A Psycho-Educational Approach for the Modification of Alcohol Expectancies among the Adolescents

INTRODUCTION

Alcohol is seen in the vanguard of all the societal problems. The habit of alcohol drinking is increasing day by day all over the world. The National Institute of Alcohol Abuse and Alcoholism (NIAAA 2005) estimated that one out of ten people have a drinking problem and one out of twenty is an alcoholic.

The greatest tragedy of our culture now is that our adolescents have fallen into the thrilling notion of alcohol, before reaching to the age of maturity. According to a survey by Aroa et al., (2003), alcoholism is increasing in a widespread manner across the state of Kerala. The age at which the youngsters begin to consume liquor had come down from 17 to 14 years in Kerala.

The National Household Survey conducted by NIMHANS, brought forth an important finding that out of the 69, 00,000 alcohol users in Kerala, 9, 66,000 (14%) are below 21 years of age and they constitute 2.93% of the Kerala Population. Of the total alcohol consuming population, the alcohol consumption by youngsters have noticeably risen from 2% in 1990 to 14% in 2006.

STATEMENT OF THE PROBLEM

Literatures on alcohol and alcoholism have come across many reasons for the development of alcohol dependence in an individual. The role of alcohol expectancies in the starting and maintenance of alcohol consumption of adolescents have been well supported by many studies.

Alcohol Expectancies : A Distinctive Etiological Factor in Alcoholism Development

According to Leigh, (1989) alcohol expectancies are ‘beliefs about the effects of alcohol’ on behavior, mood and emotions and are important factors in motivating drinking. Kraus et al.,
(1994) have recognized alcohol expectancies as, **memories or cognitive schemas** formed from early learning experiences with alcohol. Smith and Goldman (1995) provide strong empirical support for their thesis that alcohol expectancies play a causal mediational role in teenage problem drinking. The studies of Smith, et al, (1991;1989) and Goldman, et al, (1989) have found that alcohol expectancies form the base for decisions to drink.

Though many researchers in abroad have been fascinated by studies on the influencing role of alcohol expectancies in adolescent’s drinking, Indian researchers have not paid much attention to it. Unfortunately adequate data regarding adolescent drinking and the influence of alcohol expectancies in drinking behaviour have not been studied, and acknowledged in India. The already available limited statistics do not reveal the intensity of adolescent drinking problem and the influence of alcohol expectancies. Knowing the fact that alcohol expectancies play a major role in determining the onset and styles of drinking behaviour and the fact that these expectancies can be changed, inspired the researcher to do a study on the subject.

Different studies have suggested that ‘Alcohol Education’ along with ‘Life Skills Education’ is an appropriate preventive strategy to tackle the growing peril of adolescent alcohol consumption. Experts in the field of alcohol reduction programmes exhort that preventive programmes would be effective when they focus on changing these expectancies.

This present study is an attempt to see if alcohol expectances among the adolescent can be modified by a Psycho-Educational Approach that involve ‘Alcohol Education and Life skills Education’ and there by help them to reduce their interest on alcohol consumption. The study topic is thus formulated as ‘A Psycho-Educational Approach for the Modification of Alcohol Expectancies among the Adolescents’.
AIM OF THE STUDY

The aim of the present research study is to find out whether alcohol expectancies among the adolescents can be modified through a set of psychoeducational intervention programme.

OBJECTIVES

1. To obtain the socio-demographic details of the adolescents
2. To assess the level of alcohol consumption behaviour of the adolescents
3. To find out the level of alcohol expectancies among the adolescents
4. To develop and implement a Psycho-Educational Intervention package to modify alcohol expectancies among the adolescents
5. To assess alcohol expectancies before and after the implementation of Psycho-Educational Intervention package
6. To find out if the effects of the intervention has remained sustained during the follow up period

HYPOTHESES

The Hypotheses formulated are:

1. There will be significant changes in Alcohol Expectancies after the intervention with Psycho-Educational Programme.
2. The significant changes in Alcohol Expectancies, the result of Psycho-Education, will continue to remain sustained during the follow up period.

CLARIFICATION OF CONCEPTS


The word ‘Psychoeducational approach’ is a technical term that is used by the researcher to
denote the proposed research project which intend to make use of Psycho-Educational procedure in its methodology.

