CHAPTER - III

RESEARCH DESIGN
AND
METHODOLOGY
RESEARCH DESIGN AND METHODOLOGY

"The greatest thing in the world, is to know that he is his own."
-Montagine

The basic thrust of Transactional Analysis (TA) has been on individual's ‘uniqueness’. TA gives him an insight to realize his unique potential and characteristics. When a person realizes that he possesses some special qualities and characteristics, it helps him to recognize his strengths and this gives satisfaction and feeling of self-worth. TA also helps the person to realize that others are also unique, so it is necessary to listen to others. This strengthens his interpersonal relationships. The training programme, named ‘project Self-Esteem’, utilized in the study, is based on the above and other assumptions of TA and is instrumental in achieving positive Self-Esteem. (McDaniel & Bielen, 1987).

In the present investigation an attempt has been made to find out the role of TA in enhancing Self-Esteem by using ‘project Self-Esteem’ programme by McDaniel and Bielen, 1987, which has proved highly successful in USA in increasing Self-Esteem. Further, a secondary attempt has also been made to explore the effect of Socio-Economic Status (SES) and Sex on the Self-Esteem of preadolescents.

The research problem and variables of the study have been stated in chapter-I. Research objectives and hypotheses have also been stated in the introductory chapter. In this chapter, the details about the research design, methodology and the actual procedure adopted by the investigator for the study are presented under the following sections :-

* The Population.
* The Sample and Sampling Technique.
* Operational Definition of the Variables used.
* Research Methodology.
  Research Design
  Independent Variables
  Dependent variable
  Control Variables
* The Tools of the Study
* The Process
* The Statistical Techniques.
THE POPULATION:

The population of the present study consisted of all the preadolescent subjects of Distt Jalaun of class VI to VIII in the range of 10 to 13 years.

THE SAMPLE AND THE SAMPLING TECHNIQUE:

The sample of the present study consisted of 25 High Socio-Economic Status (SES) Males, 25 Low Socio-Economic Status (SES) Males, 25 High SES Females, 25 Low SES Females, total 50 Male and 50 Female preadolescents of class VI to VIII in the age range of 10 to 13 years for the Experimental Group and the same number for the Control Group.

The following figure shows the plan for selection of the sample:

**Fig : 3.01 PLAN FOR THE SAMPLE SELECTION**

```
Total 200 Preadolescents

100

Experimental Group
(Exposed to the training Programme)

50 Male
25 High SES

50 Female
25 Low SES

100

Control Group
(Not exposed to the training Programme)

50 Male
25 High SES

50 Female
25 Low SES

For selection of the sample, the researcher used purposive sampling technique for selection of the schools and the selection of the Experimental and the Control Group. After administering the Socio-Economic Status (SES) scale and categorizing the students SES-wise with the help of scoring key, the researcher had a problem how to select only 50 Males and 50 Females of Experimental Group and 50 Males and 50 Females of the Control Group each containing 25 High SES and 25 Low SES subjects. For this purpose, the researcher used Simple Random Sampling Technique to select the desired number of Preadolescents. The researcher prepared separate lists of Males and Females of High and Low SES and a number preceded by Socio-Economic Status code (H.SES and L.SES) and Sex code ('M' for Males and 'F' for Females) was allotted to each member of a group. Then each of these numbers was written on an identical piece of paper. All the pieces of one group were then put into a small box and mixed. Thereafter 25 pieces were picked up at random with closed eyes. The same procedure was adopted for selection of other groups.
RESEARCH METHODOLOGY:

Research Design:

Fisher (1951) remarked,

"......If the design of an experiment is faulty, any method of interpretation which makes it out to be decisive must be faulty too."

Pointing out the importance of good research design Kerlinger (1973) remarked, ‘the chances of arriving at accurate and valid conclusion are better with sound designs than with unsound ones. This is relatively sure: if design is faulty, one can come to no clear conclusion’:

Since the present investigation seeks to find out the role of Transactional Analysis in enhancing Self-Esteem by using ‘Project Self-Esteem’ Programme and also the role of Socio-Economic Status (SES) and Sex on Self-Esteem of preadolescents, the investigator adopted ‘Before-After Research Design’ for her study.

