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in the evolution of gender justice in the last hundred and fifty years. Similarly, all the Constitutional institutions of this country should strive to achieve this important social obligation.

Conclusion:

The primary tool in ensuring equal status to women, is to begin at the family level and simultaneously in the educational institutions. It should be the duty of the government, individual, corporate, and non-governmental organizations, to spread the message of gender equality. It is interesting to read about web sites like idontwantdowry.com becoming popular and more youth are looking for marriage without dowry. Elders in the families should also ensure that marriages are not made into a business venture. Public at large should be sensitized on this burning issue. Government should take efforts to display these portions of the Indian Constitution prominently in all the Government offices and public places. The media and the channels should take initiative to popularize

these values, so that these issues are made aware to the larger public. It shall be the duty of every individual, in whatever capacity they are engage, to ensure that the dignity of women are held in high esteem.

Supreme Court said that despite the Right to Education, thousands of children, and particularly girls, are dropping out of schools because there are no toilets. How can we expect women's literacy rate to improve if young girls feel embarrassed to be in school after puberty because there are no toilets? Not surprisingly, adolescent girls would simply drop out, or not attend schools for several days each month. Law or no law, proper infrastructure must be provided for girls in school to realize the dream of gender equality. There needs to be concerted efforts by the governmental agencies and all concerned, to uphold and realize this noble social value of equality in status for women, in all spheres and with special thrust for those women living below poverty line.

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Psychological Intervention with Early Adolescent Girls

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Introduction

According to Erik Erickson (1963) adolescence is a time of searching; the objective is a sense of identity, an answer to the question, 'Who am I?' In seeking a satisfying answer, adolescents may delay their commitment to adult roles, an action that Erickson has dubbed the 'Psychosocial Moratorium' Thus adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, and a time when the individual searches for identity, a dreaded age, a time of unrealism or the threshold of adulthood. In the early adolescence, there are many psycho-social changes taking place in girls.¹

The psychological intervention:

The term resilience has come to mean an individual's ability to overcome adversity and continue his or her normal development. It is the ability to successfully cope with change or misfortune.² The term

psychological intervention refers to various activity-based learning programmes which include psychological techniques applied to a group of participants for a specific period of time with the required number of sessions.

Chennai schools:

M. Bhuvneshwari (2005) examined child-friendly school system in Chennai Primary Schools run by the Corporation of Chennai and found that these schools cater to the educational needs of the poorest of the poor in the city³. Thus they face multiple problems which may lead to drop out, truancy, decreased performance and underachievement. The issues have psychological background. There is a strong need for students to be resilient as they are in the stage of adolescence and the population is widespread in Chennai Schools.⁴

Need for the study:

According to UNICEF (2001), gender disparities in education

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persist: far more girls than boys fail to complete primary school in India. Several problems persist in Indian education: issues of 'social' distance – arising out of caste, class and gender differences – deny children equal opportunities. Child labour in some parts of the country and resistance to sending girls to school remain real concerns. Girls belonging to marginalized social and economic groups are more likely to drop out of school at an early age.⁵

Thus the study serves the need of the hour. It would study the level of resilience among the young adolescents in corporation school and provide intervention to enhance resilience for the adolescents who are lower in resilience. And the findings of the study would strengthen foundation of the theoretical knowledge about Resilience in India.

Method

The objective of the study was to measure the effect of psychological intervention on resilience among early adolescent girls. The research design is Quasi Experimental Research Design and a non-randomized before-and-after with control design strategy was adopted. The tool used for assessment was Tamil version of resilience scale validated for the adolescents by

Karthik Lakshmanan and Veerapandian (2009). The English version was originally developed by Dr. Gail Wagnild and Dr. Heather Young in the year 1987 and was published in the year 1993 based on a qualitative study and review of literature up to 1990. It measures the degree of individual's resilience, which is considered a positive personality characteristic that enhances individual adaptation.

Resilience is operationally defined as 'the total score obtained on the resilience scale'. Higher the score, higher the resilience. The content validity of the Tamil translation was established by Back Translation Method and its test-retest reliability is 0.7. It consists of 25 items rated on a seven point scale. In the tool, the options were Strongly disagree – 1, Disagree most of the time – 2, Disagree more than half of the time – 3, Neither agree nor disagree – 4, Agree more than half of the time – 5, Agree most of the time – 6, Strongly agree – 7.

The study group:

For baseline assessment, early adolescent girls (n=106) studying 8th and 9th standards in Corporation Girls Higher Secondary School 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 (n=30). The adolescents of 8th standard who fell under the score of 130 were categorized into control group (n=30). Permission was obtained from the concerned authorities. An informed consent was obtained from the subjects.