1.1 Psycho-Education

The term ‘Psycho-Education’ is conceptualized in this research as a special form of education that involves ‘Alcohol Education and Life Skills Education’ targeting the modification of alcohol expectancies of the adolescents and thereby to prevent their interest on alcohol consumption.

1.2 Psycho-Educational Program

Psycho-Educational Program refers to all that information dissemination process and activities involved in Alcohol Education and Life Skills Education, given to the sample group.

1.3 Psycho-Educational Interventions

Psycho-Educational Interventions in this study refers to 30 sessions of theoretical and practical sessions on Alcohol Education and of Life Skills Education through lectures, case presentations, clip / flip chart presentations, group and buzz group discussions, role play and other audio-visual programs.

1.4 Psycho-Educational Group

The term ‘Psycho-Educational Group’ in this research refers to the group of 300 adolescent students selected for the study, from high school and higher secondary sections of selected three different schools.

2. Alcohol Expectancies

The term Alcohol Expectancies denote, an individual’s ‘beliefs’ and ‘expectations’ on the effects of alcohol. Christiansen et al.,(1982) have measured them by using AEQ-A Questionnaire and the seven scales of alcohol expectancies domain as:
1. Alcohol is a powerful agent that makes global, positive transformations of experience.

2. Alcohol can enhance or impede social behaviour.

3. Alcohol improves cognitive and motor functioning.

4. Alcohol enhances sexuality.

5. Alcohol leads to deterioration of cognitive and behavioral functioning.

6. Alcohol increases arousal.

7. Alcohol promotes relaxation.

3. Modification of Alcohol Expectancies

The term ‘Modification of Alcohol Expectancies’ refers to the ‘changes’ that happen to Alcohol Expectancies, after the intervention programme with Psychoeducation. The word ‘Modification’ also refers to all the efforts made by the researcher to bring about a change in their attitudes towards alcohol consumption and thereby help them to reduce their interest in alcohol.

4. Adolescents

‘Adolescents’ in this study refers to only male students who are in the age group of 13-20 years, studying in 9th-12th classes of three Government High Schools and Government Higher Secondary Schools at Panickankudy / Rajakkad / Kunjithanny of Idukki District, Kerala State, India.

5. Contents of Psycho-Education

5.1 Alcohol Education

Alcohol Education in this study refers to the imparting of knowledge and awareness on the ill effects of alcohol and alcoholism by highlighting the harmful effects of alcohol, on the physical, psychological, social, familial and economic life of the alcohol consumers.
5.2 Life Skills Education

‘Life Skills’ are personal skills that are to be acquired by the individual for better psycho-social performance in the society. In this study, Life Skills Education was given to the adolescents with practical sessions by grouping the ten life skills into five pairs as suggested by WHO(1994).

PILOT STUDY

The researcher checked the feasibility of conducting this study through visits and detailed discussions with the Principals, Headmasters and Class Teachers of the respective schools. This helped to gain more clarity on the drinking behaviours of the adolescents and the possibility of an intervention study and sought permission for the same from the concerned authorities. This greatly helped in choosing the universe and sample.

THE RESEARCH DESIGN

This research was devised as an intervention study, a Quasi-Experimental Research Design. A ‘before –after’ ‘single subject design’ with out control group was adopted. “Intervention research designs or single subject designs are basically Quasi-Experimental Research Designs, which use time series analysis for the evaluation of the impact of interventions on individual cases, groups, family and community”(Lal Das, 2005). There were three stages of assessment of alcohol expectancies as ‘Pre-Assessment’(Y1), ‘Post-Assessment’(Y2), and ‘Post-Post Assessment’(Y3) in this study.

SAMPLING DESIGN

Universe

All male adolescent students, studying in the Government High Schools and Higher Secondary Schools of Idukki District, Kerala State, India.
Unit of study

A single male adolescent student, studying in the government High School or Higher Secondary schools of Idukki District.

Sample Size

300 male adolescent students studying in the Government High Schools and Higher Secondary Schools at Panickankudy, Rajakkad and Kunjithanny, of Idukki District, Kerala State, India,

Sampling technique

This study used ‘Stratified Random Sampling Method’.

