	Ms. Lalbiaknii Hnamte Guide: Ms. Arulsubila M. (2013)	42



16.	Achievement anxiety and irrational beliefs among adolescent girls	Ms. Madhumitha Vasudevan Guide: Dr. Subasree (2017)	44
17.	The impact of psychological intervention on impulsiveness among adolescents	Ms. Meenu Sangeetha N. Guide: Mr. Veerapandian K. (2013)	46
18.	Correlates of test anxiety with dispositional coping strategies and psychological health among adolescents	Ms. A. Narayani Guide: Mr. Yuvaraj S. (2013)	48
19.	The effect of career planning intervention on career decision Making difficulty among school students	Ms. Nidhi Khicha Guide: Dr. Subasree (2018)	50
20.	Relationship between Impulsivity, Aggression, Procrastination and Locus of Control	Ms. Nikita J Vyas Guide : Dr. Subhashini R (2015)	52

	among Adolescents		
21.	The effect of psychological intervention on emotional maturity among adolescents in cbse school	Ms. S. Niranjana Guide: Dr. Mythili T. (2010)	54
22.	The effect of expressive arts on creativity, attention and academic performance among adolescent girls	Ms. Nivashini Manivannan Guide: Ms. Aruna J. (2013)	56
23.	Effect of psychological intervention on study skills and self-efficacy among corporation school students	Ms. Nivetha S. R. Guide: Ms. Hannah John (2017)	58
24.	The effect of psychological intervention on self efficacy and the relationship among self efficacy, achievement	Ms. Percy Margarete L. Guide: Dr. Sheela Hemalatha Julius (2011)	60

	motivation & adjustment in adolescents		
25.	Resilience and emotional intelligence among school going adolescents	Ms. Pooja P. Nichani Guide: Ms. Fahima Mohideen (2018)	62
26.	Perceived stress and automatic negative thoughts among early adolescents	Ms. Princy Ratchanya P. Guide: Ms. Hannah John (2017)	63
27.	The effect of psychological intervention on self- esteem and assertiveness among bullied adolescents	Ms. Saakshi Sharma Guide: Ms. Priya Magesh (2013)	64
28.	The effect of resilience training on self-esteem and adjustment among female adolescents	Ms. S. Shanmugapriya Guide: Ms. Priya Magesh (2013)	66
29.	The effect of intervention on self-	Ms. V Shyamala Guide: Mrs. Lakshmi	68

	esteem and locus of control among adolescents	Prabha (2011)	
30.	A comparative study on study skills between male and female adolescent students	Ms. Sindhuja Babu Guide: Ms. Jayapriya R. P. (2011)	70
31.	The effect of psychological intervention on anxiety and stress among female adolescent girls in hostel	Ms. R. Srudhi Guide: Ms. Aruna J. (2013)	71
32.	A study on effect of psychological intervention on adjustment among late adolescent students	Ms. V. N. Suba Alagu Priya Guide: Ms. Jayapriya R. P. (2010)	73
33.	A study on the effectiveness of psychological intervention among adolescents experiencing depression and/or loneliness	Ms. Suzy E. Zacharia Guide: Ms. Arulsubila M. (2013)	75

34.	The effect of psychological intervention on test anxiety, stress and well being among adolescent boys	Ms. Tamil Selvi S. Guide: Ms. Arulsubila M. (2013)	77
35.	A study on the effectiveness of assertiveness training on resilience and self-esteem among early adolescents	Ms. V. Varsha Guide: Ms. Priya Magesh (2013)	79
36.	A comparison of self-identity between orphan and non orphan adolescents and the impact of psychological intervention on self-identity and adjustment among orphan adolescents	Ms. Veena Christine Paul Guide: Ms. Priya Magesh (2013)	81
37.	The effect of psychological intervention on	Ms. M. Vidya Guide: Dr. Mythili T. (2010)	83

	achievement motivation among xi standard students		
38.	A study on the effect of psychological intervention on depression and well-being among adolescents living in slums, chennai	Mr. C. Vincent De Paul Guide: Mr. Veerapandian K. (2010)	85
39.	Test anxiety among 10th and 12th grade students	Ms. S. Zuha Afshan Guide: Ms. Fahima Mohideen (2018)	87

**A STUDY ON THE EFFECT OF EMOTIONAL INTELLIGENCE INTERVENTION PROGRAM ON THE WELL-BEING AND DEPRESSION OF THE COLLEGE STUDENTS, CHENNAI**

**Ms. J.Anitha**

**Guide: Mr. Veerapandian K.**

The present study aims at investigating the effects of Emotional Intelligence Intervention on the well-being and depression of college students by using Quasi Experimental Research Design with experimental and control group, and pre-post measure of the dependent variables. The tools used in the study were Emotional Intelligence Questionnaire developed by Dr. Immanuel (2003), General Health Questionnaire developed by Goldberg (1972), and Beck's Depression Inventory by Beck (1961). The significant differences between pre-test and the post-test; and the significant differences between experimental group and the control group were analysed using t-test. The research finding reveal significant difference between the pre-test and post-test on the level of Emotional Intelligence, on the level of well-being, and on the

level of depression of the college students after the Emotional Intelligence Intervention. A significant difference was found between the experimental group and control group on the level of the Emotional Intelligence, on the level of well-being, and on the level of the Depression among the college students after the Emotional Intelligence Intervention.

*Keywords:* Depression, Emotional Intelligence



## **A STUDY ON EFFECT OF LIFE SKILLS TRAINING ON SELF-ESTEEM AMONG FEMALE ADOLESCENTS**

**Ms. Anitha N.**

**Guide: Ms. Jayapriya R. P.**

The purpose of the study is to assess the level of self-esteem among female adolescents studying in Corporation Schools and enhance their self-esteem through Life Skills Training and measure the effects. The research design used is Quasi Experimental Research Design, undertaking before-and-after with Control Design. The sample consists of 150 Early Adolescent Girls studying in Corporation School, who were selected using Purposive Sampling Technique. The Self-Esteem Questionnaire was administered to them, as pre-test (baseline assessment). Then, the adolescents who fall under low level of self-esteem that is between the ranges of 220 to 250 were categorized. These adolescent girls are randomized in to two groups of 40 each using simple random sampling, lottery method. These two groups are taken for post-test, after the psychological intervention only to the experimental group. The tool used is Self -Esteem Inventory

constructed by Dr. S. Karunanidhi in 1995. After the Life Skills Training the experimental group was given the Tamil Self-Esteem Questionnaire with the Demographic Profile with written consent. The data collected was analysed using paired t-test and independent sample t-test. The findings reveal that there is a significant difference in the level of self-esteem of female adolescents of experimental group before and after life skills training.

