CHAPTER-III

DESIGN AND PROCEDURE

On the basis of the related literature in Chapter-II, the investigator in this chapter presents design and procedure of the study. This chapter deals with the description of the design employed, sample selected, tools used, description of assertiveness techniques, procedure adopted for data collection and statistical techniques.

3.1 DESIGN

The present study was conducted in the following three stages.

Stage-I

In the beginning, the questionnaire of self-perception for measuring the passive, manipulative, aggressive and assertive behaviour of the students was administered to all the four groups i.e. one control group (C) and three experimental groups (E₁, E₂ and E₃). All the four groups were sorted out having equal number of the students with respect to their passive, manipulative, aggressive and assertive behaviour. After this, tests of anxiety and self-concept were administered to all the four groups i.e. one control group (C) and three experimental groups (E₁, E₂ and E₃). This stage may be termed as pre-testing stage.
Stage-II

During this stage, the students of experimental groups (E₁, E₂, and E₃) were given training by Relaxation, Feedback and Counselling techniques for assertiveness in social settings. This training was continued for a period of six months, three hours daily. The situational exercises for the development of assertive behaviour were given to experimental groups i.e. E₁, E₂ and through RELAXATION TECHNIQUE, FEEDBACK TECHNIQUE AND COUNSELLING TECHNIQUE respectively. No training was given to the students of control group for assertiveness behaviour development.

The exercises for imparting training in assertiveness behaviour development were developed on the pattern given by Anni Townend (1991). (Appendix-D & E). These exercises had situations with some instances in which the respondents encountered some difficulty in responding them to give desired/correct answers.

The assertiveness training was given to the students of three experimental groups for a period of six months by the trainers, who were given rigorous training by the researcher in imparting assertive training to the students through relaxation technique, feedback technique and counselling technique respectively. Description of these techniques has been given after description of tools in the present chapter.
Stage-III

After completion of training by the trainers in assertiveness behaviour through developed exercises, the students of all the four groups i.e. control and experimental, were again administered the tests by the researcher for testing self perception (passive, manipulative, aggressive and assertive behaviour), anxiety and self-concept of the students. All the above three stages are shown in the table 3.1.1.
## Design of the Study

<table>
<thead>
<tr>
<th>Stages</th>
<th>Experimental Groups $E_1$, $E_2$, $E_3$</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Treatment</td>
<td>Training for assertive skills through Relaxation Technique, Feedback Technique and Counselling Technique was given. Inter-treatment effect of the assertiveness training was also studied by comparing $E_1E_2$, $E_2E_3$ and $E_3E_1$.</td>
<td>No training was given.</td>
</tr>
</tbody>
</table>
3.2 VARIABLES INVOLVED

Techniques of assertiveness training constituted the independent variable, whereas self perception, anxiety and self-concept comprised of a set of dependent variables.

3.3 SAMPLE

The sample comprised of 120 students of IX class selected randomly studying at Gita Vidhya Mandir, Gohana. All the students have passed their 8th class examination. One hundred and twenty students were further equally divided into four groups on the basis of their self perception (Passive, Manipulative, Aggressive & Assertive Behaviour). Three groups E₁, E₂ and E₃ were given assertiveness training through the techniques of Relaxation, Feedback and Counselling respectively and the remaining 30 students who comprised the control group, were not given any training.

3.4 TOOLS USED

In the present study, the following tools were used for collection of data.

i) For measuring the passive, manipulative, aggressive and assertive behaviour of the students, self-perception questionnaire prepared by Anni Townend was administered to the students of both experimental and control groups.
ii) For measuring anxiety of the students, Sinha Anxiety Scale prepared by D.Sinha was administered to the students of both experimental and control groups.

iii For measuring self-concept of the students, Social Concept Questionnaire prepared by R.K.Saraswat was administered to the students of both experimental and control groups.

3.4.1 Self Perception Questionnaire

In the present study the researcher had used Self Perception Questionnaire to access the passive, manipulative, aggressive and assertive behaviour of the students. Key characteristics of a passive behaviour are lack of self-confidence and low self-esteem, lack of self-respect, self put-downs, negative feelings and thoughts about himself, feelings of inferiority, feel guilty towards others and demotivated. Key characteristics of a manipulative behaviour are lack of self-respect and lack of self-respect for others, mistrustful and suspicious to others’ motives, negative feelings and thoughts about self and others, feel very wary towards others, dishonest and indirect, twist what others have said, undermine others’ self-esteem and depressed. Key characteristics of an aggressive behaviour are put others down, feelings of superiority, disinterested in others thoughts and feelings, feel angry towards others and are quick to blame them, don’t listen to or ask others questions and dismissive of feedback. Key characteristics of an assertive behaviour are self-confidence and high self-esteem, respect for self and towards others, take responsibility for self, motivated to do a good job, interested in
others feelings and thoughts, ask questions, honest and direct listen to
others and asks others for feedback.

The objective of the self-perception questionnaire is to help a
person to identify the different ways in which he thinks and feels about
himself and others, and behaves towards others. It is not intended to be a
typology of attitudes and behaviour. Indeed he will probably have
experienced himself in each of four kinds of behaviour i.e. passive,
manipulative, aggressive and assertive behaviour in different situations
and at different times in his life. The results of the self-perception
questionnaire will, however, give one person an indication of the ways in
which he regularly, frequently and/or rarely thinks and feels about
himself, and behaves towards others.

Self Perception Questionnaire consists of 80 items in which
20 items related to passive behaviour, 20 items related to manipulative
behaviour, 20 items related to aggressive behaviour and 20 items related
to assertive behaviour. These items are randomly distributed in the
questionnaire. In the present study a person scored highest in the
questions related to passive, manipulative, aggressive and assertive
behaviour, his behaviour was considered passive, manipulative,
aggressive and assertive respectively
Scoring Instructions

1. There are eighty statements (Appendix-A); respond with ‘Yes’ if the statement is like or true of a person, and ‘No’ if the statement is unlike or untrue of him. Simply circle the response ‘Yes’ or ‘No’.

2. Respond to the statements as spontaneously and honestly as one can. The more honest one person is with himself, the more relevant and significant will be his results.

3. Ensure that one responds to all the statements. It will take him approximately five minutes to complete the questionnaire.

4. When one person has completed the questionnaire, turn to the scoring chart (Appendix-A) and circle all the numbers to which one has responded ‘Yes’, ignore those to which one has responded ‘No’.

5. One person score 1 point for each ‘Yes’ that he has circled.

6. Add and total your scores in the vertical columns.

7. Then turn to the section ‘Interpreting your scores’. (Appendix-A)
Reliability

Reliability of the questionnaire was found by test-retest method and it was found to be .87 for the total self-perception measure. Reliability coefficients of its various dimensions varies from .77 to .86.

Validity

Experts opinion were obtained to establish the validity of the questionnaire. 220 items were given to 25 Psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

3.4.2 Sinha’s Anxiety Scale

In the present study the researcher has used Sinha Anxiety Scale to access the anxiety manifestation. The anxiety has been observed to manifest itself in different spheres. A person displays anxiety when he has to meet the boss or a group (social relationship) or he is about to start on a journey or takes test, or anxiety shows itself in the form of certain bodily symptoms like sweating and tremor, or it comes out in the form of certain attitudes which he faces a situation i.e. restlessness, worry, lack of sleep and so on. It may also take the form of shame and guilt, or may be seen as purely psychological symptoms like lack of confidence, indecision and worry. Manifestation of anxiety being multi-dimensional was used to tap the various areas or dimensions as well as forms of manifestations of anxiety. Therefore questions were designed to elicit self-ratings on items descriptive of anxiety related to the following areas:
(1) health, appearance and injury (2) area of ambition (success or failure in work, money and occupation), (3) family anxiety, (4) anxieties regarding friendship and love, (5) social relations and social approval, (6) worries regarding the future, (7) worries about civilisation war, virtue, (8) guilt and shame, (9) physical and physiological manifestations, and (10) purely psychological manifestation.

The preliminary form of the test, called the Self-Analysis Form has 140 items of the "Yes-No" type. The modified Sinha inventory consists of 100 items which has been used by the researcher given in (Appendix-B)

**Instructions for Administering Anxiety Inventory**

1. It is a self-administering inventory. It is mainly used on the groups. Though it may be given to groups of any reasonable size, it may also be used individually. The instructions printed on the test form are sufficient to take care of the questions that are asked.

2. No time limit should be given for the test. However, most of the groups should finish it within 20 minutes, though there will always be a few individuals who would take much longer time. It is, therefore, advisable to have about half an hour (or preferably a full class hour) for the administration of the test.

3. Before administering the test, it is advisable to emphasize orally that replies should be checked as quickly as possible, and frankness and sincere co-operation are required. The
groups should be told that the results of the test would help in self-knowledge and their replies would always remain strictly confidential.

4. It should also be emphasized that there is no right or wrong answers to the statements. They are designed to evaluate differences in individual's reactions to various situations. The inventory is meant to find out differences between individuals, and is not meant to rank them as good or bad, right or wrong, desirable or undesirable.

5. It should be duly emphasized that all items have to be answered in either positive or negative i.e., Yes or No and that no statement is to be left out.

6. It is not desirable to tell the subjects the exact purpose for which the test is used. If the subject is the "inquiring type", vague answers like "the test measures personality", "it assesses the reactions of individuals in varying situations" should be made.

7. Though the test is self-administering, it is found useful to read out the instructions printed on the test form to the groups.

8. Each item which is checked as "Yes" should be awarded the score of one. The score of every individual would be the total number of items checked positively.
Scoring

Scoring was done with the help of scoring key. Scoring key was kept on the answer sheet to score the items. One number was awarded to every "Yes" answer. All the yes answers were counted.