DATA COLLECTION

Tools of Data Collection

The following tools were used for data collection:

1. Semi- Structured Socio- Demographic Information Schedule
2. Alcohol Expectancy Questionnaire for Adolescents (AEQ-A Christiansen, et,al.,1982).
3. Psycho-Educational Intervention Package with Alcohol Education and Life skills Education.

DATA ANALYSIS

Data were analyzed using SPSS (Ver. 16.0 Package). Apart from descriptive statistics such as Mean and SD, Inferential Statistics like ‘Paired ‘t’ Test’ was used.

CHAPTERISATION

The study is reported through seven chapters.

MAJOR FINDINGS

Part-I Socio - Demographic Profile

The data regarding the socio-demographic description were obtained by using Semi- Structured Socio- Demographic Information Schedule , carefully prepared by the researcher
in consultation with the guide, after the examination of available literature on the topic and referring to other studies in the field. The results of analysis of Socio-Demographic information are explained here.

1. The Adolescents’ Profile

The Age of the Adolescents

The study finds that majority (55.3 percent) of the adolescents are in the age group of 16-20 years and 44.7 percent of them belong to the age group of 13-15 years.

Religion of the Adolescents

The majority (49.3 percent) of the adolescents are Hindus and (48.7 percent) are Christians and only a small (2 percent) of Muslims are in the sample.

Location of the Schools and Sections of Study

The Selected 300 adolescent students belong to three different schools, located in the geographical areas of Panickankudy (76) Rajakad (118) and Kunjithanny (106) of Idukki District, Kerala state, India. Among them 134 study in the High School Section and 166 belong to the Higher Secondary Section.

2. The Parents’ Profile

Age of the Parents

Majority of the (67 percent) fathers and most (74 percent) of the mothers are in their middle age. 22.3 percent of fathers and 16.3 percent of mothers are younger in age which is below 40 years. Small number (10.7 percent) of fathers and (9.7 percent) mothers are above middle age.

Education of the Parents

Majority of the parents have completed only Primary education. Among the fathers, 55.1 percent have High School level education while 34.3 percent of fathers have education below High
school and only 5.3 percent have Higher Secondary or Graduation level of education. In the case of mothers, although majority of them (67.7 percent) have High School education, only 15.7 percent have Higher Secondary education. 16.7 percent have education below High School level.

**Occupation of the Parents**

Major occupation of the family is agricultural farming. 54.3 percent of the fathers are engaged in agricultural activities. The rest (45.7 percent) are engaged in other skilled and unskilled work, earning daily wages. Among the mothers, 82.7 percent are housewives and 17.3 percent do work for daily wages.

**Total Monthly Income of the Family**

The adolescents are from the lower economic strata. Majority of the students (46.0 percent) have their monthly family income below Rs. 2000. However, a small number (39.7 percent) has the family income between Rs. 2000 and Rs. 4000. Yet a smaller number (14.3 per cent) has the family income between Rs. 4000-6000.

**The Domicile**

With regard to domicile of the respondents, the majority (95.0 percent) live in a rural setting. Very few (5 percent) are settled in their local ‘towns’ (high ranges) which boast of a few shops and buildings.

**Type of Family**

Majority of the adolescents (98.7 percent) live in nuclear families while a miniscule (1.3 percent) live in joint families.

3. **Drinking Background of the Adolescents**

The adolescents of the present study have a very strong drinking background that contributes a lot to the development of alcohol expectancies in them. There are 87.0 percent of relatives, 71.70 percent of parents, 70.3 percent of their friends and 59.7 percent of neighbours who
drink alcohol.

4. Adolescents’ Own (Self -Report) Drinking

The study shows an alarming number of adolescents, 62.0 percent, (from the self-report of adolescents) are already drinking alcohol. Only a very small portion of adolescents, (38 percent) do not consume alcohol. This shows that out of 300 adolescents, 186 admitted that they drink alcohol.

5. Age of Initiation of Alcohol Consumption

Of the adolescents studied, 99 percent had their first drink, as they reached late adolescence (aged above 17 years). Another large number (63 percent), had their first drink in the early adolescent (aged between 10-17) years. It is a matter of grave concern that 24 percent of the adolescents, had their first drink at a very young age (below 10 years), even before reaching adolescence.

