CHAPTER - V

SUMMARY
SUMMARY

“Life is a school of becoming, a school of self-development.”

- E.F. Schumacher

Self-Esteem has enjoyed the pride of place among the topics of enduring interest in the domain of self-research. An ERIC search showed that the term ‘Self-Esteem’ appeared during the period from 1992 to March 2000 in 519 articles and 1313 dissertations. Self-Esteem has an important bearing on actions and behaviour pattern and influences the role-performance of a person. This assumption rests upon the premise that self-image guides, governs and regulates the attitudes and actions of an individual.

“The childhood shows the man, as morning shows the day.”

- John Milton

The researcher selected the ‘preadolescent age group’ for her research because it is in this period that Self-Esteem is formed and shaped. Bandura’s theory of personality development emphasizes the emergence of strong internal Standards and self evaluations in this period. Nine-year-old subjects make a lot of positive statements about themselves, the older ones offer more mixed evaluations, they judge their own competence in comparison to some internalized Standards or expectation. This evaluative, positive/negative dimension of self-concept is Generally recognized as Self-Esteem.

Modern research has established that Self-Esteem and self-confidence are more important to school success than scholastic ability or intelligence as measured by the present day examination system in schools. A child with High I.Q. but Low Self-Esteem is less likely to fare well in school than the child with Low I.Q. but High Self-Esteem.

The conditions of modern life result into unfavourable situations for the development of Self-Esteem. The significant others pat children usually for what they perform and rarely for what they are. Further, western materialism is sucking also into Indian society, silently but surely weakening the intimate bonds of relationships. The anguish of being discounted resulting from it hurts the child deeply, leads to unhappy human relationships, feeds into destructive life scripts, creating more losers than winners.

How to save preadolescents from these unhappy situations and lead them to a feeling of self-worth, creativity and productivity were the questions that haunted the researcher’s mind. She found an encouraging answer in Transactional Analysis (TA). TA opens a path to move-out from the not-OK-script of dark moments of life, self-defeating messages and games to
rediscovering oneself and enhancing one’s Okayness.

Looking for a tool in the form of group exercises and stories that might strengthen the feelings of adequacy and security, promote self-worth and help each of the subjects to relate more effectively with self and others, the researcher found ‘Project Self-Esteem’ (PSE) most suitable. It is a program for enhancing the Self-Esteem of children by McDaniel and Bielen (1987) which has proved Highly successful in USA. This led the researcher to believe that this programme could prove effective in increasing Self-Esteem of children in India too.

Self-Esteem is positive or negative orientation towards the self. A person is oriented with favourable or unfavourable attitudes towards himself in the light of the Standards which are important to people around him who matter. This appraisal has strong personal significance to the child and gets woven into the fabric of his life. Children share the comforts and priviledges their parents enjoy due to their Socio-Economic Status. Those with parents in the Lower Socio-Economic Status suffer the want of comforts and priviledges which creates a sense of deprivation that hurts them deeply. Our Nation has made significant achievement in development in many aspects but inspite of ten Five year plans failed to bridge the gulf between the upper most and the Lower most rungs of socio-economic hierarchy. It, therefore, appeared important to find-out whether the High or Low Socio-Economic Status affects the Self-Esteem of children and produces significant differences. It also seemed useful to explore whether Transactional Analysis could help the children with Lower Self-Esteem to enhance it.

Several studies foreign and Indian have reported significant differences in Self-Esteem of boys and girls but there are also studies with findings that there is no significant difference between the two Sexes in this regard. Hence, it seemed necessary to include this factor also as a variable in the study.

The researcher has, therefore, selected the folLowing Research Problem:

“Effective Role of Transactional Analysis on Self-Esteem, Status and Sex Among Preadolescents”

OPERATIONAL DEFINITION OF THE VARIABLES USED:

Transactional Analysis (TA):

In the present research, the role of Transactional Analysis is defined in terms of ‘Project Self-Esteem’(PSE) programme by McDaniel and Bielen (1987). This programme is based on the principles of Transactional analysis and aims at enhancing the Self-Esteem of the subjects.
Self-Esteem (SE) :

In the present study, Self-Esteem is operationally defined in terms of the scores obtained on the Indian adaptation of Battle’s Self-Esteem Inventory for children (SEIC) by Dr. Anand Kumar (1988). This inventory contains four subscales- General Self-Esteem, Social Self-Esteem, Academic Self-Esteem, and Parental Self-Esteem. The Self-Esteem score is the Total number of items checked. The Higher the score on Battle’s SEIC, the Higher will be the Self-Esteem; similarly, Low scores on SEIC correspond to Low Self-Esteem.

