



Research Paper

## An Observational Study On Psychological Assessment Of Children's Helplessness For Counseling Psychology With Special Reference To Childrens Of J&K.

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### ABSTRACT.

The primary purpose of the present study was to investigate the role of counseling intervention on changing maladaptive attribution to adaptive attribution style and to investigate the association between helplessness and self-efficacy. Two hundred school students (100 boys and 100 girls) were randomly sampled. Half of the participants (50 boys and 50 girls) constituted the experimental group whereas the other half constituted the control group. All the participants were individually administered the Intellectual Achievement Responsibility (IAR) Scale. The participants were also administered measures of Generalized Self-Efficacy, Academic Self-efficacy and Children's Attribution Style Questionnaire (CASQ). During Phase I of the study, all the tests were administered. Following the test administration, participants of the experimental group were exposed to intervention counseling. One month after the intervention, all the participants were individually retested on the measures of intellectual responsibility achievement, generalized self-efficacy, academic self-efficacy and attribution styles of internality, globality and stability. Results indicated that the experimental group exhibited enhanced generalized self-efficacy as well as academic self-efficacy. The results also indicated that girls display greater academic-efficacy as well as adaptive attribution of explaining negative events in terms of external factors. Although the positive impact of counseling was not manifest in all the domains, the impact was significant in the area of self-efficacy.

**Key words:** Helplessness, Generalized Self-Efficacy, Academic Self-efficacy and Children's Attribution Style Questionnaire

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### I. INTRODUCTION.

The concept of helplessness becomes a common factor in current scenario. Individuals are continuously facing problems of helplessness. The world places several demands on the individuals and generates situations of helplessness. Its pervasiveness is well identified in Indian society. We cannot combat it without understanding and identifying its construct. The reduction of helplessness must be based on our understanding of the nature of helplessness, its cause and consequences. Considering the magnitude of its pervasiveness, the learned helplessness phenomenon has captured the attention of social psychologists, clinical psychologists and personality and learning theorists. The problem is to bring awareness among people not to be victim of this helplessness.

Because of the data available, investigators began to speculate that helplessness effects might stem not from the uncontrollability of an aversive stimulus but from the way in which the stimulus is interpreted by the subjects [1](Accordingly, Adramson, Seligman and Teasdale (1978) [2] revised the theory of learned helplessness in order to resolve theoretical controversies about the effects of uncontrollability in humans. Helplessness theory is reformulated in the light of attributional variables argued that the nature of the helplessness effects depends on the attribution of causality that a person makes when confronted with an uncontrollable outcome.[3] People finding them helpless ask implicitly or explicitly why they are helpless and the kinds of explanation they attribute affect their subsequent reaction pattern. In an attempt to resolve the inadequacies of the old models, Adramson et al utilize three primary attributional dimensions: locus (internal versus external), chronicity (stable versus unstable), and generality (specific versus global)[2].

According to the attribution reformulation of helplessness, the cause of expectation of uncontrollability may be something about the person (internal explanation) or it may be something about the situation (external explanation). It may be long lasting (stable explanation), or it may be transient (unstable explanation). The cause may affect a variety of outcomes (global explanations) or may be limited just to the concerned event (specific explanation). The first inadequacy of the old helplessness hypothesis is resolved by a proposed distinction between universal helplessness and personal helplessness along the attributional dimension of internality-externality. Situation in which subjects believe that neither they nor any relevant person can solve the problem are instances of universal helplessness whereas, situations in which subjects believe that they cannot solve solvable problems are instances of personal helplessness. According to the reformulated theory, helplessness and external locus of control are orthogonal. Individuals make either internal or external attributions for their helplessness. Personally helpless individuals make internal attributions for failures, whereas universally helpless individuals make external attributions.