There are 28 percent of the adolescents who had their first drink with friends, 19.3 percent were initiated into drinking by their relatives and 14.7 percent of the adolescents tasted their first drink with their parents. This implies different motivational modeling for the adolescents.

Part-II Impact of Psychoeducation on Alcohol Expectancies Modification

Hypothesis -1: There will be significant changes in Alcohol Expectancies after the intervention with Psycho-Educational Programme.

In order to test hypothesis-1 the researcher had compared and analyzed the results regarding Pre and Post Tests for all seven dimension of alcohol expectancies of 134 adolescents in the High school section and 166 adolescents in the Higher secondary section and for the total 300 adolescents in the sample.
Analysis of Results Regarding Pre and Post Tests

Dimension-1: Alcohol is a powerful Agent that makes global positive transformation

While analyzing the scores for Pre and Post tests, it has been found out that 134 adolescents in High school section have scored more in the Pre test (Mean = 7.84) when compared to the Post test (Mean = 4.90) and 166 adolescents of Higher secondary section have scored more in the Pre test (Mean = 8.05) when compared to the Post test (Mean = 5.23). The total sample of 300 adolescents, also have scored more in the Pre test (Mean = 7.96) when compared to the Post test (Mean = 5.09). The observed mean differences (2.94) for H .S. section (2.82) for H.S.S section and (2.87) for total sample is statistically significant since the respective paired ‘t’ values (5.137), (12.293) and (10.095) are significant at 0.05 level.

Dimension-2: Alcohol can enhance or impede social behaviour

While analyzing the scores for Pre and Post tests, it has been found out that 134 adolescents in High school section have scored more in the Pre test (Mean = 6.07) when compared to the Post test (Mean = 4.24) and 166 adolescents of Higher secondary section have scored more in the Pre test (Mean = 6.02) when compared to the Post test (Mean = 4.27). The total sample of 300 adolescents, also have scored more in the Pre test (Mean = 6.04) when compared to the Post test (Mean = 4.25). The observed mean differences (1.83) for H .S. section, (1.75) for H.S.S section and (1.79) for total population is statistically significant since the respective paired ‘t’ values (6.334), (7.444) and (9.763) are significant at 0.05 level.

Dimension-3: Alcohol improves cognitive and motor abilities

While analyzing the scores for Pre and Post tests, it has been found out that 134 adolescents in High school section have scored more in the Pre test (Mean = 3.08) when compared to the Post
test (Mean = 1.54) and 166 adolescents of Higher secondary section have scored more in the Pre test (Mean = 3.05) when compared to the Post test (Mean = 1.09). The total sample of 300 adolescents, also have scored more in the Pre test (Mean = 3.07) when compared to the Post test (Mean = 1.77). The observed mean differences (1.54) for H.S. section and (1.09) for H.S.S section and (1.3) for total population is statistically significant since the respective paired ‘t’ values (8.181), (6.186) and (9.987) are significant at 0.05 level.

Dimension-4: Alcohol Enhances Sexuality

While analyzing the scores for Pre and Post tests, it has been found out that 134 adolescents in High school section have scored more in the Pre test (Mean = 3.99) when compared to the Post test (Mean = 2.66) and 166 adolescents of Higher secondary section have scored more in the Pre test (Mean = 4.15) when compared to the Post test (Mean = 2.78). The total sample of 300 adolescents, also have scored more in the Pre test (Mean = 4.08) when compared to the Post test (Mean = 2.72). The observed mean differences (1.33) for H.S. section and (1.37) for H.S.S section and (1.36) for total population is statistically significant since the respective paired ‘t’ values (8.081), (8.938) and (12.065) are significant at 0.05 level.

