Chapter Six

SUMMARY AND CONCLUSION
Parents and teachers often encounter varieties of behavioural and emotional problems of adolescents, and one of the most challenging is hostile behaviour. Compared to students in earlier times, students in the present society are experiencing more psychological and mental health problems (Kitzrow, 2003). Recent research studies show that students are at the risk of a number of mental health problems such as hostility, depression and substance abuse (Kitzrow, 2003). According to the report of National Centre for Educational Statistics (NCES, 2007) in the year 2007, it was found that 14% of the students in the grade 9 through 12 reported having been involved in physical fight in schools. In addition it was also found that 5% of the teachers in the central city and 3% in the suburban are attacked by students (NCES, 2007). Educational institutions are the cross sections of our society and anybody can expect hostile behaviour in different levels from our school children. Changes in the family structure, human relations and many other socio-political reasons may be cause of the increase of hostile behaviour among adolescents. Hostility is a multidimensional construct of an individual’s negative orientation towards interpersonal transactions such as cynicism, anger, mistrust and aggression and it encompasses the cognitive, emotional and behavioural aspects (Cook & Medley, 1954). There are various dimensions of hostility such as verbal and non-verbal hostility experience and expression of hostility. Hostile behaviour includes pushing, threatening and in extreme case it includes rape also. The prevalence rate of hostility shows that 40% of the adolescents have high hostility level (Hamadan-Mansour, Halabi & Dawani, 2009). Many factors such as family, schools, media etc., play an important role in the development of hostile behaviour in adolescence. Review of literature in this area reveals that many variables are
associated with hostility significantly. In this study mainly four variables were discussed and assessed. They are assertiveness, self-esteem, perceived parenting styles (authoritative, authoritarian and permissive) and locus of control. Assertiveness means expressing one’s own opinion and interest honestly without hurting others. Self-esteem refers to individual’s subjective evaluation of his or her worth as a person (Donnellan, Trzesniewski & Robins, 2011; MacDonald & Leary, 2012). Perceived parenting styles can be defined as how adolescent perceive their parents’ parenting styles. In this study it is assessed on the basis of three parenting styles such as perceived authoritarian parenting style, authoritative and permissive parenting styles. Locus of control is a construct that defines how people attribute determinants of event in their life (Rotter, 1975). The locus of control can be considered as internal or external. Internal locus of control people believe that they are main constructors of life but people who are externally controlled believe that events happening in their life are mainly based on chance (Ghanji, 2000). A larger literature base provides evidence about intervention programme on hostility but the variables associating with hostility have never been studied in Kerala population. Current study is an attempt to identify the psychological factors associated with hostility, to develop a protocol for the management of hostility and test the effectiveness of hostility management programme. In this study the researcher identified the variables associated with hostility and enhance the variables associated with hostility through intervention programme and examined that these changes has bring down the level of hostility.
Statement of the Problem

The present study is entitled “HOSTILITY MANAGEMENT PROTOCOL AND EVALUATION OF THE EFFECTIVENESS OF MANAGEMENT PROGRAMME.”

Objectives

1. To identify the psychological variables associated with hostility.
2. To develop a protocol for the management of hostility.
3. To test the effectiveness of hostility management programme.

Hypotheses

1. There will be a significant relationship between hostility and psychological variables such as assertiveness, self-esteem, perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control.
2. There will be significant difference between before and after the intervention assessment on hostility, assertiveness, self-esteem, perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control.
3. There will be significant difference between boys and girls before and after the intervention assessment on hostility, assertiveness, self-esteem perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control.

In the present study the method chapter includes empirical and applied research. The objective of part I i.e empirical research was to find the relationships between hostility and psychological variables such as assertiveness, self-esteem,
perceived parenting styles (authoritative, authoritarian and permissive) and locus of control.

Part-1

Participants

Adolescents studying in Plus One class served as participants for the study and their age range was between 16-17. The participants were selected from a school in Calicut, Kerala.

Instruments

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).
6. Personal Data Sheet.