Socio-Economic Status (SES) :

Socio-Economic Status represents the position or rank of an individual in the group. This includes the material possessions, the cultural background, the educational levels, the professions pursued by the family members, and the role and place of the family members in the community. S.P. Kulshrestha defined SES as “any group of persons coming closer to each other on the continuum of Occupation, Education, Income, Caste and Culture.” In the present investigation, Socio-Economic Status (SES) is operationally defined in terms of the scores obtained on S.P. Kulshrestha’s Socio-Economic Status Scale (1980).

Sex :

Sex is defined as Males and Females in the present research.

OBJECTIVES :

The following are the objectives of the present study :

1. To see if there is significant difference between the Pre and Post-training conditions in the Experimental Group’s Self-Esteem.

1.1 To see if there is significant difference between the Pre and Post-training conditions in the Experimental Group High Socio-Economic Status (SES) Males’Self-Esteem.

1.2 To see if there is significant difference between the Pre and Post-training conditions in the Experimental Group High Socio-Economic Status (SES) Females’Self-Esteem.

1.3 To see if there is significant difference between the Pre and Post-training conditions in the Experimental Group Low Socio-Economic Status (SES) Males’Self-Esteem.

1.4 To see if there is significant difference between the Pre and Post-training conditions in the Experimental Group Low Socio-Economic Status (SES) Females’Self-Esteem.
2. To see if there is significant difference between the Pre and Post-testing condition in the Control Group's Self-Esteem.

2.1 To see if there is significant difference between the Pre and Post testing conditions in the Control Group High Socio-Economic Status (SES) Males' Self-Esteem.

2.2 To see if there is significant difference between the Pre and Post testing conditions in the Control Group High Socio-Economic Status (SES) Females' Self-Esteem.

2.3 To see if there is significant difference between the Pre and Post testing conditions in the Control Group Low Socio-Economic Status (SES) Males' Self-Esteem.

2.4 To see if there is significant difference between the Pre and Post testing conditions in the Control Group Low Socio-Economic Status (SES) Females' Self-Esteem.

3.1 To see if there is significant difference between the Pre and Post training conditions in the Experimental Group Males' Self-Esteem.

3.2 To see if there is significant difference between the Pre and Post training conditions in the Experimental Group Females' Self-Esteem.

3.3 To see if there is significant difference between the Self-Esteem scores of the Experimental Group Males and Females in the Pre-training condition.

3.4 To see if there is significant difference between the Self-Esteem scores of the Experimental Group Males and Females in the Post-training condition.

4.1 To see if there is significant difference between the Pre and Post testing conditions in the Control Group Males' Self-Esteem.

4.2 To see if there is significant difference between the Pre and Post testing conditions in the Control Group Females' Self-Esteem.

4.3 To see if there is significant difference between the Self-Esteem scores of the Control Group Males and Females in the Pre-testing condition.

4.4 To see if there is significant difference between the Self-Esteem scores of the Control Group Males and Females in the Post-testing condition.

5.1 To see if there is significant difference between Pre and Post-training Conditions in the Experimental Group High Socio-Economic Status (SES) Preadolescents’ Self-Esteem.

5.2 To see if there is significant difference between Pre and Post-training Conditions in the Experimental Group Low Socio-Economic Status (SES) Preadolescents’ Self-Esteem.
5.3 To see if there is a significant difference between the Self-Esteem scores of the Experimental Group High Socio-Economic Status (SES) and Low Socio-Economic Status (SES) Pre-adolescents in the Pre-training condition.

5.4 To see if there is a significant difference between the Self-Esteem scores of the Experimental Group High Socio-Economic Status (SES) and Low Socio-Economic Status (SES) Pre-adolescents in the Post-training condition.