Dimension-5: Alcohol Leads to Deteriorated Cognitive and Behavioural Functions

While analyzing the scores for Pre and Post tests, it has been found out that 134 adolescents in High school section have scored more in the Pre test (Mean = 20.24) when compared to the Post test (Mean = 17.68) and 166 adolescents of Higher secondary section have scored more in the Pre test (Mean = 20.46) when compared to the Post test (Mean = 17.90). The total sample of 300 adolescents, also have scored more in the Pre test (Mean = 20.36) when compared to the Post test (Mean = 17.08). The observed mean differences (2.56) for H.S. section and (2.56) for H.S.S
section and also (3.28) for total population is statistically significant since the respective paired ‘t’ values (7.97), (10.29) and (16.74) are significant at 0.05 level

**Dimension- 6: Alcohol increases Arousal**

While analyzing the scores for Pre and Post tests, it has been found out that 134 adolescents in the High school section have scored more in the Pre test (Mean = 3.57) when compared to the Post test (Mean = 1.92) and 166 adolescents of Higher secondary section have scored more in the Pre test (Mean = 2.60) when compared to the Post test (Mean = 1.80). The **total sample of 300** adolescents, also have scored more in the Pre test (Mean = 3.59) when compared to the Post test (Mean = 2.01). The observed mean differences (1.65) for H.S. section and (0.80) for H.S.S section and (1.58) for total population is statistically significant since the respective paired ‘t’ values (6.00), (7.84) and (10.28) are significant at 0.05 level.

**Dimension-7: Alcohol Promotes Relaxation or Tension Reduction.**

While analyzing the scores for Pre and Post tests, it has been found out that 134 adolescents in the High school section have scored more in the Pre test (Mean = 8.59) when compared to the Post test (Mean = 6.69) and 166 adolescents of Higher secondary section have scored more in the Pre test (Mean = 8.87) when compared to the Post test (Mean = 6.25). The **total sample of 300** adolescents, also have scored more in the Pre test (Mean = 8.75) when compared to the Post test (Mean = 6.44). The observed mean differences (1.9) for H.S. section (2.62) for H.S.S section and (2.31) for total population is statistically significant since the respective paired ‘t’ values (7.987), (12.330) and (14.405) are significant at 0.05 level.

These results showed that significant changes are found out in the level of Alcohol Expectancies after the intervention programme. The modified alcohol expectancies of 134 High
School adolescents, 166 Higher Secondary adolescent and the total 300 sample together support hypothesis -1

**Hypothesis -2: The significant changes in Alcohol Expectancies, the result of Psycho-education, will remain sustained during the follow up period.**

In order to test hypothesis-2 the researcher had compared and analyzed three different types of paired ‘t’ tests with the results regarding Pre and Post –Post test, Pre and Post tests and Post and Post-Post tests, for all seven dimension of alcohol expectancies of all the 300 adolescents together in the sample. Separate analysis were also for the 134 adolescents in the High school section and 166 adolescents in the Higher secondary section, computing the difference between Pre and Post-Post scores and Post and Post-Post scores before the final comparison. Hypothesis -2 is tested by the final comparison of these three pairs of tests.

**Dimension-1: Alcohol is a Powerful Agent that Makes Global, Positive Transformations of Experience**

While comparing the three different types of paired ‘t’ tests, it was observed that the mean difference (4.25) was higher for Pre and Post-Post tests followed by Pre and Post test (2.87) and Post and Post-Post test (1.38). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post-Post test which gives an indication that even after three months, the significant changes in the level of alcohol expectancies, the result of Psycho-Education, remain sustained with regard to the dimension-1.

**Dimension-2: Alcohol can enhance or impede social behaviour.**

While comparing the three different types of paired ‘t’ tests, it was observed that the mean difference (2.88) was higher for Pre and Post-Post tests followed by Pre and Post test (1.79), and
Post and Post-Post test (1.09). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post test, the difference was very high for the Pre and Post-Post test which gives an indication that even after three months, the significant changes in the level of alcohol expectancies, the result of Psycho-Education, remain sustained with regard to the dimension-2.

**Dimension -3: Alcohol improves cognitive and Motor functioning.**

While comparing the three different types of paired ‘t’ tests, it was observed that the mean difference (1.8) was higher for Pre and Post-Post tests followed by Pre and Post test (1.3), and Post and Post-Post test (0.5). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post-Post test which gives an indication that even after three months, the significant changes in the level of alcohol expectancies, the result of Psycho-Education, remain sustained with regard to the dimension-3.