Reliability

The test had high reliability both by the split-half and test and re-test methods. Standard error of measurement was found to be 6.10, indicating that the true score did not deviate too greatly from their true value (Table 3.4.1).

**TABLE - 3.4.1**

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>r</th>
<th>Index of reliability</th>
<th>S.E.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split-half</td>
<td>239</td>
<td>.86</td>
<td>.92</td>
<td>6.10</td>
</tr>
<tr>
<td>Test-re-test</td>
<td>88</td>
<td>.73</td>
<td>.85</td>
<td></td>
</tr>
</tbody>
</table>

Validity

The score on Taylor's MAS as modified by the author, was used as the first validation criterion. On 70 subjects who had taken the test, Taylor's MAS was administered. The correlation was found to be .69 which was of the same order as obtained on the unrevised version of the
scale, and indicated that the two tests were measuring almost the same thing.

Hundal in a recent study on 200 male students of Panjab University had found scores on the scale to correlate highly with those on other anxiety measures. Against Taylor's scale, the correlation was .72, against Dutt's anxiety questionnaire, it was .72; and against Cattell's IPAT Anxiety Scale Questionnaire it was .70.

Another validating evidence utilized was the comparison of the scores made on the test by the normal student sample and a group of psychiatric patients. Further it was predicted that if the test is valid, it would differentiate successfully the normal student group from hyper-anxiety patients, and the latter from other psychiatric patients in general. On all these counts, the test was found to be valid.

The test was validated in yet another way. The scores made on the scale by a small group of students who had approached the author with certain personal difficulties or with various kinds of counselling problems were utilized. It was felt that students who came with various complaints concerning loss of memory, lack of concentration in studies, excessive worry, insomnia and other difficulties especially evident prior to the examination could legitimately be regarded as a group displaying acute anxiety, and it was hypothesized that they would have a markedly high score on the test in comparison to students in general. The expectation was fully borne out. In fact, their scores almost approached those of randomly selected psychiatric patients. Thus it can be concluded that the test successfully measures anxiety in individuals.
3.4.3 Self-concept Questionnaire

The self-concept inventory by Saraswat was used to collect the data related to self-concept in the present study. It provides six separate dimensions of self-concept, viz., physical, social, intellectual, moral, education and temperamental self-concept. It also gives a total self-concept score. The inventory contains forty-eight items. Each item is provided with five alternatives. Responses are obtained on the test booklet itself. There is no time limit but generally 20 minutes have been found sufficient for responding to all the items.

Instructions to the students

This is a self-concept inventory. These are 48 items in it. Against each item, there are five responses. Every student is to read each item carefully and respond to it by marking a tick (_) on any one of the five responses given against that item which they think proper.

There is no right or wrong answer. The right answer is only what you feel about yourself. A student is required to respond according to what he/she feels about himself/herself with reference to that statement. His/her answers will be kept confidential."

After giving these instructions, the researcher had explained one example given in the inventory.

Scoring

The respondent is provided with five alternatives to give his responses ranging from most acceptable to least. The alternatives or
responses are arranged in such a way that the scoring system for all the items will remain the same i.e. 5, 4, 3, 2, 1 whether the items are positive or negative. If the respondent puts (✓) mark for first alternative, the score is 5, for second alternative the score is 4, for third alternative the score is 3, for the fourth it is 2 and for the fifth and last alternative the score is one. The summated score of all the forty eight items provides the total self-concept score of an individual. A high score on this inventory indicates a high self-concept, while a low score shows low self-concept.

Reliability

Reliability of the inventory was found by test-retest method and it was found to be .91 for the total self-concept measure. Reliability coefficients of its various dimensions varies from .67 to .88.

Validity

Experts opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

3.5 TECHNIQUES USED FOR ASSERTIVENESS TRAINING

3.5.1 Relaxation Techniques

Stress evokes a generalised physiological response of the body to physical, psychological or environmental demands. Throughout life every one encounters both good and bad changes that produce stress. For
example, death of a family member, the loss of a job, the birth of a child and changes in one’s eating or exercise habits are all potentially stressful events. People differ, however, in what they perceive as stressful and how they cope with stress-producing situations. It is important for each person to find ways to manage stress effectively because constant stress or over stress may lead to disease or illness.

Muscular tension and stress can be relieved by a number of relaxation techniques. The goal of these techniques is to elicit a relaxation response that is characterized by decrease in EMG (Electromyography) activity, heart rate, blood pressure, breathing rate and oxygen consumption. Physical, mental or a combination of approaches may be used to achieve the relaxation response.

**Physical Approach**

Aerobic exercise and the progressive relaxation techniques (Jacobson, 1978) are two methods that produce relaxation through the physical mode. Regular aerobic exercise is effective for reducing psychological stress and increasing the body’s resistance to many types of stresses. For tensed individual, low intensity (30% to 60% maximum heart rate) rhythmic exercises, such as jogging, cycling and walking, performed 5 to 30 minutes a day lower muscular tension levels (Deveries, 1975). Participation in an aerobic exercise programme enables one to reduce tension and stress while enjoying the cardio respiratory, body composition and weight control benefits of exercise. Because of these multiple benefits, aerobic exercise is a highly recommended relaxation
technique. The relaxation technique was with the help of two modes i.e. Aerobic training and Yoga.

A. Aerobic Training (Exercise)

To improve cardio respiratory endurance either continuous or discontinuous training methods may be used. One of the most commonly used continuous method, is jogging or running long and slow distances training, farklet training, interval training and circuit weight training are all forms of intermittent or discontinuous training. Researches indicate that continuous training and interval training are equally effective in improving cardio respiratory fitness (Astrand & Rodahl, 1977; Gaultiere, 1967; McFaland, 1969).

1. Continuous Training : This method involves continuous exercise (walking, jogging, running, swimming or cycling) at low to moderate intensities without rest intervals. The most popular mode of continuous training is long and slow distance jogging or running. One advantage of continuous training is that a prescribed exercise intensity (e.g. 75% maximum heart rate) is maintained fairly consistently throughout the duration of the steady paced exercise. Generally, continuous exercise at low to moderate intensities is safe, more comfortable and better suited for individuals initiating an aerobic exercise programme. Pollock et al (1977) reported that the dropout rate of adults in high intensity interval training programme was twice that of a continuous jogging programme.
2. Interval Training: Interval training consists of a repeated series of exercise work bouts interspersed with rest or relief periods. Due to discontinuous nature of this form of training, the exercise intensity and the total amount of work performed can be greater than that of continuous training. Interval training also provides more flexibility for designing exercise programmes to develop speeds, anaerobic endurance and aerobic endurance.

An example of interval exercise prescription for the development of aerobic fitness is:

Sets : 1

Repetitions : 3

Distance : 1100 Yd

Time : 3 to 4 minutes

Rest-relief interval : 1.5 to 2 minutes.

Each work interval consists of running at a pace so that a distance of 1100 yards is covered in 3 to 4 minutes. The work interval is followed by a rest-relief interval of 1.5 to 2 minutes. This sequence is repeated three times. During the rest relief interval, the individual walks or jogs while recovering from the work bouts. For aerobic interval training, the ratio of work to rest relief is 1:1 or 1:05. Each work interval is 3 to 5 minutes and is repeated 3 to 7 times.
3. Fortlek Training: Fortlek training or speed play is a free form of training that involves alternate fast and slow running over natural terrain. This form of training is an adaptation of interval training. The work relief interval is not systematic, but it is based on how the individual feels during the exercise session. The duration of exercise is usually 30 to 45 minutes. Fortlet training can be used effectively to add enjoyment and variety to aerobic exercise programme.

4. Circuit Weight Training: The use of circuit weight training for the development of aerobic fitness as well as muscular strength and tone has received much attention and publicity in recent years. Circuit weight training usually consists of performing two or three circuits of 10 to 15 different weight training exercises in 25 to 30 minutes. At each station, 10 to 15 repetitions at moderate exercise intensity (40% to 55% of the one repetition maximum) are performed rapidly (30 seconds). There is maximum amount of rest between the exercise stations (15 to 30 seconds). Gettman & Pollock (1981) reviewed the research dealing with the physiological benefits of circuit weight training. Because it produces only 5% increase in aerobic capacity as compared with 15% to 25% increase. With other forms of aerobic training, the authors concluded that circuit weight training should not be used to develop aerobic fitness. Rather, it may be used to supplement an aerobic exercise programme or to maintain fitness levels during recovery from summing injuries.

5. Aerobic Dancing: Aerobic dance is a popular mode of exercise for improving and maintaining cardio respiratory fitness. A number of excellent books provide detailed information about aerobic dance
methods and techniques (Branners, 1989; Kuntzelman, 1979; Sorensen, 1978; Wilmoth, 1986). A typical aerobic dance workout consists of 8 to 10 minutes of stretching, calisthenics and low intensity exercise. This is followed by 15 to 45 minutes of either high or low impact aerobic dancing at the target training intensity. Heart rate should be monitored at least six times during the exercise to ensure that the heart rate stays within the target zone (Russel, 1983). The ten minute cool down period usually includes more stretching and calisthenic type exercises.

Aerobic dance training, performed 30 to 45 minutes 3 days a week, resulted that aerobic dance was as affective as jogging for improving cardio respiratory endurance when performed at similar intensity, frequency and duration.

In the progressive relaxation technique, the client learns to identify muscular tension in the major muscle groups and to relax these muscles consciously. According to Jacobson (1978) progressive relaxation refers to the individual's ability to:

- relax major muscle groups one after the other,
- relax each muscle group further and
- progress towards a habit of effortless relaxation.