*Keywords:* Life skills, Self-esteem

**INFLUENCE OF ACADEMIC MOTIVATION, ACADEMIC  
SELF-EFFICACY AND PERSONALITY VARIABLES  
(EXTRAVERSION AND CONSCIENTIOUSNESS) ON  
ATTITUDE TOWARDS CHEATING AMONG COLLEGE  
STUDENTS**

**Ms. Anjana K. Thampy**

**Guide: Ms. Aruna J.**

The aim of the current study was to investigate the influence of academic motivation, academic self-efficacy and personality variables (extraversion and conscientiousness) on attitude towards cheating among college students. The objectives included finding any gender differences and differences in level of education between the variables under consideration, and determining the significant predictors of attitude towards cheating among college students (n=123). The Academic Motivation Scale College Version 28 (Vallerand et al., 1992), the Attitude towards Cheating scale (Gardner and Melvin, 1988), the College Academic Self-Efficacy Scale (Owen and Froman, 1988) and the NEO Five Factor Inventory (Costa & McCrae, 1989) were used. The results

indicate several findings: a majority maintain a tolerant attitude towards cheating; there exists a significant relationship between certain subscales of motivation with attitude towards cheating; there is significant difference in the attitude towards cheating between men and women; there is a positive relationship between academic self-efficacy and attitudes towards cheating scale; there exists a relationship with extraversion and attitude towards cheating; there is a significant difference between undergraduate and postgraduate students on conscientiousness. Regression analysis revealed that motivation and extraversion are the stronger predictors.

*Keywords:* Achievement Motivation, Cheating, Self Efficacy

**THE EFFECT OF PSYCHOLOGICAL INTERVENTION  
ON SELF-EFFICACY AMONG ADOLESCENT  
CHILDREN STUDYING IN MATRICULATION  
SCHOOLS, CHENNAI**

**Ms. Ashrita Keshav**

**Guide: Mr. Veerapandian K.**

Adolescence is characteristically an important period in the life span, a transitional period, a time when the individual searches for identity, a time of unrealism and the threshold of adulthood (Stanley Hall, 1986). Self-efficacy is defined as one's sense of competence and confidence in performing behaviours to achieve a desired outcome. This research focuses on improving the self-efficacy of adolescent students, through psychological intervention. The hypotheses stated that: there will be a significant difference in self-efficacy among adolescent students of matriculation schools after the psychological intervention; and there will be a significant difference between experimental and control group after the psychological intervention. The samples were divided into experimental and control group consisting of 40

each. The tool used was Self-Efficacy Questionnaire for Children, by Dr. Peter Muris (2001). The present study is an Ex-Post Facto research in nature. The quasi experimental research design with experimental and control group, and pre –post measure of the dependent variables was used in the study. The results were computed using paired samples t -test and independent samples t-test, and in both cases, the null hypotheses were rejected and the alternate hypotheses were accepted. Findings reveal that the adolescent students have gained higher score in self-efficacy after the psychological intervention. The statistical tests have proved that the psychological intervention resulted in the improvement in self-efficacy.

*Keywords:* Adolescent, Self-efficacy.

## **THE EFFECT OF PSYCHOLOGICAL INTERVENTION ON SELF-ESTEEM OF ADOLESCENTS IN CHENNAI**

**Mr. Deepak Oswald, D'souza**

**Guide - Dr, Kalyani Kenneth**

The present study was conducted to investigate the impact of psychological intervention on the level of self-esteem among adolescents. The purpose of the study is to find out the impact of psychological intervention on level of self-esteem among adolescents and to find out if there is any relationship between self-esteem and assertiveness. The participants of the study were class 12 students of Assumption Higher Secondary School Chennai. The Rosenberg Self-esteem Scale and Rathus Assertiveness Scale were administered to all the students of class 12 and 60 students having low self-esteem were chosen for the study. For 30 students (Experimental Group) psychological intervention was given and other 30(Control Group) who were not provided with psychological intervention. The study revealed that the psychological intervention enhanced the level of self-esteem among adolescents; while it had no influence over the level of

assertiveness among the adolescents. When comparison is made between male and female adolescents it is found that male have slightly higher level of self-esteem than female adolescents. Scores indicate that there was no significant difference between male and female adolescents in assertiveness. It was also observed that there is very little correlation between assertiveness and self-esteem among adolescent students. Income of the family does not have a significant influence over the self-esteem of the adolescents. Medium of instruction has a significant influence on the level of self-esteem among adolescents.

*Keywords:* Adolescent, Self Esteem



**THE EFFECT OF PSYCHOLOGICAL INTERVENTION  
ON QUALITY OF INTERPERSONAL RELATIONSHIP,  
EMOTIONAL EXPRESSIVITY AND SELF  
CONSCIOUSNESS OF ADOLESCENTS**

**Ms. Devika Venkatachalam**

**Guide: Mr. Veerapandian K.**

The present study was conducted to find the impact of psychological intervention on the quality of interpersonal relationship, emotional expressivity and self-consciousness. The research design adopted for this study was Quasi Experimental Research Design. The sample consisted of adolescent girls (n=60) who score low on the Emotional Expressivity Scale or high on self-consciousness. They were randomly divided into two groups namely experimental group (n=31) and control group (n=29). The sample was administered the Quality of Relationships Inventory (Pierce & Sarason, 1991), to obtain baseline data (pre-test) and again after for comparison. The Emotional Expressivity Scale (Kring, Smith, & Neale, 1994) and Self Consciousness Scale (Fenigstein, Scheier, & Buss, 1975) were also administered. The

intervention was conducted over 8 sessions of one hour each over a period of two weeks for the experimental group. The sessions covered the aspects of Introduction to Emotions, Development of Emotional Awareness, Identifying and Expressing Emotions, Conflict Management, Self Esteem, Awareness and Interpersonal Skills. The results of the study showed that there was significant relationship between emotional expressivity and self-consciousness, and interpersonal relationship and self-consciousness. There was an impact of the psychological intervention on the experimental group.

*Keywords:* Adolescent, Emotional, Interpersonal

**SELF-ESTEEM, PERCEIVED STRESS AND RESILIENCE  
AMONG ADOLESCENTS FROM SINGLE PARENTING  
AND DUAL PARENTING HOUSEHOLD.**

**Ms. Divya Devi M.**

**Guide: Dr. Vyjayanthi Mala**

This study is aimed at establishing the difference between dual and single parent families on the development of adolescent's self-esteem, perceived stress and resilience. The research design was Ex-Post Facto, conducted on the adolescent population. A sample size of 300 students, from both single and dual parent families was used in the study. The sample size of 360 students was obtained through purposive and snow ball sampling techniques. Data was collected by use of the State Self-Esteem Scale, Perceived Stress Scale and Connor Davidson Resilience Scale. Data analysis was done by use of descriptive and inferential statistics, which included means, cross tabs and independent t-test. The analysis was performed using SPSS. An analysis of the major findings of this study indicated that adolescents from dual parent households tended to have higher self-esteem levels and resilience

levels than those from single parent households. Also adolescents from dual parent family had lower levels of perceived stress compared to their counterparts in single parent family. In addition, duration lived in a parenthood status did influence the self-esteem, perceived stress and resilience levels of adolescents significantly.

