

Abstracts

A Study about the Adjustment of Girls in Relation to Menstruation

Key words : adjustment and attitude towards menstruation

Abstract

Introduction : An adolescent is a matter of concern not only to parents but also to school people and other adults who are interested in the welfare of young people and in the progress of society. It is necessary to study the adjustment patterns of adolescent girls, who approach puberty, which is a significant event in their lives.

The present research event of menstruation is perceived by a person refers to that person's attitude towards that event.

Objectives of this study are, to examine the relationship between the adjustment and attitude towards menstruation; to compare the adjustment, as well as attitude towards menstruation, in IX grade girls, from girls' school and co-education school.

Sample : The present study is restricted to IX grade girls from three schools in Pune city. In this study, incidental sampling method is used. In all, 100 IX grade girls school and co-education school are selected for the present study.

Tools : Three instruments are used in this study. They are Personal information Schedule, Adjustment Inventory, and Menstrual Attitude Questionnaire (MAQ).

Method : Product moment method of correlation, Chi-Square Method, and t test were Used to test the seven hypotheses.

Findings : It was found that there was no significant correlation between home and family adjustment, personal and emotional adjustment, social adjustment and educational adjustment; and attitude towards menstruation, in IX grade girls. The correlation between health adjustment and attitude towards menstruation is negative and significant at 0.05 level, against null hypothesis. There was no significant difference between IX grade girls from girls' school and co-education school on the four areas of adjustment, namely, personal and emotional, social, educational, and health. However, there was significant difference between them on home and family adjustment. There was no significant difference between attitude towards menstruation in IX grade girls from girls school and co-education school. In general, these girls were properly adjusted and exhibited fairly positive attitude towards menstruation.

Conclusions :

- Negative & low correlation in IX grade girls was found in-

1. Home and family adjustment and attitude towards menstruation
2. Social adjustment and attitude towards menstruation was negative and low.
3. Educational adjustment and attitude towards menstruation

4. Attitude towards menstruation, of grade girls from girls' school and co- education school.

- The correlation between personal and emotional adjustment and attitude towards menstruation was low, in IX grade girls.
- The correlation between health adjustment and attitude towards menstruation was negative and significant at 005 level against null hypothesis in IX grade girls.
- There was no significant difference between the IX grade girls from girls' school and co-education school, on the four areas of adjustment, namely, personal and emotional, Social, educational, and health. However, there was significant difference between the IX grade girls from these two types of schools, on home and family area of adjustment.
- In general, the IX grade girls in this study were found well adjusted in the five areas of adjustment.
- The IX grade girls in the present study exhibited fairly positive attitude towards menstruation.

Limitation : The measurement of adjustment and attitude towards menstruation was narrowed down to psychological tests. The study was limited to quantitative measurement.

- Norms for IX grade girls, for Adjustment Inventory and Menstrual Attitude Questionnaire were not available.
- In this study, the sample size is small (N=100). However, the predetermined size could be obtained.
- The incidental method is used for sampling. Therefore, the findings cannot be considered to be generally applicable.

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Training in Social Awareness (Awareness of Social Problems)

Key Words : social issues, awareness, training

Abstract

Personality development through education aims at the development of all the three domains

- the cognitive, the affective and the behavioral. Today we find that the cognitive aspect is given most of the emphasis on and the affective and behavioral aspects remain ignored. Society is an important agency which shapes the affective and behavioral domains. Thus perceiving the social realities and responding to them develops the social awareness in the individual's mind. Understanding the social problems around and developing a sense of belongingness to these problems in order to get the motivation to work on them is a grave necessity of the time. This should be done through education itself. The main objective of the study was to find out experimentally whether awareness of social problems (Social awareness) could be developed in the 8th graders through training.

Considering 'Social Injustice' as the major cause behind most social problems it was taken up as the focal area. Three broad categories included in it are - i) Injustice to Children ii) Injustice to Women iii) Miscellaneous.

A series of five phases namely - Opinion survey, Preparing the tools, Pilot study, Designing the training programme, and Experimental study was planned.

PHASE ONE : An opinion survey : This survey was undertaken for gathering some information about the basic concept and expression about social awareness in adolescent age.

The survey was conducted by interviewing twenty personalities including renowned people working in fields of education, health, administration, rural development, organisational activities, journalism etc., and also a few laypersons working in various occupations. According to most of the interviewees the critical age for developing social awareness is the adolescent years, specially the early adolescence, as that is the most sensitive age and the overall development of other faculties like mental, emotional and social can facilitate development of social awareness. The ways of expressing the awareness also were mentioned. This included a broad range of activities and expressions, ranging from mere curiosity to actual participation in socially useful programmes. The impact of 'Time' was noted by the interviewees and they commented on it frankly. A long list of activities or programmes which could be purposefully arranged to develop awareness was provided by them to the investigator. This included varied options like exposure to classic literature as well as exposure to actual problem situations.