6.1 To see if there is a significant difference between Pre and Post-testing conditions in the Control Group High Socio-Economic Status (SES) Pre-adolescents’ Self-Esteem.

6.2 To see if there is a significant difference between Pre and Post-testing conditions in the Control Group Low Socio-Economic Status (SES) Pre-adolescents’ Self-Esteem.

6.3 To see if there is a significant difference between the Self-Esteem Scores of the Control Group High Socio-Economic Status (SES) and Low Socio-Economic Status (SES) Pre-adolescents in the Pre-testing condition.

6.4 To see if there is a significant difference between the Self-Esteem Scores of the Control Group High Socio-Economic Status (SES) and Low Socio-Economic Status (SES) Pre-adolescents in the Post-testing condition.

7. To see if there is a significant effect of Sex (Male/Female), Socio-Economic Status (High/Low) and Types of Condition (Pre-training/Post-training) on the Experimental Group’s General Self-Esteem.

8. To see if there is a significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group’s General Self-Esteem.

9. To see if there is a significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Experimental Group’s Social Self-Esteem.

10. To see if there is a significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group’s Social Self-Esteem.

11. To see if there is a significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Experimental Group’s Academic Self-Esteem.

12. To see if there is a significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group’s Academic Self-Esteem.

13. To see if there is a significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Experimental Group’s Parental Self-Esteem.

14. To see if there is a significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group’s Parental Self-Esteem.
15. To see if there is significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Experimental Group’s Total Self-Esteem.

16. To see if there is significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group’s Total Self-Esteem.

**Hypotheses:**

In the light of the above objectives of the present research, the following Null Hypotheses have been formulated:

1. There is no significant difference between the Pre and Post-training conditions in the Experimental Group’s Self-Esteem.

1.1 There is no significant difference between the Pre and Post-training conditions in the Experimental Group High Socio-Economic Status (SES) Males’ Self-Esteem.

1.2 There is no significant difference between the Pre and Post-training conditions in the Experimental Group High Socio-Economic Status (SES) Females’ Self-Esteem.

1.3 There is no significant difference between the Pre and Post-training conditions in the Experimental Group Low Socio-Economic Status (SES) Males’ Self-Esteem.

1.4 There is no significant difference between the Pre and Post-training conditions in the Experimental Group Low Socio-Economic Status (SES) Females’ Self-Esteem.

2. There is no significant difference between the Pre and Post-testing conditions in the Control Group’s Self-Esteem.

2.1 There is no significant difference between the Pre and Post-testing conditions in the Control Group High Socio-Economic Status (SES) Males’ Self-Esteem.

2.2 There is no significant difference between the Pre and Post-testing conditions in the Control Group High Socio-Economic Status (SES) Females’ Self-Esteem.

2.3 There is no significant difference between the Pre and Post-testing conditions in the Control Group Low Socio-Economic Status (SES) Males’ Self-Esteem.

2.4 There is no significant difference between the Pre and Post-testing conditions in the Control Group Low Socio-Economic Status (SES) Females’ Self-Esteem.

3.1 There is no significant difference between the Pre and Post-training conditions in the Experimental Group Males’ Self-Esteem.
3.2 There is no significant difference between the Pre and Post-training conditions in the Experimental Group Females’ Self-Esteem.

3.3 There is no significant difference between the Self-Esteem scores of the Experimental Group Males and Females in the Pre-training Condition.

3.4 There is no significant difference between the Self-Esteem scores of the Experimental Group Males and Females in the Post-training Condition.

4.1 There is no significant difference between the Pre and Post-testing conditions in the Control Group Males’ Self-Esteem.

4.2 There is no significant difference between the Pre and Post-testing conditions in the Control Group Females’ Self-Esteem.

4.3 There is no significant difference between the Self-Esteem scores of the Control Group Males and Females in the Pre-testing condition.

4.4 There is no significant difference between the Self-Esteem scores of the Control Group Males and Females in the Post-testing condition.

5.1 There is no significant difference between the Pre and Post-testing conditions in the Experimental Group High Socio-Economic Status (SES) Preadolescents’ Self-Esteem.

