Chapter Three

METHOD
Research serves wide range of purposes such as enhancing the knowledge, developing theories, identifying the root cause of the problem and providing innovative methods to solve the problem. It is the systematic and critical investigation to the solution of a problem. Method of research is systematized procedure to make the study scientific and valid. It also explains how the study was conducted. The present chapter is divided into two parts: part one explains the empirical research conducted by the researcher and part two explains the applied research. Empirical research is based on empirical evidence whereas applied research focuses on the solution of the research problem. Each research part has its aim, objectives and procedure. This chapter is divided into four sections

- Participants
- Instruments Used
- Procedure
- Statistical Technique Used

The present study selected the psychological variables associated with hostility through review of literature. The variables associated with hostility are assertiveness, self-esteem, perceived parenting styles (authoritative, authoritarian and permissive) and locus of control.
Method

Objectives

1. To find out if there exists any relationship among the psychological variables such as assertiveness, self-esteem, perceived parenting styles (authoritative, authoritarian and permissive) and locus of control and hostility.

Quantitative descriptive design was used in this phase of the study. In quantitative method all the observations are rated using scales, test scores etc.

Participants

The participants for this part consisted of 250 Plus One students of a school in Kozhikode District, Kerala. The participants belong to different age group, sex and subject of study. The breakup of the total participants according to age, sex and subject of study presented in the table 1
Table 1

*Break-up of the participants*

<table>
<thead>
<tr>
<th>Age</th>
<th>Sex</th>
<th>Statistics</th>
<th>Subject of Study</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Humanities</td>
<td>Science</td>
</tr>
<tr>
<td>Boys</td>
<td>Boys</td>
<td>Observation</td>
<td>25</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Sex</td>
<td>22.7%</td>
<td>57.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Subject</td>
<td>56.8%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>11.8%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Sixteen</td>
<td>Girls</td>
<td>Observation</td>
<td>19</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Sex</td>
<td>18.8%</td>
<td>62.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Subject</td>
<td>43.2%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>9.0%</td>
<td>29.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation</td>
<td>44</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Sex</td>
<td>20.9%</td>
<td>59.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Subject</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>20.9%</td>
<td>59.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Sex</td>
<td>17.4%</td>
<td>52.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Subject</td>
<td>80.0%</td>
<td>50.0%</td>
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<td></td>
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<td>% of Total</td>
<td>10.3%</td>
<td>30.8%</td>
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<tr>
<td>Seventeen</td>
<td>Boys</td>
<td>Observation</td>
<td>1</td>
<td>12</td>
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<td></td>
<td></td>
<td>% within Sex</td>
<td>6.2%</td>
<td>75.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Subject</td>
<td>20.0%</td>
<td>50.0%</td>
</tr>
<tr>
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<td></td>
<td>% of Total</td>
<td>2.6%</td>
<td>30.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Sex</td>
<td>12.8%</td>
<td>61.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Subject</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>12.8%</td>
<td>61.5%</td>
</tr>
</tbody>
</table>
Table 1 shows the details of the participants of the study. There were 250 participants belonging to the age group of 16-17 participated in the study. Out of 250 participants 211 (boys =110 and girls = 101) belongs to the age group of 16 years and 39 (boys = 23 and girls = 16) belongs to the age group of 17 years. Among the total participants comes under sixteen year age, 44 (20.9%) belongs to humanities, 126 (59.7%) belongs to science group, and 41 (19.4%) from commerce group. With regard to age group 17, 5 (12.8%) of the participants belongs to humanities group, 24 (61.5%) science group and 10 (25.6%) of the the participants are from commerce group.

**Instruments**

The present study includes variables such as assertiveness, self-esteem; perceived parenting styles (authoritative, authoritarian and permissive) and locus of control; to measure these variables researcher used both standardized instruments developed by the experts in the area and by the researcher. The following were the psychological instruments used by the researcher this study.

1. Multi-Phasic Hostility Inventory (Jayan & Baby Shari, 2005).
2. Self-Esteem Inventory (Thomas & Sam Sananda Raj, 1985).
3. Locus of Control Questionnaire (Mathew & Kunhikrishnan, 1986).
4. Assertiveness Scale (developed by the investigator and the details are presented in chapter 4- Test construction).
5. Perceived Parenting Styles Scale (developed by the investigator and the details are presented in chapter 4- Test construction).
6. Personal Data Sheet
Multi-Phasic Hostility Inventory

The Multi-Phasic Hostility Inventory developed by Jayan and Baby Shari (2005) is a five point scale, which measures the hostility of the individual subjects in two areas as experience of hostility and expression of hostility. There are three components for the experience of hostility such as self criticism, guilt and cynicism. In expression of hostility also there are three components and they are acting out of hostility, criticism of others and projection hostility. The details of components are given below.

Experiences of Hostility

Self Criticism: Self criticism refers to the act of making judgment towards oneself, analyzing one’s own qualities and evaluations of comparative worth, especially the initial considerations and judgment of behaviour, interactions and literary or artistic work. It also includes reviewing one’s own self and making comments, an act of finding fault with unsure and disapproval of one’s own behaviour, reprehend, suggesting sharp sense of disapproval generally of faults or errors made by oneself, poor judgment, emphatic pronouncement of blame, feelings against self for their acts and stresses by fixing up responsibility of errors.

Guilt: Guilt is a state of having done wrong or committed offence, culpability, or it is a painful feeling of self reproach resulting from a belief that one has done something wrong, immoral crime or sin.
Cynicism: Cynicism refers to believing that people are motivated in all their actions only by selfishness, denying the sincerity of people’s motions and actions or values of living.

Expression of Hostility

Acting out Hostility: Acting out hostility is the direct expression of the negative feeling inside which, it has got cynical background. To act out hostility people usually do some movement or perform something to express the hostility inside, implement a decision to harm others through words or deeds to express the negative feelings inside towards them.

Criticism of Others: Criticism of others is the over judgment of other’s deeds, words and ideas, especially with fault finding aim and also compare worthy qualities and values of other people’s behaviour, compare literary and artistic work etc of others, especially with an aim of finding errors and mistakes.

Projection Hostility: Projection hostility refers to the hostile deeds of oneself which are projected, identified and read in others as the causal factors of one’s own unlucky, the world’s conditions and other negative situations.

Administration

Clear instruction in a very simple language both in Malayalam and English were prepared and printed on the first page of the inventory so that each subject might be able to follow them before he or she started responding to items. These items were also written in Malayalam and English languages. Responses on the items were elicited in terms of 5 point likert scale such as ‘always true’, ‘usually
true’, ‘sometimes true’, ‘seldom true’ and ‘never true.’ The subjects were provided with separate space on the inventory to mark their responses. The subject could mark his or her responses for each item putting a tick mark (✓) in the corresponding space of each item.

**Scoring**

Positive and negative items were scored separately for each dimension. Items measuring particular dimension positively and responded as ‘always true’, ‘usually true’ ‘sometimes true’ seldom true’ and ‘never true’ were given scores of 5, 4, 3, 2 and 1 respectively. And the scoring was in the reverse order for negative items. The item no 7, 14, 17, 18, 25, 29, 31, 33, 44, were negative items and rest of the items were positive.

**Reliability and Validity**

The reliability of the scale was determined by odd-even reliability method. The scale was measured for its odd-even reliability by administering upon a group of participants (n=60) including male and female of 18-58 years. The product moment correlations between the tests were found to be .75.

The scale was validated against an external criterion that is hostility scale (Baby Shari & Baby, 2004). The correlation coefficient obtained was 0.64. The face validity of the inventory has been assured by many experts in the field. A copy of the inventory is appended as appendix I
Self-Esteem Inventory

The self-esteem inventory developed by Thomas and Sam Sananda Raj (1985) was used to measure the self-esteem of the individuals. This inventory consisted of 20 self-evaluative or descriptive statements (10 positive statements and 10 negative statements) form a wide variety of behavioural domains including academic, social, physical and emotional aspects.

Administration

The instruction was written in simple language both in Malayalam and English on the first page of the inventory so that the respondents would get a clear picture of how to respond to the items. Responses were elicited in terms of 5 point likert scale such as ‘Strongly Agree,’ ‘Agree’, ‘Undecided’, ‘Disagree’, and ‘Strongly Disagree.’ Higher score indicates high self esteem and lowest score indicate low self esteem.