PHASE TWO : Preparing the Tools :

A) Firstly the 'Attitude towards Social Problems Scale' (ASPS) was constructed which measured the attitude towards perceiving and thinking over the problems of social injustice. It was in the form of a Likert type scale consisting a list of short incidents to which the students had to respond. The split half reliability of SWAS for a sample of 100 students was checked and was found to be satisfactory (0.732).

B) Secondly an 'Urge for Action Scale' (UAS) was constructed to bring about the student's level of motivation for acting with respect to various social problems. The test was in the form of a forced choice technique giving three types of responses - a passive response, a socially positive response and an ignorant or socially negative response. The split half reliability of this scale was also found to be satisfactory (0.635).

3.2.3) Thirdly a 'Social Awareness General Knowledge Scale' (SAGKS) was constructed which could tap the objective knowledge about the actual facts related to these social problems. This was in the form of multiple choice objective questions which reflects the student's alertness to the happenings around. The split half reliability of this scale was also found out, which was satisfactory (0.6199).

C) A Sentence Completion Test (SCT) was constructed (only for the post test) to tap the hidden thoughts of students regarding social problem which might not be noted in the paper pencil forced choice scales.

PHASE THREE : Pilot Study : A pilot study was done in order to see whether such a training is accepted by the student population or not and to see how far they get involved in it (N=25). Topics chosen were : Educationally deprived children, Equality of opportunity to women, Casteism. Discussion sessions were arranged on all three topics separately on three consecutive days. Each session lasted for about one and half clock hours. Each topic was discussed with the two groups separately, one emphasizing

on cognitive aspect and the other on motivational aspect. The overall response of the students was quite enthusiastic and they took a great interest in discussing on these topics.

PHASE FOUR : Designing the Training Programme : Before designing the actual training programme, producing and collecting the learning material was an important requirement which was done by referring to various newspapers, magazines and by gathering some audiovisual aids related to these problems. The activities or channels through which the information was to be provided to the students were as follows - Lectures, Discussions, Group tasks, Outdoor/field visits, Classroom interviews.

PHASE FIVE : Experimental Study : In the fifth phase an experimental study in developing social awareness through training was conducted on 80 students from 8th grade. These students were selected with the help of the 'Buddhimapan Kasoti' (an adapted version of Kuhlman Anderson Intelligence Test) and two tests of social intelligence

- CBU and CBR. Both intellectually above average and average students were selected for the study. They were further divided in two subgroups - the cognitive treatment group and the motivational treatment group.

The experimental group was drawn from one school (as mentioned above) while the control group was selected from a different school of similar environment. It also consisted of intellectually above average and average intelligent students more or less in equal proportion. The comparability of the two groups on intelligence and on socioeconomic status was confirmed.

Both the groups - the experimental (N=80) and the control (N=58) were pretested on the dependent variable - awareness of social problems through ASPS, UAS and SAGKS. Before undertaking the experimental manipulation the comparability of the two groups on the pretest was checked. Then the investigator herself imparted training to the experimental group.

The training was given in two ways. One subgroup received cognitively emphasised training while the other received motivationally emphasized training. In all fifteen sessions spread over a period of seven months were received separately by both treatment groups. The control group was not given any such training. It was hypothesized that the experimental group receiving training would significantly improve in their awareness of social problems as compared to the control group receiving no training. The investigator - student contact was limited to the training sessions only. Post-testing was conducted after the training was over.

RESULTS AND DISCUSSION : The training of social awareness was in itself quite an unconventional idea which was difficult to verbalize and execute. Still the results indicate a favourable effect of training on the students.

The comparability of the two groups - experimental and control - was indicated by the non significant 't' values on intelligence and the scores on social awareness scales at pretest.

The effect of training was inferred from the findings in the analysis of gains made by the two groups. These results reveal that the experimental group has gained significantly on all the three scales (ASPS, UAS and SAGKS).

- ◆ The analysis shows that the experimental group as a whole has benefited from the training significantly which is reflected from their performance comparison on all the four scales, ASPS, UAS, SAGKS and SCT.