*Keywords:* Adolescence, Dual Parenting, Perceived Stress, Resilience, Self Esteem, Single Parenting

**A COMPARATIVE STUDY ON THE INFLUENCE OF  
PERCEIVED PARENTING STYLES ON SELF- ESTEEM  
AND ASSERTIVENESS AMONG ADOLESCENTS**

**Ms. S. Famitha Banu**

**Guide: Mr. Yuvaraj. S**

This study aims to explore the influence of perceived parenting style on self-esteem and Assertiveness among Adolescents. This is an ex-post facto research design to compare the influence of three different parenting styles on self-esteem and assertiveness among adolescents. The sample comprises of 70 male and 80 female adolescents selected for the study by using convenience sampling method from the age group of 13-17. The questionnaires used are Parental Authority Questionnaire by Buri (1991), Rosenberg Self-Esteem Scale (1961), and Rathus Assertiveness Schedule (1967). Findings reveal that there is no significant relationship between perceived permissive parenting style and self-esteem among adolescents. There is a negative relationship between perceived authoritarian parenting style and self-esteem among adolescents. There is a positive relationship between

perceived authoritative parenting style and self-esteem among adolescents. There is a negative relationship between perceived permissive parenting style and assertiveness among adolescents. There is a positive relationship between perceived authoritarian and assertiveness among adolescents. There is a negative relationship between perceived authoritative and assertiveness among adolescents. There is a negative relationship between self-esteem and assertiveness. There is no significant gender difference in self-esteem and assertiveness.

*Keywords:* Parenting Styles, Self-Esteem

## **THE EFFECT OF PSYCHOLOGICAL INTERVENTION ON STUDY SKILLS AND ACADEMIC PERFORMANCE AMONG ADOLESCENTS**

**Mrs. Hannah John**

**Guide: Dr. Mythili T.**

The purpose of the study is to assess the study skills and academic performance among IX standard students studying in a matriculation school and enhance their study skills and academic performance through Psychological Intervention. The research design used in present study is Quasi Experimental Research Design, under which this study undertakes non-randomized before-and-after with control design. For baseline assessment, 72 boys and girls of IX standard in Green Valley Matriculation School was selected using Purposive Sampling Technique. The number of samples in the Experimental Group and Control Group were 33 each. After the psychological intervention was given to the experimental group, the two groups were given the post-test. Through the study skills questionnaire by Dr. M. Kanchana, their study skills were assessed. The academic performances were assessed through mid-term total percentage. Pre-scores were taken

from November mid-term test and post-scores were taken from February mid-term test. The collected data was analysed using paired t-test and independent sample t-test. Findings reveal that the psychological intervention had a significant impact on study skills and had no significant impact on academic performance among IX standard students of the experimental group.

*Keywords:* Adolescent, Intervention, Study skills.



# **INFLUENCE OF HOPE AND OPTIMISM ON RESILIENCE OF SCHOOL AND COLLEGE ADOLESCENTS**

**Ms. Jensey D.**

**Guide: Dr. Subasree**

The need for this study is to find out the resilience level in adolescents and to find out the influence of hope and optimism on resilience among adolescents. The study was conducted to find out the influence of hope and optimism on resilience among school and college going adolescents. The sample size was 304, consisting of 135 boys and 169 girls with the range of 13-19 years. Convenient sampling and simple random techniques were used for in-depth interview. The tools used were Resilience Scale by Wagnild and Young (1993), Adult Hope Scale by Snyder et al. (1991) and The Life Orientation Test- Revised by Scheier and Carver (1985). Statistical analysis was done based on correlation, independent sample t-test and ANOVA. The results indicated that there was a significant relationship between resilience, hope and optimism among adolescents. Also, there was a significant

relationship between socio demographic variables (age, gender, education and group, differences in schools and colleges, being on different levels of secondary, higher secondary and college) and resilience and hope among adolescents. There was no significant difference in Gender, School and College students as well as on different levels of Secondary, Higher secondary and College going adolescents.

*Keywords:* Adolescents, Hope, Optimism, Resilience

**THE EFFECT OF STUDY SKILLS INTERVENTION ON  
ACADEMIC PROCRASTINATION, ACADEMIC STRESS  
AND STUDY SKILLS AMONG HIGH SCHOOL  
ADOLESCENT STUDENTS**

**Ms. N. Jessie Deepa Sarah**

**Guide: Ms. Aruna J.**

This study aims to investigate the relationship between academic procrastination, academic stress and study skills among high school adolescent students, and effects of study skills intervention on academic procrastination, academic stress and study skills. The research uses a Quasi- Experimental Research Design. The tools used in the research are Procrastination Scale (Tuckman, 1991), Students Academic Stress Scale (Busari, 2001), and Study Skills Questionnaire (Kanchana, 1986). The sample consisted of 40 students aged 13 to 15 years. The experimental (20) and control group (20) were given the tests, and the Study Skills Intervention was given for the experimental group. The data collected was analysed using SPSS. Statistical methods such as Pearson's correlation, Paired t-test, and Independent t-test were used. The

study revealed that most of the students were assertive; academic procrastination positively affects the academic stress among high school adolescent students; academic stress affects the study skills of high school adolescent students; the experimental group did not differ in the level of academic procrastination, academic stress and study skills in the pre- and post-test; the control group did not differ in the level of academic procrastination, academic stress and study skills in the pre- and post-test; and the experimental group and the control group did not differ in the level of academic procrastination, academic stress and study skills in the pre- and post-test.

*Keywords:* Academic Stress, Study Skills

## **EFFECT OF PSYCHOLOGICAL TRAINING ON SHYNESS AND PERCEIVED STRESS AMONG ADOLESCENTS**

**Ms. Kalai Selvi S**

**Guide – Dr. Subhashini R**

The present study was undertaken to find the impact of psychological intervention on Shyness and Perceived stress among adolescent college students. The Independent Variable was psychological intervention and Dependent Variable was Shyness and Perceived Stress. The design adapted for the study was pre-test, post-test Quasi-experimental research design. The selection of the sample was done by using the Shyness scale (McCroskey) and Perceived Stress Scale (Sheldon Cohen, 1983) as a screening tool for the population of 300 from which the sample of 109 students were taken for the study. The method of selection was purposive sampling. The participant's age group was from 17 to 18 year. To test the significance of difference between the means, t test was used. To understand the relationship between variables, correlation was used. The study helped in finding the relationship of shyness and perceived stress. The gender difference on shyness is found significant. The gender difference on perceived stress is found significant. Psychological intervention helped decreasing the shyness in experimental group compared to control group. Psychological intervention helped decreasing the perceived stress in experimental group compared to control group. Psychological intervention helped increasing the happiness of experimental group participants. The intervention designed in order to reduce shyness and perceived stress among students is found to be effective.

*Keywords:* Adolescence, Reticence, Shyness, Stress

**A STUDY ON THE EFFECT OF PSYCHOLOGICAL  
INTERVENTION ON RESILIENCE AMONG EARLY  
ADOLESCENT GIRLS IN CORPORATION SCHOOL**

**Mr. Karthik Lakshmanan R. M.**

**Guide: Dr. Mythili T.**

The purpose of the study is to assess the resilience among early adolescent girls studying in Corporation Schools and enhance it through a Psychological Intervention, and measure the effects. The research design used in present study is Quasi Experimental Research Design, under which, the study undertakes non-randomized before-and-after, with control design. For baseline assessment, 106 Early Adolescent Girls studying 9th standard and 86 Early Adolescent Girls studying 8th standard in Corporation Girls Higher Secondary School, Rotler Street were selected using Purposive Sampling Technique. Among them, the adolescents of 9th standard who fell under the score of 130 were categorized into Experimental Group. The adolescents of 8th standard who fell under the score of 130 were categorized into Control Group. The number of samples in the control and experimental groups were

30 each. After the Psychological Intervention to Experimental Group, the two groups were given post-test by use of the Tamil Version of Resilience Scale standardized by Mr. Karthik Lakshmanan and Mr. Veerapandian (2009). The data of the study was analysed statistically using paired t-test and independent sample t-test in SPSS 11.5 Version. Finding reveal that psychological intervention has a significant impact on resilience among early adolescent girls of experimental group and that it has contributed significantly to the difference in resilience between experimental and control group.