5.2 There is no significant difference between the Pre and Post-testing conditions in the Experimental Group Low Socio-Economic Status (SES) Preadolescents’ Self-Esteem.

5.3 There is no significant difference between the Self-Esteem scores of the Experimental Group High Socio-Economic Status and Low-Socio Economic Status Preadolescents in the Pre-training Condition.

5.4 There is no significant difference between the Self-Esteem scores of the Experimental Group High Socio-Economic Status and Low-Socio Economic Status Preadolescents in the Post-training Condition.

6.1 There is no significant difference between Pre and Post-testing conditions in the Control Group High Socio-Economic Status Preadolescents’ Self-Esteem.

6.2 There is no significant difference between Pre and Post-testing conditions in the Control Group Low Socio-Economic Status Preadolescents’ Self-Esteem.

6.3 There is no significant difference between the Self-Esteem scores of the Control Group High Socio-Economic Status and Low Socio-Economic Status Preadolescents in the Pre-testing condition.

6.4 There is no significant difference between the Self-Esteem scores of the Control Group High Socio-Economic Status and Low Socio-Economic Status Preadolescents in the Post-testing condition.
7. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition (Pre-Post-training) on the Experimental Groups' General Self-Esteem.

8. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group's General Self-Esteem.

9. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Experimental Group's Social Self-Esteem.

10. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group's Social Self-Esteem.

11. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Experimental Group's Academic Self-Esteem.

12. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition (pre-testing/Post-testing) on the Control Group's Academic Self-Esteem.

13. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Experimental Group's Parental Self-Esteem.

14. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group's Parental Self-Esteem.

15. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Experimental Group's Total Self-Esteem.

16. There is no significant effect of Sex, Socio-Economic Status (SES) and Types of Condition on the Control Group's Total Self-Esteem.

SIGNIFICANCE OF THE STUDY:

“Research may be defined as a method of studying problems whose solutions are to be derived partly or wholly from facts. The facts dealt with in research may be statements of opinions, historical facts, records and reports; results of the tests, answers to questionnaires, Experimental data of any sort and so forth.”

- W.S. Monrol

Transactional Analysis provides a great many techniques for alleviating disstress and misconceptions and promoting growth, self-worth and self-awareness as well as methods for improving interpersonal relationships and communication. It provides opportunity to move out from the loser's not okay scripts of dark moments of life, self-defeating messages and games; and to rediscover, redecide about one's self and to enhance one's Okness towards the winner's script. Since, the present study is related to the Preadolescents, there arises the question- can practical usages of the concepts
of TA in the form of group exercises and stories, strengthen the feeling of adequacy, security and courage, promote self-worth and help one to relate more effectively with self and others in Indian context.

The present research is an attempt to find out the effective role of Transactional Analysis in enhancing Self-Esteem by using the ‘Project Self-Esteem’ programme by McDaniel & Bielen (1987), which is based on the principles of Transactional Analysis and aims at enhancing Self-Esteem. The present research will explore whether ‘Project Self-Esteem’ which has proved highly successful in enhancing Self-Esteem of children in USA, will also prove effective in increasing Self-Esteem of children in India.

Wholesome personality development is, at centre, a matter of healthy self-attitude or healthy Self-Esteem. This requires ability to ‘know thyself’ and to accept oneself and others.

"It is the self-attitude that makes possible all possible positive dynamic living."

- Dr. D.H. Fink

The positive self-attitude banishes doubt and fear, creates hope and confidence and sets the mood for any successful effort. It strengthens our resolution to move forward and upward and to do whatever we have to do to achieve our aims. It gears us to develop our abilities and to actualize our potentiality.

A review of psychological and Social literature shows that Socio-Economic Status and Sex do affect Self-Esteem. So an attempt has also been made to explore the effect of Socio-Economic Status and Sex on the Self-Esteem of Preadolescents.

The present research, therefore, will mainly focus on the effect of ‘Project Self-Esteem’ programme in enhancing the Self-Esteem of Preadolescents; but it will also explore the effect of Socio-Economic Status (SES) and Sex on Self-Esteem and seek to find out whether the administration of ‘Project Self-Esteem’ (PSE) programme affects the Self-Esteem of High and Low SES subjects and Male and Female subjects differently.

