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ENHANCEMENT OF CONTROLLED PERSONALITY FACTOR IN HIGH SCHOOL STUDENTS THROUGH LIFE SKILLS COUNSELLING INTERVENTION

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ABSTRACT

High school students come under the age group of adolescence. Adolescents being in the stage of transition from childhood to adult stage face lots of psychological, emotional and social challenges. There is an utmost need to focus and conduct research upon the problems being faced by the High school students and provide appropriate counselling or psychological intervention programmes to overcome those problems. The present paper focuses on the enhancement of controlled personality factor in High School Students through Life Skills Counselling Intervention. The present study involves 300 high school students (150 Boys and 150 Girls) who are selected from various schools in Mysore city corporation limit. High School Personality Questionnaire (HSPQ) was administered to elicit information regarding the personality problems of high school students. The results revealed that the life skills counselling intervention has been effective in enhancing the controlled personality factor in High school students.

Keywords: Life-Skills Counseling, High School Students, Controlled Personality Factor, HSPQ.

INTRODUCTION

Adolescence is a phase of transition from the childhood to adult stage. High school students come under this stage which is comprised with a number of changes in biological, psychological, emotional and social areas. The transition period from the childhood to the adulthood is an exciting, confusing, identity forming stage which is the most important stage in the development of personality of an individual. According to Reber (1995) Adolescence is the period of development marked approximately at the beginning by the onset of puberty and at the end by the attainment of physiological and psychological maturity. A stage where the children are learning new skills, trying to be adventurous, learning to control and manage one's emotions and social skills. An age of rebellion, trying to take control of one's own life, one's own decisions and making goals for life. The personality traits developed in this stage becomes the part of the personality and gets established. It becomes the utmost importance to develop better personality traits for a successful life in future.

Andermann (1999) describes that this transition is marked by adolescents growing independence as well as the onset of significant developmental, physiological, social and academic changes. According to Akos & Galassi, (2004) most students approach the transition to high school with a combination of concern and excitement.

Atkinson (1996) describes adolescence as the period of emotional upheaval and rebellion, sudden changes of mood, shifting ideologies and clashes with authority. The way the child deals at this stage is very important as it shapes the behaviour which is going to be established in the later years of adulthood.

Personality traits are stable, consistent characteristics which affects how the individual feels, perceives, interacts with others and behaves. Self-control is one of the personality traits. Self-control is the ability to control one's own emotions, thoughts and behaviour when an individual faces temptations and impulses. It can also be understood as the controlled personality trait, which is very much necessary for regulating one's behaviour in order to achieve specific goals. It is the ability to control one's behaviour and avoid temptations to achieve long term goals, and also to be able to delay the gratification and resist against unwanted impulses and urges.

Habermas & Bluck (2000) states that during the years of adolescence, young people are exposed to a variety of stressful events. Frydenberg (1999) Sorensen (1993) from their studies present that the adolescents who are lacking coping skills might fail to manage their daily life. Sandler, Wolchik, MacKinnon, Ayers, & Roosa, (1997) suggests that the adolescents who lack coping skills may even suffer a major negative impact on their health and well-being.

High school students are in the age where the changes of puberty are taking place. It's an age of transition and maturation. As they are not completely matured, they are not still completely prepared to meet the challenges of life. Hence, an effective life skills counseling intervention is very much needed at this stage. Life skills counseling intervention would help the high school students for



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their holistic development of the personality. Life-skills aim to increase positive and adaptive behavior by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors (UNICEF 2003).

The present study shows that the controlled personality trait or self-discipline can be enhanced through life skills counselling intervention which will directly help the high school students in their goal setting as well as goal attainment.

Operational definition of Controlled personality factor: According to Cattell. R.B. (1968) controlled personality factor means the individual has a strong control over their emotions and general behaviour, inclined to be socially aware and careful, have respect and high regard for social reputation. They are perfectionist and obstinate.

Duckworth & Seligman (2005), describes self-control is the voluntary regulation of impulses in the presence of momentarily gratifying temptations. The study conducted by Duckworth and Seligman (2005) on 140 eighth grade students has shown that the self-discipline outdoes IQ in predicting Academic Performance of adolescents.

Baumeister et al., (2007) and Tangey et al., (2004) self-control refers to the ability to alter cognition, emotion, impulsive tendencies and behaviours in the service of social norms, personal standards and goals.

Duckworth and et al (2011) in their study found that the mental contrasting with the subsequent formation of implementation intentions can be effective self-regulatory strategy for adolescents to master developmental tasks. They also suggest that a major reason for adolescents falling short of their intellectual potential is a lack of self-discipline. It is also of pivotal importance for effective interventions geared at helping students exercise self-discipline. Their study suggests that adolescents can learn self-regulatory strategies which can substantially improve the achievement of valued academic goals. Adolescents need to be taught specific techniques for goal setting and goal striving.

Romer, Duckworth, Sznitman, & Park, (2010) states that the adolescents struggle with the pursuit of long term goal, further it is more justified from the studies conducted by Pintrich & Zusho(2002) and Reyna & Farley(2006) that striving for the attainment of long term goals requires sustained self-regulation.