The relaxation response is elicited through the contraction and relaxation ("letting it go") of each muscle group starting with the muscles of the feet and ending with the facial muscles. Daily practice of this technique is recommended to achieve effortless relaxation.
Stress can be defined as a substantial imbalance between environmental demands and the individual's response capability. In situations that induce stress, the failure to meet the environmental demands usually has important consequences. For example, children can be pressured by parents' unrealistically high expectations, by their own desire to be accepted by peers and by their desire to achieve to meet teacher expectations. Realistic, challenging and attainable goals tend to eliminate many frustrating situations that could become stressful. Stress management is learning how to respond to situations that might cause tension. Both teacher and child must learn to recognize stressful symptoms before appropriate management techniques can be imposed. The emphasis in this discussion centers on what children should know about stress and what techniques they can learn to adopt to prevent stressful situations.

First, children need to recognize that individuals react differently to stressful situations. Some learn to handle stress productively so that it actually increases their effectiveness. Some may not sense that a situation is stressful and so may remain calm through a crisis. How an individual perceives a situation usually determines whether it is stressful. Teachers can aid youngsters in achieving a productive and healthy outlook on life that will minimize stress.

A second area of concern deals with the effects of stress on the body. Psychologically stress can take the form of excitement, fear, or anger. Physical changes are also apparent when a person is under stress. The nervous system may respond to the stress through increased heart...
rate, increased blood pressure, increased respiration rate, increased muscle tension throughout the body or decreased digestion (often accompanied by queasiness).

Unrelieved stress has detrimental effects on the body. It increases the risk of heart disease and can lead to insomnia and hypertension. Indigestion is common in tensed individuals, as in constipation. Backaches and general body aches often originate from stress. The inability to relieve stress through productive habits may lead to alcoholism, smoking and drug abuse, usually among adults.

In the school setting, one antidote to stress is open communication between teacher and children. Teachers must be genuinely interested in helping children solve their problems and must ensure that the children know what they care. Teaching children to respect each other begins with the teacher's showing genuine respect for students. Children need to recognize that how they act influences and how other children act towards them. A key for children is to make the most of their abilities, to do their best and allow the consequences to occur as they may. Comparison with others should be avoided. A healthy perspective for competition is a target goal. Place the significance of winning or being the top performer in proper perspective and concentrate on high personal effort and doing one's best. Children should be made aware of the need for classroom and gymnasium expectations, standards, deadlines, and behaviour control, without which schools could not operate effectively. Standards and rules should be realistic and administered fairly and consistently.
Studies have shown that sports and moderate physical activity decrease tension. A side effect of involvement in organized sport activities is that the concentration required provides a diversion from stress and worry. Some experts believe that exercise applies stress to the body in a systematic fashion and thus prepares the body to deal with other stressful situations. One goal of teachers should be to provide students with productive and meaningful ways to relieve tension. Coping skills should be taught to individuals who have characteristics or defects that tend to attract attention. Stress management is learning how to respond to uncomplimentary remarks and teasing. Behaviour control should receive attention. A good adage to emphasize is, "Stop to think before you act."

Relaxation is a skill that can be learnt. Motor learning promotes patterned movement and inhibits unnecessary muscles from interfering. This results in an ability to relax muscles not specifically required for task performance. Children should learn that relaxation is necessary to achieve top performance in demanding skills, particularly those involving breath, expelling air and to relax before shooting a free throw. Reduction of tension results in conservation of energy and allows the task to be done efficiently and smoothly.

Sometimes children need to think about whether to try to accomplish a skill at all costs. When performers try too hard at any activity, the result is usually an excess of effort and unnecessary motion. Tension produces inefficient motion and can be counter productive. Relaxation is a release of muscle tension that must be performed
consciously. The first step in learning to relax is to recognize stress and tension. At times children can be given short periods of complete relaxation, generally in a spine position on the floor.

Requisite Knowledge

1. Stress affects all individuals to a certain degree. A certain amount of stress is necessary to stimulate performance.

2. The amount of stress that individuals experience, depends on how they perceive the situation. Healthy perceptions are needed to cope effectively with stress.

3. When people have difficulty dealing with stress through productive means, they often attempt to relieve it through unhealthy and potentially dangerous means, such as alcohol, tobacco and drug use or inappropriate behaviour.

4. Stress causes changes in body functions. An awareness of these changes is necessary so that students will know when they are under the influence of stress.

5. Stress may increase susceptibility to diseases and can cause psychosomatic illness.

6. Exercise is an excellent way to relieve stress and tension.

7. The body works more efficiently if all muscles unrelated to a given task are relaxed.
8. Relaxing antagonistic muscles is possible so that interference is minimized.

9. Relaxation is important in skills demanding concentration and accuracy.

10. Students need to learn to live up to their personal expectations, rather than to the expectations of others.

11. Deep breathing is a natural relaxant. Teach students to take several deep breaths if they feel tense.

**Suggested Learning Experiences**

1. Select a particular movement. Identify the muscles that are necessary for the movement and those that should be relaxed.

2. Hold an isometric contraction at the elbow joint. With the other hand, feel the contraction in the biceps and triceps. Do the same with other joints and muscles.

3. Tense all muscles and hold for a count of five; relax gently. Repeat as desired.

4. Try shooting a free throw while holding the breath. Inhale and exhale to relax, and then shoot the free throw. Discuss the difference.

5. Discuss overt changes in people when they are under stress. What is meant by "choking" in sports?
6. Discuss the role of perception in tension-building situations. How does it feel to be scared?

7. Discuss situations in physical education class that build stress, for example failing in front of others, not being selected for a team and being laughed at or yelled at for poor performance.

8. Identify physical activities that seem to relieve tension and stress. Discuss the relationship between involvement in activity and the reduction of stress.

9. Identify and discuss unproductive attempts to relieve stress, such as smoking, drinking and taking drugs.

**Aerobic Fitness Routines**

Aerobics is a popular fitness activity for people of all ages that develops cardio respiratory fitness as well as strength and flexibility. Music increases effort, duration and intensity while reducing the boredom associated with some fitness tasks. Aerobic fitness routine is a mixture of rhythmic running, various fundamental movements, dance steps, swinging movements and stretching challenges.

Aerobic fitness routines generally follow one of two patterns. The first is the leader type in which students follow the actions of a leader. The second involves choreography based on a piece of music. In the leader type when the music begins, the leader performs a series of movements and the other students follow. This is the best choice for elementary school students. Teachers may lead, although skilled students
can also do an excellent job. There are few limits to the range of activities a leader can present. The leader may integrate manipulative equipment (e.g., balls, jump ropes, hoops, wands) with the movement activities.

The second method is a formal routine. For elementary school children, routines should be kept uncomplicated. When the music has run through a repetition or phrase, the movement patterns can change. Children can design routines to the music of their choice. For most routines, music should have a tempo of 120 to 140 beats per minute.

**Instructional Procedures**

1. Use movement increments that are organized by units of 4, 8 or 16 counts. When phrases in the music are repeated, it is often desirable to repeat the previous step.

2. Vary the movements so that stretching and flowing movements are alternated with the more strenuous aerobic activities.

3. Steps should be relatively simple. Students should focus on increasing their fitness levels rather than becoming competent rhythmic performers. Stress continuous movement (moving with the flow) rather than perfection of routines. Running and bouncing steps that children can follow easily are effective and motivating.
4. Routines motivate more children when they are not rigid. Youngsters shouldn't have to worry about being out of step. Both boys and girls should feel comfortable with the activity.

5. Establish cue words to aid youngsters in following routines. Examples are "Bounce," "Step," "Reach," and "Jump."

**Basic Steps**

The following are examples of basic steps and movements that can be used to develop a variety of routines. The majority are performed to 4 counts, although this can be varied depending on the skill of the participants and the goals of the teacher.

**Running and Walking Steps**

1. Do directional runs - forward, backward, diagonal, sideways, and turning.

2. Do rhythmic runs, with a specific movement on the fourth beat. Examples are knee lift, clap, jump, jump-turn, and hop.

3. Run with flair, run while lifting knees, kicking up the heels, or slapping the thighs or heels; or run with legs extended as in the goose step.

4. Run with arms in various positions - on the hips, in the air above the head and straight down.
Movements on the Floor

1. Side leg raises. Do these with a straight leg while lying on the side of the body.

2. Alternate leg raises. While on the back, raise one leg to meet the opposite hand. Repeat using the opposite leg or both legs.

3. Rhythmic push-ups. Do these in 2 or 4 count movements. A 4 count would be as follows: halfway down (count 1), nose touched to the floor (count 2), halfway up (count 3), and arms fully extended (count 4).

4. Crab kicks and treadmills. Do these to 4 counts.

Upright Rhythmic Movements

1. Lunge Variations: Perform a lunge, stepping forward on the right foot while bending at the knee and extending the arms forward and diagonally upward (counts 1 and 2). Return to starting position by bringing the right foot back and pulling the arms into a jogging position (counts 3 and 4). The lunge can be varied by changing the direction of the move and the depth and speed of the lunge.

2. Side Bends: Begin with the feet apart. Reach overhead while bending to the side. This movement is usually done to four beats: bend (count 1), hold (count 2 and 3), and return (count 4).
3. Reaches: Reach upward alternately with the right and left arms. Reaches can be done sideways also and are usually 2-count movements. Fast alternating 1-count movements can be done too.

4. Arm and Shoulder Circles: Make arm circles with either one or both arms. Vary the size and speed of the circles. Shoulder shrugs can be done in a similar fashion.