Scoring

The self-esteem inventory consisted of 20 positive and negative statements. The positive statements/items in the inventory are 3, 5, 8, 10, 13, 15, 16, 18, 19, and 20. Scoring was done as follows: a score of 5, 4, 3, 2, and 1 was given to the response categories A, B, C, D, E which denotes ‘Strongly Agree’, ‘Agree’, ‘Undecided’, ‘Disagree’ and ‘Strongly Disagree.’ For negative statements item, i.e. items 1, 2, 4, 6, 7, 9, 11, 12, 14, and 17 were scored in reverse order i.e. a score of 1, 2, 3, 4 and 5 was assigned to the response categories A, B, C, D and E respectively. The maximum score is 120 and minimum score is 20.
Reliability and Validity

The reliability of the self-esteem inventory was established by administering this among 100 subjects (55 males and 45 females) and spilt half reliability was calculated and it was found to be 0.95. The test rest reliability of the scale was 0.90.

As the inventory was modelled after a few well-known inventories meant for measuring self-esteem, it may be said to possess content validity. In addition to this, validity was determined empirically with the help of self-esteem scores obtained by means of teacher rating technique which was found to be .41 (p< .01). A copy of the inventory is appended as appendix II

Locus of Control Questionnaire

Locus is a personality variable introduced by Rotter, which describes how the individuals evaluate their personal outcomes. Mathew and Kunhikrishnan developed the locus of control questionnaire in 1986 which measures the locus of control based on two types’ i.e. external locus and internal locus of control.

Administration

Locus of Control questionnaire was designed to measure internal and external locus of control for the Malayalam speaking population of India. The instruction was written in Malayalam on the first page of the questionnaire. The questionnaire and response sheet were in separate forms. The questionnaire contained 46 items with two response alternatives right and wrong.
Scoring

Scoring of locus of control was done as per the scoring scheme developed by the test developers. In this scale two aspects are measured internal and external locus of control. The response of the scale is measured in external directions. The total score indicates the external orientation of the subjects

Reliability and Validity

Spilt-half reliability of the scale is found to be 0.825 estimated on the responses of 200 subjects. Construct validity is reported as moderately high according to the correlation of 0.72 obtained between the two test scores administered to 30 subjects in a two month interval. A copy of the Locus of control questionnaire is appended as appendix III

Personal Data Sheet

To collect personal information such as sex, age, subject of study personal data sheet was used. The copy of Personal Data Sheet is appended as appendix IV

Procedure

The target population was adolescents studying in Plus One level, and the researcher first contacted the Principal of the school and discussed the objective, purpose and significance of the study and requested wholehearted support. The principal introduced the researcher to the class teacher/mentor of the class concerned. The purpose and nature of the study was also explained to the class teacher. The teacher gave a brief introduction about the study and purpose to the
students. The researcher established rapport with the students and requested their consent for participating in the study. After obtaining their written consent, the research instruments were administered. Researcher gave a detailed description about how to mark the responses and clarified their doubts. The participants were assured that their responses would be kept confidential and used only for research purposes. The sequence for administering the instruments are as follows (1) Personal Data Sheet (2) Multiphasic Hostility Inventory (3) Assertiveness Scale (4) Perceived Parenting Scale (5) Self-Esteem Inventory (6) Locus of Control Questionnaire. After completion, the instruments were collected back and checked for omission and those found incomplete were omitted. The scoring of these instruments was done according to the scoring manual and then the data was fed into a spreadsheet for further statistical analysis.

**Statistical Analysis**

Descriptive analysis

Correlation

**Part-2- Introducing the Protocol for the Management of Hostility**

Protocol describes the rationale of the programme, objectives of the study, design, procedure, participant’s inclusion and exclusion criteria, methods, timing, materials used in the intervention programme and description of statistical methods employed for the analysis. The present chapter explains the protocol for the management of hostility.

**Objectives:** To develop a protocol for the management of hostility of adolescents
Introduction

Hostility refers to the attitude that involves dislike and negative evaluation of others (Buss, 1961). Today students are at a risk of mental health problems such as depression, hostility and substance abuse (Hamadan-Mansour, Halabi & Dawani, 2009). Hamadan-Mansour (2010) study revealed that 8% were involved in physical aggression, 10% were victims of aggression and 25% were physically attacked with no reason. Sharma, Grover and Chaturvedi (2008) reported that interpersonal violence is very high among adolescents They conducted study among 550 adolescents of the age group of 14-19 and the findings revealed that 11.8% of the participants carry weapons, 13.5% threatened or injured others, and 49.1% were involved in physical fights. Hamadan-Mansour, Halabi and Dawani (2009) study revealed that 40% of the students had high hostility level. Rubio-Garay and Carrasco and Amor (2016) reported that hostility independently and significantly contribute to physical and verbal aggression.

Adolescence period is considered as a stage in which social, emotional, mental and physical changes take place. During this period the child engages in various risk behaviours to achieve independence. These risk behaviours often contribute to the development of hostility in adolescents (Cruz, Duarte, Nelas, Antunes & Almeida, 2014). Hostile behaviour among adolescents is a headache for teachers and parents. It has become a serious social problem in the present competitive and stressful world. Students use different modes of expressing hostility through humour, hitting, fighting, throwing things purposefully, damaging property, harming the person or objects. The severity and incidence of hostile behaviour are
increasing dramatically which in turn affect the future life of the adolescents. Hence it is the need of the hour to intervene into this problem. The hostility among adolescents should gain attention and it is the time to develop a comprehensive intervention approach for the management of hostility.

Previous literature provides evidence that specific intervention programmes such as cognitive behavioural intervention (Yahav & Cohen, 2008; Williams, Waymouth & Lipman, 2004), social skill training programme (Pepler, Byrd & King, 1991 & Kazdin, 1994), brief family competency training (Spoth, Redmond & Shin, 2000), meditation based intervention (Samuelson, Carmody, Kabat-Zinn & Bratt, 2007) have attempted to bring down the level of hostile behaviour of adolescents and adults. It is also observed that all these programmes are implemented in Western countries. No Indian studies are available about the intervention programmes to bring down the level of hostility. In all these studies the intervention programme is directly given to bring down the level of hostility, the variables associated with hostility is totally neglected or not taken into consideration. In this study the researcher did not directly intervene into hostility, instead enhanced the variables associated with hostility, and thereby evaluated that it has helped to bring down the level of hostility. The researcher through review of literature identified the variables associated with hostility such as assertiveness, self-esteem, perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control (Details in chapter 2). The researcher, as a next step, assessed the variables through scales and inventories among 250 adolescents. The instruments available were used and others were developed. Statistical analysis was done and the result also provides evidence
that these variables are associated with hostility. So following intervention programmes were provided to adolescents such as assertiveness training, self-esteem enhancement programme, awareness programme for adolescents to improve positive attitude of adolescents towards parents, parental counselling and internal locus of control enhancement programme. After selecting the variables the next step was to develop a protocol for the management of hostility and test the effectiveness of the management programme. The protocol followed in this intervention programme is described under the following heads

- Participants
- Research Design
- Instruments Used
- Procedure
- Pre-intervention Assessment
- Intervention Proper
- Post Intervention

**Participants**

Selection of participants is the important part in the intervention. Participants were selected through simple random sampling. The researcher assigned serial number to the 250 participants. The serial number from 1 to 250 participants was written and put in a box and shuffled well. Using lottery method the investigator randomly selected 40 chits from the box. After verifying these chits it was found that there were 15 girls and 25 boys. In order to balance the participants on the basis
of sex ratio the chits of 25 boys were again sorted. Among the 25 boys 10 boys were randomly removed. The remaining 15 boys were selected for the intervention. Total participants for the intervention consisted of 30 (15 boys and 15 girls). The selected participants were Plus One students. The researcher approached the participants personally and received the consent for the participation in the intervention programme. The consent form is appended as appendix – V.