Self-control training activities and the participation in programs promoting self-control training activities and the participation in programs promoting self-control may boost children's self-control. (Brier, 2015).

High school student's personality: High school students are in the age where formation of personality is taking place. This stage is best defined as a critical period in relation to puberty and also considered as a revolution of a person's life. The behaviour of rebelling is an indication of self-dependent becoming of the individual. At this age it is quite normal to be impulsive, and they do lack planning, it is a normal developmental change that they rebel to authority and rules. The habits and the patterns of behaviour they follow at this stage lays foundation for the future life. Hence, it is important that they cultivate good habits, behaviour which will help them to move towards achievement and success.

But it is most important as the number of research studies conducted upon high school students clearly show that the children at this stage should control their impulses, be goal directed, be able to plan, control oneself, and one's impulses, follow delayed gratification, all these shows that in totality they should possess controlled personality factor for their better adjustment and success in life. To make the personality more appealing, strengthening the skills and talents, converting the weakness into strengths, preparing them for the present as well as the future is of utmost importance.

Life-skills are abilities for adaptive and positive behavior that enable us to deal effectively with the demands and challenges of everyday life (WHO, 1997). Life skills help students cope with many demands and stresses that can occur during the period of puberty and adolescence and can prepare students for transition to adult life (Lehr, Hanson, Sinclair & Chriseterson, 2003; Neumark-Sztainer, Paxton, Hannon, Hanies & Story,2006).

Moote et al (1999) shows that training life skills can have a positive effect in number of fields which includes general health, problem solving ability, self-awareness, reducing anger, shyness, the creation of internal control resource, increased assertiveness, and reduced anxiety.



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Life skills involves guidance, counselling and self-healing skills. The goal of life skills is to prepare and equip an individual to improve the quality of life in a more holistic way. An effective life skills counseling intervention would increase the ability of self-control, perserverance, self-direction, decrease stress, depression, tension, suicidal tendency, insecurity and various other emotional problems. It would also help the students to increase their self-confidence, develop good understanding about them, and develop good interpersonal relationship, communication skills, emotional management and good social interaction.

Life-skills counseling is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights (WHO, 2002).

According to Anderson & Okoro (2000), Corey (2004) Geldard & Geldard (1999) Life skills are especially suited for adolescents because they give them a place to express conflicting feelings. Adolescence is a stage where the decisions taken are going to affect one's life if adolescents receive assistance at this stage, they stand a better chance of coping effectively with the developmental tasks they must face later in life.

The main goal of life skills counseling is to help the individual to deal with his environment more effectively and efficiently. Life skills counseling empowers the individual to cope well with the past, present and the future. It helps the individual to take charge of one's life in a more meaningful manner. (Nelson-Jones, 1995, Hopson and Scally, 1981, Leider, 1994, Corey, 1995, and Eagan,1998).

Life skills counseling intervention at this age will help the individuals to develop a better personality overcoming the weakness, strengthening one's abilities, building one's potentialities and to become capable to handle the life situations. A number of trainings, psychological counseling, therapies, have been utilized to achieve this purpose. Life skills counseling intervention was found to be the most effective in achieving this goal and also providing a set of skills helping the high school students to prepare themselves for the present situations as well as the future in a more confident manner.

The present investigation highlights the role of life skills counseling intervention in enhancing the controlled personality factor of high school students. At present, few studies have examined the impact of life skills counselling in adolescents. Although, an increasing number of studies have reported the importance of life skills counselling, to our knowledge no study to date has focused upon assessing the personality of high school students and giving them life skills counselling intervention and suggesting that life skills counselling can enhance the personality of high school students.

METHODOLOGY

PARTICIPANTS

A large number of high school students from various schools in Mysore city corporation limit were selected and assessed on HSPQ. A sample of 300 high school students (150 boys and 150 girls) who were found to be deficits in controlled personality factor were selected based on HSPQ. The sample was randomly divided into experimental and control group.

RESEARCH DESIGN

The study was conducted by using experimental design where experimental group received life-skills counseling intervention and control group was kept constant and later compared the pre-assessment scores with the post assessment scores.

TOOLS

Personal information schedule was used to collect the general data of the high school students. **HSPQ** (Form A and Form B) this questionnaire is developed by R.B. Cattell (1968-69) Form-A questionnaire consist of 142 questions and Form-B 142 questions. Form A was used in pre assessment condition and Form B was used in post assessment condition to avoid carryover effects. It measures 14 primary personality factors. Each dimension is defined by two poles or extremes. Only HSPQ factor Q3 (Controlled) personality factor is concentrated in this paper.

PROCEDURE

The personality traits of High School Students are assessed on HSPQ. Different high schools were visited in Mysore city corporation limit during the study. Form A of HSPQ was administered to a large number of high school students and responses were scored. The students who were low in controlled personality factor were selected for the study. The selected 300 participants were randomly divided into two groups, such as experimental and control group. Life-skill counselling intervention based on Richard



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Nelson Jones five stages of Life-skills counseling model (DASIE) was administered to experimental group, while control group were not given any type of treatment however were kept under observation. The time schedule for intervention was one-hour duration per session and two sessions per week with a total of 20 sessions were over a period of three months approximately. After the intervention for post assessment the HSPQ Form-B was administered for both the experimental and control groups.