- ◆ The comparison of the intellectually superior and the average group shows that both the groups have profited from the training more or less equally. However initial significant difference in the favour of the superior group was observed at pretesting which has been maintained at the post test also on ASPS and SAGKS. The homogeneity of both the groups seems to be increased at the post test which is denoted by the marked decrease in the standard deviations on all the three scales. In the SCT, however it is observed that the superior group has given better performance as compared to the average group.
- ◆ The comparison of the two treatment groups has not given such a significant difference on the ASPS (attitude scale), SAGKS (general knowledge scale) and on UAS (motivational scale). The treatment effect is not revealed from the analysis of the performance on all these three scales, but it has been revealed to some extent through the analysis of SCT.

These findings confirmed the hypothesis that training would facilitate the development of social awareness among highschoolers.

Important points to be noted:

- ◆ There is an urgent need of undertaking more and more studies in the field of social awareness. Also there is a great need of developing more suitable and flexible evaluation procedures (Tests or tools etc.) to identify the children's level of awareness.
- ◆ In the comparison between the intellectually superior and the average, it was noticed that the superior group was significantly ahead of the average group on UAS and SAGKS. Both these tests depend on memory skills and analytical thinking which are thought to be better developed in the intellectually superior group. But the non- significant 't' value on UAS supports the hypothesis that the intellectually average group will not lag behind in the aspect of motivation.
- ◆ The non-significant 't' values in the performances of both the treatment groups - the motivational and the cognitive suggest that the motivational inputs might have stimulated the children from that group to be more sensitive to the cognitive inputs in the other sources and vice versa. This is reflected from the significant differences in the means of the pre and post tests of these two groups when compared to themselves.

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Year : 1999

The Effectiveness of the Training Program for Gifted Students to Enhance Leadership Qualities

Key words : gifted, leadership, adolescent age, training **Abstract**

Introduction : One of the most pressing issues facing India and its Youth Serving Organizations today is how to facilitate the development of our youth. The future of the nation and the future of the world civilization will soon rest in the hands of today's youth. To become productive and contributing individuals who can be effective and proactive in determining the course of the world tomorrow, today's youth must develop positive leadership knowledge, attitudes, skills and aspirations. Preparing today's youth for their roles as tomorrow's leaders is the challenge we all face.

As a part of the response to this challenge, the researcher has developed a training program to enhance leadership qualities among adolescent age gifted children.

Need and Importance : Our society as a whole, and our schools in particular, have a huge task to perform. They must not only bring forth able individuals to leadership roles, but also they must provide those who respond with information about leadership--what it is and how it works. They must also raise the student's comprehension above a simple understanding and utilization of management techniques to a level of practice which allows the leader to inspire the followers to lead lives characterized by high expectations and moral practices. Students who show high ability in leadership deserve such special attention. Certainly the nurturing and development of our young leadership talent deserves resource allocation.

Though many researchers and educationists have worked separately on leadership development, and lots of literature and modules are readily available, very few have tried to merge it with school curriculum, hence, the scope of school education has remained limited to bookish knowledge.

Leadership qualities

The research measures the effectiveness of the program developed for enhancement of leadership qualities shortlisted by the researcher. They are as follows:

1 Cognitive (Knowledge):

1.1 Requirement & Meaning of Leadership

1.2 Styles of Leadership

1.3 Roles and functions of Leaders

2 Attitude:

2.1 **Initiative (INI) :** Showing enthusiasm and desire to undertake work and to initiate a process.

2.2 **Involvement (INV) :** Commitment with group and Goal.

2.3 **Reliability (REL) :** Other's trust that one is reliable.

2.4 **Emotional balance (EB) :** Shows or gives appropriate emotional responses.

2.5 **Self confidence (SC) :** Believes in one's own ability, power and strength

2.6 **Self sufficiency (SS) :** Believes that he/she can complete a task on his/her own capabilities independently.

3 Skills :

3.1 **Planning skill (PLA) :** Deciding plan of action to reach a goal.

3.2 **Decision Making skill (DMS) :** Readiness & firmness in making decisions.

3.3 **Communication skill (Oral, & written) (COM) :** Urge and facility to communicate with others.

3.4 **Motivating others skill (MO) :** Making team members work by encouraging them.

3.5 **Inter relations skill (IR) (Team-building skill) :** Interaction with team members.

Purpose of the present study - Recommendations from Review of Related Literature:

In a nutshell, following limitations were found in research work reviewed by researcher.