The inadequacy of old helplessness hypothesis is resolved by a proposed distinction between universal helplessness and personal helplessness. The universal helplessness promotes external attribution and personal helplessness promotes internal attribution [4] Universal helplessness is characterized by the belief that an outcomes is independent of all one's own responses as well as the responses of other people. Personal helplessness, on the other hand, is the case where the individual believes that there exist responses that would contingently produce the desired outcome, although he or she does not possess them. Thus, the attributional dimensions of internality externality define the distinction between universal and personal helplessness and resolves the first set of inadequacies. The attritional analysis besides resolving the inadequacies of the old hypothesis has other important implications for the helplessness model. In the first place, the universal versus personal helplessness distinction deduces a fourth deficit: low self-esteem. Self-esteem is the major factor of attitudes towards the self in comparison with other's [5] According to their analysis, individuals who believe that their responses do bring expected outcomes will show low self-esteem loss in comparison to individuals who believe that neither their responses nor responses of other can bring the desired outcome. Thus, the dichotomy of universal and personal helplessness determines causes of helplessness with or without low self-esteem. Furthermore, in a developing country like India, the manifestation of helplessness is quite rampant. Perhaps it would not be possible to provide mental health services to very large segment of population owing to resource constraint. In addition, it is also wise to make use of group counseling instead of on-to-one format. This counseling approach has been verified in Orissa during super cyclone period[6]. Following super cyclone, Sahoo and his associates employed the re-attribution model in counseling process. The disaster victims were offered counseling to change their maladaptive attribution to adaptive attribution. For example, they were given the impression that they are not responsible for the disaster. This was helpful to change their style from internal to external form. Similarly, they were explained the fact such events were not permanent. This was instrumental in changing their attribution from stable to the unstable. Furthermore they were appraised that they have multiple roles. Their required to render that service to their son and daughter as parents, even if they have lost their own parents. Thus, some roles are to be performed even if other roles have been destroyed by the super cyclone. In sum, a close examination of the materials shows that the role of counseling has been underutilized. The present investigation is geared to examine the possibility of using group counseling in the process of attenuating helplessness. It is expected that such a research gap requires urgent attention. Prior to dealing with specific objective, the review of pertinent literature is undertaken to justify this goal.

## **II. OBJECTIVE OF THE STUDY.**

1. To investigate the role of counseling intervention on changing maladaptive attribution (explanatory style) to adaptive attribution style.
2. To investigate the association between helplessness and self-efficacy.
3. To investigate the role of sex in the context of helplessness and other parameters.

## **III. METHODOLOGY**

### **Overview Design**

The study adopted a factorial 2 (Sex) X 2 (Control Vs. Experimental) X 2 (Pretest Vs. Posttest group) design. There were 50 participants in each of the subgroups (Control group boys, Control group girls, experimental group boys, experimental group girls). All of these participants were tested twice, prior to the intervention and once again after the intervention.

### **Participants**

Two hundred students (100 boys and 100 girls) were randomly selected from high schools located in Gurez sub division of Bandipora district of Jammu and Kashmir. These students were studying in class 8th and 9th, when the study was conducted. Their age ranged from 12 to 14 years, most of them were from middle socioeconomic

status. The site of Govt.High School kanzalwan Gurez was selected as the experimental setting. The tests were administered and intervention was conducted in this school setting.

**Measures:**

The measures included number standardized tests.

Intellectual Achievement Responsibility (IAR) Scale. Children's self-attributions were assessed by means of the Intellectual Achievements Responsibility (IAR) Scale (Crandall, Katkovsky & Crandall, 1965) which is commonly used in research on learned helplessness in children. Indeed, it is the means by which learned - helpless and mastery oriented children are often identified by researchers (e.g., Diener & Dwick, 1978, 1980; Fowler & Peterson 1981; Licht Sc Dweck, 1984). This forced choice questionnaire depicts 34 achievement situations with positive and negative outcomes. In each case, an external attribution is contrasted with either an effort or an ability attribution. The child is asked to choose the attribution which best explains the described outcome. The scale yields ability and effort attribution for both positive and negative outcomes. It has been found that learned - helpless and mastery - oriented children differ in the extent to which they infer effort attributions for both positive and negative events and consequently a median split of these subscales scores has been used to form helpless and mastery oriented groups of subject (Diener & Dwick, 1978,1980 : Fowler & Peterson, 1981).

Prior to its present use. A couple of items from the original scale are presented below.

(A) If a teacher passes you to the next grade, would it probably be

(i) Because she liked you.

(ii) Because of the work you did,

(B) When you lose at a game, does it usually happen

(i) Because the other player is good at the game

(ii) Because you do not play well

**Measure of Self Efficacy**

This consists of two parts; general efficacy and domain specific efficacy the scale was originally developed by Wigner, Schwarzer and Jerusalem (1993). This was adapted by Sahoo (1994) to suit the Indian setting. The general self-efficacy questionnaire consists often statements that measure student's efficacy in dealing with certain general situations in life. The example of such statements includes: "By hard working, I can solve almost all problems by minimum effort" . The students are required to indicate on a 4 points scale, the frequency with which they execute an activity indicated by a statement. The score for the particular student is obtained by summing the ratings across 10 items. The measures of specific agency present a sentence stem "that I can secure my academic attainments even if.....". Following the sentence item, 12 obstacles (odds) are presented. The examples of two such odds include: "I am tried", "The questions are difficult". The students are required to indicate on a 4 point scale the level of certainty of their belief. The points range from "do not believe at all" to "completely believe". The total score is computed by summing individual scores across 12 items. This scale has been used in the study of Sahoo and Batra (1988).

**IV. RESULT**

The purpose of the present investigation is to find out whether or not counseling intervention produces significant change in dependent variable. The purpose is also to examine the role of sex in this context. The other objective is to examine the degree of association amongst dependent measures. In order to fulfill these objectives, analysis of variance and correlation computations are undertaken.