**Jumping Jack Variations**

1. Jump with arms alternately extended upward and then pulled in towards the chest.

2. Do side jumping jacks with regular arm action while the feet jump from side to side or forward and backward together.

3. Do variations with the feet - forward stride alternating, forward and side stride alternating, kicks or knee lifts added, feet crossed, or heel-toe movements (turning on every fourth or eighth count).

**Bounce Steps**

1. Bounce and clap. This is similar to a slow-time jump-rope step. Clap on every other bounce.

2. Bounce, turn and clap. Turn a quarter or half turn with each jump.
3. Three bounces and clap. Bounce three times and bounce and clap on the fourth beat. Turns can be performed.

4. Bounce and rock side to side. Transfer the weight from side to side, or forward and backward. Add clapping or arm swinging.

5. Bounce with body twist. Hold the arms at shoulder level and twist the lower body back and forth on each bounce.

6. Bounce with floor patterns. Bounce the make of different floor patterns such as a box, diagonal or triangle.

7. Bounce with kick variations. Perform different kicks such as knee lift and kick; double kicks; knee lift and slap knees; and kick and clap under knees. Combine the kicks with 2- or 4-count turns.

**Activities with Manipulative Equipment**

1. Use a jump rope. Perform basic steps such as forward and backward, and slow and fast time. Jump on one foot, cross the arms and while jogging swing the rope from side to side with the handles in one hand.

2. Use beanbags. Toss and catch while performing various locomotor movements. Use different tosses for a challenge.
3. Use a hula-hoop. Rhythmically swing the hoop around different body parts. Perform different locomotor movements around and over hoops.

4. Try movements with balls. Bounce, toss and dribble, and add locomotor movements while performing tasks.

Sample Routine

1. March in place, circling the arms in large circles (16 counts).

2. Take side-lunge position, hold and circle the right arm (8 counts). Reverse, circling with the left arm (8 counts).

3. Bounce forward twice, slapping the thighs. Bounce backward twice, thrusting the arms in the air. Repeat four times (16 counts).

4. Bounce and do a clap turn. Turn a quarter turn on every second bounce. Repeat four times clockwise (8 counts) and four times counter-clockwise (8 counts).

5. Repeat numbers 3 and 4.

6. Do a grapevine step to the right with a clap and hop on the fourth beat. Repeat to the left. Repeat the sequence four times (32 counts).

7. Do a jumping jack variation, extending the arms up and out. Repeat four times (32 counts).
8. Bounce and twist (16 counts), with arms in thrust position.

9. Do eight side jumping jacks in a 2-count movement (16 counts).

10. Bouce, bounce, bounce and clap in a 4-count movement. Repeat four times (16 counts). Turn right and left on each bounce (i.e., right, front, left, front).

11. Do goose step running forward, with a clap on the fourth beat (16 counts). Move backward in the same way. Repeat.

12. Repeat bounce and twist routine (16 counts). Arms are in thrust position.

13. Do rhythmic running with a clap on every fourth beat (16 counts).

**Aerobic Fitness and Partner Resistance Exercises**

Partner resistance exercises combined with Aerobic Fitness Routines make an excellent routine. Partner resistance exercises develop strength but offer little aerobic benefit. Combining them with Aerobic Fitness Routines offers a well-balanced routine. The exercises listed below refer to partner resistance exercises (pp. 297-299). Enough time is allotted so each partner has the opportunity to resist and exercise.
## Sample Routine

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Fitness Routine</td>
<td>20-30 seconds</td>
</tr>
<tr>
<td>Arm Curl-Up</td>
<td>45 seconds</td>
</tr>
<tr>
<td>Aerobic Fitness Routine</td>
<td>20-30 seconds</td>
</tr>
<tr>
<td>Camelback</td>
<td>45 seconds</td>
</tr>
<tr>
<td>Aerobic Fitness Routine</td>
<td>20-30 seconds</td>
</tr>
<tr>
<td>Fist Pull-Apart</td>
<td>45 seconds</td>
</tr>
<tr>
<td>Aerobic Fitness Routine</td>
<td>20-30 seconds</td>
</tr>
<tr>
<td>Scissors</td>
<td>45 seconds</td>
</tr>
<tr>
<td>Aerobic Fitness Routine</td>
<td>20-30 seconds</td>
</tr>
<tr>
<td>Butterfly</td>
<td>45 seconds</td>
</tr>
<tr>
<td>Aerobic Fitness Routine</td>
<td>20-30 seconds</td>
</tr>
<tr>
<td>Resistance Push-Up</td>
<td>45 seconds</td>
</tr>
<tr>
<td>Aerobic Fitness Routine</td>
<td>20-30 seconds</td>
</tr>
<tr>
<td>Knee Bender</td>
<td>45 seconds</td>
</tr>
</tbody>
</table>
B. Yoga

Partial and Deep Relaxation: The contemplative breath is a partial relaxation which can be achieved in a short time, for instance in between labour pains. Deep relaxation differs from short partial relaxation as it needs a longer preparation and excludes any movement such as correction of the posture which would disrupt the mental firmness. For slim people it is usually sufficient to put the legs on a cushion or mattress which also support the heels.

Deep relaxation consists in a mental attitude of non-commanding and non-interfering. It is an exercise which is not done but which comes by itself. The recuperation of the mind is based on this 'stepping out' from the aggressive approach adopted during every day life in which we are used to give orders and to think in terms of achieving our daily quota.

Thus deep relaxation has not only the effect of an inner detoxication - it brings about at the same time a mental regeneration and relieves both worries and tensions. Although the psychological effects are not measurable, they can become unforgettable experiences. Deep relaxation lies at the borderline of human experiences and its possibilities are as yet only inadequately studies. Our everyday vocabulary is quite insufficient to describe the experience during deep relaxation and new experiences have to be coined such as 'fusion' and step of 'integrity' etc.

The Art of Deep Relaxation: Contemplative breath is the first step towards the deep relaxation and sensation of warmth is achieved by this
step. The conscious 'direction of warmth' is nothing but the second step of deep relaxation which follows the experience of heaviness during the first stage. The experience of heaviness can be induced in all parts of the body, for instance in the eyes, arms and legs and also in inner organs. It is but a directed de-tensioning. It is easy to understand how to detense or relax if one realises how tension comes about in the first place. Linguistic usage is quite correct when it sanctions the expression that one does not 'produce' a cramp but that one 'gets' it. However, it can be removed with the technique of 'appealing to' or 'letting go'.

The contemplative breath is a first step in the direction of the non-doing of the Raja Yogi. It is the beginning of every relaxation: a letting go, a passive looking on. It represents a kind of self examination in which the harmonious interaction of body and mind is greatly enhanced.

The relaxation of an adult differs from that of a sleeping child of an animal, as it experienced consciously. It proceeds along the same lines and leads to same results as the unconscious relaxation of a child but it is intensified. It is a mental process and as such the culmination of a systematic self education: the high art of being kind of one self.

**The Experience of Warmth as Increased Blood Circulation:** It is essential to realise that the experience of warmth is founded on the blood circulation throughout the body. This is only possible when the capillaries are open. Depending on their construction or dilation, certain glands or muscles are either able or unable to function. The blood supply is subordinate to the Autonomic Nervous System over which we have no direct control.
This system can only be appealed to with repeated mental invitations which may have to be continued over a period of half an hour or more. It often happens that a beginner stops too soon with the contemplative breath. His body reacts only slowly but if he gives himself more time he will find that he, too, can achieve the experience of warmth. If the euphoric sensation of warmth does not occur after several repeated attempts, it is possible that the student have not considered the close link between body and mind.

**Physical Impediments:** The experience of warmth is in many cases prevented by the strange unkindness with which western people treat their bodies. They flop down on the floor without considering its hardness, the cold, the drought and other factors of a similar kind. Any Indian would regard this as an incomprehensible cruelty. He would find it incredible that there are people who lie down on a blanket but leave the head to rest on a cold stone.

**Relaxation - An Experience:** It is a good idea to go to a sauna and afterwards have a massage. However you should not try to lose more than one pound at a time. Sauna and massage are not really acts of self-help. The well-being after a bath or massage is brought, not worked for, and will therefore not last for long. It is surprising how few people are able to see the difference between being actively or merely passively interested in their health. These people are quite convinced that they do something for themselves when they go to the sauna or a massage. But all that happens is that something is being done to them.
On Doing and Non-Doing: For the busy man in the West is a long way from doing to non-doing. His whole life is orientated towards actions and he looks down on all passive attitudes. He regards inactivity as sinful. Yet one should not overlook that the active Western approach is complemented by the Eastern approach of passivity or non-doing which is not the same as doing nothing. The latter is by no means unproductive. Non-doing is not the same as indolence. It is a conscious decision to avoid aggressive activity, and as such it is a form of mental self-discipline and hence a kind of work. The insight into the value of non-doing is decisive for a proper comprehension of the Eastern wisdom and also of the deep relaxation of Yoga.

The validity of a conscious passivity is best demonstrated in Oriental games such as chess or in the Japanese Judo (also called Jiu-Jitsu), Karate or Zen archery, etc. They emphasise the possibility of victory over the opponent by yielding and being passive and thus using one's own strength to bring him down. Eastern politics has a prediction for the art of non-doing and passive resistance.

It is important to understand this difference really well if one wants to get on with the relaxation technique of Yoga. Relaxation is a kind of mental discipline which requires simultaneous activity and passivity. Those, who understand this, hold the key to relaxation and the beginnings of meditation.