INDEPENDENT VARIABLES:

In the present research, the independent variables are ‘Project Self-Esteem’ Programme (which is based on the Principles of TA), Socio-Economic Status (SES) and Sex.

DEPENDENT VARIABLES:

The dependent variable is Self-Esteem.

CONTROL VARIABLES:

Age:

Only the preadolescent subjects in the age range of 10 to 13 years studying in classes VI, VII and VIII were selected for present research.

Socio-Economic Status:

Only High and Low Socio-Economic Status subjects were selected. For this purpose, only those schools were selected for the study where either high Socio-Economic Status students or low Socio-Economic Status students were found in large number.
**Fig. 3.02 : THE SCHEMATIC REPRESENTATION OF THE DESIGN**

<table>
<thead>
<tr>
<th>Testing I</th>
<th>Testing II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>Experimental Group</td>
</tr>
<tr>
<td>Exposed to the Independent variable of project Self-Esteem Training Programme</td>
<td>Group</td>
</tr>
<tr>
<td>Control Group</td>
<td>Control Group</td>
</tr>
<tr>
<td>Not exposed to the Independent variable of PSE.</td>
<td>Both groups were tested again on Self-Esteem.</td>
</tr>
<tr>
<td>Both groups were tested on self-esteem.</td>
<td></td>
</tr>
</tbody>
</table>

In this way, **Before-after design** was used in the present study. First of all, Self-Esteem of subjects of both the experimental and the control group was measured. Then, the main independent variable, that is, ‘Project Self-Esteem’ Programme as training for two weeks was given to the experimental group. Then both the experimental and the control groups were again tested on Self-Esteem.

**THE TOOLS OF THE STUDY :**

In the light of the aims and objectives of the study, the researcher employed ‘Socio-Economic Status’ (SES) scale by Dr. S.P. Kulshrestha, Battle’s Self-Esteem Inventory by Dr. Anand Kumar and ‘Project Self-Esteem Programme’ by McDaniel and Bielen. Important features of each tool are as given below :-

1. **Socio-Economic Status Scale (SESS FORM A), 1980 (URBAN) by Dr. S.P. Kulshrestha :**

   This scale of Socio-Economic Status for urban population (SESSU) contains 20 items in all. It is a verbal scale. This scale can be administered individually as well as in the groups also. The information may also be collected through simple interviews, observation or by direct questioning. If the subject himself fills the information he is supposed to put a Tick (√) for the due information. This scale has transparent scoring key for easy and simple scoring.

   **Components of Socio-Economic Status Scale :**

   The present scale is designed to measure Socio-Economic Status of
urban families. It collects information regarding the following component variables:

**Parental and Sibling’s Occupation:**

Parental and sibling’s occupation relates to the primary occupations of the family, which are the main sources of livelihood. This item has been divided into nine categories. They are-

(i) Those occupations where higher education is required e.g. Doctors, Engineers, Professors etc.

(ii) Executive occupations (higher level) e.g. Managers or administrative officers of the big industries etc.

(iii) Those occupations which require at least graduate degree e.g. Teachers of Inter Colleges, medical representative etc.

(iv) Middle level occupations like Manager, partner of factory etc.

(v) General occupations or Technical work e.g. teachers of primary/nursery schools, shopkeepers etc.

(vi) Skilled occupations like craftsman, carpenter etc.

(vii) Service worker’s occupations e.g. clerk, typist, steno, non-commissioned army officers.

(viii) Semi skilled occupations e.g. machine operator.

(ix) Unskilled occupations e.g. peons, labourer etc.

**Parental and Sibling’s General Education:**

This component has got eight categories. They are given below-

(i) Doctoral and post doctoral degree.

(ii) Post-graduate degree.

(iii) Graduate degree.

(iv) Intermediate/higher secondary.

(v) High School.

(vi) Middle School.

(vii) Primary School.

(viii) Illiterate.