**Group Variation.**

The analysis of variance is carried out on intellectual responsibility (an obverse of helplessness) scores of participants. The result shows non-significant group effect,  $F(1, 392) = 3.54, n.s$  (see Table 1). As shown by Table 2, control group shows as much intellectual responsibility as does the experimental group ( $M = 25.46$  and  $26.38$  respectively). The result also does not shows significant effect for sex,  $F(1,392) = .34, n's$ . as shows by table 1.

**Table.1: Analysis of Variance Performed on Intellectual Responsibility Scores**

Sources	DF	MS	F
Group	1	83.72	3.54
Sex	1	8.12	
Stage	1	668.22	
Group X Sex	1	147.62	

Group X Stage	1	573.60
Sex X Stage1	46.92	
Group X Sex X stage	1	76.56
Error	392	

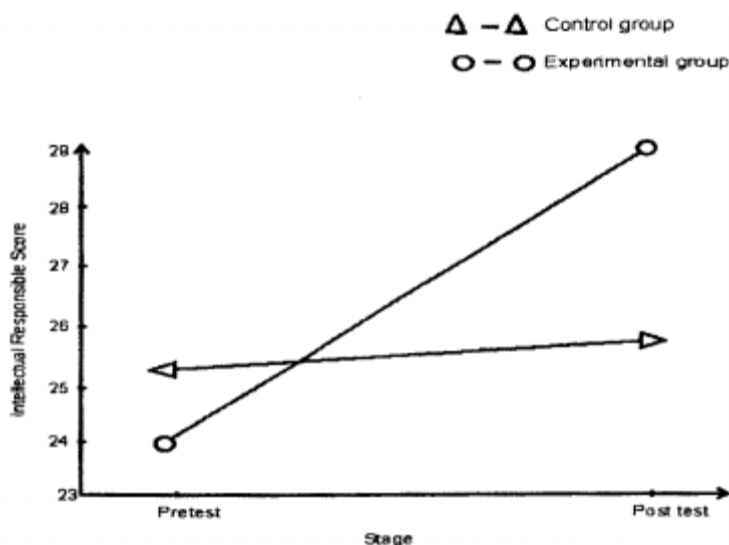
**Table. 2: Mean Intellectual Responsibility Scores ofParticipants**

Pre-test	Post-test		Combine		M	SD
	M	SD	M	SD		
Groups.						
Control.	25.37	5.17	25.56	4.89	25.46	5.02
Experimental.	23.89	5.49	28.87	3.93	26.38	5.38
Combine	24.63	5.37	4.73			

**Table. 3: Mean Intellectual Responsibility Scores ofBoys and Girls**

Groups	Control		Experimental		Combine	
	M	SD	M	SD	M	SD
Boys	25.93	3.54	25.63	4.80	25.78	4.213
Girls	25.00	6.14	27.13	5.82	26.07	6.07
All	25.46	5.02	26.38	5.38		

Table 3, mean scores indicate that boys report as much intellectual responsibility as do girls (M= 25.78 and 26.07 respectively) However, the result shows significant effect for stage,  $F(1,392) = 28.26, p < .001.$



**Figure -1. The Group X Stage Effect for Intellectual Responsible Score**

As shown by Fig.1the intellectual responsibility scores of participants of control group do not change, whereas scores of participants of experimental group increase when they move from pretest to posttest condition. The result shows no significant sex x stage effect,  $F(1, 392) = 1.98, n.s.$  The result reveals non-significant groups x sex x stage effect,  $F(1,392) = 3.23, n.s.,$

**Figure -1. The Group X Stage Effect for Intellectual Responsible Score**

The analysis of variance is performed on self-efficacy scores of participants. The result shows significant group effect,  $F(1,392) = 42.81, p < .001$  (see Table.4).

As shown by Table 5Control group shows less self-efficacy than experimental group (M= 22.33 and 26.30 respectively). The result shows non-significant effect for sex,  $F(1,392) = 1.01, n.s.$  As show by Table.6, mean scores indicate that boys report as much self-efficacy as do girls (M= 24.01 and 24.62 respectively). However, the result reveals significant effect for stage,  $F(1,392) = 41.53, pc.001.$  As expected, participants during the posttest phase reveal greater self-efficacy than do participants during pretest phase (M= 26.27 and 22.36 respectively). The result reveals non-significant group x sex effect,  $F_(1,392) = 1.21 n.s.$  However, the result indicates significant group x stage effect,  $F(1,392) = 38.61, p < .001.$  As shown by Figure 2,