The present research is important as an attempt to develop a reliable answer to the above queries which are the motivating factors for the present research.

**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**

```
<table>
<thead>
<tr>
<th>Total 200 Preadolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
<tr>
<td>Experimental Group</td>
</tr>
<tr>
<td>(Exposed to the training Programme)</td>
</tr>
<tr>
<td>50 Male</td>
</tr>
<tr>
<td>25 High SES</td>
</tr>
<tr>
<td>25 Low SES</td>
</tr>
</tbody>
</table>

| Control Group            |
| (Not exposed to the training Programme) |
| 50 Female                |
| 25 High SES              |
| 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>Exposed to the Independent</td>
</tr>
<tr>
<td></td>
<td>variable of project Self-Esteem</td>
</tr>
<tr>
<td></td>
<td>Training Programme</td>
</tr>
<tr>
<td>Control Group</td>
<td>Not exposed to the</td>
</tr>
<tr>
<td></td>
<td>Independent variable</td>
</tr>
<tr>
<td></td>
<td>of PSE.</td>
</tr>
<tr>
<td>Both groups were tested on</td>
<td>Both groups were tested</td>
</tr>
<tr>
<td>Self-esteem.</td>
<td>again on</td>
</tr>
<tr>
<td></td>
<td>Self-Esteem.</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 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.

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

   This inventory contains the following 4 subscales:
(i) General Self-Esteem.
(ii) Social Self-Esteem.
(iii) Academic Self-Esteem.
(iv) Parental Self-Esteem.

3. **Indian Adaptation of McDaniel and Bielen’s ‘Project Self-Esteem’ programme by Srivastava, S. (1993):**

This programme consists of 12 lessons, which are as follows:

(i) Realizing the uniqueness.
(ii) Goal-Setting.
(iii) Compliments and Stroking.
(iv) Listening.
(v) Learning to Memorize.
(vi) Feelings.
(vii) High/Low Self-Esteem.
(viii) Communicating assertively.
(ix) Friendship I
(x) Friendship II
(xi) Teasing and Teasing
(xii) Review.

**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.
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:

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.

THE DATA ANALYSIS:

PART-A

SIGNIFICANT DIFFERENCE BETWEEN SELF-ESTEEM SCORES OF PRE AND POST-TRAINING CONDITIONS FOR EXPERIMENTAL GROUP HIGH AND LOW SES MALES AND FEMALES AND OF PRE AND POST TESTING CONDITIONS FOR CONTROL GROUP HIGH AND LOW SES MALES AND FEMALES:

Part-A deals with the differences in Self-Esteem scores of High/Low SES Males and Females between Pre and Post-training conditions for the Experimental Group and between Pre and Post-testing conditions for the Control Group. As the research design used in this study is Before-After Design, Mean and S.D. have been calculated to see the difference between the two sets of Self-Esteem scores, and Critical Ratios (CR) have been calculated to find-out significant differences (if any).
PART-B

SIGNIFICANT EFFECT OF SEX, SOCIO-ECONOMIC STATUS AND TYPES OF CONDITION ON EACH DIMENSION AS WELL AS ON TOTAL SELF-ESTEEM IN THE EXPERIMENTAL AND CONTROL GROUP:

Part B deals with the effect of Sex, SES and Types of Condition on each dimension of as well as on Total Self-Esteem in the Experimental and Control Group.

To see the effect of independent variables on dependent variable as a whole, 2x2x2 factorial design was used. To see the effect of Sex (Male/Female), Socio-Economic Status (High/Low) and Types of Condition (Pre/Post) on each dimension of and on Total Self-Esteem Mean and Standard Deviations were calculated. To see the significant effect of Sex (Male/Female), Socio-Economic Status (High/Low) and Types of Condition (Pre/Post) on each dimension and on Total Self-Esteem F-ratios were calculated.

As mentioned in chapter III, Indian Adaptation of Battle’s Self-Esteem Inventory for Children by Dr. Anand Kumar is used in the present study for measuring Self-Esteem. It has four dimensions-

(i) General Self-Esteem
(ii) Social Self-Esteem,
(iii) Academic Self-Esteem
(iv) Parental Self-Esteem.

In Part-B, results are discussed in terms of the dimensions as well as Total Self-Esteem separately.

CONCLUSIONS:

1. The findings show that PSE programme has significantly enhanced the Experimental Group’s General, Social, Academic, Parental and Total Self-Esteem.

