

Impact Assessment of Counseling on Social Status of Secondary Level Students

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Abstract

Social acceptance of a student is very important to ensure his academic achievement and mental and emotional wellbeing. Thus, this study was done to know the effects of counseling on social status of 200 young students of Aklank and Modi Public School of Kota (Rajasthan). Dr. C.P. Mathur's Sociometry test was implied to assess their social status. Pre and post intervention trial was done and difference was assessed on 1% and 5% level of significance. No significant difference was found between the experimental and control group at the time of pretesting. A significant difference (0.05) was observed in pre and post testing of experimental group after two counseling interventions. In post testing a positive change was found in experimental group as compared to control group and the difference was significant at 1% level of significance. It ensured that counseling is effective in enhancing the social acceptance of students among their classmates.

Key Words

Sociometry, Counseling, Counseling Intervention, Social Status, Social Acceptance

Introduction

In school academic achievement is the most crucial measure of student success. But achievement is not a single entity; it is the resultant of student's personal characteristics as well as school and home environment. Apart from intelligence, right study skills if a child is not having cordial relationship with its peers, it's not only affects a child's grade it's too affects his mental and psychological well being. Sociometry is a quantitative method for measuring social relationships. It was developed by psychotherapist Jacob L. Moreno in his studies of the relationship between social structures and psychological well-being. Jacob Moreno defined sociometry as "the inquiry into the evolution and

organization of groups and the position of individuals within them.” He goes on to write “As the ... science of group organization, it attacks the problem not from the outer structure of the group, the group surface, but from the inner structure. “ Sociometric explorations reveal the hidden structures that give a group its form: the alliances, the subgroups, the hidden beliefs, the forbidden agendas, the ideological agreements, the ‘stars’ of the show”. One of Moreno’s innovations in sociometry was the development of the sociogram, a systematic method for graphically representing individuals as points / nodes and the relationships between them as lines/arcs. Sociograms gave knowledge about child position in his class among peer group in which he is studying, whether the student is liked than to what extent, is he rejected then to what extent and whether he is an isolate not moving in group keeping himself aloof, it also gives a total picture of the class and knowledge about the cliques, groups both positive and negative. It helps the counselor and teacher to know the class social situation in a better way.

Objective

The major objective of the research is to measure the effects of counseling on the social status of secondary level students in class.

Hypothesis

The counseling will have significant effect on the social status of the subjects.

Research Method

To measure the effects of counseling on social status the following research method was employed for the study.

Sample

The research is based on primary data. Which was collected through purposive sampling from two schools of Kota namely Aklank & Modi Public School. The research was done on 200 students of 9th class and research was continuo on these same students till they passed the 10th class. Pre-Post experimental research design was used in which there were two groups one Experimental group (N=100) and second Controlled group (N = 100). Counseling was only provided to experimental group students in between pre and post testing.

Research Design

Pre-Post experimental research design was used

Experimental Group N=100	At the beginning of IX class Pretesting	Counseling Intervention-I	After Half Yearly exam of IX class	Counseling Intervention-II	In the beginning of X class Post Test
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Control Group N=100	At the beginning of IX class Pretesting	No Intervention-I	After Half Yearly exam of IX class	NO Intervention-II	In the beginning of X class Post Test
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Tool

To measure the social status of students in class Dr. C. P. Mathur's Sociometry questionnaire was used. On the basis of test data sociograms were made and results were obtained.

Data Analysis

Data analysed by using mean, SD and t-test

Counseling Procedure

(i) **Pre-testing** : was done in the starting of the session as students entered in class 9th. In pre testing sociometry test was administered on both experimental and control groups, sociograms were made for each class sepretly to get quantitative data for measuring social relationship of a student in the class.

(ii) Counseling Intervention : Two counseling interventions were given before post testing. One intervention was given just after pre testing and another was given mid of the session around after half yearly examinations. In counseling sessions individual report was given to each student with explanation of results, group counseling sessions also were arranged, where the students were taught about how to make friends, how to get along with people, emotion and anger management only for the experimental group students. One copy of counseling report was also send to parents to make necessary changes from their side if required. No counseling intervention was given to control group students.

(iii) Post-testing: After the counseling intervention, Sociometry test was re-administered on both experiment and control group students in order to ascertain the effects of the counseling intervention on their social status within the class.

Results & Discussions

For the purpose of testing the hypothesis the statistical data of both experimental and controlled groups and a comparative of the means between the controlled & experimental groups are being presented along with the central tendency

Table 1 : Mean, S.D. & t-test Value of Sociometry in pre-testing of controlled & experimental group.

S.No.	Dependent Variables	N	Controlled Group		Experimental Group		df	t	Level of Significance
			Mean	S.D.	Mean	S.D.			
1	SOCIO (C)	200	7.37	5.83	7.16	4.87	198	0.28	NS

The mean score of social status (choices) in Pre -testing of controlled group was (7.37) and of experimental group was (7.16). The t-test value was obtained (0.28) which is insignificant and shows that there was no significant difference in the social status (choices) of the controlled and experimental group at the beginning of the experiment.