**Parental and Sibling’s Technical Education:**

The level of the technical education has been divided into seven categories-
(i) Post-graduate Diploma e.g. Guidance Diploma.

(ii) Graduate Diploma or degree (after having at least one graduate degree) eg B.Ed.

(iii) Diploma after Hr. Secondary or Intermediate.

(iv) Diploma or training after High School.

(v) Training/Certificate after middle.

(vi) General Training Certificate/ diploma.

(vii) No Training or Technical degree/ diploma.

Economic Indicators:

This component is represented by the Item Nos. 4 to 12. This includes Monthly, income of the family, Bank and Post Office deposits, Debt on the family, Capacity to collect money in emergency. House Ownership, type of houses, freeship in school, Types of school in which children are studying or studied, types of servants, Number of Various Household articles in possession e.g., T.V./Radio, Car, Cycle etc.

Cultural Indicators:

This component includes the item No.s 13 to 15 which represent the types of Newspapers/magazines and their frequency, invitations from Mohallas/City or Societies, membership of various types of clubs and other organizations.

Psychological Indicators:

Item Nos. 16 to 20 represent the psychological variables in the scale. These include the types of colony in which the person is living, types of general views/thinking of others about the family, belief in caste, mobility, and the likes and dislikes towards the new practices and innovations.

Scoring Method:

The scoring key summarises the informations recorded on the scale. The weightage of each item has been written on the transparent key, which may be used in very convenient manner. Keep the key on the scale and add the scores mentioned above each box on the key for each ticked (√) answer. Do the same for other pages no 3, 4, & 5 add all the scores of all the pages of the scale and find out the grand total. This grand total of all the scores should be taken into consideration for determining the Socio-Economic Status of urban testee. Compare the grand total numericals with the norms and assign the category to the person accordingly.
Reliability of the scale:

The test-retest reliability of the scale was found to be .8'.

Validity:

The scale possesses content and construct validity. The validity of the scale was also calculated by comparing the scale with Dr. Kuppuswami’s and Pandey’s Socio-Economic Status Questionnaires. The coefficient of correlations were found .57 and .89 respectively.

Norms:

The norms are given in the following table. The grand total of the testee can be compared with this table and can be classified accordingly for the status:

<table>
<thead>
<tr>
<th>No</th>
<th>Distribution of raw Scores</th>
<th>Cutting points in Sigma units</th>
<th>Status Category (Socio-Economic Status)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>223 &amp; above</td>
<td>+ 1.50 +</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>108 to 223</td>
<td>-.5 to + 1.5</td>
<td>Average</td>
</tr>
<tr>
<td>3.</td>
<td>Below 108</td>
<td>-.5</td>
<td>Low</td>
</tr>
</tbody>
</table>

2. Battle’s Self-Esteem Inventory for Children (SEIC) by Dr. Anand Kumar (1988):

Self-Esteem inventory for children (SEIC) was developed in course of several year’s work by Battle (1972, 76, 77, 79) with students and clients. The inventory was standardized on boys and girls in grades three through nine, but has been used successfully to assess high school pupils as well. The inventory which can be administered in a group or individually to students over a wide age range, can be administered and scored in 15-20 minutes. SEIC may be used to identify children who may be in the need of psychological assistance. This inventory has immediate relevance in understanding a child’s Self-Esteem.

Description:

SEI for children contains 50 items and the following 4 subscales:

2. Social Self-Esteem.
3. Academic Self-Esteem.
The items in the instrument are divided into two groups: those which indicate high Self-Esteem, and those which indicate low-Self-Esteem. The individual checks each item either "yes" or "no". The Self-Esteem score is the total number of the items checked which indicate high Self-Esteem. There are 20 items on General Self-Esteem, 10 items on Social Self-Esteem, 10 items on Academic Self-Esteem, and 10 items on Parental Self-Esteem.

**Indian Adaptation of the Test:**

SEI for children was taken in its original for Indian adaptation by Dr. Anand Kumar (Kashi Vidyapith, Varansi). Each of the 10 Indian psychologists knowledgeable in both English and Hindi translated the scale items into Hindi yielding 10 Hindi versions. All 10 versions with an English copy were given to 5 experts knowledgeable in both Hindi and English languages who selected the final translations as the most accurate and equivalent.