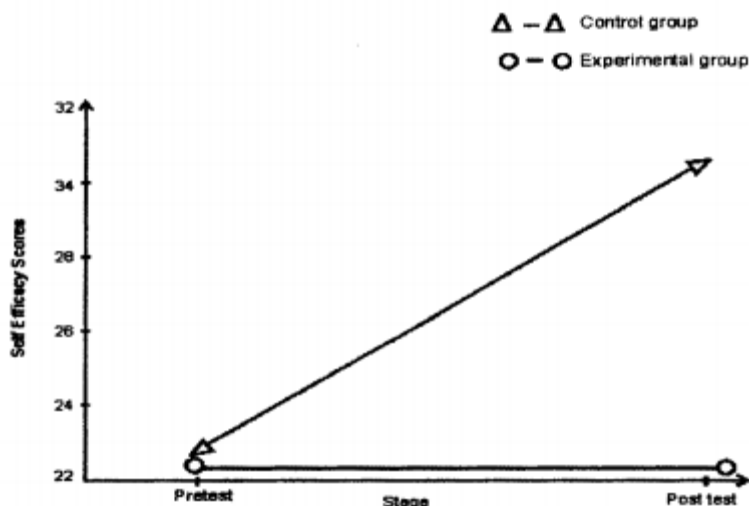


Figure -2. The Group X Stage Effect for Self Efficacy Score.

Self-efficacy scores of control group participants remain unchanged, whereas such scores of experimental group participant rise when they move from pretests to posttest condition. The result shows non-significant sex x stage effect,  $F_{(1,392)} = .50$ , n.s. . The result reveals no significant group x sex x stage effect,  $F_{(1,392)} = 8.70$ , n.s. .

Table. 4: Analysis of Variance Performed on Self Efficacy Scores

Sources	DF	MS	F
Group	1	1576.09	41.81
Sex	1	37.21	1.01
Stage	1	1528.81	41.53
Group X Sex	1	40.75	1.21
Group X Stage	1	1421.29	38.61
Sex X Stage 1	18.49	.50	
Group X Sex X stage	1	320.41	8.70
Error	392	36.80	

Table.5: Mean Self Efficacy Scores ofParticipants

Pre-test	Post-test		Combine		M	SD
	M	SD	M	SD		
Control.	22.26	6.75	22.40	6.66	22.33	6.68
Experimental.	22.46	6.33	30.14	5.03	26.30	6.88
Combine	22.36	6.53	26.27	7.05		

Table. 6: Mean Self Efficacy Scores ofBoys and Girls

Control	Experimental		Combine		M	SD
	M	SD	M	SD		
Boys	23.23	6.03	24.79	5.72	24.01	5.91
Girls	21.43	7.20	22.46	6.33	24.62	8.05
All	22.33	6.68	26.30	6.88		

The analysis of variance is carried-out on academic-eficacy of participants. The result shows significant group effect,  $F_{(1,392)} = 113.69$ ,  $p < .001$  (see Table-7) .As shown by Table-8, experimental group shows more academic efficacy than control group (  $M = 30.03$  and  $23.96$  respectively).

**Table. 7: Analysis of Variance Performed on Academic Efficacy Scores**

Sources	DF	MS	F
Group	1	3684.69	113.69
Sex	1	2.25	0.69
Stage	1	1849.00	57.05
Group X Sex	1	182.25	5.62
Group X Stage	1	2381.440	7348
Sex X Stage	1	49.00	1.51
Group X Sex X stage	1	46.24	1.42
Error	392		

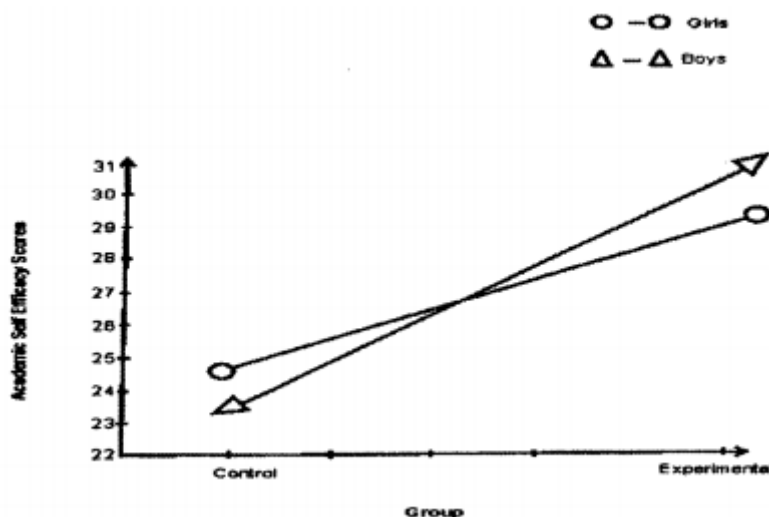
**Table. 8: Mean Academic Efficacy Scores of Participants**