*Keywords:* Adolescent, Resilience

## **THE EFFECT OF CREATIVITY TRAINING ON THE HAPPINESS OF ADOLESCENT GIRLS**

**Ms. Karthika Raveendran**

**Guide: Mr. Veerapandian K.**

The present study was done to assess the effect of creativity training on the happiness of adolescent girls. The Research Design adopted for this study was Quasi Experimental Design, comprising of an experimental group which has undergone the creativity intervention and a control group which has not undergone any intervention. The tool used for this study was the Oxford Happiness Questionnaire (Argyle & Hills, 2001). The sample consisted of Adolescent Girls of ages of 13 and 15 (n=102) studying in 9th standard selected using purposive sampling strategy. The sample was administered the test to obtain baseline data (pre-test) and again after intervention to compare it with the baseline data. Statistical analysis was done using SPSS version 20.0 with the following methods: independent sample t-test and paired t-test to compare the pre- and post-assessment measures. 5 sessions of 100 minutes duration each was conducted



over a period of 1 week for the experimental group. The sessions covered creativity and the skills of creativity. The findings of the study indicated that there was a significant increase in happiness after the creativity intervention; and creativity intervention helped increasing the happiness of experimental group participants.

*Keywords:* Creativity Training

# **THE IMPACT OF COGNITIVE RESTRUCTURING TECHNIQUES ON THE EMOTIONAL MATURITY AND RESILIENCE OF MIDDLE SCHOOL CHILDREN**

**Ms. Lalbiaknii Hnamte**

**Guide: Ms. Arulsubila M.**

This study was conducted to find the impact of cognitive restructuring techniques on emotional maturity and resilience of middle school children. Purposive sampling technique was used. The sample consisted of 63 male and female middle school children from sixth and seventh grade. The sample was divided into experimental (n=32) and control group (n=31). The tools used in the study were Emotional Maturity Scale (Singh & Bhargava, 1990) and the Resilience Scale (Neill & Dias, 2011). The intervention, for 20 hours, used the concepts of Rational Emotive Education (REE) for cognitive restructuring. Statistical analysis and findings showed that there was no significant difference between the experimental group and the control group on emotional maturity and resilience in the pre-test; there was no significant relationship between emotional maturity and resilience

among middle school children; there was an impact of cognitive restructuring techniques on the experimental group on emotional maturity; in the experimental group significant differences between the emotional regression and social maladjustment dimensions of the Emotional Maturity Scale were found; there was a significant difference between the pre-test, post-test and follow-up mean scores of the control group on emotional maturity. Significant differences among the control group were also found in emotional instability and social maladjustment dimension of Emotional Maturity Scale. There was no impact of the intervention on the experimental group on resilience. There were no gender differences on emotional maturity while gender difference was found on resilience.

*Keywords:* Emotional Maturity, Resilience

## **ACHIEVEMENT ANXIETY AND IRRATIONAL BELIEFS AMONG ADOLESCENT GIRLS**

**Ms. Madhumitha Vasudevan**

**Guide: Dr. Subasree**

The purpose of the study is to find the impact of irrational beliefs on achievement anxiety among adolescent girls. The research design used in the research is Ex-Post Facto research design. The sampling method used is purposive sampling. The total sample of the study is 300. Out of the 300 samples 125 samples comprise of 125 only child, 96 are first born, 54 are second born and 25 third born adolescent girls. The tools used are Achievement Anxiety Test (Alpert & Haber) and Irrational Belief Scale (Malouff & Schutte). The statistical analyses used were correlation, t-test and ANOVA. The study revealed that the level of achievement anxiety with respect to birth order shows that girls who are an only child have high achievement anxiety; the level of irrational belief with respect to birth order shows that girls who an only child only child have average achievement anxiety; the level of achievement anxiety with respect to joint family shows that 148

have average level of achievement anxiety when compared to nuclear family and 44 out of 124 in nuclear family; the level of irrational belief with respect to joint family shows that 139 out of 148 fall under average level of irrational beliefs and in nuclear family 114 out of 152 fall under high level of irrational beliefs; and the birth order of the individual does not have any influence on achievement anxiety and irrational beliefs.

*Keywords:* Adolescent Girls, Anxiety, Belief

## **THE IMPACT OF PSYCHOLOGICAL INTERVENTION ON IMPULSIVENESS AMONG ADOLESCENTS**

**Ms. Meenu Sangeetha N.**

**Guide: Mr. Veerapandian K.**

The study aimed to determine the impact of psychological interventions on impulsiveness among adolescents. Purposive sampling method was used to select 60 boys and girls (each), between the ages of 13 to 15 years, who scored high on impulsiveness on the Barratt Impulsiveness Scale (BIS-11). The design adopted for the study was Quasi Experimental Design with two experimental and two control groups. The psychological intervention was focused on analyzing and managing Anger, Self-Esteem, Suicidal Ideations, Self-Control and Problem Solving. Paired sample t-test was used to see the difference between pre-test and the post-test scores and independent sample t-test to compare the difference between the experimental and control groups and across gender. The study revealed that impulsiveness as whole did not reduce after the psychological intervention; but attentional, motor and non-planning impulsiveness reduced after

the psychological intervention; there was no difference between boys and girls in impulsiveness after the psychological intervention.

*Keywords:* Impulsiveness, Intervention

## **CORRELATES OF TEST ANXIETY WITH DISPOSITIONAL COPING STRATEGIES AND PSYCHOLOGICAL HEALTH AMONG ADOLESCENTS**

**Ms. A. Narayani**

**Guide: Mr. Yuvaraj S.**

The present research is aimed at studying the correlates of test anxiety with dispositional coping strategies and psychological well-being among adolescents, particularly studying these variables before and after an important examination, for 12<sup>th</sup> and 10<sup>th</sup> standard students. The independent variable for the study was test anxiety, while dispositional coping (consisting of reflective coping, reactive coping and suppressive coping) and psychological well-being were the dependent variables. The sample for the present study comprised of 12<sup>th</sup> standard (n=61) and 10<sup>th</sup> standard (n=41) students. The students were selected on the basis of convenience sampling. There were 3 tools that were used in the study: Test Anxiety Questionnaire (Spielberger, 1980), Problem Focused-style of Coping- Dispositional (Heppner, Cook, Wright, & Johnson, 1995) and General Health Questionnaire-12



(Goldberg & Williams, 1988). The data collection was done before and after the pre-board examinations. The significance of difference among 12th standard and 10th standard students, were calculated separately using paired sample t-test and independent sample t-test, separately for before and after examination. Pearson's product moment method was used to calculate the relationship of test anxiety with other variables. The test revealed that there was a significant difference in reflective coping strategies, before and after the examination, among 12th standard students; there was significant relationship between Test Anxiety and Reactive coping, Suppressive coping and Psychological wellbeing among the sample.