2. The findings show that the General, Social and Total Self-Esteem of High SES Males and Females and Low SES Males and Females have significantly increased while the Academic Self-Esteem of High SES Males and Parental Self-Esteem of High SES Males and Females and Low SES Females have not increased significantly.

3. The results show that ‘Project Self-Esteem’ (PSE) programme has been successful in enhancing the Self-Esteem of both Males and Females of Experimental Group.

4. No significant difference has been found between the Self-Esteem scores of Experimental Group Males and Females in the Pre or Post-training condition.
5. No significant differences have been found between Pre and Post-testing Self-Esteem scores for Control Group Males and Females (due to their non-exposure to the training programme).

6. In the Pre-testing condition no significant differences have been found between Males and Females in General, Social, Parental and Total Self-Esteem scores; but there has been found significant difference between Males and Females in Academic Self-Esteem, while in the Post-testing condition, there has been found no significant difference between Males and Females in any of the dimensions or in Total Self-Esteem.

7. The findings indicate that PSE programme has been successful in enhancing the Self-Esteem of both High and Low Socio-Economic Status (SES) Preadolescents of Experimental Group. The Control Group’s High as well as Low SES subjects’ Self-Esteem has not enhanced due to their non-exposure to the PSE programme.

8. The findings also convey that Socio-Economic Status (SES) has significantly affected the Experimental Group’s General, Academic and Total Self-Esteem but not the Social or Parental Self-Esteem in the Pre-training condition while in the Post-training condition, the Academic and Total Self-Esteem have been significantly affected by Socio-Economic Status but not the General, Social and Parental Self-Esteem.

9. There are significant differences between High and Low SES subjects in General, Academic, Parental and Total Self-Esteem in both Pre and Post-testing Conditions but not in the Social Self-Esteem in either condition.

10. The Mean scores of each dimension (General Self, Social self, Academic self and Parental self) as well as of Total Self-Esteem between Pre and Post-training conditions for the Experimental Group’s High and Low SES Males and Females and Total subjects show a definite increase in the Post-training condition, which indicate success of ‘Project Self-Esteem’ programme in enhancing each dimension of Self-Esteem as well as Total Self-Esteem of the subjects.

11. The Mean scores of each dimension of Self-Esteem between Pre and Post-testing conditions for the Control Group show a negligible difference which is due to the fact that PSE training was not given to the Control Group subjects.

12. F-ratios of the Types of Condition (Pre and Post-training) show a significant effect on each dimension as well as on Total Self-Esteem for Experimental Group while the F-ratios of Types of Condition (Pre and Post-testing) for the Control Group show no significant effect on any dimension or on Total Self-Esteem, These findings indicate the significant effect of PSE
programme in enhancing the General, Social, Academic, Parental and Total Self-Esteem of the Experimental Group but not of the Control Group because they were not given PSE-training.

13. The findings also show the significant effect of Sex on the Control Group’s Social Self-Esteem and the Experimental and the Control both Groups’ Academic Self-Esteem, but no significant effect of Sex on either the Experimental or the Control Groups’ General, Parental or Total Self-Esteem and on the Experimental Group’s Social Self-Esteem.

14. The findings also convey the significant effect of Socio-Economic Status (SES) on the Experimental and Control both Groups’ General, Academic and Total Self-Esteem and the Control Group’s Parental Self-Esteem but no significant effect of Socio-Economic Status (SES) on either the Experimental or the Control Group’s Social Self-Esteem and on the Experimental Group’s Parental Self-Esteem.

From the conclusions given above, it is obvious that ‘Project Self-Esteem’ programme has been very successful in significantly enhancing the Self-Esteem of the subjects. As the PSE programme is based on the principles of Transactional Analysis, it shows beyond doubt that Transactional Analysis can play an effective role in enhancing the Self-Esteem of Preadolescents.