Table 2 : Mean, S.D. & t-test Value of Sociometry in Pre and Post-testing of Experimental group.

S.No.	Dependent Variables	N	Class IX		Class X		df	t	Level of Significance
			Mean	S.D.	Mean	S.D.			
1	SOCIO (C)	200	7.16	4.87	8.9	5.48	198	2.14	0.05

As per statistical results presented in the Table 2 of the experimental group of the psychological testing in class IX (At the beginning of the experiment) and in class X (after two counselling intervention).

Social status of the students was measured from the Sociometry test in their own class peer group. The average choices or Acceptance of each subject was measured in class IX at the beginning of the experiment and after two counseling intervention in class X of the experimental group. The mean score of Sociometry (choices) of experimental group in pre & post testing was (7.16) and (8.9) respectively. The t-test value was (2.14) which is significant at 0.05 level of significance. This result shows that there was significant increase and positive change in the level of choices or acceptance by the peer group society of the experimental group after two counseling interventions.

This result establishes the effectiveness of counseling interventions in enhancing social acceptance in the subjects.

Table 3 : Mean, S.D. & t-test Value of Sociometry in Pre & Post-testing of controlled group.

S.No.	Dependent Variables	N	Class IX		Class X		df	t	Level of Significance
			Mean	S.D.	Mean	S.D.			
1	SOCIO (C)	200	7.37	5.83	6.72	6.04	198	0.78	NS

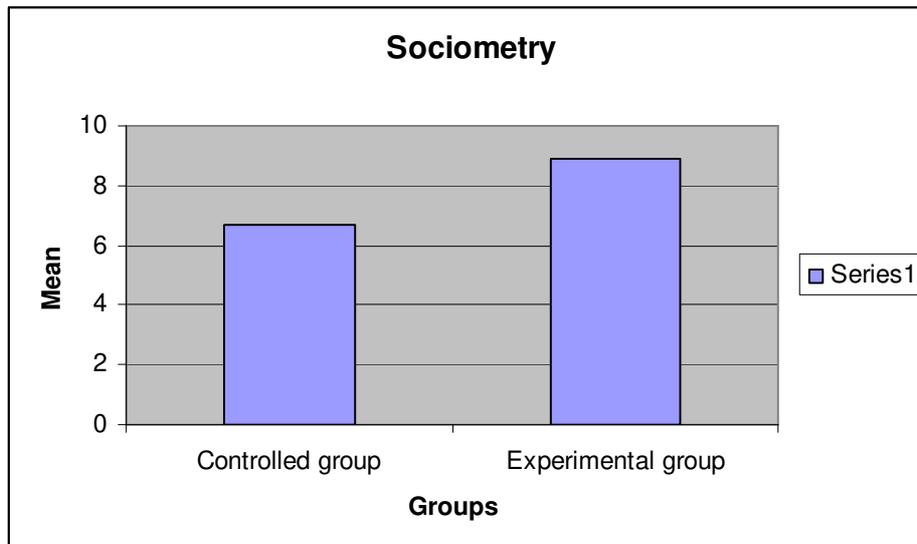
The statistical results of Sociometry of the controlled group's at the beginning of the experiment in class IX and second testing at the beginning of the class X without any counseling interventions have been presented in Table 3.

The mean score of social status & acceptance by the peer group in Pre and Post-testing of controlled group was (7.37) and (6.72) respectively and t value is (0.78) which is not significant. So there was no significant increase in social status & acceptance of controlled group subjects.

The above results show that without any counseling interventions, the controlled group students had no other agency to help them enhance their Habits, Attitudes and social acceptance level themselves.

Table 4: Mean, S.D. & t-test Value of Sociometry in post-testing of controlled & experimental group.

S.No.	Dependent Variables	N	Controlled Group		Experimental Group		df	t	Level of Significance
			Mean	S.D.	Mean	S.D.			
1	SOCIO (C)	200	6.72	6.04	8.90	5.48	198	2.69	0.01



In Table 4 the statistical results of Sociometry of controlled and experimental groups after two counseling interventions has been given which was at the beginning of class X.

The mean score of social status (choices) in Post-testing of controlled group was (6.72) and of experimental group was (8.90). The t-test value was obtained is (2.69). This is significant at 0.01 level of significant. It shows that there was a significant increase in the social acceptance of the experimental group after two counseling interventions.

Conclusion

At the beginning of the experiment in class IX, there was no significant difference in social status and acceptance of the controlled and experimental group. After two counseling interventions of the experimental group, in class X, the social acceptance of the experimental group had increased positively and there was difference from the controlled group at 0.05 level of significance.

The result also establishes the effectiveness of counseling interventions in enhancing the social acceptance.

This result also confirm that without any counseling interventions in the controlled group, there was no significant difference and change between the social acceptance from class IX to class X.

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