Group	Pretest		Posttest		Combine	
	M	SD	M	SD	M	SD
Control	24.25	6.32	23.67	5.99	23.69	6.15
<b>Experimental</b>	<b>25.44</b>	<b>5.828</b>	<b>34.62</b>	<b>4.60</b>	<b>30.03</b>	<b>6.97</b>
<b>Combine.</b>	<b>24.85</b>	<b>6.09</b>	<b>29.15</b>	<b>7.65</b>		

**Table. 9; Mean Academic Efficacy Scores of Boys and Girls**

Groups	Control		Experimental		Combile	
	M	SD	M	SD	M	SD
Boys	24.56	5.20	29.28	6.06	26.92	6.11
Girls	23.36	6.95	30.78	7.73	27.07	8.22
All	23.96	6.15	30.03	6.97		

The result also shows significant effect for sex,  $F_{(1,392)} = .06$ ,  $p < .01$ . As shown by Table-9, mean scores indicate that girls perform better than boys in academic-efficacy ( $M = 27.07$  and  $26.92$  respectively). However, the result shows significant effect for stage,  $F_{(1,392)} = 57.05$ ,  $p < .001$ . As expected, participants during the posttest phase reveal more academic-efficacy than do participants during pretest phase ( $M = 29.15$  and  $24.85$  respectively) The result reveals significant group x sex effect,  $F_{(1,392)} = 5.62$ ,  $p < .01$ , As shown by Figure-3



**Figure - 3. The Group X Stage Effect for Academic Efficacy Scores**

the academic efficacy scores of boys increase slightly in experimental group than control group, whereas the scores of girls increase highly in experimental group than control group. The result shows significant group x stage effect,  $F_{(1,392)} = 73.48$ ,  $p < .001$ . As shown by Figure-4

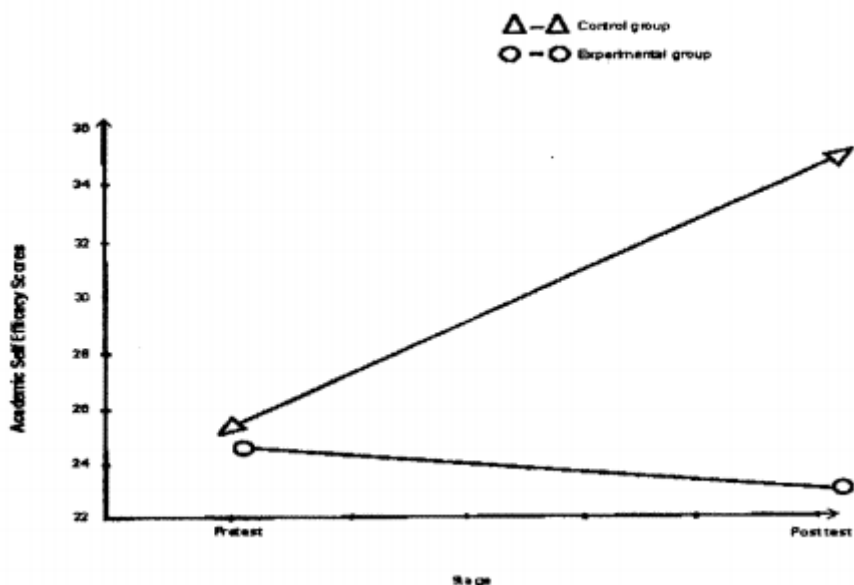


Figure - 4. The Group X Stage Effect for Academic Efficacy Scores

the academic-efficacy scores of control group participants remain unchanged, whereas such scores of experimental group participants rise when they move from pretest to posttest condition. The result show non-significant sex x stage effect,  $F(1,392) = 1.51, n.s.$  The result reveals non-significant group x stage x sex effect,  $F(1,392) = 1.42, n.s.$  The analysis of variance is performed on internality attribution (for positive events) scores of participants. The result shows non-significant group effect,  $F(1,392) = .00, n.s.$  (see Table. 10). As shown by Table-11, control group shows as much internality as does the experimental group ( $M = 5.23$  and  $5.22$  respectively).

Table. 10: Analysis of Variance Performed on Internality Attribution (for Positive Events) Scores

Sources	DF	MS	F
Group	1	.00	.00
Sex	1	.12	.07
Stage	1	27.56	16.53
Group X Sex	1	1.32	.79
Group X Stage	1	21.62	12.97
Sex X Stage	1	6.50	3.90
Group X Sex X stage	1	1.82	1.09
Error	392	1.66	

Table, 11: Mean Positive Internality Attribution (for Positive Events) Scores of Participants

Group	Pretest		Posttest		Combine	
	M	SD	M	SD	M	SD
Control	5.20	1.30	5.26	1.19	5.23	1.24
Experimental	4.23	1.27	5.72	1.40	5.22	1.42
Combine.	4.96	1.30	5.49	1.31		

Table.12: Mean Positive Internality Attribution (for Positive Events) Scores of Boys and