Bodily Activity during Mental Passivity: The Orientals are quite familiar with these things. They are not surprised when they see somebody in a trance state or under hypnosis. The hypnotised subject
receives orders passively and then executes them actively with his body. About forty years ago it was popular at shows to give demonstrations of the powers of hypnosis. People were asked to come up on the platform where they were hypnotised. Then they were ordered, for example, to play the cello. To the general merriment the person then began to play devotedly with umbrella and broom stick.

Although such performances are rare today, the number of ‘hypnotised’ subjects has increased. It has turned into a chronic disease of ruthless self-exploitation. Thousands of victims of self-hypnosis can be found in factories and firms and in almost every family. These are the people who never relax. They rush along as if they were driven. They do not allow themselves to have a holiday and even fill their spare time with hectic activities. This kind of self-hypnosis is partly due to the false mental attitude that every activity must be an order given by oneself, which leads to the common phenomenon of forcing things. This is nothing but cruelty to oneself. In contrast with this is the Oriental attitude which can best be described as introspective.

De-Hypnotisation through Introspection: Introspection is an experience during deep relaxation. It is the exact opposite of yelling orders at oneself. It consists of an inward listening that demands a high degree of attention for which most people are unprepared. There are two types of concentration. Typical of the West is the concentration of efficiency. We require it at school. The concentration of the Easterner, on the other hand, is more of a contemplation. Its fulfillment lies in subjective experiences and the termination of self-hypnosis and not in
external results which can be measured and expressed in figures or charts.

We are largely blind to this way of looking at life, and this is the source of many undesirable consequences. We have become unable to understand the signals of our own body and try our best to ignore and suppress its protest, if necessary by way of chemicals. We take pills for headaches, sleeplessness, heart trouble and indigestion. The relief is only temporary and the drugging has to be repeated possibly with increasingly stronger dosages. Then there comes a point when the body collapses and refuses to co-operate in this cold war against itself. Often this breakdown is the beginning of an interest in relaxation.

**Resting Pose:** How are we to relax? The first step is to lie down as comfortably as possible. Strangely enough, few people manage to do this. Most of the students require exact instructions before they are able to lie down relaxed for a period of twenty to forty minutes without getting a backache. Yoga books usually ask the student to stretch himself flat out on a blanket. This is only possible for those who have neither a round nor a hollow back. A round back, especially in obese people, causes the head to sink back in the typical snoring position. This only emphasis the hollow of the back in the lumbar region. Hence this position is uncomfortable for most Western students.

Being kind to oneself includes covering the body with a blanket during relaxation. Needless to say one should practise in a temperate room and if possible on a carpet. To cover the body helps to achieve the initially rather weak stirrings of the warmth. Furthermore, it is
best to practise in a darkened room or to lie down in such a way that the eyes are not exposed to strong light.

**Prelude to Deep Relaxation**: Deep relaxation is not something that one can do. It is an experience composed of several acts and a series of shorter scenes, rather like a play. Nature is the author of the play and the body is the stage. Our mind is the audience but the smile is not perfect: For whereas the audience in a theatre is stationery, the mind should wander throughout the body and remain conscious of all the bodily sensations. The exertion connected with this is purely mental. Therefore relaxation can be called a mental discipline. The student should first direct his attention to the breath, since it is easier to concentrate on flowing movement than on a static point. The first act of the play of relaxation is entitled 'experience of heaviness'.

**Exercise**: Deep Relaxation (Duration about 15-20 minutes) Close your eyes. Start with Contemplative Breath. The tongue should be relaxed. The knees are not drawn up as usually in the contemplative breath but the legs lie flat on the mat or blanket. If a mattress is used it should reach up to the buttocks. The heels should touch and the toes point outwards. After a few minutes of breathing, we observe how a heaviness flows into hands and feet as if it came from outside the body. This sensation of weight is not commanded but comes by itself. It slowly spreads over the entire body. The back sinks deeper and flatter on to the floor till one gets the impression that it has become flat as a pan or bowl. This particular sensation plays an important role in the third stage of relaxation.
By pacing the legs on the mattress, the pelvis is tilted upwards which invites the inner organs to fall back into their proper position. We direct our mind to the abdomen and observe whatever processes occur there. We invite our arms and legs to become like dough or like a sack of sand or to become fluid. This will create the sensation that the muscles have become heavier and melting. They become as heavy as logs. We begin to think that we shall be unable to get up ever again.

Then we come back very slowly. We allow our legs and arms to lose the sensation of heaviness. We may have the impression that our limbs are fused with our body to a single whole. We invite them to regain their independence. We tell them that they can move again. Then after a few deep breaths, we open our eyes. Relaxation is completed. We note down the duration of the exercise.

**Precautions:** It is wrong and dangerous to pull out of deep relaxation too suddenly. For this reason before starting, take the receiver off the telephone or settle any expected phone calls rather than be interrupted, as this can be a shock to the nervous system.

**When to Relax ?:** Many books on Yoga agree that relaxation is best practised after the morning exercise, but this is a time when most people can hardly spare a minute. Also one should not relax with full stomach. This prevents some people from trying relaxation altogether which of course is quite wrong. If one cannot produce ideal conditions, one has to be satisfied with the second best and perhaps relax after lunch. In my experience this is the only time when many housewives have little leisure.
Artists like singers, actors or musicians may find another time more suitable.

**Relaxation or a Nap?** Few people are lucky enough to be able to afford a nap after lunch. For working people this may be possible perhaps only once a week or month on Saturday or Sunday. Then they mostly sleep from seat exhaustion and wake up with a need for some stimulant like coffee or tea. The remaining sluggishness is an almost painful experience. From the point of view of the Hatha-Yogi cat, naps are out of date; they belong to the many Western mal-practices.

A beginner might need about 30 minutes to relax properly and a trained student could achieve the same results in half time. However when both open their eyes, they have a feeling of being greatly refreshed. The lunch time snooze is merely a sip at the source of recreation which makes the body hunger for more. During sleep, body and mind are passive while in relaxation the body is passive but the mind is active. It is just this mental activity which speeds up the circulation and the various metabolic processes on which relaxation is based. A personal experiment will easily show that one gets up from relaxation, fresh and wide awake.

Many people who are continually exhausted find that they fall asleep during relaxation. This happens mostly when the sensation of warmth occurs. Falling asleep during relaxation is both wrong and annoying. Wrong because it leads not to recreation but sluggishness, and annoying because it can happen that one forgets to wake up in time. Luckily, there are certain measures one can take to prevent it. The first
thing one can do is to place a clock in sight from which one can read the time without having to turn the head, but simply by opening the eyes. This will not interrupt the process of relaxation. Moreover, one should follow the breathing rhythm. As long as one inhales slowly and deeply one will stay awake, but if the breath gets shorter it indicates that mental concentration wanes and that, before long, one is going to fall asleep. One should get used to listening to the slow audible rhythm of the breath.

The more trained student sometimes experiences the reverse, namely that from sleep he glides into a deeper state of relaxation, but such experiences are likely to happen only as a result of fasting or moderate eating habits.

**Forming Habits:** Relaxation of about 20 minutes should become a daily habit. This will guarantee success in the form of an increase in energy and freshness. Finally one is able to experience heaviness and warmth with the same automatic certainty with which the skilled motorist switches gears.

The more regularly you practise, the quicker and surer you can expect to make progress. We have all the help from our body which is only too keen to enjoy the comfort and peace of relaxation. It is not the body which must learn to relax but our undisciplined mind and it is the mind which has failed us when we fall asleep during relaxation or are altogether unable to relax. Therefore we must give the mind sufficient time to get into this new experiences the deepest stages within a few minutes, but mastership requires long and regular daily practice. If we interrupt this regularity, it is inevitable that we suffer a setback.
**Inner Resistances:** It would be quite unrealistic to ignore the resistances which some students are up against. There are many hurdles to overcome the neurotic urge to control. The inner resistances which do not proceed from the body but from the mind, prevent exactly those people from relaxing who most urgently need relaxation. Some people are simply afraid that it is nothing but an Eastern mumbo-jumbo. They may have read exciting books about secrets of India and now fear to become bewitched or hypnotised or to behave badly while in relaxation.

These poor people can be helped when they understand that relaxation is after all a gift of nature and not an invention of the Yogis. Yoga only shows how to use what nature has given to us while we were still in the cradle. There is no cause for a bad conscience except when one fails to practise regularly. Relaxation is more than a short-term blessing or enjoyment. It purifies and detoxicates the body. It should be part of one's daily habits like brushing one's teeth or washing. Not to relax is a great sin against yourself. A vivid example are all those people who are prematurely and are continually exhausted and morose; they have no joy in life or in their work and stagger towards an early grave. Hence - relax and live longer.

**Exercise : The Experience of Heaviness in Trunk and Head:** Lie down, close your eyes and begin to breathe slowly and rhythmically with the abdomen. Imagine that with each inhalation, a cold stream reaches the area behind your eyes while a warm stream flows out with the exhalation. Now as before observe how your limbs get heavier and the body seems to
melt. Then bring your awareness back to breathing. Observe the rhythmic flow of the breath from cold to warm and vice versa.

There is a particular place behind the eyes in the middle of the head which becomes distinctly warmer. A pleasant sensation spreads around the eyes and inside the nose. This sensation is both calming and purifying. The eyes feel as if they were falling back into their sockets. They fell as if they grew bigger and heavier - like glass marbles glowing from within. This must not be a strain on the physical eyes but introspection carried out with the mental eyes. Once we have grown accustomed to this kind of introspection, we can also understand the expressions of the Indian, Chinese and Japanese sculptures depicting holy men in meditation. Then we will realise that Yoga meditation cannot be learnt without having first been introduced to the art of introspection. This exercise should be done for about 20 minutes.