**Correlation Between English and Hindi Versions:**

With a view to ascertain the relationship between the English and Hindi versions of SEI for children, both versions were administered on 120 school students in the age group of 8 to 13 years. Scores obtained by the subjects on the Hindi and English versions of the inventory were correlated and correlation was found to be .78 suggesting high convergent validity between the scales.

**Reliability:**

Hindi version of SEIC was found highly reliable by split-half and test-retest methods as the following table shows:

**TABLE : 3.02**

<table>
<thead>
<tr>
<th>Method</th>
<th>Sex</th>
<th>N</th>
<th>r</th>
<th>Index of reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split-half</td>
<td>Male</td>
<td>150</td>
<td>.85</td>
<td>.92</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>150</td>
<td>.86</td>
<td>.93</td>
</tr>
<tr>
<td>Test-retest</td>
<td>Male</td>
<td>150</td>
<td>.81</td>
<td>.90</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>150</td>
<td>.84</td>
<td>.92</td>
</tr>
</tbody>
</table>

**Validity:**

**Content Validity:**

Content validity was built into SEIC by (1) developing a construct definition of Self-Esteem and (2) by writing items intended to cover all areas of the construct. The 50 items of the SEIC are the most discriminative ones
and the factor analysis described by Battle (1977) indicated that the items in the scale possess acceptable internal consistency.

Concurrent Validity:

Validity of the scale was also calculated by comparing the scale with Coopersmith (1967) Self-Esteem inventory. The correlations between the two instruments were found significant for all grade levels and when male and female scores were compared, Correlations for the total sample ranged from .71 to .80; values for boys ranged from .72 to .84 for girls from .66 to .91. The SEIC was also found correlated favourably with other measures of personality including A.T. Beck’s Depression Inventory (Battle, 1980) and Minnesota Multiphasic Personality Inventory (MMPI) (Battle, 1979).

Administration:

Self-Esteem inventory for children (SEIC) is a self-administering test and can be administered individually or in groups. The instructions given on test form are sufficient to take care of the statements that are given. Individual and oral administrations are effective for children in grades one or two, for non-readers, for visually impaired and for handicapped clients who can not respond to stimulus items without help. Older children (grade three and above) with average reading skills, can read and follow the direction on the test form independently.

Written or oral administration of this inventory generally takes 10 to 15 minutes only.

Scoring:

Scores for this inventory are derived by totalling the number of items checked which indicate high Self-Esteem. Maximum score may be 50 and minimum being 0. In addition to the total scores, separate scores for each of the subscales should also be computed. Analysis of each subscale tends to provide additional information. For each item score 1 should be given to the following responses:
### TABLE: 3.03

<table>
<thead>
<tr>
<th>General</th>
<th>Social</th>
<th>Academic</th>
<th>Parental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item No</td>
<td>Resp.</td>
<td>Item No</td>
<td>Resp.</td>
</tr>
<tr>
<td>1</td>
<td>No</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>7</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>No</td>
<td>12</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>Yes</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>No</td>
<td>25</td>
<td>Yes</td>
</tr>
<tr>
<td>14</td>
<td>Yes</td>
<td>30</td>
<td>No</td>
</tr>
<tr>
<td>15</td>
<td>Yes</td>
<td>33</td>
<td>Yes</td>
</tr>
<tr>
<td>18</td>
<td>No</td>
<td>39</td>
<td>No</td>
</tr>
<tr>
<td>19</td>
<td>No</td>
<td>44</td>
<td>Yes</td>
</tr>
<tr>
<td>21</td>
<td>Yes</td>
<td>47</td>
<td>No</td>
</tr>
<tr>
<td>23</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Norms:**

Norms are given as follows:

### TABLE: 3.04

**Descriptive Statistics for SEIC**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Combined Sexes (N=800)</th>
<th>Males (N=400)</th>
<th>Females (N=400)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>General</td>
<td>7.85</td>
<td>2.10</td>
<td>8.09</td>
</tr>
<tr>
<td>Social</td>
<td>3.69</td>
<td>1.19</td>
<td>3.70</td>
</tr>
<tr>
<td>Academic</td>
<td>3.91</td>
<td>1.28</td>
<td>3.93</td>
</tr>
<tr>
<td>Parental</td>
<td>4.12</td>
<td>1.31</td>
<td>4.08</td>
</tr>
<tr>
<td>Total</td>
<td>19.50</td>
<td>3.55</td>
<td>19.77</td>
</tr>
</tbody>
</table>
TABLE : 3.05
Classification of Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>46+</td>
<td>Very High</td>
</tr>
<tr>
<td>40-45</td>
<td>High</td>
</tr>
<tr>
<td>24-39</td>
<td>Intermediate</td>
</tr>
<tr>
<td>13-23</td>
<td>Low</td>
</tr>
<tr>
<td>12-</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

TABLE : 3.06
Classification of Subscale Scores

<table>
<thead>
<tr>
<th>Scale</th>
<th>Very High</th>
<th>High</th>
<th>Intermediate</th>
<th>Low</th>
<th>Very_Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>17+</td>
<td>14-16</td>
<td>10-13</td>
<td>7-9</td>
<td>6-</td>
</tr>
<tr>
<td>Social</td>
<td>9+</td>
<td>7-8</td>
<td>5-6</td>
<td>3-4</td>
<td>2-</td>
</tr>
<tr>
<td>Academic</td>
<td>9+</td>
<td>7-8</td>
<td>5-6</td>
<td>3-4</td>
<td>2-</td>
</tr>
<tr>
<td>Parental</td>
<td>9+</td>
<td>7-8</td>
<td>5-6</td>
<td>3-4</td>
<td>2-</td>
</tr>
</tbody>
</table>

3. ‘Project Self-Esteem’ Programme:

The ‘Project Self-Esteem’ Programme prepared by McDaniel and Bielen (1987), is based on the principles of Transactional Analysis. This is a school programme for promoting students’ Self-Esteem. Since PSE programme was in a foreign setting, some modifications were made in an Indian context by Srivastava, S (1993), Lucknow Univ. In the present study, the researcher has adopted this modified version, with some modification here and there in order to make it more Meaningful and interesting for Low SES and High SES preadolescents.

For the selected subjects of the present study, in terms of age and educational status, the ‘project Self-Esteem’ (PSE) Programme consists of 12 lessons, which are as follows:

(1) Realizing the uniqueness.
(2) Goal-Setting
(3) Compliments and stroking
(4) Listening
(5) Learning to Memorize.
(6) Feelings.
(7) High/Low Self-Esteem.
(8) Communicating assertively
(9) Friendship I
(10) Friendship II
(11) Stealing and Teasing
(12) Review.

Lessonwise description of the programme is as follows:

(1) **Realizing the Uniqueness:**

The purpose of this lesson is to convey the idea that each individual is 'unique' and 'special'. One must realize one's unique potential and feel good about oneself. The idea underlying this chapter is that when one learns to quietly value one's positive behaviour, one feels better about oneself. Self-Esteem is feeling good about oneself. "High Self-Esteem occurs when children experience the positive feelings of satisfaction that result from having a sense of uniqueness. That is, a child acknowledges and respects the personal characteristics that make him special and different and receives approval and respect from others for those characteristics," (Clens et al., 1981).

The main activities of the lesson include the subject's learning to give the self-compliments, contributing to a list of qualities admired in others and in self, and discussing the difference between positive compliments and bragging.

(2) **Goal Setting:**

The importance of this lesson is evident in the words of Fensterheim (1975), "Goals reinforce Self-Esteem. Achievement of goals strengthens your desire to achieve other goals. As a result, you attain a feeling of movement through life and a higher sense of worth," Hence, goal-setting enables the subjects to attain the feelings of being capable and enhances their feeling of competence.

In this lesson, subjects not only learn to set reasonable individual goals, but they also use a worksheet for writing the steps for achieving those goals.