Groups	Control		Experimental		Combile	
	M	SD	M	SD	M	SD
Boys	5.19	1.24	5.30	1.24	5.25	1.24
Girls	5.27	1.25	4.73	1.27	5.21	1.42
All	5.23	1.24	5.22	1.42		

The result also shows non-significant effect for sex,  $F(1,392) = .07$ , n.s. As shown by Table-12, mean scores indicate that boys report as much internality as do girls ( $M = 5.25$  and  $5.21$  respectively). However, the result shows significant effect for stage,  $F(1,392) = 16.53$ ,  $p < .001$ . As expected, participants during posttest phase reveal greater internality than do participants during pretest phase ( $M = 5.49$  and  $4.96$  respectively). The result show non-significant group x sex effect,  $F(1,392) = .79$ , n's. However, the result indicates significant group x stage effect,  $F(1,392) = 12.97$ ,  $p < .001$ . As shown by Figure-5

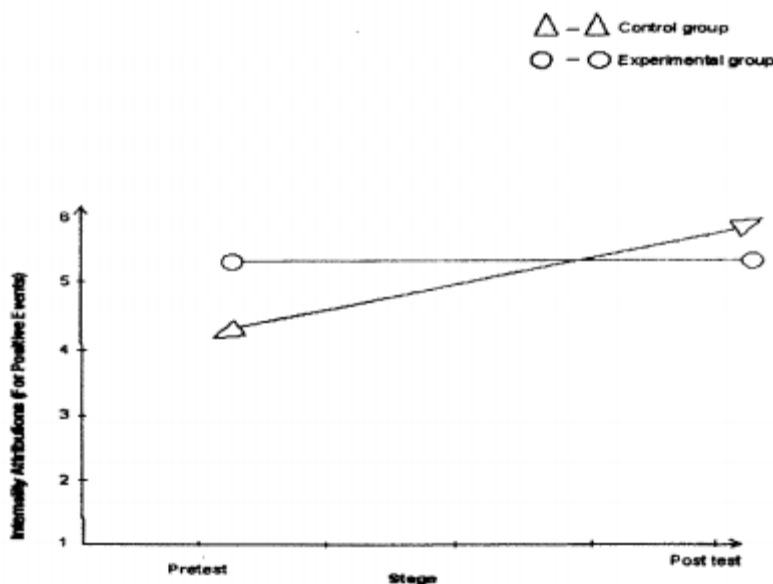


Figure - 5. The Group X Stage Effect For Internality Attribution (For Positive Events) the

Internality attribution (for positive event) scores of participants of control group do not change, 4 whereas the scores of participants of experimental group increase when they move from pretest to posttest conditions. The result shows no significant sex x stage effect,  $F(1,392) = 3.90$ , n.s. . The result reveals non-significant groups x sex x stage effect  $F(1,392) = 1.09$ , n.s..

The analysis of variance is performed on stability attribution (for positive events) scores of participants. The result shows non-significant group effect,  $F(1,392) = .01$ , n.s. (see Table.13). As shown by Table.14, control group shows as much stability as does the experimental group ( $M = 5.27$  and  $5.28$  respectively).

Table.13: Analysis of Variance Performed on Stability Attribution (for Positive Events) Scores

Sources	DF	MS	F
Group	1	7.84	4.01
Sex	1	1.00	.51
Stage	1	32.49	16.61
Group X Sex	1	16.00	8.18
Group X Stage	1	37.21	19.04
Sex X Stage	1	1.21	.61
Group X Sex X stage	1	3.61	1.84
Error	392	1.95	



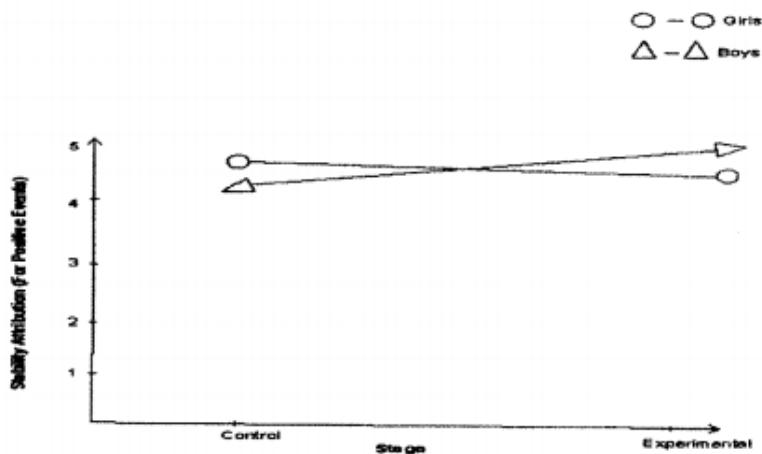
**Table. 14: Mean Stability Attribution (for Positive Events) Scores of Participants**