**Inclusion Criteria**

- Adolescents who belong to the age group of 16 to 17
- Adolescents who are studying in Plus One level
- Adolescents who belong to subject of study such as humanities, science and commerce
- Adolescents who are willing to participate in the study

**Exclusion Criteria**

- Adolescents below 16 and above 18 years of age
- Adolescents who are not willing to participate in the study
- Adolescents who have history of psychiatric illness
- Adolescents who have any history of disciplinary action

**Research Design**

The design used in this study is one group pre-test post-test design. A single pre-test observation is taken from a group of participants (O1), treatment (X) then occurs, a single post test observation in the same measure (O2)

\[ O1 \quad X \quad O2 \]
Instruments

The present study involved following instruments

1. Multiphasic Hostility Inventory (Jayan & Baby Shari, 2005).
2. Self -Esteem Inventory (Thomas & Sam Sananda Raj, 1985)
3. Perceived Parenting Styles Scale (Divya & Manikandan, 2013)
4. Assertiveness Scale (Divya & Manikandan, 2012)
5. Locus of Control Questionnaire (Mathew & Kunhikrishnan, 1986)

Pre-Intervention Assessment

The researcher sought permission from parents, headmistress and participants for executing the intervention programme. A self introduction and rapport with the participants was established. The researcher administered the tools in the sequential order such as Multi-Phasic Hostility Inventory, Self-Esteem Inventory, Perceived Parenting Styles Scale (Authoritative, Authoritarian, and Permissive), Assertiveness Scale and Locus of Control Questionnaire among the participants. (Details are given in part I)

Intervention Proper

The intervention programme was given to 30 Plus One students which included 15 boys and 15 girls. The intervention programme was given for a period of 8 months and the intervention consisted of

• Ice-Breaking session
• Opening of the Intervention Programme
• Assertiveness Training Programme
• Self-Esteem Enhancement Programme
• Awareness programme for Adolescents to Improve Positive Attitude of Adolescents towards Parents and Counselling for Parents
• Internal Locus of Control Enhancement Programme

Intervention provides a desirable outcome for the individual in need. The investigator designed the intervention programme based on the target population. The objectives and sequencing of the content and strategies appropriate to each were selected. The beginning stage of intervention starts with the ice-breaking sessions and finally ends in the evaluation of the programme. The intervention programme is divided into modules. There are six modules in the intervention programme. The module is arranged in the order as follows.

Table 2
**Intervention Programme**

*Details of the intervention Module*

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Ice-Breaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>Opening of the Intervention Programme</td>
</tr>
<tr>
<td>Module 3</td>
<td>Assertiveness Training Programme</td>
</tr>
<tr>
<td>Module 4</td>
<td>Self-Esteem Enhancement Programme</td>
</tr>
<tr>
<td>Module 5</td>
<td>Internal Locus of Control Enhancement</td>
</tr>
<tr>
<td>Module 6</td>
<td>Awareness Programme to Improve the Positive attitude of Adolescents towards Parents and parental counselling</td>
</tr>
</tbody>
</table>
**Ice-Breaking**

The first module starts with the ice-breaking session. Ice-breaking is the powerful way of starting an intervention programme. Participants come from different background and in order to build a strong bond ice-breaking session plays an important role. It aims at removing the inhibitions, anxieties, and making the participants more active. It makes the participants confident in sharing their views and helps them to wholeheartedly involve in the programme. It also makes the participants more relaxed, to become more open minded, develop intimacy with those who are involved in the programme, and know each other before the core part of the intervention starts. This session starts with the sequential order such as knowing each other game followed by team building games. The rapport established with the participants through this module helps the facilitator to deal with other programmes smoothly.

**Opening of the Intervention Programme**

Through ice breaking session rapport with the students was established, and then the next session was started by giving information about the objectives of the intervention programme, purpose and place, timings of different sessions through PowerPoint presentation. The next activity was setting ground rules for the intervention programme. Ground rules were significant guidelines that should be followed from the starting point till the end of the intervention programme. It helps to conduct the intervention programme smoothly. In the present intervention participants were divided into groups. The facilitator asked each group to set certain ground rules for the intervention programmes. The ground rules received from each
participant were incorporated and the ground rules were written and pasted at the venue of the intervention programme. The rules were followed till the intervention ended. Through this phase the participants would become more relaxed. The facilitator also took care in providing eye contact to all participants. With the clear tone of voice the researcher explained the concepts and certain terms which were not familiar to the participants. The number of selected participants for the programme was 30. While dividing into subgroups it was divided into three and during certain games it was divided into six groups with 5 in each group. The intervention programme assured confidentiality, honest, openness and respect to the participations till the end of intervention programme. After the introductory phase the main phase of the intervention started.

**Assertiveness Training**

Assertiveness training programme aimed at improving assertiveness of adolescents. The aim of this training programme is to help the adolescents to develop assertive skill and teach them how to talk assertively. It is a group training programme because research studies had pointed out that group training is the most effective method for assertiveness training (Lange & Jakubowski, 1976). Assertive behaviour is a skill that should be developed through training. Assertiveness training helps the individual to develop assertiveness. Through assertiveness training the individual get an idea about the effective ways of how to achieve one’s need and goal without hurting others. The beginning of assertiveness training as a method of personality development started in 1980’s and 1990 (Smith, 1975) According to behaviour therapist assertiveness is a learned behaviour (Alberti &
Emmons, 1970; Lazarus, 1973; Wolpe, 1973). Salter (2002) and Wolpe (1990) were the theorists who introduced assertiveness training. Salter in his work Conditioned Reflex Therapy has explained assertiveness training (Lange & Jacobowski, 1976). He introduced the two concepts such as excitation and inhibition. According to him excitation means persons who are able to express their ideas honestly and straightforwardly but inhibition means those who fail to express their ideas honestly. Through assertiveness training Salter aims to increase excitation in persons. Salter (2002) identified six characteristics of assertiveness personality 1) Emotionality of speech which means expressing one’s own feelings 2) Expressiveness of speech which include precise and spontaneous expression of feelings 3) Ability to oppose and counter others’ opinion through direct and clear expression of views 4) Using the personal pronoun “I” 5) Accepting praise (Salter, 2002). Wolpe (1958) and Lazarus (1971) were the other theorists who explained the differences between assertiveness and aggressiveness through role play activity in assertiveness training. Wolpe (1958) considered assertiveness training as a “protection from anxiety.” Lazarus (1971) defined assertive behaviour as a social competence (Lazarus, 1971). He has mentioned in his theory the four characteristics of assertiveness personality 1) ability to openly talk about own desires and needs 2) ability to say no 3) ability to openly talk about own positive and negative feelings 4) ability to establish contact to begin, maintain and end a conversation (Lazarus, 1971). Smith (1985) has studied individual rights in the context of assertive behaviour. He has mentioned 10 assertive rights. The rights are as follows:

- The right to judge own behaviour, thoughts and emotions
Method

- The right to offer no reasons or excuses for justifying own behaviour
- The right to judge if you were responsible for finding solutions to other persons’ problems
- The right to change your mind
- The right to make mistake and be responsible for them
- The right to say I don’t know
- The right to be independent of the good will of others before coping with them
- The right to be illogical in making decisions
- The right to say I do not understand
- The right to say I don’t care (Smith, 1985)

Several theorists have offered their own definition of assertiveness training; Dwairy (2004) viewed assertiveness training as “process of learning to stand up for one’s rights and cope assertively not passively or aggressively.” Alberti and Emmons (1970) considered assertiveness training that helps the individuals in gaining their human rights. Assertiveness training helps individuals to change their attitude, improve their assertiveness (Krupat, Iris, Linda, Karen & Risa, 1999; Lin, Wu, Yang, Chen, Hsu & Chang, Chou, 2008; Yen-Ru, I-Shin, Yeu-Cune, Tzu-Ju & Kwua-Yu & Kuei-Ru, 2004; McCabe & Timmins, 2003; Stephens, 1997; Rosenberg & Hapco, 1997; Nirmala & Silviya, 2015; Sahebalzamani Noraizinia, Aliloo & Rashidi, 2010).