Procedure

The researcher contacted the authorities of school personally and requested their wholehearted cooperation for conducting the intervention programme. Researcher explained the objectives, purpose, and application of this study to the authorities. Then the principal introduced the researcher to the mentor. The mentor took the researcher to the classroom and introduced to the students. After establishing rapport with the students the research instruments were distributed. Instruction was given wherever necessary and the participants were requested to
complete all the instruments. Assurance was given to the participants that their responses would be kept confidential and used only for research purposes. After completion of the instruments, they were collected back and checked for omission. The incomplete instruments were omitted and the scoring was done according to the manual. Then the data were entered into a spread sheet for further statistical analysis such as descriptive statistics and correlation.

Part-2

Objective

To develop a protocol for the management of hostility

Sub Objectives

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

The protocol followed in this intervention programme is described under the following heads:

- Participants
- Research design
- Instruments Used
Summary and Conclusion

• Procedure
• Pre-intervention Assessment
• Intervention
• Post-Intervention Assessment

Participants

Selection of the participants is an important part in any intervention programme. Here the required number of participants was selected through simple random sampling. The researcher assigned serial numbers to the 250 participants from 1 to 250. Then in a piece of paper the numbers were written and put into a box. Through lottery method the researcher selected 40 participants from the chit box. After verifying the chits/list it was found that there were 15 girls and 25 boys. In order to keep sex ratio the slip of 25 boys were again sorted and 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 researcher approached the participants personally and received the consent for the participation in the intervention programme.

Inclusion Criteria

• Adolescents who belonged to the age group of 16 to 17.
• Adolescents who were studying in Plus One class.
• Adolescents who belonged to subject of study such as humanities, science and commerce.
• Adolescents who were willing to participate in the study.
Exclusion Criteria

- Adolescents below 16 and above 18 years of age.
- Adolescents who were not willing to participate in the study.
- Adolescents who had history of psychiatric illness.
- Adolescents who had 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 a single post-test observation in the same measure (O2)

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\begin{array}{ccc}
O1 & X & O2 \\
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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 investigator sought permission from parents, headmistress and participants for executing the intervention programme. After a self-introduction
rapport with the participants was established. The investigator administered the research instruments in a 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.

**Venue**

The investigator selected an auditorium which is near the school and sufficiently large for several groups to work together without disturbing one other.

**Procedure**

The intervention programme was conducted from 10 am to 5 pm with one hour break for tea and lunch. The intervention was conducted on Saturdays, Sundays and Public holidays and lasted for 8 months. The feedback was collected after the intervention programme.

**Materials**

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

- Interactive Game
- Role Play
- Brainstorming
- Story Analysis
- Situation analysis,
- Sentence completion,
- Interview
- Lecture
- Question Answering
- Experience Sharing
- Relaxation Technique
- Counselling
- Visualization

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
- Opening of the Intervention Programme
- Assertiveness Training Programme
- Self-Esteem Enhancement Programme
• Awareness programme to improve positive attitude of adolescents towards parents and counselling for parents of the participants

• Internal locus of control enhancement Programme

Module – 1 explains the ice breaking games. It includes games such as show your hobby, line game and newspaper game. At the end of the ice-breaking sessions participants would understand each other. Module -2 explains the opening of the intervention programme. In this objective, time, and details of each session and also the rules that should be followed in the programme were explained to the participants. Module -3 explains the assertiveness training programme. Through various methods such as role play situational analysis etc. facilitator explained assertiveness and its importance to the participants. Module - 4 deals with self-esteem enhancement programme. Story analysis, sentence completion, etc. were used. This session starts with story analysis and ends in relaxation. Module - 5 discusses the internal locus of control enhancement programme. Through this module the researcher explained the difference between internal and external locus of control and its importance in life through situational analysis and discussions. Module – 6 deals with the awareness programme to improve positive attitude of adolescents towards parents and counselling for parents. In this module basic aspects that are important in adolescent-parent interactions are included. Counselling for parents covers areas such as effective parenting, adolescent behaviour etc. In the valedictory session the feedback form was distributed among the participants. Then the post-assessment was conducted after two weeks of the intervention programme.
Statistical Analysis

1. Paired ‘t’ test
2. Cohen’s d

Findings of Part-1

- Hostility was found to be significantly and negative correlated with assertiveness, self-esteem, authoritative, authoritarian and permissive
- Hostility was positively correlated with locus of control.
- Assertiveness was positively correlated with self-esteem, authoritative, authoritarian and permissive
- Assertiveness was negatively correlated with locus of control.
- Self-esteem was positively correlated with assertiveness, authoritative, authoritarian and permissive.
- Self-esteem was negatively correlated with locus of control.
- Authoritative, authoritarian and permissive parenting styles were negatively correlated with locus of control.