Group	Pretest		Posttest		Combine	
	M	SD	M	SD	M	SD
Control	4.46	1.43	4.42	1.36	4.44	1.39
Experimental	4.13	1.50	5.31	1.32	4.72	1.53
Combine.	4.30	1.47	4.87	1.413		

**Table. 15: Mean & Stability Attribution (for Positive Events) Score of Boys and Girl**

Groups	Control		Experimental		Combine	
	M	SD	M	SD	M	SD
Boys	4.59	1.30	4.47	1.58	4.53	1.45
Girls	4.29	1.47	4.97	1.44	4.63	1.49
All	4.44	1.39	4.72	1.53		

The result also shows non-significant effect for sex,  $F(1,392) = .14$ , n.s. As shown by Table.15, mean scores indicate that boys report as much stability as do girls ( $M = 5.28$  and  $5.26$  respectively). However, the result shows significant effect for stage,  $F(1,392) = 20.27$ ,  $p < .001$ . As expected, participants during posttest phase reveal greater stability than do participants during pretest phase ( $M = 5.42$  and  $5.11$  respectively). The result shows non-significant group x sex effect,  $F(1,392) = .56$ , n.s. However, the result indicates significant group x stage effect,  $F(1,392) = 16.65$ ,  $p < .001$ . As shown by Figure-6,



**Figure - 6. The Group X Stage Effect For Stability Attribution (For Positive Events)**

the stability attribution (for positive event) scores of participants of control group do not change, whereas the scores of participants of experimental group increase when they move from pretest to posttest conditions. The result shows no significant sex x stage effect,  $F(1,392) = 2.10$ , n.s. . The result reveals non-significant groups x sex x stage effect  $F(1,392) = 1.37$ , n.s..

The analysis of variance is performed on externality attribution (for negative events) scores of participants. The result shows significant group effect,  $F(1,392) = 76.36$ ,  $p < .001$  (see Table.16). As shown by Table.17, control group shows more externality than experimental group ( $M = 5.26$  and  $4.15$  respectively).

**Table.16 : Analysis of Variance Performed Globality Attribution (for Positive Events) Scores**

Sources	DF	MS	F
Group	1	13.69	7.59
Sex	1	3.61	1.99
Stage	1	28.09	15.52
Group X Sex	1	11.56	6.38
Group X Stage	1	19.36	10.76
Sex X Stage	1	.36	.19
Group X Sex X stage	1	1.21	.66
Error	392	1.80	

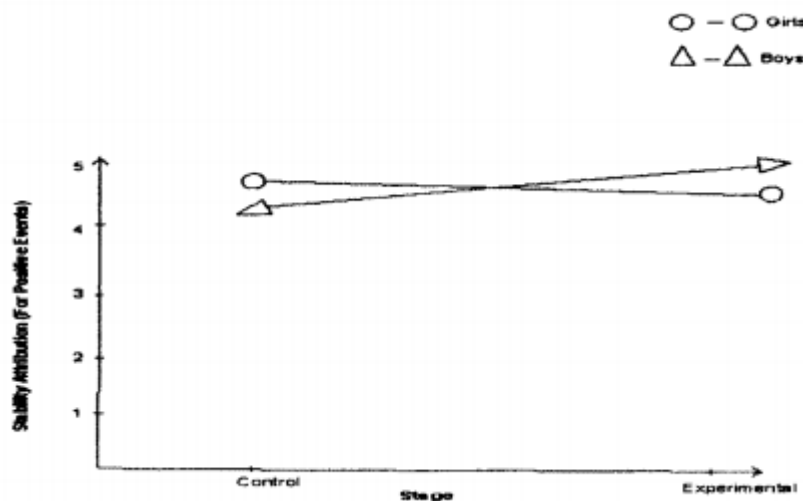
**Table.17 : Mean Positive Globality Attribution (for Positive Events) Scores of Participants**

Group	Pretest		Posttest		Combine	
	M	SD	M	SD	M	SD
Control	3.66	1.24	3.75	1.20	3.71	1.21
Experimental	3.59	1.41	4.56	1.53	4.08	1.55
Combine.	3.63	1.32	4.16	1.43		

**Table.18: Mean Positive Globality Attribution (for Positive Events) Scores of Boys and Girls**

Control	Experimental		Combine		M	SD
	M	SD	M	SD		
Boys	3.78	1.08	3.81	1.60	3.80	1.36
Girls	3.63	1.33	4.34	1.45	3.98	1.43
All	3.71	1.21	4.08	1.55		

The result also shows significant effect for sex,  $F(1,392) = 5.47, p < .05$ . As shown by Table.18, mean scores indicate that boys report more externality than do girls ( $M = 4.73$  and  $4.68$  respectively). However, the result shows significant effect for stage,  $F(1,392) = 47.52, p < .001$ . As expected, participants during posttest phase reveal less externality than do participants during pretest phase ( $M = 4.04$  and  $5.32$  respectively). The result shows significant group x sex effect,  $F(1,392) = 6.34, p < .05$ . As shown by Figure-7,