*Keywords:* Psychological, Test Anxiety

**THE EFFECT OF CAREER PLANNING INTERVENTION  
ON CAREER DECISION  
MAKING DIFFICULTY AMONG SCHOOL STUDENTS**

**Ms. Nidhi Khicha**

**Guide: Dr. Subasree**

The current study attempted to understand the difficulty faced by school students in making a career decision. The aim of the study is to explore the level of difficulty and find the effects of career planning intervention on career decision making difficulty among school students. The current study adopted pre-post experimental research design and the sample of 155 female school going students of age 14 to 17 years. The samples were selected using convenient sampling and simple random sampling techniques for the experimental study. Career Decision Making Difficulty Questionnaire by Gati, Krausz, and Osipow (1996) was used to assess the level of difficulty in career decision making. Analysis of the collected data was done using independent and paired sample t-test and Pearson's correlation. The results clearly indicate that eleventh standard students have more difficulty in

career decision making when compared to ninth standard students and there is no significant difference in pre-test and post-test on Career Decision Making of high school students as a result of career planning intervention.

*Keywords:* Career decision making difficulty, career intervention, School students

**RELATIONSHIP BETWEEN IMPULSIVITY,  
AGGRESSION, PROCRASTINATION AND LOCUS OF  
CONTROL AMONG ADOLESCENTS**

**Ms. Nikita J Vyas**

**Guide: Dr. Subhashini R**

The present study was done to explore the relationship between Impulsivity, Aggression, Procrastination and locus of control among adolescents. The participants were adolescent boys and girls who were studying in a school, ages ranging from 15 to 18, studying in standards X – XII. Psychological questionnaires were given to them in order to understand the relation between variables, understand gender difference and difference according to their standards. Barratt's Impusiveness Scale (Barratt 1993) was administered to obtain results on Impulsivity, Aggression Questionnaire (Buss and Perry 1992) was administered to obtain results on aggression, Procrastination Scale (lay 1986) was administered to obtain results on procrastination and Rotter's Locus of Control (1966) was used to measure the locus of control. According to the current study it is found that the variables Impulsivity, Aggression, Procrastination and Locus of Control are positively

correlated. Gender differences were evenly distributed among the variables. It is also inferred that birth order does not affect an individual's personality traits.

*Keywords:* Adolescence, Aggression, Impulsivity.  
Locus of Control

## **THE EFFECT OF PSYCHOLOGICAL INTERVENTION ON EMOTIONAL MATURITY AMONG ADOLESCENTS IN CBSE SCHOOL**

**Ms. S. Niranjana**

**Guide: Dr. Mythili T.**

The research aims to investigate the effect of Psychological Intervention on Emotional Maturity among Adolescents in CBSE School. The research used Ex-Post Facto in nature and Quasi Experimental Design is employed. It is non-randomized before-and-after control group design. The data is collected through distribution of questionnaires with an informed consent to a sample of 200 male and female students in the age range of 14 – 16 years at Kendriya Vidyalaya, Chennai through Purposive Sampling Technique. Then the students who scored extremely high on Emotional Maturity (72) had been selected and were assigned to Experimental Group (36) and Control Group (36). The tool used for this study is Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990). The Intervention consisted of the modules on Self-Esteem,

Anger Management, Stress Management, Relationship Skills, Assertiveness Skills and Conflict Management. After examining the data for normality and homogeneity of variance, statistical tests- paired t-test and independent t-test were used for analysis. Findings reveal that the psychological intervention had influenced the adolescents in the experimental group on all the dimensions of emotional maturity. There was no significant difference between pre-test and post-test among adolescents in the control group.

*Keywords:* Adolescent, Emotional maturity

## **THE EFFECT OF EXPRESSIVE ARTS ON CREATIVITY, ATTENTION AND ACADEMIC PERFORMANCE AMONG ADOLESCENT GIRLS**

**Ms. Nivashini Manivannan**

**Guide: Ms. Aruna J.**

The research aims at finding whether expressive arts will have an effect on creativity, attention and academic performance of adolescents aged 14-15 years using the different subtests among adolescent girls (n=120). A Quasi Experimental Research with pre-post without control design is used in the present study, with convenience sampling- 60 each in experimental and control group. The experimental group was taught the subject using various expressive arts techniques developed by an expressive arts therapist. The tools used for the test include Wallach and Kogan's test (1965) adapted by Paramesh (1972) and Letter Cancellation Sheet for attention. For academic performance, their previous and current academic test results were used. The data was subjected to analysis SPSS. Relationship between the variables were calculated using Pearson's correlation method. The t-test was carried out to



find the difference in level of creativity, attention and academic performance among the experimental and control group consisting of 9th standard students. The present study found that using expressive arts creativity, attention and academic performance among adolescent girls can result in a positive significant difference. With regard to the present study it was found that there was a significant improvement in Creativity, Attention and Academic Performance. The tests proved that there was a significant difference in Creativity, Attention and a partial significance in Academic Performance. There were no correlations among the variable subtests for creativity and attention.

*Keywords:* Attention, Creativity

## **EFFECT OF PSYCHOLOGICAL INTERVENTION ON STUDY SKILLS AND SELF-EFFICACY AMONG CORPORATION SCHOOL STUDENTS**

**Ms. Nivetha S. R.**

**Guide: Ms. Hannah John**

Psychological intervention are actions performed to bring about changes in a person. This study aimed to explore the effect of psychological intervention on study skills and self-efficacy among students in standard 8. 60 students were involved in the study drawn through purposive sampling technique out of which 30 students with low scores in study skills and self-efficacy were in the experimental group and 30 were in the control group. The research design employed was quasi-experimental research design. The intervention was planned for eight sessions, with two sessions a week. Study Skills Questionnaire by Kanchana and Self-Efficacy Scale by Schwarzer were administered to obtain pre-test and post-test scores for both the experimental group and the control group. Carl Pearson's coefficient of correlation, paired sample t-test and independent sample t-test were used. Statistical

Package for Social Sciences was used to compute data. The statistical analysis computed indicated that the psychological intervention has a significant effect on study skills and self-efficacy among standard 8 students in corporation school.

*Keywords:* Corporation school students of standard 8, self-efficacy, Study skills

**THE EFFECT OF PSYCHOLOGICAL INTERVENTION  
ON SELF EFFICACY AND THE RELATIONSHIP AMONG  
SELF EFFICACY, ACHIEVEMENT MOTIVATION &  
ADJUSTMENT IN ADOLESCENTS**

**Ms. Percy Margarete L.**

**Guide: Dr. Sheela Hemalatha Julius**

The present study was to find out the effect of psychological intervention on self-efficacy among adolescents and to explore the relationships among self-efficacy, achievement motivation and adjustment in adolescents. The study also investigated gender difference on self-efficacy, achievement motivation and adjustment in adolescents. The tools used for the study were General self-efficacy scale (Schnauzer, R, & Jerusalem M.1995), Deo and Mohan's Achievement Motivation Scale (2002) and Bell's Adjustment Inventory (Hugh M. Bell 1958). The sample consisted of 50 adolescent boys and 50 adolescent girls between the ages of 13 to 15, belonging to middle socioeconomic background. Findings of the study show that there was significant improvement in self-efficacy after intervention among

adolescents. There was no significant relationship among self-efficacy, achievement motivation and adjustment in adolescents. There was no significant gender difference on self-efficacy, achievement motivation and adjustment.