**Dimension -4: Alcohol enhances sexuality.**

While comparing the three different types of paired ‘t’ tests, it was observed that the mean difference (2) was higher for Pre and Post-Post tests followed by Pre and Post test (1.36), and Post and Post-Post test (0.64). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post, the difference is very high for the Pre and Post-Post test which gives an indication that even after three months the significant changes in the level of alcohol expectancies, the result of Psycho-Education, remain sustained with regard to the dimension-4.
**Dimension 5: Alcohol leads to deterioration of cognitive and behavioral functioning.**

While comparing the three different types of paired ‘t’ tests, it was observed that the mean difference (5.31) was higher for Pre and Post-Post tests followed by Pre and Post test (3.28), and Post and Post- Post test (2.03). This test indicated that although there is statistically significant differences between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months the significant changes in the level of alcohol expectancies, the result of Psycho- Education, remain sustained with regard to the dimension -5.

**Dimension 6: Alcohol increases arousal.**

While comparing the three different types of paired ‘t’ tests, it was observed that the mean difference (2.04) was higher for Pre and Post-Post tests followed by Pre and Post test (1.58) and Post and Post- Post test (0.46). This test indicated that although there is statistically significant differences between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months the significant changes in the level of alcohol expectancies, the result of Psycho- Education, remain sustained with regard to the dimension -6.

**Dimension 7: Alcohol promotes relaxation.**

While comparing the three different types of paired ‘t’ tests, it was observed that the mean difference (2.88) was higher for Pre and Post-Post tests followed by Pre and Post test (2.31), and Post and Post- Post test (0.57). This test indicated that although there is a statistically significant difference between Pre and Post test, Post and Post-Post test, the difference is very high for the Pre and Post- Post test which gives an indication that even after three months the significant
changes in the level of alcohol expectancies, the result of Psycho- Education remain sustained with regard to the dimension -7.

These compared results for all the adolescents in all seven dimensions, indicate that the difference in the scores were very high for the Pre and Post- Post test when compared with the Post and Post-Post test and shows that the significant changes in Alcohol Expectancies of the adolescents, the result of Psychoeducation, remain sustained even after three months of follow up period. This support the hypothesis-2.

**Conclusion:**

The over all objective of the present research study whether Alcohol Expectancies among the adolescents can be modified through a Psycho-Educational Approach have reached to its conclusion. The analysis of the results of Alcohol Expectancies Modification process, through the intervention programme with Psychoeducation have supported both the hypotheses.

The analysis of scores obtained by Pre-test and Post test found out “significant changes” in the levels of alcohol expectancies among all the adolescents, for all the dimensions and for all the adolescents and proved the Hypothesis-1. The compared analysis of scores for Pre-test and Post-Post test with Post test and Post-Post test, of all the adolescents, for all the dimensions found out the significant changes in Alcohol Expectancies- the result of Psychoeducation, ‘remain sustained’ even after three months of follow up period and proved the Hypothesis -2. Thus it is stated that both the hypotheses are accepted.

**LIMITATIONS OF THE STUDY**

1. The sample size was limited to a single District of Kerala state.
5. Lack of scientific studies on adolescent’s alcohol consumption and the influence of alcohol expectancies regarding Idukki District and Kerala State might have affected the study.
IMPLICATIONS OF THE STUDY

This study have added more clarity on the influence of alcohol expectancies, an internal in-depth factor, that motivate the adolescents to develop alcohol consumption behaviour. The study “A Psycho-Educational Approach for the Modification of Alcohol Expectancies among the Adolescents” is planned as an effective primary prevention tool to arrest alcoholism development among the adolescents. This device may be used by professionals in the systems of Social work Education and Psychological Education.

1. Social work Education curriculum can adopt this ‘Psycho-Educational Approach’ as a Primary Prevention Strategy to eradicate Alcoholism Development

2. The findings of this study will facilitate Alcohol Education and Life Skills Promotion through social work and Psychological educational institutions

3. The ‘Expectancy Modification Intervention Package’ is designed to be an effective tool for ‘Preventive Education’, on alcohol and drug abuse among adolescents and adults

4. Since Psycho education is an integral part of Counselling Psychology, Professional Counsellors, Social Workers, Medical Practitioners, Educationists or those in any ‘Helping Profession’, will find this beneficial for assisting their clients.

5. School Mental Health Services like Child -Guidance Clinics and Student- Counselling Centers and Family Counselling Centers, can immensely gain benefit by using this Psycho- Educational Approach.