Adolescence is considered as pressure stage with numerous challenges and pressures. During this period the adolescents often find it difficult to express need,
wishes, and desires and they are forced to engage in risk behaviour. In the present Indian situation adolescent boys and girls are equally facing harassment, violence etc. Assertive skill helps them to face any circumstances smoothly. Assertiveness training helps them to equip themselves with the challenges and make their life pleasant and productive. Research studies also point out that assertiveness training is important at the adolescent age group (Wise, Bundy, Bundy & Wise, 1991). Research studies also pointed out that group assertiveness training programme is an effective intervention to decrease adolescent aggressiveness (Huey, 1983). Studies also show that assertiveness training is a useful strategy for dealing with and replacing hostile interaction styles and hostility (Fink, 2016).

The researcher through reviews and book understood the theoretical aspects of assertiveness training. The present assertiveness training programme focused on the following areas such as how to talk with assertiveness, importance of assertiveness and the practical application of assertiveness in day to day life. It included topics such as understanding assertiveness, aggressiveness and passiveness, how to say no, how to make request, develop skill of giving and receiving compliments, how to change criticism in constructive way and methods of dealing with anger etc. The methods used in this are role play, discussion situation analysis, game, storytelling, brainstorming etc. There were seven sessions in this module. The details of each session are described below.

The first session explains the importance of assertiveness in adolescents’ life. The facilitator introduced the concept of assertiveness by giving role play activities to the groups. Each group acted the role play in its own way. The facilitator
selected the role play situation from the incidents that happen in our day to day life. After the role play a question answering session was conducted. The facilitator then explained each concept thoroughly. The aim of this activity was to make the participants understand the concept assertive, passive and aggressive behaviour.

Session two explained the body language of assertive, passive and aggressive persons. The facilitator introduced the concept by brainstorming the students about the meaning of body language. The facilitator through this activity explained the body language of assertive, passive and aggressive persons through PowerPoint presentation.

Session three consisted of situational analysis. It aimed at emphasizing how to say no assertively. The facilitator divided the participants into groups and each group was given a situation slip and asked to analyse the situation. After situation analysis a question answering session was conducted and the facilitator explained the concept based on the situation.

The fourth session explained how to make request. The method used in this session was situational analysis. The facilitator provided situation to the participants and asked them to analyze the situation and they shared their ideas to the facilitator. The facilitator ended the session by explaining about how to make request through PowerPoint presentation.

The fifth session explained how to give and receive compliments. The session started with a game named ‘Sweeten the Deal.’ In the game all participants had to write their name on a piece of paper and put in the bowl. As a next step of the
game all participants had to pick out a paper from the bowl. In this game participant had to give and receive compliments. The aim of the activity was how to give compliments and receive compliments. Then an experiencing sharing session was done.

The sixth session deals with criticism. The aim of this activity was to understand the positive and negative aspects of criticism and how to transfer criticism constructively. The present session was explained to the participants through mock competition role play.

The seventh session was about methods of dealing with anger. The facilitator provided a situation to the students. Based on the situation a question answering session was held among the participants. The facilitator ended the session by explaining the methods of dealing anger through PowerPoint presentation. Through assertiveness training module participants will be able to understand the concept assertiveness and its importance in life

**Self-Esteem Enhancement Programme**

Self-awareness of an individual is defined as self-image. These self-images help to form ideal self. The balance between ideal self and self-images constitutes one’s self-esteem. Self-esteem is the evaluation or assessment of oneself. Depending on the situation in life such as success or failures there will be changes in self-esteem. Self-esteem helps an individual to successfully survive in the society. It starts from childhood and it flourishes through life with the support and care received from home, school etc. Self-esteem helps the adolescents throughout their
life, thereby facilitating them to be more productive and happier. In society we see two kinds of people those people who have low and high self-esteem. Low self-esteem people have negative feeling about self, fail to express their ideas properly, lack of self-awareness and anxiety while interacting with others. High self-esteem people face the challenges confidently, have confidence in expressing their views and opinions and maintain healthy relationship with others. Self-esteem found to be high during childhood stage but it slows down dramatically when the child enters adolescence. The changes in self-esteem are due to the transitional changes that happen in adolescence (Robins, Trzesniewski, Tracy, Gosling & Potter, 2002; Major, Barr, Zubek & Babey, 1999). So self-esteem enhancement programme should be provided at the adolescent stage.

Self-esteem enhancement programme helps the adolescent’s to understand their self. It also helps them in their personal, social and academic life. Dalgas-Pelish (2006) conducted a self-esteem intervention programme among 135 adolescents and reported that group based self-enhancement programme among school students could improve self-esteem. Studies pointed out that self-esteem enhancement programme helps the adolescents to improve their self-esteem, brings changes in behavioural, personality and academic functioning, create self-awareness and helped to develop positive and relaxed state of mind (Sungur, 2015; Park & Park, 2015; Noronha & Mathias, 2015; Haney & Durlak, 1998; Sohn & Yim, 2003; Kim, 2011; Lai, Lu, Jwo, Lee, Chou & Wen, 2009; Mcvey, Davis Tweed & Shaw).

The present self-esteem enhancement programme aims at improving self-esteem of adolescents. The first session focussed on self awareness. This module
begins with the story analysis and gradually enters into the concepts. Session one focuses on the identifying one’s own identity. In this session four games are included. The first session starts with a story analysis. Through this story analysis participants understand the importance of having positive self-esteem and how it changes a person’s life dramatically. The name of the second activity is ‘looking at you.’ In this game participants are asked to portray themselves in a picture. They can portray themselves by drawing themselves or through celebrity etc. Through this game the participants have an opportunity to make a self-evaluation which they have not yet done in their life. The name of the third game is magic box. In this game each participant has to come forward and open the box and has to see what is inside the box. The name of the fourth game is a ‘flip or flop.’ In this game all participants are formed into pairs and each participant has to write his/her strength and weakness. Next, the participants have to exchange their paper with their partner. The partner will read the five good things and five bad things. The crucial point in this game is that he/she should provide suggestions about how to modify the weakness of whose paper he/she received.

The second session focussed on how to express emotion without any inhibitions. It includes activities such as expressing emotion and recognizing emotion.

The third session aims at boosting self-esteem through various activities. In this session four games are included. The first session starts with addressing the group. The first game is a chat show game. In this there will be two persons, interviewer and interviewee. The interviewee can act as celebrity etc. This game
Method

Aims at overcoming low self-esteem. Through this, the participants will get a chance to overcome anxiety and learn to present the topic clearly and systematically which increases the confidence of the participants. The games of the other sessions are self-praise, addressing the group and success a day.

The fourth session aims at the practical way of improving self-esteem. The module includes session such as recalling the good time, thought stopping and progressive muscular relaxation. The method used in these three sessions was visualization. These modules help the participants to maintain self-esteem, create positive self-beliefs, positive attitude, and positive approach to life which make their life more meaningful and happier.

Internal locus of Control Enhancement Programme

Locus of control is a concept developed by Rotter. Locus of control is the individual perception about the success and failures that happen in life. There are two types of locus of control: external locus of control and internal locus of control. People with internal locus of control believe that they are responsible for the success that happens in their life. People with external locus of control believe outside factors such as luck, factor control their destiny. People with internal locus of control work hard, are more inquisitive, energetic and actively seek information from others without anxiety and fear. External on the other hand do not work hard, have negative attitudes and behaviour and give more importance to luck and fate.

The first session is introducing the concept locus of control. In this session situation will be provided to the students. They have to evaluate the situation and
Method

each participant has to tell his/her views. As a next step the responses received from each student will be written on the blackboard. Based on the responses received from the participants the facilitator explains to the participants what locus of control is and its types such as external and internal through PowerPoint presentation.

The second session is practicing internal locus of control. There are four programmes and the methodologies used in these programmes are brainstorming, sentence completion, questioning and explanation and visualization. One of the programmes in this module is “I can achieve my wishes.” In these games the participants have to tell their wish and the possible ways to achieve the wish. It is followed by an interaction session where the facilitator explains the various techniques to achieve the goal. In the intervention programme of enhancing internal locus of control the concept is explained through practically oriented activities. It helps the participants to understand the concept more easily.

**Awareness Programme for the Adolescents to Improve Positive Attitude of Adolescents towards Parents**

Parents play an influential role in adolescent’s life. Parents play an important role in social and psychological development of adolescents. Today, in our present world, the attitude towards parents is changing dramatically. Family get-togethers, family prayers are reducing. The adolescents spend less time with their parents and engage chatting in Facebook and WhatsApp etc. The present awareness programme is an effort to increase their knowledge and awareness and positive attitude towards parents. This programme focuses on basic aspects communication, respect, and increasing a positive relationship with parents.
Counselling for Parents

Counselling is meant to “help clients to understand and clarify their views of their life space and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional and interpersonal nature” (Burks and Stefflre, 1979). A one day group counselling was conducted for parents of the participants.