Findings of Part-2

- The intervention programme was found to have large effect.
- The intervention programme had brought down the level of hostility
- The assertiveness of the participants was found have increased after the intervention.
- The self-esteem of the participants was found to have increased after intervention.
Summary and Conclusion

• Authoritarian, authoritative and permissive parenting styles were found to have been unaffected by the intervention.

• The intervention programme was found to have large effect for boys and girls.

Evaluation of Intervention Programme and Feedback Form

• Ice breaking helped the participants to relax and helped them to enter into the programme easily.

• The competitive spirit and activeness were observed in the programme.

• Role play situations helped the participants in planning and organizing the play in correct manner and it also helped them to reach the concept clearly.

• The intervention programme was a pleasurable experience for the participants.

• 93% of the participants reported that it would be applicable in their future life

• The methodologies used in the intervention programme were appreciated by the participants.

• The intervention programmes help the participants to identify their strength and weakness and optimistic attitude to life. They understood things that are unknown to them and developed an insight about smart goals.

• The assertiveness training programme facilitated the participants to understand the difference between assertive, aggressive and passive; identified how to practice assertiveness and understood how to behave assertively.
• The self-esteem enhancement programme facilitated how to challenge oneself in life, understood uniqueness, learned to love oneself, and understood how to improve positive thoughts.

• The awareness programme to improve positive attitude of adolescents towards parents helped them to understand the basic concepts of how to maintain positive relationships with parents.

• The internal locus of control enhancement programme helped the participants to understand the difference between internal and external locus of control and importance of locus of control in life.

• Assertiveness training programme was the most interesting training programme that impressed the participants.

• The suggestion for improving the programme given by the participants are: 1) Increase the time, 2) Include more game in the programmes, 3) Include more video clippings and pictures in the programme, 4) Include more concept into the programme, 5) Include more participants/students in the programme, and 6) Include these type of programme in school curriculum.

Conclusion

• The psychological variables associated with hostility such as assertiveness, self-esteem, locus of control and perceived parenting styles (authoritative, authoritarian and permissive) were found to be significantly correlated with hostility.

• The protocol designed for the intervention programme was found to be effective.
Summary and Conclusion

- The intervention programme was found to have large effect ($d_{Cohen}$).
- The intervention programme for managing hostility was successful in bringing down the level of hostility.

Limitations of the Study and Scope for Further Research

- The present study has selected only a few variables associated with hostility. The other variables such as life satisfaction, perceived stress associated with hostility can again be explored.
- Participants of the study were limited to school community. It can be extended to other organizational settings.
- In this study one group pre-test post-test is used. In further studies split plot design may be utilized.
- Perceived parenting style variable should be studied individually.
- Perceived Parenting style module should be modified and it should provide to both parents.
- This study may be replicated in different settings with different age groups.
- The size of the participants can be increased in the future programmes.
- Early identification of hostility in childhood and providing intervention may be an effective method of helping students to overcome hostility.

Implications of the Study

- Educational institutions should have psychology testing centres and clinics where hostility of adolescents could be measured and diagnosed, so that intervention can be provided at the right time.
• The teachers and parents should be given training about how to control hostile behaviour of adolescents

• The findings of this study are an alarm signal to mental health professionals, psychologists and planners of the intervention programme that hostile behaviour of adolescents is increasing and they should focus on the efforts of reducing hostile behaviour.
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| 12. | നിയന്ത്രിച്ച്‌മേളയാനിൽ യാത്രയിലെ നാവികന്റെ പുതിയന്‍മാരുടെ ഇനിയെ പ്രയത്നിക്കുന്നത്‌
   | I withdraw voluntarily if asked to step back in a queue. |
| 13. | അനുഗമിക്കല്‍ യാത്രയിലെ പുതിയന്‍ അവഗണിച്ച്‌റിയാണ്‌ ലഭിക്കുന്നത്‌
   | I retaliate if offended on travels. |
| 14. | അനുഗമിക്കല്‍ യാത്രയിലെ ലഭ്യത അവഗണിച്ച്‌റിയാണ്‌
   | I am anxious of failure during debates |