(3) **Compliments and Stroking:**

This lesson conveys the idea that it is important to create a balance and gain a true sense of worth by complimenting oneself. In this chapter, subjects not only learn the Meaning and importance of stroking, but also learn to give and receive compliments and positive strokes.
The activities include the subject’s practice of giving and receiving compliments and positive strokes and telling a story in which people see the good in each other and consequences of it.

(4) **Listening:**

Listening is the most effective stroke, as well as, the gateway of healthy and effective communication. A person who thinks he/she is being heard, feels valued. Listening is considered as an art, which requires some knowledge and lots of practice. Hence, listening skills are taught to the subjects as a Means of enhancing their Self-Esteem.

The activities of the lesson include telling the difference between ‘hearing’ and ‘listening’, importance of listening and playing a game for practising good listening habits.

(5) **Learning to Memorize:**

It has been observed that students are given instructions by teachers, over and over, to learn, but they are generally not provided any assistance on ways to accomplish this task. This lesson meets the gap and includes the techniques for effective memorization. These techniques are- memorization by pictures, by learning and arranging the first alphabets of the material to be learnt and making a Meaningful sentence by the first alphabets of the material to be learnt.

Learning to memorize more effectively not only affects the performance, but also boosts self-confidence and Self-Esteem.

(6) **Feelings:**

The rooted background that became the basis for this lesson is as follows-

Most children are afraid of the first time they do a particular thing, such as riding a bicycle, making snacks, jumping from a tree etc. Remembering that fear and recognizing that it no longer exists, can assist children in realizing that feelings change. When subjects are aware that feelings do change, they become more accepting of their current feelings. Understanding that different people may have different feelings at the same time, is the beginning of learning respect for the rights of others. It supports valuing individual differences.

The activities of this lesson include the identification of feelings, reviewing the topic of feelings and recalling and discussing feelings which have changed in any situation. It builds up the basic tolerance for differences in people and also upholds the TA theme that it is OK to be different.
(7) High and Low Self-Esteem:

In this lesson, the subjects comprehend the concept and importance of Self-Esteem and notice the difference in the behaviour of a high and low Self-Esteemed person. They also discover the methods for changing a low Self-Esteem behaviour into a high Self-Esteem behaviour.

(8) Communicating Assertively:

Learning how to say no when you want to say no is the primary focus of this lesson. Extensive research indicates that many individuals find themselves in undesirable situations because they do not know how to say 'no'. Further, the effectiveness of communicating assertively lies in describing one's genuine feelings to other persons - what one really wants at a particular time.

In this lesson, the subject are exposed to the three types of communication patterns of King Kong, Dormat and Assertive. They learn that only assertive communicator has high Self-Esteem.

(9) Friendship I:

Lesson 9 and 10 are concerned with 'Friendship'. Although positive friendship 'just happens', yet friendship also requires a conscientious effort on the part of the people involved. In this lesson subjects list qualities which are desired in a friend and express feelings about a friend or friendship by writing a little poem or essay.

(10) Friendship II:

In this lesson, the subjects identify anger as a negative feeling and anger as a second feeling, since some emotions usually precede anger. Being able to identify these primary feelings of frustration, fear or disappointment etc. underlying anger, enables one to deal with an upsetting situation and not to fall a victim to it. Learning to cope with more effectively enhances the sense of well-being and efficacy, as well as, promotes inter personal relations.

Further, subjects practice to communicate with 'J' messages instead of blaming and judging with 'you' messages. It refers to the fact that Self-Esteem is enhanced with such communication skills.

(11) Stealing and Teasing:

In this lesson, the subjects notice the difference between borrowing and stealing and demonstrate the reasons of stealing. Further, the subjects understand that stealing hurts both the thief and the person from whom he/she steals and that stealing decreases Self-Esteem, even if the person stealing is not caught. In this way, subjects understand and are given reasons to cope with those who steal segregating the action from the doer.
Subjects also express ideas about why people tease and conclude that it is often best to ignore the person doing teasing, because the person who teases most of the time has low Self-Esteem. This lesson gives subjects the resources for dealing with the temptations and challenges of life.