**Deep Relaxation for Insomnia**: It is quite possible that the Indian teaching of locking out all unwanted thoughts contains important hints for all those people who suffer from insomnia. There are as many methods to overcome sleeplessness as there are causes for. Among older people and those confined to bed who suffer from it, one reason is very often a lack of activity. While their mind longs for rest, their body is not tired enough and wants to be active, perhaps only to relieve disturbance of circulation. In such cases a quarter of an hour of deep abdominal breathing will often bring about the necessary degree of tiredness and thus the much desired sleep.
Another frequent cause of insomnia is the heavy demand made on the digestive system through overeating. According to Indian texts, this causes pressure on the solar plexus. While in the West we seek relief mainly through bought remedies, the Eastern people rely on abdominal breathing. Hence the advice of Yoga experts to decrease the pressure on the solar plexus by at least 15 minutes of energetic abdominal breathing. The strong massage of the abdomen lessens and shifts the pressure. As breathing relieves the pressure, sleep becomes possible.

Breathing in relaxation has yet another beneficial effect, namely by the detoxication of the body. Easterners are convinced that not only exhaustion but also excitement leads to an accumulation of toxic substances in the body. Indeed the tiredness of the exhausted has much in common with the symptoms of poisoning. The Japanese think that rage, for instance, is caused by a toxic substance in the body which they call 'rage substance'. They believe that it is responsible for a person's outburst of anger and that it can only be eliminated by breathing. Too much of this 'rage substance' can decide the result of a fight in a duel with sword or bow and it is a very ancient tactic in the East to insult one's opponent before the fight in order to make him lose his self-control. For if he gets excited, his hand will shake.

The Indian view goes even beyond that. They maintain that every emotional excitement such as fear, jealousy or shame produces an accumulation of toxic matter in the body which has the purpose of deepening the breath and of preparing the body for the fight. Western medical opinion will probably agree that adrenaline, produced by the...
adrenal glands (the adrenal glands are attached to the top of both kidneys), is a crisis hormone. It is ejected that the blood stream at moments of danger and causes a contraction of the vessels and an immediate alarm situation in the whole body. Hence the pale look of a shocked person and his short, jerky breathing. A fair dosage of this crisis hormone will also prevent sleep, as do coffee and other stimulants.

**Breathing Away The Disturbance:** Whether there is only one or many toxic substances in the body, they are all eliminated through deep breathing, particularly when done in deep relaxation. Whether this happens by way of oxidation or by any other process remains to be decided. Especially effective in relaxation is the four-bar breath. It is a strange experience to observe how anger or any other negative emotion flows out of the body. On the other hand one can now understand why people with shallow breathing are overcharged with toxic matter and therefore usually are bad sleepers. This detoxication belongs to the most profound experiences of Hatha-Yoga. It cannot really be put into words but must be experienced and is mostly insufficiently described in the literature on the subject. The art of conscious liberation from the poison of fear or the 'nobody love me'-poison is the culmination of Hatha-Yoga.

**The Art of The Direction of Warmth - Second Act:** In the previous sections the first phase of relaxation - the act of the sensation of heaviness - has been described. This is followed by the second act which is the sensation of warmth. But unlike in a play there is no interval between the two acts. Deep relaxation is a continuous process. Some scenes of the second act may already have taken place in the first act.
Students of relaxation will have experienced that a certain sensation of warmth occurs in the hands, the solar plexus or the space behind the eyes and, less often, in the feet. This usually happens when the first act changes over into the second act. A few students may find that any sensation of warmth begins in the solar plexus and not, as is the experience of most other people in the extremities, spreading inwards from there. In this case the following route has to be redesigned. They must start with the solar plexus and direct the warmth from there to the extremities. Students who so far have not succeeded in experiencing any warmth at all (they usually are middle-aged or old people who are breathing badly) should always start with breathing exercises followed by their own physical 20-minute programme, and only then begin their relaxation. This means that they will have to devote about half an hour to Yoga. I think all students will profit from the following schedule because it simplifies the mental work during relaxation.

Fixing the Route: The decisive aspect of a timetable of any railway is regularity. The timetable tells us exactly at what time a train will depart and when it will arrive at its destination. This is only possible because the route has been fixed and the train does not encounter traffic jams which would call for redirection. The same applies with the mental processes during relaxation. There is only one way to facilitate relaxation and this is by fixing the route along which the mind can travel securely and efficiently.

The route of relaxation begins with the toes and from there continues to the soles, insteps, ankles, calves, knees and thighs and the
back. As we proceed along this route, the parts of the body along which we travel mentally become heavy. We then start with the fingers, palms, back of the hands, forearms, elbows, upper arms and shoulders. From there our mind moves down along the front and from the solar plexus into the abdomen. From there we return to the head, the point behind the eyes and finally the inside of the nose. In all these places we begin to experience the sensation of heaviness and first stirrings of warmth. The route also includes stops during which our mind concentrates on the breath. Then we arrive at the second act where we begin to feel how the body dissolve.

The Pillar Experience: Relaxation is full of surprises. There is always the unexpected element which is of interest to a student exploring the mind. It seems that the experiences in deep relaxation are not the result of superimposed sensations but apparently are only triggered off by mental suggestions and grow from within. Thus for most beginners the experience of an overall fusion is completely new and surprising. This fusion consists in a melting together of hands, thighs or abdomen (according to where the hands are placed), or between heels, calves and knees to a single vibrating field, leading the student to the so-called pillar experience. His body becomes a structure without branches weighing tons and sinking deep into the ground. Buddhist Chinese literature describes this state of relaxation as a step towards mediation. They call it 'becoming like a tree'.

According to the Indian concept this stage of relaxation is a preparation for the withdrawal of the senses (pratyahara). For the
advanced student this experience of fusion will lead to a strong sensation
of warmth and then to a feeling of wholeness. He should make full use of
this pillar experience in order to induce the sensation of warmth. The
fusion of hands and feet belong to the programme of relaxation. It is
possible to achieve the desirable warmth actively by way of invitation in
order to direct it finally to any part of the body.

**The laying-on of hands:** It is the most natural thing on earth that an ill
person should place his hands on his abdomen if he suffers from colic or
an attack of any other pain in that area. The hands radiate a certain
warmth which is beneficial and soothing. One can experiment with this
during the contemplative breath. If one breathes wrongly there will be
hardly any warmth in the hands, but as soon as one starts with the
rhythmic breathing one can experience a flow of heat from the hands into
the body. This sensation is experienced by most students who have never
heard or read about it before. The Indians say that deep breathing
awakens something within us which is normally dormant. The laying-on
of hands is a useful aid to the direction of warmth.

A higher form of this is the conscious direction of warmth
through purely mental processes. This is the relaxation of a master which
presupposes an active control over parts of the autonomic nervous
system. Mental states induce physical processes like increased circulation
and hence heightened activity of certain organs or glands over which we
have otherwise no control. A master of Hatha-Yoga achieves this without
any aids, but the beginner is permitted to assist his relaxation through
friction with the use of a brush. Soon he will become independent of such means.

**Blessing of the Warmth .. Not Only for Cold Feet:** Besides framing the solar plexus with the hands, there are a number of other helps. One can, for example, place the hands on a rebellious liver or a painful colon. The flow of heat to an arthritic hip which one touches with the hands can also be soothing. It is also possible and very desirable to direct this warmth down into our cold feet. The sensation of warmth in deep relaxation is the best and least expensive way of curing circulatory disturbances. No gadgets or drugs are required, merely the mental process of invitation and of opening up to the warmth. Physiologically speaking, this experience is a dilation of the blood vessels in the muscles and connective tissues, the organs and glands in skin and nerves. It is an indescribably pleasant sensation. The experience of warmth is the detoxication of the body as a conscious process.

**Well Being through Rejuvenation:** We all experienced the flow of warmth when we were babies, and relaxation is a going back to this state of innocence and purity. The experience of warmth in relaxation acts as a bath which cleanses our bodies from all waste matter. One can really feel how the poison leaves the body with every breath. It is the path to rejuvenation. But the effect of deep relaxation is not confined to a refreshment of the body only. It is simultaneously a psychological experience. Physical detoxication is impossible without going through the process of mental and psychological rejuvenation. Relaxation is the path
to a more introspective attitude of the mind and leads to an inner enrichment.

Relaxation in Meditational Postures: I am sometimes asked whether there are other relaxation postures besides that of lying on one's back and whether a true Yogi can relax while standing or sitting. The Raja-Yogis distinguish between four so-called meditational postures. These are the three classical forms of sitting cross-legged; namely the lotus posture (padma-asana) and its two variations, the Perfected posture (siddha-asana) and the Heroic posture (vira-asana). The fourth is strangely enough the Headstand (shirsha-asana). The course of discipline of the Raja-Yogi demands of him that he should be able to remain in any of these four postures for about three hours.

It is clear that a few Western students will ever be able to do this. They will have to be satisfied with relaxing on their back. Even in India the beginner is recommended to assume this position. One reads sometimes that the headstand is practised in order to relax. It would be more correct to call it a kind of refreshment, for deep relaxation is impossible in any position which requires continual balance, as one can never be completely passive and relax all the muscles. Of course, partial relaxation can also be of great benefit. One question remains to be answered: Can relaxation be dangerous? All I can say is that deep relaxation is probably the only human activity from which no one has ever died.

Relaxation teaches us to treat ourselves kindly. The student will find out that this does not come quickly. Setbacks are likely to occur.
The most difficult pupils are those who do not even recognise that they are maltreating themselves. It is a common mistake among Western students not to protect their bodies after relaxation. It can be dangerous to take a cold shower or bath or expose oneself to draught.