The experimental group was contacted regularly twice a week for two hours for a period of five weeks. The interventions included yogic relaxation (alternative therapy), SWOT analysis, training on perseverance, developing positive values, self-motivation and self-confidence, positive attitude, time management, developing unconditional positive regard, goal setting and existential aloneness. To make the participants resilient, they need to establish new

goals, develop a new sense of purpose, and generate new ideas about themselves and their lives. The intervention package is designed in such a way to instill attitudes, knowledge and skills to develop the core characteristics of resilience – equanimity, meaning, perseverance, self-reliance and existential aloneness (according to Dr. Gail Wagnild - communication through mail, December 26, 2009). The package includes stories, life incidents of legends, puzzles, discussions, skits and brainstorming in addition to lectures. Tamil cine songs are also used based on the reviews. The data of the study was analyzed statistically using Paired 't' test and Independent sample 't' test in SPSS 11.5 Version.

Analysis and results:

From Table 1 When comparing

Table 1
Range of scores, Mean and Standard Deviation of Experimental Group and Control Group on Age, Pre-test and Post-test Resilience Scores

Group	Variable	N	Min	Max	Mean	SD
Experimental Group	Age of the samples	30	14	16	14.23	0.504
	Pre-test resilience score	30	95	130	119.53	9.912
	Post - test resilience score	30	106	144	131.93	11.079
Control Group	Age of the samples	30	13	15	13.20	0.484
	Pre-test resilience score	30	90	129	116.10	11.789
	Post - test resilience score	30	106	144	116.30	14.584

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the mean scores of experimental group on resilience, from table 1 given overleaf, it has been found that the mean score of the post-test is higher than that of pre-test.

This may be due to the psychological intervention given that would have improved the level of resilience. When comparing the

mean scores of control group on resilience, it is found that the mean score of the post-test is slightly higher (more or less equivalent) than that of pre-test. This clearly shows the lack of psychological intervention to the control group.

From table 2 given below, the 't' value is found to be 3.361 significant

Table 2
Results of the Significance of Difference of Mean Scores in Pre-test and Post-test.

Test	N	Mean	SD	't'	df	P
Pre-test	60	117.82	10.93	3.361	59	0.001*
Post - test	60	24.12	15.06			

* significant at 0.05 level

Table 3
Results of the Significance of Difference of The Variable- Difference Scores on Resilience Between Experimental and Control Groups.

Variable	Group	N	Mean	SD	't'	df	P
Difference of Scores on Resilience #	Experimental	30	12.4	10.66	3.826	54	0.000*
	Control	30	0.2	13.82			

Difference in scores = (Post-test scores) - (Pre-test scores)

* significant at 0.05 level

at 0.05 level (P=0.001) which indicates that the psychological intervention has enhanced resilience among early adolescent girls. This is supported by the study done by Grant (2006) that studied the impact of Scouts programme using a resilience framework, and self-esteem enhancement as a major

focus on resilience exhibited by girl children of incarcerated parents.⁶

From table 3, the mean of the experimental group is 12.40 with the standard deviation of 10.66 and the mean of the control group is 0.20 with the standard deviation of 13.82. The 't' value is found to be 3.826 significant at 0.05 level (P=0.000) which

indicates that the psychological intervention has enhanced resilience among early adolescent girls. This is confirmed by the report of Maurice et al, (2002) that developed a resilience package for vulnerable children that comprised the factors vulnerable to develop mental health problems and the elements that increase the resilience of vulnerable children by protecting them from

becoming disturbed.⁷

Conclusion:

Psychological intervention has a significant impact on resilience among early adolescent girls of experimental group chosen from Corporation run Chennai Schools and it has increased the scores on resilience in experimental group. The intervention can be used in similar settings to enhance resilience.

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A Special Note

We thank the honorary special editor **Dr Arul Kamaraj MJ** and the co-opted members of the month **Dr Murugeswari** and **Dr Arul Suresh J.**

We are thankful to reviewers **Dr Emmanuel Janagan**, Trinidad University, **Dr Hemalatha K**, Christ University and **Dr Arunijoti Baruah**, Assam who had patiently gone through the articles and ranked them.

Focus for **December 2012: BELIEFS AND OBSESSIONS**. Honorary special editor of the month **Dr Md Ameer Hamza** had sent the concept paper which had already been circulated through group mail.

Focus for **January 2013: DISASTER AND DISTRESS**. Honorary special editor: **Dr Shahin Sultana**, Delhi University

~Ed.

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