*Keywords:* Self efficacy, achievement motivation

## **RESILIENCE AND EMOTIONAL INTELLIGENCE AMONG SCHOOL GOING ADOLESCENTS**

**Ms. Pooja P. Nichani**

**Guide: Ms. Fahima Mohideen**

This study aims to investigate the relationship between levels of resilience and emotional intelligence among school going adolescents. Convenient sampling technique was used to collect data using Connor-Davidson Resilience Scale (CD-RISC) and Trait Emotional Intelligence Questionnaire Adult Short Form (TEIQue- ASF). Statistical analyses were carried out to find the correlation between resilience and emotional intelligence. The findings indicated that there was a significant gender difference on levels of resilience. There was also a significant difference on emotional intelligence among 9th, 10th and 11th standard students, but no significant difference with respect to resilience.

*Keywords:* Adolescents, Emotional Intelligence,  
Resilience.

## **PERCEIVED STRESS AND AUTOMATIC NEGATIVE THOUGHTS AMONG EARLY ADOLESCENTS**

**Ms. Princy Ratchanya P.**

**Guide: Ms. Hannah John**

Everyone has negative thoughts, however everyone are not affected by it. There are different effects caused by negative thoughts. The current study aims to find the relationship between negative automatic thoughts and perceived stress. The sample size was 200 (100 males and 100 female). The sample technique used for the study was percentage analysis, independent t-test and correlation. The results showed that there was no significant relationship between perceived thoughts and automatic negative thoughts. However there was significant relationship between the dimension of automatic negative thoughts, personal maladjustment and desire to change, negative self-concept and negative expectation, low self-esteem and helplessness.

*Keywords:* Adolescent, Negative Thoughts, Stress

## **THE EFFECT OF PSYCHOLOGICAL INTERVENTION ON SELF-ESTEEM AND ASSERTIVENESS AMONG BULLIED ADOLESCENTS**

**Ms. Saakshi Sharma**

**Guide: Ms. Priya Magesh**

The purpose of the study was to find the effect of psychological intervention on self-esteem and assertiveness among bullied adolescents and to find the relationship between assertiveness and self-esteem. The design of the study was Quasi Experimental with control group design. The sample selection consisted of two phases. The tools used in the present study include Peer Relations Questionnaire (Rigby, K. & Slee, P.T, 1993); Rosenberg Self-Esteem Scale, (Morris Rosenberg, 1965); Rathus Assertive Schedule (Rathus, 1973). The data collected from the 40 subjects was analysed using paired sample t-test, Individual sample t-test and Pearson's Product Moment Correlation. It was found that there is a significant positive relationship between Assertiveness and Self-Esteem; there is a significant improvement in the self-esteem before and after psychological intervention among bullied



adolescents of the experimental group; and there is a significant improvement in the assertiveness before and after psychological intervention among bullied adolescents of the experimental group.

*Keywords:* Assertiveness, Bullying, Self Esteem

## **THE EFFECT OF RESILIENCE TRAINING ON SELF-ESTEEM AND ADJUSTMENT AMONG FEMALE ADOLESCENTS**

**Ms. S. Shanmugapriya**

**Guide: Ms. Priya Magesh**

The purpose of the study is to find the effect of Resilience Training on Self-Esteem and Adjustment among female Adolescents, and measure the aforesaid effects. The research design is Quasi Experimental with before-and-after control design. 90 adolescents sample were selected using purposive sampling method. Three tools such as Resilience Scale, Pre-adolescent Adjustment Scale and Self-Esteem Inventory were administered as pre-test. The adolescents who scored low in resilience were categorized by randomization into experimental (30) and control (30) groups. The training was provided only to the experimental group. The 2 groups were taken for post-test after resilience training. The data collected from the 60 subjects were analysed using Descriptive Statistics, Paired t-test and Independent Sample t-test. The results revealed that there is a significant positive relationship between Self-Esteem and

Adjustment among female adolescents; there is a significant difference in the level of Global Self-Esteem before and after Resilience Training among female adolescents; there is a significant difference in the level of Adjustment before and after Resilience Training among female adolescents; and there was no significant difference in the level of Self-Esteem among female adolescents of experimental and control group before Resilience Training.

*Keywords:* Resilience, Self Esteem

## **THE EFFECT OF INTERVENTION ON SELF-ESTEEM AND LOCUS OF CONTROL AMONG ADOLESCENTS**

**Ms. V Shyamala**

**Guide: Mrs. Lakshmi Prabha**

The present study was undertaken to gain a more holistic idea of the role of intervention on self-esteem and locus of control among adolescents. The objectives of the study are to find out the effect of intervention on self-esteem and locus of control among adolescents: to find out the difference in self-esteem and locus of control after intervention; and to find out the relationship between self-esteem and locus of control. The sample comprised of 48 students- 25 female and 23 male students. The study used a Quasi Experimental Design, comprising of an experimental and control group, with pre- and post-test. The tools used in this study are Self Esteem Scale devised by Rosenberg (1965) and Rotter's Internal – External Locus of Control Scale (1966). The statistical analyses technique used are: paired t-test to find out the increase in the level of self-esteem and the change in locus of control in experimental group after intervention, independent sample t-test

to find out the significance of the difference in self-esteem and locus of control between control group and experimental group, and Pearson's product moment correlation to find out the relationship between self-esteem and locus of control. Findings revealed a significant increase in the level of self-esteem among adolescents attributable to the intervention. There was also a significant change in locus of control among adolescents after intervention. The results also indicated a significant positive correlation between self-esteem and locus of control.

*Keywords:* Locus of control, Self-esteem

## **A COMPARATIVE STUDY ON STUDY SKILLS BETWEEN MALE AND FEMALE ADOLESCENT STUDENTS**

**Ms. Sindhuja Babu**

**Guide: Ms. Jayapriya R. P.**

The study is done to see the comparison on study skills between male and female adolescents. Ex-post facto research design was chosen as the research design to investigate the study skills among male and female adolescents. The sample consists of 80 subjects- 40 male and 40 female adolescent students. The tool used in the study is Study Skills test. The data was collected from 80 subjects and was analysed using independent sample t-test to understand the difference in the level of Study skills among male and female adolescents and the following conclusion were drawn. Male and female adolescent students exhibit no significance difference in the level of study skills. Thus the hypothesis which states that there will be no significance difference in the level of study skills between male and female adolescents is accepted.