Scheduling the Presentation

Scheduling the session requires a clear and systematic coordination. Six separate modules were scheduled for the selected participants.

Venue

The researcher understood the need of creating favourable atmosphere to have better outcome. The investigator selected an auditorium which is near the school and sufficiently large for several groups to work together without disturbing each other. The furniture consisted of chairs that can be moved around, so that the participants could easily form and reform groups when required. The researcher selected circle and horse shoe shaped seating arrangement alternatively.

Procedure

The intervention programme was provided to 30 participants. The researcher sought permission from parents, teachers and participants before the intervention programme. The researcher ensured confidentiality to the participants. The researcher conveyed to the participants that they had the right to withdraw at any
time during the intervention programme. The duration of the programme was 8 months. The intervention programme was conducted from 10 am to 5 pm with one hour break for tea and lunch. The intervention was conducted on Saturday, Sunday and public holidays up to 8 months. The feedback form was provided at the end of the intervention programme.

**Objectives**

- To develop assertiveness skills
- To enhance self-esteem
- To develop internal locus of control
- To improve the adolescent’s positive attitude towards parents and to help the parents to develop effective parenting styles and to understand the behaviour of adolescents through counselling

**Materials**

The following materials and equipments were used for the intervention programme

- Writing materials for the participants (Paper, pencil)
- Whiteboard and marker
- Chart paper
- LCD Projector
- Power Point Presentation
- Laptop
- Instruments and Feedback Form
Method

It was a practically and participatory oriented programme. Each session had its own course objectives, procedure, methods, materials and directions about how to do the session. Techniques used in this intervention programme are:

- Interactive Games
- Role Play
- Brainstorming
- Story Analysis
- Situation Analysis,
- Sentence Completion,
- Interview
- Lecture
- Question Answering
- Experience Sharing
- Relaxation Technique
- Counselling
- Visualization
- Self Presentation

- Module 1 – Ice-Breaking

Aim: By the end of this session participants would be familiar with each other.
Objective:

- To encourage the participants to actively get involved in the programme and to make them feel relaxed
- To familiarize with each other
- To establish a rapport with the facilitator and participant
- To understand the importance of group formation
- To help them to learn trust among group members

The intervention programme started with the self introduction of the participants, their name, place of residence etc. Following the introduction of the participants the facilitator introduced herself. The ice breaking session helped to reduce the fear and anxiety and made them more happy and relaxed. In this module various games were included.

Table 3

Details of the Activities in the Ice-Breaking Sessions

<table>
<thead>
<tr>
<th>Activities</th>
<th>Type</th>
<th>Title</th>
<th>Time</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Show Your Hobby</td>
<td>Interactive Game</td>
<td>20 minutes</td>
<td>No materials needed</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Names in the Air</td>
<td>Interactive Game</td>
<td>15 minutes</td>
<td>No materials needed</td>
</tr>
<tr>
<td>Activity 3</td>
<td>Line Game</td>
<td>Interactive Game</td>
<td>20 minutes</td>
<td>No materials needed</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Fruit Salad</td>
<td>Interactive Game</td>
<td>25 minutes</td>
<td>Picture of the fruits</td>
</tr>
<tr>
<td>Activity 5</td>
<td>Paper Game</td>
<td>Interactive Game</td>
<td>25 minutes</td>
<td>Newspapers</td>
</tr>
<tr>
<td>Activity 6</td>
<td>Count Down</td>
<td>Interactive Games</td>
<td>20 minutes</td>
<td>No materials needed</td>
</tr>
</tbody>
</table>
Activity 1- Show your Hobby

Method: Interactive Game

Time: 20 minutes

Directions

In this, every participant was asked to stand in a circle. The facilitator explained the game to the whole group. The game was as follows “Each one should come forward and introduce his/her name and show his/her hobby without uttering a word. Other participants should guess what it could be”.

Activity 2- Names in the air

Method: Interactive Game

Time: 15 Minutes

Directions

Participants were asked to write their names in the air first with left hand and then with right hand and at last with both hand at the same time.

Activity 3- Line Game

Method: Interactive Game

Time: 20 Minutes

Directions

Participants were asked to form three groups. The facilitator announced “Everyone should line up alphabetically according to his/her first name”. The participants should raise hand when they line up in the correct order. The teams who would line up first in a correct order were considered the winners.
Activity 4- Fruit Salad

Method: Interactive Game

Materials: Pictures of Fruits

Time: 30 Minutes

Directions

The game starts by making the participants sit in a circle. Then participants are asked to pick a lot from the box in which the names of fruits are written on paper according to the number of participants. The participants who got the fruit name have to change the seats when the facilitator says the name of the fruit. The facilitator in between says names of two fruits when both of the participants have to change their seats. The facilitator finally says fruit salad, when all the participants have to change their seats.

Activity 5- Paper Game

Method: Interactive Game

Time: 25 Minutes

Materials: News Papers

The facilitator instructed the leaders of each group to come forward, and distributed a sheet of paper among them. After distributing the sheet of paper the facilitator explained the game. The facilitator instructed the participants to fold the paper into half and asked them to place it on the floor. As a next step, the facilitator asked members of each group to fit all members inside the paper. The group from which any member goes out of the paper would go out from this game. The games continued until a group won the game.
Activity 6- Count down

Method: Interactive Game

Time: 20 Minutes

Directions

This is an interactive game where participants have to count from one to fifty, but they should not say seven or multiples of seven instead they have to clap hands. If any group member says seven or multiples of seven that group loses its chance and the other group members have to take the turn.

Module 2- Opening of the Intervention Programme

Table 4

<table>
<thead>
<tr>
<th>Activity</th>
<th>Title</th>
<th>Type</th>
<th>Time</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Objectives of the training programme</td>
<td>Projector and PowerPoint Presentation</td>
<td>20 minutes</td>
<td>Whiteboard and Marker</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Setting Ground rules</td>
<td>Brainstorming</td>
<td>20 minutes</td>
<td>Whiteboard and Marker</td>
</tr>
</tbody>
</table>

Objectives: To inform the participants regarding outline of the programmes

Session 1: Objectives of the training programme

Method: Projector and PowerPoint Slides

Time: 20 minutes
Direction

The investigator explained the objectives, types of activities, place, and duration of the activities with the help of PowerPoint presentation. The participants were encouraged to ask doubts.

Sessions: 2 Setting Ground rules

Objectives: To formulate ground rule for the programme

Method: Brainstorming

Time: 20 minutes

Materials: Whiteboard and marker

Directions

After the introduction next step was to set ground rule for the training programme. The facilitator divided the participants into 6 groups of 5 each and asked each group to write certain rules that should be followed in the training programme. The group members were asked to read the rules and the facilitator wrote each response on the board. The facilitator finally selected appropriate rules and provided explanation for discarding certain rules. These rules were written on a chart paper and pasted on the wall till the end of the training programme.

Module 3: Assertiveness Training Programme

Aim: By the end of the assertiveness participants would be able to understand about assertiveness
Objectives

- To understand about the difference between assertiveness, passiveness and aggressiveness
- To understand the body languages of assertive, passive and aggressive behaviour
- To teach the participants how to say no when they want to say no.
- To understand how to make request.
- To develop the skill of giving and receiving compliment.
- To create awareness among the participants of how to change criticism in a constructive way.
- To help the participants deal with anger

Table 5

Assertiveness Training Module

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Understanding Assertiveness</th>
<th>Role play and Question answering, and PowerPoint Presentation</th>
<th>Laptop, Projector and PowerPoint Slides</th>
<th>45 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>Body Language</td>
<td>Brainstorming and PowerPoint Presentation</td>
<td>Whiteboard and Markers, Laptop, Projector and PowerPoint Slides</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Session 3</td>
<td>Saying No</td>
<td>Situational analysis, Question answering and PowerPoint Presentation</td>
<td>Bowl, Laptop Projector and PowerPoint Slides</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Session 4</td>
<td>Making Request</td>
<td>Situational analysis, Sharing of Experiences and PowerPoint Presentation</td>
<td>Laptop, Projector and PowerPoint Slides</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Session 5</td>
<td>Giving and Receiving Compliments</td>
<td>Game, Experience Sharing, and PowerPoint Presentation</td>
<td>Bowl, Laptop, Projector and PowerPoint Slides</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Session 6</td>
<td>Criticism</td>
<td>Game, Experience Sharing and PowerPoint Presentation</td>
<td>Laptop, Projector, PowerPoint Slides</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Session 7</td>
<td>Dealing with anger</td>
<td>Situation analysis, Question answering and PowerPoint Presentation</td>
<td>Paper, Pen, Laptop, Projector, PowerPoint Presentation</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Session 1: Understanding Assertiveness

Objectives

• To understand the concept assertiveness
• To know the differences between passiveness, aggressiveness and assertiveness
• To teach participants practical application of assertiveness in their life through role play.