The State of Wholeness: The reader will remember the relation between Hatha-Yoga and Raja-Yoga. I now wish to say a few words about the ‘window’ in the wall which separates the two. An arrow points through the window. It indicates the important change which takes place when the students enters this borderline territory. For, the third stage of relaxation leads into Raja-Yoga. This state is characterised by the experience of fusion. Soon we get the impression that the physiological phenomena recede more and more and give place to a kind of perfect reconciliation between body and mind. This leads to the experience of being no longer in the body. Finally there is the sensation of being elevated in a wonderful weightlessness. The student is much impressed by the sensation of floating, but this is only a side effect of the general feeling of wholeness.

3.5.2 Feedback

The international dictionary of education gives a four-fold meaning of feedback, viz., Feedback is the information of progress of teaching and learning provided through various methods of assessment; it is a programmed instruction term for information need to modify a programme so that failure in responding can be minimized; it is used in grouped dynamics to describe the reporting back to the group by a group member on the functioning of the group; and finally it is used to denote
the influence on a unit of behaviour of one's knowledge of the effects of the last unit. Feedback is generally used for the coupling of part of an output of a system to influence or control the input to the system. For example, the results in teaching/learning situation can be feedback to modify the teaching method or the test itself. Feedback is generally used in rather an imprecise way in education since it is rarely easy to isolate inputs and outputs to educational systems.

Feedback is also an essential part of social learning theory. All practice attempts must be followed by feedback. Feedback should concentrate on the discrepancies between the model behaviour and its initiation between 'should' and 'actual'. Lists of questions and category lists can be used as a feedback instrument. Obviously "self feedback" is the "least threatening". It can be stipulate that feedback must be precise, must not be attaching and must not be personal. (Volslijk, 1984)

Harackiewicz, Manderlink and Sansone (1989) presented a model to show the relationship of feedback with intrinsic motivation. It reflects the cognitive and affective reasons to having one's performance evaluated and have been identified and suggested from previous literature. There are four aspects that motivate an individual to achieve more.

i) perceiving performance quality (perceiving commence)

ii) caring about competence at the activity at the present moment (competence valuation)

iii) feeling pressured (performance pressure or anxiety)
iv) perceiving that actions associated with initiating or continuing performance of the activity amnate form one self (perceived autonomy).

These four aspects allow the receipt of feedback to affect motivation at two points in the temporal process; first by feedback to effect on the hypothesized mediating process (a in figure 3.1) and second, by relationship between these processes and intrinsic motivation (b in figure 3.5.1) The model has been presented in the figure given below:

Figure - 3.5.1

Adaptation of Process Model of Intrinsic Motivation in Harackiewicz et.al.(1989)
“Feedback is Knowledge of Results” Trow (1964). “Error connecting information returned to the control centre of a servo-mechanism in its course towards a particular goal.” Good (1973).

Attitude towards feedback is another interesting theme especially in view of stereotype of creative people as learners pursuing their own subjective visions. The available results suggest that indeed creative people tend not to differ to social pressures and conventional values, but that they none the less may value feedback (Burkhart, 1962). In his studies on student artists, Burkhart,(1962) identified two personality types: ‘Deliberate’ and ‘Spontaneous’. The worst of the deliberate students were merely incompetent, while the best produced conventional work of a great technical skill and precision. Providing students with feedback concerning their performance in assertiveness training exercises periodic treatment has been advocated as an instructional aid on the grounds that feedback (knowledge of results) facilitate assertive behaviour.

Several investigators have found that a particular effective method of giving feedback of examination results is discussed between teacher and students (Gilbert,1956). In much of the literature on mastery learning strategies summarised by Block (1971,1974), control and mastery learning classes frequently taught by the same instructions are compared with respect to the achievement outcome at the end of the course. The major difference between the two classes is the use of feedback/corrective procedure.
There is a clear evidence that people prefer self-confirmatory social feedback over self-disconfirmatory feedback. As described by Sander (1981), high self monitor choose to live in world that allow them to “be themselves.” Each correct feedback will serve to reinforce the rule that generated the outcome. If this rule is inappropriate but correct by chance, its strength become greater and greater and it is harder to “unlearn.” (Einhorn and Hograth, 1978.). Often the feedback from a decision may be delayed. This delay may because many of factors that went in to the decision to be forgotten or distorted by the time of feedback (however limited) becomes available. Further more the decision maker is often quite pre occupied with other matters at the time thus gives little attention to feedback this tendency is exaggerated by a phenomenon that Fischoff (1977) labels ‘cognitive conceit’.

As feedback is the information received by a learner immediately after each of his responses during a test, it may be said that feedback is interrelated with evaluation. An effective instructional strategy requires two types of evaluation. On the one hand, it demands constant ongoing formative evaluation to provide information useful for directing student study and teacher practice. On the other hand, an effective strategy also require summative evaluation, primarily to grade student achievement that provides information how students have changed with respect to the course aims.

Formative tests were administered at the completion of each unit of assertiveness training and helped students to face their behaviour and put forth necessary efforts at the appropriate time. They provide
immediate and continuous feedback to the students via brief tests so that they do not take up inordinate amounts of instructional time. In a way, formative evaluation enables individualization of instruction, because learning weakness of each student are identified prior to the completion of instruction on a course segment—-a unit, chapter or a lesson. Thus it forces and reinforces learning mastery by providing data, and feedback can direct remedial teaching (Airasian, 1971), summative evaluation is in the real sense, “final” test of student’s achievement covering relatively large blocks of instructional material.

**Framework of Feedback During Assertion Training:** If the students are to assume responsibility for their own assertiveness, they must be provided with sufficient and timely information regarding the assertive skills. Students often reported going through an entire assertive-exercises completely but they are in dark about what the teacher expects of them or whether they are progressing satisfactorily. To be most effective through feedback technique student should be informed about his progress towards assertiveness. These information should be made available during assertiveness training exercises, so that he can identify and correct his errors. (*Assertiveness Training Exercises given in Appendix-D*).

Feedback technique was used during the training and after the completion of one Assertiveness Training Exercise. Positive, negative and reinforced feedback was applied according to the situation in the present study.
3.5.3 Counselling

With some justification, counselling is frequently referred to as the heart of behavioural modification focused upon this process is the effective use of all information gathered about the individual whereby self-insight and self-analysis can precede decisions, choices and actions.

To arrive at a definition of counselling, we must consider many conflicts, opinions and concepts. While too little is known about counselling or the result or products of the process, many different ideas and point of views have arisen concerning them. In hope of arriving at a clear concept of counselling, it seems imperative to contrast other activities in school or clinical work. Both teacher and professional counsellor contribute to the total development of the pupils. Gilbert. C. Wren, “Counselling is a personal and dynamic relationship between two individuals -an older more experienced and wiser (counsellor) and a younger less experienced and less wise (counselling)." (Gilbert. C. Wren).

Relationship of Assertive Behaviour to Counselling

Counselling can help to develop and maintain assertiveness. A person can counsel some one with whom he works in order to help him in developing and maintaining assertiveness.

A person who lacks self-confidence and whose behaviour is non assertive is more likely to experience difficulties in relating to others and in his work. The person’s lack of confidence can have a negative and potentially destructive influence not only on himself but also on others. Initially, for example, he may have given feedback to the person and
encouraged him to develop self-confidence and assertive behaviour. If, however there has been no apparent development and change towards assertive behaviour he may decide that person would benefit from counselling and alternatively a training course focusing on developing self-confidence and assertiveness.

It is unlikely that the student who is lacking in self-confidence will superficially ask a person for help in the form of counselling. Indeed asking for help of any kind is often difficult for someone whose behaviour is such that it is having a negative impact on others as well as on the person himself. Counselling someone whose life position is 'I am not O.K.--You are O.K.' or 'I am O.K.--You are not O.K.' is easier than whose life position is 'I am not O.K.--You are not O.K.', since the latter position is more likely to be depressed and unwillingly to accept the help from any one unless challenged to do so, for example by the threat of losing his job.

More than any other technique, behaviour techniques have been well researched and their effectiveness documented. This goal can be achieved if we think of teaching as a process by which teacher and student create a shared environment including sets of values and beliefs which colour their view of reality. The common thrust is an emphasis on changing the overt behaviour of the learner rather than underlying physiological structure and the unobservable behaviour. The way adopted should have wide applicability, addressing a variety of goals in education, training, interpersonal behaviour and therapy based on principle of stimulus control and reinforcement.
During the past twenty years there has been an impressive amount of research demonstrating the effectiveness of behavioural techniques with a wide range of problems, from snake fobia to social skill deficits, behaviour problems and text anxiety. These researches also indicate that these procedures can be used effectively in group settings and by lay people. Behaviour theory offers an array of procedure which are extremely useful to teachers and curriculum planners. The problem is that many of these are not widely known or used in school settings, and too often, dismissed, for lack of genuine understanding.

Principles of teaching are not conceived as static tenets but as dynamically interactive with social and cognitive purpose, the learning theory underlying procedures available support technology and the personal and intellectual characteristics of learning groups. This can be achieved only if there is wide range of options and the teacher may adapt to this unique situation. This does not mean that a teacher is left with an inchoate maze of nebulous related variables which he is somehow expected to integrate in his own teaching practice. Model of teaching is described as the alternative of teaching when each model is developed in its own way and presented with all the details which a teacher could desire. Each approach, as a mode of teaching/learning, is introduced by vivid transcripts of the model in use in actual educative settings. Strength in education resides in the intelligent use of this power variety (Models of teaching) of approaches matching them to different goals and adopting them to the students style and characteristics and competence in teaching.
stems from the capacity to reach out to different children and to create a rich and multi-dimensional environment for them.