*Keywords:* Adolescent, Study skills

## **THE EFFECT OF PSYCHOLOGICAL INTERVENTION ON ANXIETY AND STRESS AMONG FEMALE ADOLESCENT GIRLS IN HOSTEL**

**Ms. R. Srudhi**

**Guide: Ms. Aruna J.**

The study aims to find the effects of psychological intervention on perceived level of stress and test anxiety among adolescent girls in hostel. The present study used Quasi Experimental Research Design. The intervention was provided to the experimental group. Pre- and post-test was conducted for the control group and the experimental group. After defining the population based on inclusion and exclusion criteria, a sample of 80 female adolescents were selected through purposive sampling method. The age of the participants ranged from 14-16. The tools used to obtain data include Perceived Stress Scale by Cohen et al. (1988) and Test Anxiety Questionnaire by Richard Felder (1997). Pearson Product Moment Correlation was used to identify the relationship between the variables under the study. Paired t-test was used to study the difference between pre- and post-test scores.

Independent sample t-test was used to identify the difference between experimental and control group. The study revealed that anxiety was positively correlated with the level of stress; experimental and control group differed in the level of anxiety and stress in the pre-test; and psychological intervention reduced the level of anxiety and stress in the experimental group compared with the control group.

*Keywords:* Anxiety, Stress



## **A STUDY ON EFFECT OF PSYCHOLOGICAL INTERVENTION ON ADJUSTMENT AMONG LATE ADOLESCENT STUDENTS**

**Ms. V. N. Suba Alagu Priya**

**Guide: Ms. Jayapriya R. P.**

The aim of the present study is to understand the effects of psychological intervention on adjustment among engineering college students. In the present study Quasi Experimental Design was used. A sample of 150 adolescent engineering college students was selected using purposive sampling technique. Bell's adjustment inventory was administered to them, 60 students who fall under poor on the Bell's adjustment inventory were selected and divided in to two groups (Control and Experimental) using simple random sampling technique. The intervention was given thrice a week for four weeks with 10 sessions, each session carried out for 1 to 2 hours. The session includes various training methods such as Lecture Method, Role Playing, Group Discussion, Case Study and activities, along with ongoing individual counselling and relaxation techniques on the following

topic Self-Evaluation, Self-Concept, Anger Management, Stress Management, Communication Skills, Interpersonal Communication Skills, Conflict Resolution and Problem Solving. The data collected from pre- and post-intervention was analysed using descriptive statistics and paired t-test. It was found that the psychological intervention had an influence on improving students' psychological, home, health, emotional and social adjustment in experimental group, while the reverse occurred in the control group.

*Keywords:* Adolescent, Intervention

**A STUDY ON THE EFFECTIVENESS OF  
PSYCHOLOGICAL INTERVENTION AMONG  
ADOLESCENTS EXPERIENCING DEPRESSION AND/OR  
LONELINESS**

**Ms. Suzy E. Zacharia**

**Guide: Ms. Arulsubila M.**

The aim of the study is to enhance effectiveness of coping with loneliness and depression among adolescents with emotional coping skills intervention. The research design was Quasi Experimental Design. The sampling design used is purposive sampling. The sample consisted of 40 (20- experimental group, 20- control group) students within the age range of 12-15. Beck's Depression Inventory and UCLA Loneliness Scale (version 3) were administered to the students and the students with mild to high scores on depression and/or loneliness were selected as the sample. The experimental group was then given a training on Emotional Coping, for a duration of 4 days (2 hours each day). The questionnaires were again administered to both the experimental and the control groups. The statistics used are:

paired t-test, independent t-test and correlation coefficient. The results of the study indicate that the correlation between depression and loneliness is not significant; there was a significant difference in the level of depression and loneliness in the experimental group after the psychological intervention; there was no significant difference between male and female adolescents (early adolescence) in terms of them feeling depressed or lonely.

*Keywords:* Depression, Loneliness

## **THE EFFECT OF PSYCHOLOGICAL INTERVENTION ON TEST ANXIETY, STRESS AND WELL BEING AMONG ADOLESCENT BOYS**

**Ms. Tamil Selvi S.**

**Guide: Ms. Arulsubila M.**

The major research problem of the present study was to investigate effects of psychological intervention on test anxiety, stress and well-being among adolescent boys. The research design adopted for this study is the Quasi Experimental Research Design, comprising of an experimental group and a control group. Pre- and post-tests were administered on both the groups. The sample for the study was selected from two Government-Aided boys' schools. Purposive sampling method was adopted to select the samples for the study. The sample size constituted of 85 adolescent boys, 54 in experimental group and 31 in control group. The questionnaire that were used in the present study include Westside Test Anxiety (Driscoll, 2004), Scale Perceived Stress Scale (Cohen, 1988), and General Health Questionnaire- 12 (Goldberg and Williams, 1988). The data analysis was done using

SPSS version 20.0. The following statistics were used: Pearson Product moment correlation, paired t-test, independent sample t-test. The study revealed that the psychological intervention had an effect on test anxiety and stress among the experimental group when compared to the control group; anxiety is positively related to the stress in the study, whereas well-being is negatively related to both test anxiety and stress. Majority of the adolescent boys are found to be having high test anxiety, stress and negative well-being.

*Keywords:* Adolescent, Test Anxiety

## **A STUDY ON THE EFFECTIVENESS OF ASSERTIVENESS TRAINING ON RESILIENCE AND SELF-ESTEEM AMONG EARLY ADOLESCENTS**

**Ms. V. Varsha**

**Guide: Ms. Priya Magesh**

The research was done to measure the effectiveness of Assertiveness Training on Self-Esteem and Resilience among the early adolescents. The research design used is Quasi Experimental, with before-and-after control design. The tools used in this study for the pre- and post-test are Self-Esteem questionnaire (Pope et al, 1988) and Resilience Scale (Dr. Gail Wagnild and Dr. Heather Young, 1987). The study has two phases of data collection (n=60). The intervention was conducted in 6 sessions for 3 days. Intervention was given through activities, games, role plays, learning aided videos and exercises involving both individual and group. Statistics used for this study are the paired t-test and independent t-test. It was found that there was a significant difference in the level of resilience before and after the assertiveness training in the experimental group; there was no

significant difference between the experimental group and the control group in self-esteem scores before the assertiveness training; there was no significant difference between the experimental group and the control group in resilience scores after the assertiveness training; there was a significant difference on resilience between the experimental group and the control group after the assertiveness training.

*Keywords:* Resilience, Self-Esteem



# **A COMPARISON OF SELF-IDENTITY BETWEEN ORPHAN AND NON ORPHAN ADOLESCENTS AND THE IMPACT OF PSYCHOLOGICAL INTERVENTION ON SELF-IDENTITY AND ADJUSTMENT AMONG ORPHAN ADOLESCENTS**

**Ms. Veena Christine Paul**

**Guide: Ms. Priya Magesh**

The purpose of the study is to assess the level of Self-Identity among orphans and non-orphans and the level of Self-identity and Adjustment after the Psychological Intervention among the orphaned adolescents. The research design is Quasi Experimental Research Design with before-and-after control group design. The sample consisted of orphans between the age group of 12-18 years; including both boys and girls. The sample selection was carried out in three phases (n=60; 60; and 50). The tools used in the research study were: Aspects of Identity Questionnaire – IIIx (Cheek, J. M & Tropp, L. R, 1994) and The Adjustment Inventory (Bell, H. M, 1934). The data collection process consisted of three phases. In phase 3, 50 orphans were selected from the previously

selected sample and 25 were assigned to the experimental group and control group each. Both groups were assessed using The Adjustment Inventory as pre-test. Intervention was provided to the experimental group across eight sessions, and following this, data was collected from both groups as part of the post-test. The data collected was analysed using descriptive statistics, independent samples t-test and paired samples t-test. It was found that there is a significant difference in Personal Identity and Collective Identity between orphan and non-orphan adolescents; psychological intervention has a significant impact on the level of Personal Identity and Collective Identity among orphan adolescents;