Life-skills counseling intervention

Richard Nelson-Jones (2000), considered that with the knowledge of life skills person would possess awareness in each of these areas; responsiveness, realism, relating, rewarding activity, and right-and-wrong. He advocated that the life-skills counseling as a "people-centered approach for assisting clients and others to develop self-helping skills". He designed five stage life skills counseling model DASIE, for helping clients to manage problems. DASIE is not only for managing or solving problems but also for addressing underlying problematic skills. The DASIE stands for; D-Develop relationship and clarify the problem, A-Assess and restate the problem in skills terms, S-State goals and plan Interventions, I-Intervene to develop life skills, E-Emphasize, take away and end.

Statistical Analysis

To assure the randomization of the sample the data was subjected to independent samples 't' test in the pre-test. The experimental and control groups mean score and S.D. on HSPQ factor Q3(Controlled) personality factor were 3.66, 1.73 and 3.71, 1.68 respectively. The 't' value - 0.236 and P 0.813, indicating a nonsignificant difference between experimental and control groups. Thus, the equating and randomization of the groups was taken care of during the pre-test situation. The experimental group was subjected to life-skills counseling intervention with the five stages of life skills counseling model (DASIE), developed by the Richard Nelson Jones. Life-skills counseling intervention was not given to the control group but was under observation by the researcher. The time schedule for intervention is one hour duration per session and two sessions per week. The total 20 sessions were conducted over a period of 3 months. After the intervention for post assessment the HSPQ Form-B was administered for both the experimental and control groups. The responses were scored and pre-test and post-test data was compared using repeated measures of 'ANOVA'.

General linear model repeated measures of ANOVA are applied to know effect of life skills counseling intervention programme in pre-posttest conditions.

TABLE No. 1: Mean and SD of pre-test and post-test scores on HSPQ factor Q3 Controlled personality factor of high school students of both experimental and control groups.

Table with 7 columns: Group, Gender, Pre-test (Mean, SD), Post-test (Mean, SD), Change. Rows include Experimental (Boy, Girl, Total), Control Group (Boy, Girl, Total), and Total (Boy, Girl, Total).

TABLE No. 2: Summary results of GLM-Repeated measures of ANOVA within and between subjects for HSPQ factor Q3 Controlled personality factor of experimental and control groups in pre-test and post-test situations.

Table with 6 columns: Source of Variance, Sum of Squares, Df, Mean Squares, F, p. Rows include Time, Groups, Gender, and Time *Groups*Gender.



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Error (change)	435.707	296	1.472		
BETWEEN SUBJECT EFFECTS					
Groups	462.882	1	462.882	137.666	.001
Gender	59.535	1	59.535	17.706	.001
Group*Gender	1.215	1	1.215	0.361	.548
Error (change)	995.253	296	3.362		

Repeated measures of ANOVA revealed that a significant increase from pre to post-test situation irrespective of the groups. The F value (F=376.962; P<0.001) found to be highly significant. Irrespective of the groups in pre-test the mean HSPQ factor Q3 (Controlled) personality factor score was 3.68 and increased to 5.61. With the increase of 1.93 scores, found to be significant. When increase in the controlled scores with reference to groups are concerned again a significant ‘F’ is observed (F= 331.391; p<0.001) indicating differential increase for experimental and control groups. From mean values it is evident that experimental group had increase of 3.73 scores (from 3.66 to 7.39) whereas control group had increase of only 0.12 scores (from 3.71 to 3.83). So, the increase in the HSPQ factor Q3 (Controlled) personality factor has been basically in the experimental group which can be attributed to the effectiveness of life skills counseling intervention. However, the interaction effect between gender groups with respect to change in the scores with respect to groups and change in scores are found to be nonsignificant. Between subject effects between groups (irrespective of conditions) together significant difference are observed (F= 137.666; p<0.001). However, gender group wise and interaction between groups are found to be non-significant.

Summary: High school students face lots of emotional and personality problems. Several researchers have studied the high school students psychological and personality problems like academic anxiety, stress, emotional disturbances, lack of concentration, low self-esteem, self-regulation and self-control, insecurity, identity crisis, lack of goal setting, etc. The research studies have provided number of different interventions, trainings and skill-oriented trainings to overcome these problems. The present paper has brought out the importance of Life skills counselling intervention and its effectiveness in enhancement of controlled personality factor in High school students. It is very much evident from the result that, the Life-skills counseling intervention has increased HSPQ factor Q3 (Controlled) personality factor among high school students. The major implication of this study is that it indicates a need for a possible shift in the thinking of the health policy makers, government and nongovernment organizations, educational institutions of our country. The study has implications for the good academic environment. This research study would be very useful for school counselors, social workers and policy makers. Findings can be utilized by these specialists to design appropriate psychological intervention programs aimed at High school students for the betterment of good academic achievement and to enhance the personality of students in schools and colleges.

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