1. **Non-availability of Indian work or Adaptation :** The training program is needed for Indian Gifted children. Very less attention is provided to both gifted education and leadership education in India

2. **Non- availability of continuous and long term programs :** Most of the training programs mentioned in the review are short courses from a day to at the most a week or two (e.g. Few days in Summer Vacation). Hence in most of the cases there is either no significant increase or very small increase in scores.
3. **Less attention to attitude formation :** It is found that very less attention is provided to attitude formation than skill development.
4. **Use of unreliable methods :** Most of the training programs evaluation of program is not done using proper method. Pre-Post Control- Experimental Method is considered as the most reliable method. Especially most of the researches lack controlled group for comparison.
5. **Non availability of test for Indian population :** Test for evaluation for Indian students in adolescent age is not available.
6. **More use of LSI test for evaluation :** Many of the researcher have tried LSI test for their program evaluation. So it is becoming monumental. Its Indian adaptation should be done.
7. **Use of real life experiences required :** As Huckaby and Sperling (1981) has pointed out : " leadership could not be taught using simulations or artificial contexts, but could only be learned through experience in real situations. Content taught in an artificial context would likely be low level and lead to superficial technical proficiency, rather than higher, self-directed leadership"

Sample : The sample chosen for the first and the second phase of the research is the ninth standard students of Jnana Prabodhini Prashala. This is a Deliberate or Purposive Sample. This sample is representative of the gifted children when selected, by using standardized psychological tests, from a large population seeking admission in fifth standard.

The sample size is kept 40 which is more than 30 so that parametric test can be applied.

Though greater than 30, the sample is comparatively small so its normality was tested by measuring skewness. The skewness of the experimental group scores was 0.30, which is insignificant and parametric tests can be used safely.

Method of Data Collection : The data for the research was collected by administering the following Pre and Post tests. MSMG & GT were administered for both the times for Pre and Post assessment. However, Leadership Skills Inventory (LSI) could be administered after the treatment only as it was not available in the beginning.

Tools for Evaluation :

1. **Myself and My Group :** (Standardized Test Developed for measuring the selected leadership functions and skills at Jnana Prabodhini Institute of Psychology, Pune) was used.
2. **Group Tasks** with observation checklists was used to track the behavioral changes.

The same parameters were used as in Myself and My group test. Two types of tasks were used-

- (a) **Appointed Leader Task :** In these tasks all the students were given opportunity to lead a group for a given task.
- (b) **Open Task :** In this type of task, no particular student was appointed as leader. All had equal opportunity to lead.
3. **Leadership Skills Inventory (LSI) :** The Inventory designed by Frances A. Karnes and Jane C. Chauvin (1985)

The summary of experiment and data analysis : The program consisted of the knowledge of Leadership fundamentals, skill enhancement and attitude formation. Parameters for measurement were leadership knowledge, Decision Making, Planning, Motivating others, Communication, Interrelations for team building, Initiative, Involvement, Reliability, Emotional balance and Self- confidence. The experiment was carried out on 9th class gifted students. 80 students were divided into two groups with the same mean and standard deviation by using Myself and My group test. Along with this primary test Group tasks and Leadership skills Inventory were also administered. After about 95 hours of training split into two camps and weekly sessions experimental group showed significant increase on total scores. However, all parameters were not enhanced significantly. We can conclude that the Training Program was successful in developing Communication skills, Reliability, Confidence, Motivating others, Planning skill & Leadership fundamentals. Whereas the program was not considerably successful in developing Decision Making, Initiative, Emotional Balance and Inter relations. Researcher has to restructure the training program to improve self-sufficiency and Involvement. The Boys learned little more than the girls. The open tasks without any appointed leaders proved to be more beneficial for observing the task. The score on written test were substantially correlated to the observations in group task. Finally this experiment needs to be repeated many times to increase the validity of the program.

Conclusions

1. Overall this training program was useful with average increase of 9 points on scale. This program will definitely help to enhance the leadership qualities among gifted students.
2. The Training Program was successful in developing communication skills, reliability, confidence, motivating others, planning skill & leadership fundamentals. Whereas the program is not considerably successful in developing decision making, initiative, emotional balance and interpersonal relations. Researcher needs to restructure the training program to improve self-sufficiency and Involvement. Students have learned more on skills than a change in attitude. This is according to the well accepted norm by psychologists that change in attitude is slow a process and takes time to change. Some extraneous factors like other school programs, evening sports activities, attending camps conducted by non-school entities may have influenced the research outcome, however, the program could bring some significant changes.
3. General observation from the totals tells us that as a whole, boys & girls have gained the same. There is no significant difference. Girls learnt more on communication skill, planning skill and reliability and in all other cases boys learnt little more than girls.
4. In terms of behavioral output the experimental group learnt more than the controlled on all parameters except a small negative difference on confidence and emotional balance.
5. In the open-ended task there is more opportunity and freedom to select the role and function. Hence, students perform little better. However, students show more performance on skills (planning, communication & decision making) in appointed leadership task than open task.
6. Observations in group tasks by experts and on written MSMG test are moderately correlated.

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Year : 2012