Method: Role Play, Question Answering and PowerPoint Presentations

Materials: Laptop, Projector and PowerPoint slides

Time: 45 minutes

Directions

The participants were divided into three groups. The number of the situation was written in a piece of paper. The facilitator asked one participant from each group to come forward and take the lot. The numbers from one to three was written in the paper. The groups have to play the role play according to the number received. The participants and they were given 15 minutes time to prepare the role play. Each group was given three situations and they had to act the role play. The first group had to act the role in passive way, the second group aggressive way and finally the third group assertive way. The facilitator directed the participants to carefully observe the role play. After the group had performed their role play, there was question answering session based on the question given below. Facilitator concluded
the session by explaining the concept through PowerPoint presentation. (slide presentation of understanding assertiveness is appended as appendix VI)

**Role Play Situation 1**- Imagine you are standing in a queue at the railway station. Your train time is 12.50. At 12.45 a person from nowhere comes in front of you in the queue. What will you do? How will you react?

**Role Play Situation 2**- You are waiting in a line to get food from the mess hall. You have been patiently waiting to get food for 30 minutes. A girl comes in front of you. You become angry. What will you do?

**Role Play Situation 3**- Imagine you are travelling in a bus and a man touches your body when each time the brake is applied. How would you react?

**Discussion**

Which approach do you think is the best and why?

**Session 2- BODY LANGUAGE**

**Objectives**

**Method:** Brainstorming, and PowerPoint Presentations

**Materials:** White Board and Markers, Laptop, Projector and PowerPoint Slides

**Time:** 25 minutes

**Directions**

The facilitator initiated a discussion among the participants on the importance of body language in an individual’s life. The facilitator recorded their observations on the blackboard. The facilitator asked the participants to recollect the
gestures, postures, eyes, movements, voice tone they used during the role play. The facilitator collected responses from the participants and explained the body language of passive, aggressive and assertive persons through slides. (Slide presentation of body language is appended as appendix VII)

**Session 3: Saying No**

**Objectives**

**Method:** Situational analysis, Question Answering and PowerPoint Presentations

**Materials:** Bowl, Laptop, Projector and PowerPoint slides

**Time:** 45 minutes

**Directions**

A bowl containing situation slip will be placed on the table. The leader of each member should come forward and take one slip. They should not read the situation loudly. In the same manner leader of the other two groups will follow the same procedure. The group will be given 15 minutes to analyse the situations. After the time limit each group must present their ideas in front of other group members and a question answering session will be conducted based on the following question given below. The session ended by summarizing the points and explanation of the concept through slides. (Slide presentation of saying no is appended as appendix VIII)
Situations

1- A friend of your family meets you after school and asks if you want a ride home on his scooter. You don’t feel very good about this person and you feel uncomfortable about the situation.

2- Your friend wants you to skip school and go to a movie. He/she tells you that the whole group is going.

3- Your friends want to copy your homework. You really don’t want to lose their friendship but you think they should do their own homework.

Discussion

a) Is it difficult for you to say ‘No’ to friends or other people close to you? Why?

Session 4: Making Request

Method: Situational Analysis, Sharing of Experiences and PowerPoint Presentation

Materials: Laptop, Projector and PowerPoint slides

Time: 45 minutes

Directions

Participants were divided into three groups. Situations were provided to the participants and they were asked to analyze the situation. Participants were asked to share their experiences and the facilitator explained how to make request through
PowerPoint presentation. (Slide presentation of making request is appended as appendix IX)

**Situation 1:** You bought a churidar/Shirt from a store and after you paid for it, you found a hole in the churidar, what will you do?

**Situation 2:** You are in town one Saturday afternoon and accidentally you saw a friend who you have not seen for a long time. You decide to spend the afternoon together and went to a nearby restaurant for a cup of coffee. Shortly after you sit down, people seated nearby lights up a cigarette (in a non-smoking area). You notice a pregnant woman with a small child at the next table. What actions can you take?

**Session 5 - Giving and receiving compliments**

**Method:** Game, Experience Sharing and PowerPoint Presentation

**Materials:** Bowl, Laptop, Projector and PowerPoint slides

**Time:** 40 minute

**Directions**

The concept was explained through a game which would help the participants to understand the concept more clearly. The name of the game was “Sweeten the Deal.” The procedure of the game is described below. The participants were asked to write their name on a piece of paper and put it in the bowl. Each participant should pull a name out of the bowl, (make sure not to get own names). Participants should write or draw a compliment to the person whose name they drew (compliment should be nice that will make a person feel good, for e.g., I like you...
because……etc). The facilitator encouraged the participants to be creative and original in selecting the compliment appropriate to the recipient. Participants shared compliments with each other and also thanked each other for the compliments. Every participant responded to the compliments appropriately. Then an experience sharing session was done about how they felt when they gave and received the compliment. (Slide Presentation of giving and receiving compliments is appended as appendix X)

**Session 6: Criticism**

**Objectives:**

**Method:** Game, Experience Sharing and PowerPoint Presentation

**Materials:** Laptop, Projector and PowerPoint slides

**Time:** 45 minutes

**Directions**

This session starts with a game. The name of the game is “mock competition.” In this, all participants will get a chance to display their talents. This activity consisted of performers and judges. In this four members will act as judges who will provide criticism. The remaining participants will perform according to their talent. The judge positions will rotate after each performance, so that each person will have an opportunity to both perform and be a judge. Participants were asked to share their experiences about the game. After experiencing session the facilitator explained how to manage criticism constructively through PowerPoint Presentation. (Slide presentation of criticism is appended as appendix XI)
Session 7: Dealing with anger

Method: Situation analysis, Question answering and PowerPoint Presentation

Materials: Paper, Pen, Laptop, Projector and PowerPoint slides

Time: 40 minutes

Directions

A situation was presented in front of the participants and they were asked to evaluate the situation. The facilitator asked each participant to write answers to the following questions given below in a sheet of paper. After the presentation of the participants the facilitator incorporated the ideas and explained the strategies of dealing with anger with the help of the slides. (Slide presentation of dealing with anger is appended as appendix XII)

Situation 1 - On your way home from school you stop at the post office to post a letter. As you are standing in line, patiently waiting your turn, you notice a little kid with a chocolate bar running around screaming. His mom seems to have no problem with it. The kid decides to run over to you and give you a big hug, smearing little chocolate handprints all over.

Discussion

What will you do?