Lesson 12 is of the Review of all the previous lessons learned.

**THE PROCESS:**

The present research utilized two groups experimental group and control group. The study was conducted in four phases:

**Phase I:**

The first aim of the researcher was to select the high Socio-Economic Status (SES) and low Socio-Economic Status (SES) preadolescent subjects. For this purpose, those schools were selected where a large number of students were either High SES or Low SES. Then the researcher contacted the principals of the schools and told them the purpose of her research. Then with the help of class teachers, the researcher administered S.P. Kulshrestha’s Socio-Economic Status scale by interview and direct questioning. Some information was also obtained from the cumulative record of students with the help of class teachers.

The following instructions, given on the inventory, were read loudly by the researcher along with the subjects.

इस सूची का उद्देश्य तुम्हारे परिवार के सामाजिक आर्थिक स्तर का निर्धारण करना है। अतः तुम अपने माता-पिता, भाई/बहिन के बारे में सही-सही सूचनाएं बताओ। विरासत रखो, तुम्हारे द्वारा दी गयी सूचनाएं गुप्त रखी जायेंगी और किसी को भी नहीं बतायी जायेंगी। इस परिसूची में प्रत्येक प्रश्न के कई सम्भावित उत्तर दिये गये हैं— तुम इनमें से अपने परिवार के ऊपर लगू होने वाले उत्तरों को चुनो और बताओ।

When it was certain that all the students understood the instructions, the researcher called each student individually and spoke out each statement loudly to the student and noted his response. After obtaining responses from all, she thanked all the students. She calculated the SES score of each student with the help of ‘scoring key’.

**Phase II:**

In the second phase, the researcher administered ‘Battle’s Self-Esteem inventory for children- Indian Adaptation by Dr. Anand Kumar.’ Copies of the Inventory were distributed to the subjects and following instructions were given.

अगले पृष्ठों पर आपकी सामाजिक और व्यावहारिक समस्याओं से सम्बंधि कुछ कथन दिये गये हैं। इन कथनों का समस्त आपकी बुद्धि परीक्षा से नहीं बल्कि कुछ तथ्यों की जाँच से है। प्रत्येक कथन को ध्यानपूर्वक पढ़िये। प्रत्येक कथन के सामने "हाँ" या "नहीं" लिखा हुआ
The researcher gave instructions in a moderate voice and asked the students to fill up the marginal entries like name, class, age, father’s name etc. She clarified all the doubts of the students and instructed the students to answer the questions. When the students completed all the questions of the inventory, the researcher collected their test papers and thanked them.

**Phase III:**

After administering Self-Esteem inventory, the subjects of experimental group, were given training of 'Project Self-Esteem' (PSE) Programme, which is based on the principles of TA and Meant for the enhancement of Self-Esteem of the subjects. The PSE programme contains 11 lessons and the 12th lesson is of review of all the lessons. One lesson was taught each day to the subjects of experimental group. The subjects were asked to note down the important points of each lesson to show to the parents and remember the lesson in future. The control group did not receive any type of training. Only a time gap of two weeks was given to them before post-testing.

The number of subjects in the experimental and control group was the same, distributed equally in high and low Socio-Economic Status male and female preadolescents.

**Phase IV:**

The Indian adaptation of Battle's Self-Esteem Inventory by Dr. Anand Kumar was again administered on the experimental and control group, i.e., on the whole sample. The difference was that experimental group was exposed to the training programme between the two testings, while the control group had no-training.

**STATISTICAL TECHNIQUES:**

After completing the scoring of Self-Esteem Inventory with the help of the manual, the researcher calculated the Mean and Standard Deviation of the scores. To see the significant difference of Self-Esteem scores in the experimental and control group between the two Types of Condition for the high and low Socio-Economic Status males and females, Critical Ratios (CR) were calculated.

To see the significant effect of the Types of Condition, Socio-Economic Status (SES) and Sex on each dimension of Self-Esteem and Total Self-Esteem 2x2x2 factorial design was used and F-ratios were calculated.