*Keywords:* Orphan, Self Identity

## **THE EFFECT OF PSYCHOLOGICAL INTERVENTION ON ACHIEVEMENT MOTIVATION AMONG XI STANDARD STUDENTS**

**Ms. M. Vidya**

**Guide: Dr. Mythili T.**

The current research aims to investigate the effect of psychological intervention on the improvement of Achievement Motivation. The research design used is Ex-Post Facto in nature, and Quasi Experimental Design is employed. It is non-randomized before-and-after control group design. The sample comprised of 180 XI standard students with written consent from students and authorities. Purposive sampling technique was used for the study. From the sample, 63 students low in achievement motivation were selected. 33 students were assigned to the experimental group (psychological intervention given) and 30 to the control group. The tool used for collection of data from the respondents is Deo Mohan Achievement Motivation (n-Ach) Scale developed by Deo and Mohan (1986). The psychological intervention strategies included Goal Setting, Motivation, Time

Management, Problem Solving, Decision Making, Stress Management & Relaxation Therapy, and Study Skills.

After examining the data for normality and homogeneity, statistics such as independent t-test and paired t-test were used for the analysis of the data using SPSS 11.5 version. Findings show that psychological intervention had contributed significantly on achievement motivation of the experimental group among XI standard students and significant improvement was found from pre-test to post-test improving motivation, decision making, problem solving skills, and managing time and stress among the XI standard students.

*Keywords:* Intervention, Achievement motivation

**A STUDY ON THE EFFECT OF PSYCHOLOGICAL  
INTERVENTION ON DEPRESSION AND WELL-BEING  
AMONG ADOLESCENTS LIVING IN SLUMS, CHENNAI**

**Mr. C. Vincent De Paul**

**Guide: Mr. Veerapandian K.**

Adolescence is a 'period of life from puberty to adulthood (roughly ages 12 – 19) characterized by marked physiological changes, development of sexual feelings, efforts toward the construction of identity, and a progression from concrete to abstract thought'. The main objective of the study was to find out the effect of psychological intervention on the level of depression and well-being on adolescents. The tools used is the Well-Being Questionnaire-12 by Goldberg (1972), and Major Depression Inventory (MDI) constructed by PerBech. The significance of differences between two groups of students were analysed using t-test, and the significance of differences between level of well-being and depression and its perceptions of controllability was computed using Pearson correlation analysis within experimental and control group. A significant difference was found on the level

of well-being among the adolescents between pre- and post-test scores. A significant difference was found on the level of Depression among the adolescents between pre- and post-test scores. No significant differences were found between experimental group and control group among adolescence on Well-Being but a significant difference was found between experimental group and control group on Depression.

*Keywords:* Adolescent, Depression

## **TEST ANXIETY AMONG 10TH AND 12TH GRADE STUDENTS**

**Ms. S. Zuha Afshan**

**Guide: Ms. Fahima Mohideen**

This study attempted to understand the examination anxiety level of the students appearing for the board exam. For the purpose of assessment, demographic details and consent form of the students were collected along with The Friedben Test Anxiety Scale (FTA; Friedman & Bendas - Jacob, 1997). The study was administered on 401 school students consisting of 152 participants from state board, 157 participants from CBSE and 91 participants from ICSE. The participants for this study were all adolescent students of ages 14-18, who were studying in 10<sup>th</sup> and 12<sup>th</sup> grade. The results showed that majority of the population fell under the moderate anxiety level; there is a significant difference between 10<sup>th</sup> and 12<sup>th</sup> grade students; there is a significant difference in term of gender where females had high test anxiety than males though the difference was only marginal; and there was a significant difference between different boards in test anxiety as

state board school showed a higher level of test anxiety as compared to central board of education and Indian certificate of secondary education.

*Keywords:* Board Exams, Boards of Education, Test Anxiety



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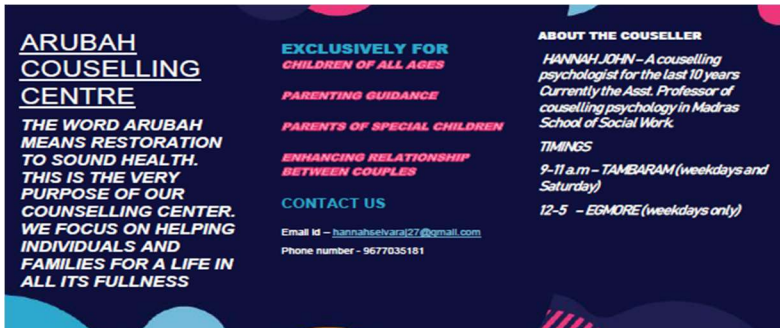
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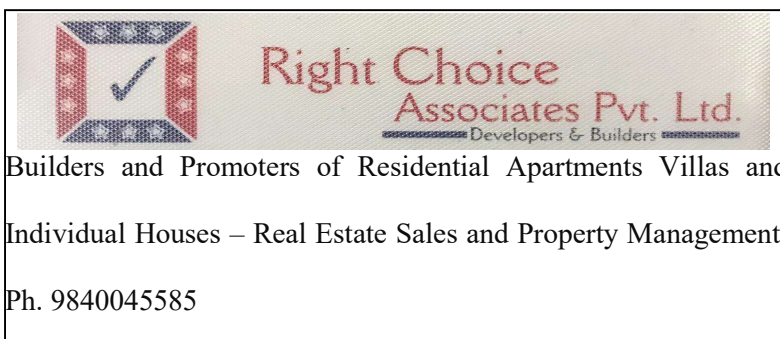
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## About MSSW

The Madras School of Social Work (MSSW), established in 1952, located in Chennai, South India, is an Autonomous Institution, affiliated to University of Madras. The Madras School of Social Work was founded by Mary Clubwala Jadhav under the auspices of Madras State Branch of the Indian Conference of Social Work renamed the Indian Council of Social Welfare) and the Guild of Service (central). The College is run under the aegis of the Society for Social Education and Research (SSER). It offers courses in Social Work, Psychology and Human Resource Management. The vision of the college is to be a global leader in education, research and intervention in social work and allied disciplines towards transforming the human potential into socially sensitive change agents for sustainable development. The college is accredited by NACC with A grade and ranked among the top five social work institutions in India.

## About the Department

The Department of Counselling Psychology founded in the year 2002, offers post graduate course in Counselling Psychology, with an emphasis on equipping students with theoretical knowledge, instilling objectivity in enquiry, training them in the skills necessary for assessing psychological problems, and using therapeutic interventions for promoting mental health of individuals and groups. The Department aims to provide education on par with global standards while preparing outstanding professionals in the field of counselling. Workshops, seminars and training programmes are conducted periodically as part of the Department's student skill development initiative. The Department boasts of alumni who are successfully placed around the world as counsellors, psychotherapists, trainers and consultants.