**Figure - 7. The Group X Sex Effect For Externality Attribution (For Negative Events)**

the externality attribution (for negative event) scores of boys in control group decrease slightly, whereas the scores of girls in experimental group decrease highly. The result shows significant group x stage effect,  $F(1,392) = 44.21, p < .001$ . As shown by Figure-8,

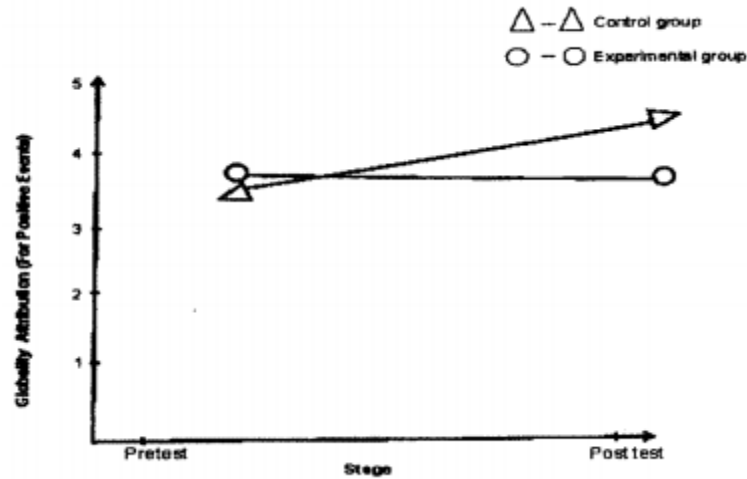


Figure - 8. The Group X Stage Effect For Externality Attribution (For Negative Events)

the externality attribution (for negative event) scores of participants of control group increase, whereas the scores of participants of experimental group decrease when they move from pretest to posttest conditions. The result shows no significant sex x stage effect,  $F(1,392) = 1.20, n.s.$ . The result reveals non-significant groups x sex x stage effect  $F(1,392) = 1.65, n.s.$ .

## V. DISCUSSION

The objective of the present investigation is to find out whether or not counseling intervention produces significant change in dependent variable. The purpose is also to examine the role of sex in this context. The other objective is to examine the degree of association amongst dependent measures. The analysis of variance is performed on intellectual responsibility (an obverse of helplessness) scores of participants. The result shows non-significant group effect. Control group shows as much intellectual responsibility as does the experimental group. The result also does not show significant effect for sex. Boys report as much intellectual responsibility as do girls. However, the result shows significant effect for stage. The intellectual responsibility scores of participants of control group do not change, whereas scores of participants of experimental group increase when they move from pretest to posttest condition. The analysis of variance is performed on self-efficacy scores of participants. The result shows significant group effect. Control group shows less self-efficacy than experimental group. The result shows non-significant effect for sex. Boys report as much self-efficacy as do girls. However, the result reveals significant effect for stage. Participants during the posttest phase reveal greater self-efficacy than do participants during pretest phase. The analysis of variance is carried out on academic efficacy of participants. The result shows significant group effect. Experimental group shows more academic efficacy than control group. The result also shows significant effect for sex. Girls perform better than boys in academic efficacy. However, the result shows significant effect for stage. Participants during the posttest phase reveal more academic efficacy than do participants during pretest phase. The result shows non-significant effect for internality attribution (for positive events) scores of participants. Control group shows as much internality as does the experimental group. The result also does not show significant effect for sex. Boys report as much internality as do girls. However, the result shows significant effect for stage. Participants during posttest phase reveal greater internality than do participants during pretest phase. The result shows non-significant effect for stability attribution (for positive events) scores of participants. Control group shows as much stability as does the experimental group. The result also does not show significant effect for sex. Boys report as much stability as do girls. However, the result shows significant effect for stage. Participants during posttest phase reveal greater stability than do participants during pretest phase. The result shows significant group effect for externality attribution (for negative events) scores of participants. Control group shows more externality than experimental group. The result also shows significant effect for sex. Boys report more externality than do girls. However, the result shows significant effect for stage. Participants during posttest phase reveal less externality than do participants during pretest phase. In conclusion, the present investigation confirms that counseling intervention produces significant change in dependent variable. The present investigation also reveals that sex has significant effect in this context. Furthermore, there is significant association amongst dependent measures.

## **VI. CONCLUSION.**

The findings of the present study suggest that counseling intervention can effectively mitigate children's helplessness and enhance their self-efficacy, particularly in academic settings. Additionally, the study underscores the importance of considering gender differences in interventions aimed at promoting psychological well-being among children. Further research in this area could provide valuable insights for developing targeted interventions to address the specific needs of children facing adversity.

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