Module: 3 Self-Esteem Enhancement Programme

Aim: By the end of the session participants will develop self-esteem
Objectives

- To create self-awareness among the participants
- To help the participants to express their emotions confidently
- To overcome anxiety while expressing ideas and opinions
- To help the participants to divert negative thoughts into positive
- To help the participants to maintain a relaxed state

Table 6

*Self-Esteem Enhancement Module*

<table>
<thead>
<tr>
<th>Session 1: Myself</th>
<th>Activities</th>
<th>Title</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pallavi’s Story</td>
<td>Story analysis,</td>
<td>45 minutes</td>
<td>Hand out, Paper, Pen and Lap top, Projector and PowerPoint slides</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question Answering and PowerPoint presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Looking at You</td>
<td>Game, Question Answering and PowerPoint Presentation</td>
<td>30 minutes</td>
<td>Paper, Pen, Laptop, Projector and PowerPoint slides</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Magic Box</td>
<td>Game and Question Answering</td>
<td>40 minutes</td>
<td>Box, Mirror, Paper and Pen</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Flip- Flop</td>
<td>Game</td>
<td>25 minutes</td>
<td>Paper and Pen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2: My Feelings</th>
<th>Activities</th>
<th>Title</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Expressing Emotions</td>
<td>Game</td>
<td>20 minutes</td>
<td>Paper, Pen and Bowl</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Recognizing Emotions</td>
<td>Sentence Completion</td>
<td>25 minutes</td>
<td>Paper and Pen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3: My Confidence</th>
<th>Activities</th>
<th>Title</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Chat show</td>
<td>Interview</td>
<td>45 minutes</td>
<td>Paper and Pen</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Self-Praise</td>
<td>Self Presentation</td>
<td>25 minutes</td>
<td>No materials</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Addressing the Group</td>
<td>Self Presentation</td>
<td>20 minutes</td>
<td>Paper and Pen</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Success a day</td>
<td>Self Presentation</td>
<td>25 minutes</td>
<td>Paper and Pen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4: My Thoughts</th>
<th>Activities</th>
<th>Title</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Recalling the Good time</td>
<td>Visualization</td>
<td>45 minutes</td>
<td>No materials</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Thought Stopping</td>
<td>Visualization</td>
<td>45 minutes</td>
<td>No materials</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Progressive Muscular Relaxation</td>
<td>Visualization</td>
<td>45 minutes</td>
<td>No materials</td>
<td></td>
</tr>
</tbody>
</table>
Session 1: Myself

Objectives

• To understand the concept self
• To understand the concept self-esteem
• To raise the awareness about the importance of self-esteem in one’s life.
• To create awareness among the participants that each one is special

Activity 1: Pallavi’s Story

Method: Story Analysis, Question Answering and PowerPoint Presentation

Materials: Handouts, Paper and Pen, Laptop, Projector and PowerPoint slides

Time: 45 minutes

Directions:

The facilitator distributed the handout among the participants. They were instructed to read the story carefully and write their views on the question given below. The facilitator then explained the concept of self-esteem and its importance through PowerPoint presentation. (Story is appended as appendix XIII).

Discussion

What do you understand from this story?

Activity 2: Looking at You

Method: Game, Question Answering and PowerPoint Presentation

Materials: Paper, Pen, Laptop, Projector and PowerPoint slides

Time: 30 minutes
Directions:

This is an individual game in which the whole participants should involve equally in the game. Each participant will be given a paper. They can portray their self-image as they wish and after the portrayal participants should answer the following questions. How do you see yourself? What do you think are the bad qualities you have? The time allotted for portrayal and answering the questions is 10 minutes. After answering these questions each participant was asked to present the portrayal and read their answers. The facilitator, after the presentation, explained the importance of self-awareness in one’s life with the help of the slides. (Slide presentation of self-esteem is appended as appendix XIV)

Activity 3: Magic Box

Method: Game and Question Answering

Materials: Box, Mirror, Paper and Pen

Time: 40 minutes

Direction:

The facilitator constructed a magic box with a mirror placed so as to reflect the face of anyone who looked inside. The activity started by asking the following question. Who do you think is the most special person in your life? After hearing the response from the participant the facilitator continues by saying that “I have a magic box with me and you can look inside and discover the special person in your life.” The facilitator provided instruction before starting this activity. “You can come forward and look inside the magic box. After viewing the magic box please be seated in your place. Do not disclose what you have seen in the box to your friends
through facial expression etc.” Then the facilitator explained the importance of self awareness to the participants.

Discussion

What was your reaction when you saw that you are the special person?

Activity 4: Flip-Flop

Materials: Paper and Pen

Method: Game

Time: 25 minutes

Directions

The participants were asked to form pairs. After forming pairs a sheet of paper was distributed. The facilitator instructed the participants to write five good things and five bad things about themselves. The time allotted for the participants was 10 minutes. Once it was done, the participants were asked to exchange their sheets with their partner. The partners would have to read five good things and then give solutions to five bad things mentioned by their pair. The other partner would do the same until the whole group got the chance.

Session 2: My Feelings

Objectives:

- To teach the participants to express emotions without any inhibitions
- To know the current emotion of the participant’s
Activity 5: Expressing Emotions

**Method:** Game

**Materials:** Paper, Pen and Bowl

**Time:** 20 minutes

**Direction:**

A sheet of paper each was distributed among the participants. Participants were instructed to write about the one emotion that came to their mind and to fold the paper and put it in the bowl. The papers were shuffled. Each participant was asked to take a single paper from the bowl and to act out the emotion to the whole group without using speech. The game ends after each participant got a chance to express emotions.

Activity 6: Recognizing Emotions

**Method:** Sentence Completion

**Materials:** Paper and Pen

**Time:** 25 minutes

**Directions:**

Participants were asked to complete the following sentences given below. After writing the participants were asked to read what they had written.

I feel happy when ........................................

I feel sad when ............................................

I feel angry when ...........................................

I am afraid when .................................

I feel proud .............................................
Session 3: My Confidence

Objectives:

- To remove inhibitions and increase confidence
- To boost the participant self esteem

Activity 7: Chat Show

Method: Interview

Materials: Paper and Pen

Time: 45 minutes

Directions

Participants were divided into groups. The facilitator instructed two pairs from each group to come forward. The facilitator described the game to the participants. The instruction was as follows “Pretend it is a TV chat show and you have to make your own chat show. You have to decide, you will host and you will be the guest. Don’t forget that you need audience. It is really a live show.” After presentation participants showed their appreciation by clapping the hands and they shared their experiences.

Activity 8: Self-Praise

Method: Presentation

Materials: Paper and Pen

Time: 25 minutes
Directions

Participants were divided into groups and were asked to sit in a circle. The facilitators then provided instructions to the participants, “You are given 5 minutes time, you have to make 10 positive comments about yourself within this 5 minutes or else you are out. The participants who achieve this within the time limit will be declared as winners.”

Activity 9: Addressing the Group

Method: Self-Presentation

Time: 20 minutes

Directions

Participants were asked to prepare a short five minute talk to the group. They could choose the topic according to his or her choice. After these talks participants were asked to share their experiences.

Activity 10: Success a Day

Method: Self-Presentation

Materials: Paper and Pen

Time: 25 minutes

Directions

A sheet of paper each was distributed among the participants. They were asked to share the success they experienced in their life. The time allotted for the presentation was 25 minutes.
Session 4: My Thoughts

Objectives: To increase positive thoughts among the participants

Activity 11- Recalling the good time

Method: Visualization

Time: 45 minutes

Directions

Participants were asked to recall a time when they felt especially happy. The facilitator instructed the participants to close their eyes and visualize the scene and tell positive statements to themselves such as “I am energetic,” etc. After a few minutes they were instructed to open their eyes and share their experiences.

Activity 12- Thought Stopping

Method: Visualization

Time: 30 minutes

Directions

The facilitator told the participants that it was a visualization process and provided the following instructions. “It is difficult to stop the negative things that come to our mind. Here is one technique which may help you. First you must think negative things about yourself (e.g., stupid, idiot, hopeless etc.). After 5 seconds you should say stop to yourself and clap the hands and say something positive to yourself. The facilitator concluded the session by explaining to the students its effectiveness and hearing their experiences.
Activity 13: Progressive Muscular Relaxation

Method: Progressive Muscular Relaxation

Time: 45 minutes

Directions

Participants were asked to lie down on the mat spread on the floor without touching one another. Participants were directed to keep their legs without touching each other. The instructions were provided to the participants as follows “Please close your eyes and concentrate on the instruction. Now tense your fist and then relax and repeat it, tense your fist and then relax. Now, please extend your finger and then relax and repeat it. Extend your finger again and then relax. Now we can do some exercise with eyes. Open your eyes as wide as possible and then look towards your right without turning your head and then relax by setting back your eyes to the normal position, again without turning your head look towards your left and then relax. Slowly open your eyes.”