A major task in childhood and adolescents is learning to express feelings honestly and to deal with social conflict. This is possible only when children are given training in assertive behaviour which enables them to act in their own interest, stand up for themselves without due anxiety and to express their rights without denying the rights of others. Assertiveness defined as "the proper expression of any emotion other than anxiety towards other persons". (Wolpe) Expression of emotions includes the ability to communicate feelings to others, to express friendship and annoyance and anger, joy and pleasure, grief and sadness and to both give and accept criticism. Being non-assertive a person denies his needs and fails to express his feelings. He may be unable to say no to unreasonable request. But this does not mean that assertion is simply dealing with negative situation but is rather a style which influences social situations. In normal circumstances when a person finds some situation contrary to his wishes he becomes aggressive. Being assertive does not mean assertive. Aggressive person may, therefore, need to learn to be assertive rather than aggressive in a particular situation. When the people are emotionally expressive, they accomplish their goals at the expense of others. In other words they dominate others through aggressive behaviour and do not recognise their worth. They hurt the feelings, of others. Assertive Training Model originating from behaviour therapy assists people in asserting themselves in personally and socially productive way.
Process of Conselling

Counselling is a process, not a product involving two individuals -- one seeking help and the other a professionally trained person who can help the first. Counselling is a democratic process and designed to help the counsellee to solve his problems independently. Counselling neither means advice nor teaching rather it is a structured learning situation. There is flexibility in counselling technique according to need of the counsellee. During the counselling process, the counsellee must establish rapport. In this study, directive type of counselling and counselling interview were used.

I. Directive type of Counselling

In directive type of counselling, the counsellor has superior training, experience, information source and is competent to and advise how a problem is to be solved. E.G. Williamson suggested the following six steps in directive type of counselling:

1. Analysis: Counsellor collects all informations from various sources such as parents, class teachers, friends and cumulative record card about the counsellee.

2. Synthesis: The collected informations is well organised by the counsellor for drawing conclusions and for identification of the causes of the problems.
3. **Diagnosis:** This step deals with the identification of the causes of the problems of counsellee with help of well organised collected information.

4. **Prognosis:** Counsellor predicts the possible damage to be faced by counsellee in case the existing causes of the problem continue to remain.

5. **Counselling:** Counselling is given to the counsellee for choosing possible ways to remove the causes of the problem. Thus counsellee is helped to solve the problem through counselling.

6. **Follow-up:** The progress of the counsellee in the direction of solving the problem is followed. This helped the counsellor to know the effects of counselling.

   Directive type of counselling is the counsellor centred process and does most of the talking during the process of counselling. Importance is attached to the problem, not to the emotions of the counsellee. In this type, counsellor tries to direct the thinking of the counsellee by informing, explaining, interpreting and advising.

II. **Counselling Interview:**

Counselling interview is a technique used in counselling. Interview can be defined as face to face, talk or meeting with somebody for some purpose. The purpose decides about the type of interview, for example, administrative interview, diagnostic interview, introductory interview and counselling interview. So meeting for the purpose of counselling is called counselling interview. In the present study, different
types of counselling interview were applied according to the problem of the student.

1. Introductory counselling interview for the purpose of introduction with the counsellee.

2. Informative counselling interview for the purpose of introduction with counsellee.

3. Fact finding counselling interview for the purpose of identifying certain facts through talk with counsellee.

4. Treatment counselling interview for the purpose of making the counsellee to choose the plan of action to solve the problem. In the present study voluntary counselling is used. In voluntary counselling interview, the voluntary offer of the counsellee to the counsellor for the solution of the problem. In this case the rapport between the counsellee, and counsellor easily develops.

The following conditions were kept in mind during the process of counselling interview.

1. Counselling interview done confidentially.

2. Students are not to felt that he/she has questioned unnecessarily. He has to be realise that whatever is being required of him is only to know him for the purpose of counselling.

3. Rapport was developed during the process of counselling.
The following steps were taken into consideration during the process of counselling interview.

1. **Preparing for Interview and Getting Started:** Counselling can hardly be expected to be effective unless both counsellor and counsellee are prepared for what is to take place. The counsellor may need to background data concerning student. He should plan what he wishes to say during the opening moments. The students, if he is aware of the purposes of the counselling, should consider how he can best use the time available.

2. **Establishing the Objectives:** During the opening minutes of the interview, the counsellor and students need to establish objectives or goals toward which they can work in time available. The objectives are not a fixed nature but may be revised as the interview develops.

3. **Building the Relationship:** As the interview progresses, the counsellor must continue to build up the relationship that has been established. His honesty, expression of interest, humanness and perceptiveness will allow the student to realise that the counsellor is fully committed to assign him.

4. **Helping the Student to Talk:** The counsellor may perceive that the student is reluctant to discuss some matter or some aspects of concern even though a sound trusting relationship has been developed. When this occurs, the counsellor may need to particular assistance to get communication going. Counsellor must rely on spontaneity and sensitivity in (a) assisting the student to express his feelings (b)
understanding why the student is experiencing difficulty and (c) helping the student to recognise feeling of which he is unaware or has difficulty in accepting.

5. Terminating the Interview: The counsellor must use his skills in developing closure. Counsellor asks the students to summarise those aspects of the counselling interview that were most meaningful and assists him, as necessary in reviewing the objective and whether or not it was achieved.

6. Follow-Up or Evaluation: The counsellor evaluates the effectiveness of counselling by monitoring the behaviour of the student after interview.

Counselling interview is the very flexible technique and the modification in this technique is possible in the light of the situations and conditions. In this technique counsellee can be easily motivated to come out with the problem and he feels relaxed after talking about the problem. Through this technique, counsellee feels encouraged and satisfied.

The following aspects were touched in the counselling process:

1. Helping in selection of course of study
2. Helping the failing students
3. Helping the underachiever
4. Helping the study skills and habits
5. Helping with subject matter difficulties

6. Helping the person to understand his non-assertive behaviour.

7. Helping the person to explore and clarify ways of developing self-confidence and assertive behaviour.

8. Helping the person to commit to changing his behaviour from non-assertive to assertive behaviour.

3.6 EXPERIMENTAL PROCEDURE

The experimental procedure of the present study was taken in following three stages:

3.6.1 Pre-testing Stage

Before the commencement of experiment, tests were conducted. Tests were administered in both the groups by the researcher himself. All the students were taken into confidence. Objectives of the study were made clear to the students and were acquainted with the benefits of assertiveness training in life situations. Only one test at a time was given to a group. In this way pre-testing took three days. On the first day, self-perception questionnaire was given. On the basis of self-perception (passive, manipulative, aggressive and assertive behaviour), the equal number of students were divided into four groups then anxiety test was given on second day. On the second day anxiety test was administered. On the third day self-concept questionnaire was administered.
3.6.2 Experimental treatment

After administration of pre-tests, 120 students were equally assigned into four groups one control and three experimental groups on the basis of their self perception i.e. 90 students were assigned to experimental groups and were divided into three sections of 30 students of each and remaining 30 students were assigned to the control group. First of all training was given to the students in different assertive skills with the help of role assignment to the students of experimental group $E_1$ through relaxation technique, experimental group $E_2$ through feedback technique and experimental group $E_3$ through counselling technique. These assertion skills include initiation of conversation, joining conversation, maintaining conversation, ending conversation, to make a request, to ask for a favour, to say 'no', to refuse for unreasonable request, to pay and accept compliments, asking 'why', disagreeing actively and passively, expression of negative feelings, to be honest in expression of feelings and emotions, to express joy, sorrow and sadness. The sample exercises for feedback technique are given in (Appendix-D). The sample exercises for relaxation technique and counselling technique are given in (Appendix-E).

The medium of training was Hindi and training through relaxation technique, feedback technique and counselling technique was given for one hour in experimental group $E_1$ through relaxation technique, experimental group $E_2$ through feedback technique and experimental group $E_3$ through counselling technique i.e. three hours in a day in
experimental groups. This was continued for six months in Gita Vidya Mandir School, Gohana Town Distt. Sonepat (Haryana) as shown in the table 3.6.1.

3.6.3 Post-testing

After six months training in assertive skills through different daily life situations by the trainee, all the three tests i.e. Self Perception Questionnaire (Townend), Anxiety test (Sinha) and Self-Concept Questionnaire (Saraswat), were again given to all the students of (experimental and control groups) to test their level of self perception, anxiety and self-concept.

**TABLE 3.6.1**

**Time Schedule**

<table>
<thead>
<tr>
<th>Stages</th>
<th>Experimental Group $E_1$, $E_2$ &amp; $E_3$</th>
<th>Control Group</th>
<th>Time Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-testing</td>
<td>Measurement of students' self-perception, anxiety and self-concept.</td>
<td>Measurement of students' self-perception, anxiety and self-concept.</td>
<td>3 Days</td>
</tr>
<tr>
<td>Treatment</td>
<td>Training for assertive skills through Relaxation Technique, Feedback Technique and Counselling Techniques was given.</td>
<td>No training was given</td>
<td>6 Months</td>
</tr>
</tbody>
</table>
3.7 STATISTICAL TECHNIQUES

In order to fulfill the objectives of the study the following statistical techniques were employed for data analysis:

(i) Mean (ii) ANOVA (iii) Standard Deviation and
(iv) ‘t’-values.

The values of ANOVA, ‘t’, S.D. and Means were calculated in Microsoft Spsswin Programme. As the hypotheses of the present study were null, two tailed test was employed for testing the significance of difference between the mean scores of students’ anxiety and self-concept.

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