Module 4: Internal Locus of Control Enhancement Programme

Aim: By the end of the session participants will develop internal locus of control

Objectives

- To understand the differences between internal and external locus of control
- To make the participants understand the practical application of internal locus of control
Table 7

Internal Locus of Control Enhancement Module

Session 1: Introducing Locus of Control

<table>
<thead>
<tr>
<th>Activity</th>
<th>Title</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How to take control on my life</td>
<td>Situation analysis, Brainstorming and PowerPoint Presentation</td>
<td>1 hour</td>
<td>Paper and Pen</td>
</tr>
</tbody>
</table>

Session 2: Practicing Internal locus of control

<table>
<thead>
<tr>
<th>Activity</th>
<th>Title</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am Proud</td>
<td>Sentence Completion</td>
<td>20minutes</td>
<td>Paper and Pen</td>
</tr>
<tr>
<td>2</td>
<td>I can achieve my wishes</td>
<td>Questioning, Visualization and Explanation</td>
<td>30minutes</td>
<td>Paper and Pen</td>
</tr>
<tr>
<td>3</td>
<td>If I could be</td>
<td>Sentence Completion and Sharing of Experiences</td>
<td>15minutes</td>
<td>Paper and Pen</td>
</tr>
</tbody>
</table>

Session 1: Introducing Locus of Control

Objectives: By the end of the session, participants will be able to understand

- What is locus of control and types of locus of control such as external and internal
- What type of locus of control they attribute to situations that happen in their lives.
- How to develop internal locus of control
Activity 1: How to take control of my life

Materials: Paper and Pen

Method: Situation analysis, Brainstorming and PowerPoint Presentation

Time: 1 hour

Directions:

A situation was provided in front of the students. Each student was asked to write his/her responses. After sharing answers the facilitator initiated a discussion based on the following questions to the whole group. Through this activity the facilitator highlighted what is locus of control and the types of control such as internal and external through PowerPoint presentation. (Slide presentation of locus of control is appended as appendix XV)

Situation 1: A math test was conducted in your class. You failed in the exam, what will be your reaction? How do you attribute the situation?

Situation 2: A science competition was conducted. You got first in that competition. How do you attribute the situation?

Discussion

a) What forces are responsible for your success and failures?

b) Do you blame yourself when you could not achieve the target?
Session 2: Practicing Internal Locus of Control

Objectives: To help the participants how to increase internal locus of control

Activity 1: I am Proud

Method: Sentence Completion

Materials: Paper and Pen

Time: 20 minutes

Directions:

A sheet of paper each was distributed among the participants. The facilitator asked the participants to carefully listen to the instructions given by the facilitator. The facilitator instructed the participants to make a statement about a specific area of behaviour that is “I am proud of.” The facilitator provided hints to the participants. After writing the statement the facilitator asked the participants to read what they had written.

Activity 3: I can achieve my wishes

Materials: Paper and Pen

Method: Questioning and Explanation.

Time: 30 minutes

Directions:

Facilitator generated a discussion among the participants based on the following questions such as: What is meant by wish? Why do we set wishes? Did you ever have your wishes come true?
The participants were asked to imagine the wishes they wanted to fulfil by closing their eyes and visualizing their wishes. Participants shared their experiences after the visualization process. The session was concluded by explaining the wish, method to achieve and motivating the students to keep wishes in their life.

Activity 4: If I could be

Materials: Paper and Pen

Method: Sentence Completion

Time: 15 minutes

Directions:

Participants were given a sheet of paper each. The paper contained some incomplete sentences. The facilitator asked the participants to complete the sentences according to their choice. After writing each participant was asked to share his/her responses. The session concluded by sharing the experiences of the participants.

If I could be a Prime Minister ............................................

If I could be a teacher .........................................................

If I could be a bird.............................................................
Module 5: Awareness Programme for Adolescents to Improve the Positive Attitude of Adolescent towards Parents and Counselling for Parents of the Participants

The objective of this programme was to improve the positive attitude of adolescents towards parents. In this study the facilitator covered the following topics:

Table 8

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication with Parents</td>
<td>Questioning and Answering and PowerPoint Presentation</td>
<td>40 minutes</td>
<td>Paper, Pen, Projector, Laptop and PowerPoint presentation</td>
</tr>
<tr>
<td>2</td>
<td>Respect Parents</td>
<td>Questioning and Answering and PowerPoint Presentation</td>
<td>40 minutes</td>
<td>Paper, Pen, Projector, Laptop and PowerPoint Presentation</td>
</tr>
<tr>
<td>3</td>
<td>Relationship with parents</td>
<td>Questioning and Answering and PowerPoint Presentation</td>
<td>45 minutes</td>
<td>Paper, Pen, Projector, Laptop and PowerPoint presentation</td>
</tr>
</tbody>
</table>
Session 1: Communication with parents

Method: Questioning and Answering and PowerPoint presentation

Materials: Paper and Pen, Laptop, Projector and PowerPoint slides

Time: 40 minutes

Directions

The facilitator put certain questions to the students which are given below. Each student was asked to write and read his/her responses. After the presentation the facilitator explained to the participants how to increase communication with parents through PowerPoint presentation. (Slide presentation of Communication with parents is appended as appendix XVI)

Discussion

• With whom do you share your problems, Father/Mother or Both?
• How many times do you talk with your parents in a day?

Session 2: Respect Parents

Method: Questioning and Answering and PowerPoint Presentation

Materials: Paper and Pen, Projector, Laptop and PowerPoint slides

Time: 40 minutes

Directions

The facilitator initiated a discussion with the participants based on the question given below. After the discussion the facilitator explained the concept
clearly through PowerPoint presentation. (Slide Presentation of how to respect parents is appended as appendix XVII)

**Discussions**

Do you respect your parents? How do you show it?

**Session 3: Relationship with parents**

**Method:** Questioning and Answering and PowerPoint presentation

**Materials:** Paper and Pen, Laptop, Projector and PowerPoint slides

**Time:** 45 minutes

**Directions**

The facilitator asked the participants the following questions: How do your parents treat you? Do you get reward for behaviour? Are your parent's role models for you? How is your relationship with your parents? The facilitator encouraged the participants to read what they had written. The facilitator noted the points on the board. The facilitator ended the activity by giving a detailed explanation regarding how to increase positive relationship with parents. (Slide Presentation of how to maintain healthy relationship with parents is appended as appendix XVIII)

**Counselling for Parents of the Participants**

Adolescence has been described as a phase of life beginning in biology and ending in society (Peterson, 1988). This stage is marked by transition and challenges such as school problems, adolescent development issues, drug and alcohol use which creates stress for parents. The relationship between parents and adolescents changes during adolescence, they fail to disclose the activities to the parents which create
conflict between parents and adolescents. Counselling gives the clients an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully. Outcomes of counselling are insight, self-awareness, problem solving, cognitive behaviour and systematic change (Mc Leod, 2003). Counselling provides a structured time and space for the issues to be raised and discussed. A one day group counselling was conducted for parents. This counselling programme focused on the areas such as adolescent behaviour, parenting styles and how to become an effective parent. This counselling programme will help the parents to enhance and strengthen their relationship with adolescents and help the adolescent to promote a positive behaviour in the long run.

Valediction

This is the concluding phase of the training programme. The facilitator summarized the entire intervention programme in brief. Feedback assessment was also distributed among the participants. The printed feedback form with clear instruction was distributed among the participants. The participants were asked to responses in a sheet of paper. The feedback assessment will help the facilitator to understand if the intervention programme has reached the participants or not. It also helps to make modification in the future intervention programmes.

Feedback form is appended as appendix XIX

Post Assessment

After the eight months of intervention the researcher met all the participants again to seek cooperation to conduct assessment after the intervention. The post
assessment was done two weeks after the intervention programme. The investigator and the participants gathered in the venue where the intervention programme was conducted which made the assessment easier. All the instruments were administered and scored according to the scoring key. The instruments administered were as follows.

1. Muliphasic Hostility Inventory (Jayan & Baby Shari, 2005).
2. Self-Esteem Inventory (Thomas & Sananda Raj, 1985)
3. Perceived Parenting Styles Scale (Divya & Manikandan, 2013)
4. Assertiveness Scale (Divya & Manikandan, 2012)
5. Locus of Control Questionnaire (Mathew and Kunhikrishnan, 1986)

**Statistical Analysis**

1. Paired ‘t’
2. Cohen’ d