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The present world and its affairs have become extremely complex. If any work is to be carried out and completed meaningfully it needs to be well planned. Without a careful planning a very much damage has been done and nation suffers a great loss.

Planning is necessary aspect even in an ordinary day-to-day work. It is an essential step in any kind of research, without which a satisfactory result would not be possible. In the absence of careful planning there is every likelihood that will make the difference between as sound study and faulty one.

A research design is a mapping strategy like the architects or an engineer's plan. The researcher must
consider certain fundamental steps which are essentially the same regardless of the type of research design. Borg proposes to use -

"The factor that must often differentiate between good and poor research is not the funds available, the size of the sample or sophistication of the statistics, it is the care and thought that goes into the research plan."

Thus planning is an essential step in the process of research. In other word, planning is a mapping strategy. As McGrath puts it -

"The activities related to design in research are comparable to those of the architect in designing an intricate structure. As the architect does his designing before construction activities get underway, so should the researcher do his designing, before he gets his project underway.

A good research work cannot be done without purposeful efforts. It includes a number of operations carried out with patience and accuracy. For such a serious work, planning requires utmost care and insight.

The review of literature gives the research worker

ideas for improving his procedure and these ideas should be incorporated into his revised research plan.

4.1 TITLE OF THE STUDY

The problem of the present study is given below:

"AN INVESTIGATION INTO THE EFFECT OF SELF-CONCEPT ENHANCING PROGRAMME AND ITS EFFECT ON ACHIEVEMENT MOTIVATION, DEFENSIVENESS AND ANXIETY OF PRIMARY SCHOOL CHILDREN."

From the above statement of the problem, it is clear that the study consists of two parts mentioned as below:

Part-I Adaptation and Execution of the Self-concept Enhancing Programme

Part-II Study of the effect of self-concept enhancing programme on Achievement Motivation, Defensiveness, and Anxiety on Primary School Children.

4.2 SELECTION OF THE SAMPLE

The primary purpose of research is to discover principles that have universal application, but to study a whole population in order to arrive at generalization would
be impracticable, if not impossible. It is very difficult to work on the total population for any researcher, as the factors like time, energy and money are limited. Owing to these limitations it was decided to work on a sample for the present research work. Sampling is a process or a tool which helps to know the characteristics of the population by examining only a small portion of it. So measures computed from the sample were used to make inferences about the population.

The characteristics of the sample could be identical to those of the population. The real worth lies in the accuracy and representativeness of the sample and of the size. Representative sample could be carefully determined for the purpose.

According to Johnson

“A representative sample is defined as one, with which the measurement made on its units are equivalent to those which would be obtained by measuring all the elements of the population, except for the inaccuracy due to the limited size of sample.”

Now it is worth to fix the size of sample before selecting the sample for the study. Edward De Bono's opinions:

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"There is no ideal size. Twelve people or convenient number but a brainstorming session can work very well with as many as fifteen or as six." The study concludes experimental method. It is most exacting and difficult to all methods and also important from the scientific point of view. But the experimental method restricts the sample size as the programmes are to be put on anvil to study its effect.

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Contrary to some popular opinions, samples are not selected haphazardly; they are chosen randomly in a systematic way, so that chance or the operation of probability can be utilised, so some populations are so large thus, a five-stage sampling cycle is proposed which is sketched out in Fig.3.

Sampling procedures may be of various types among which the following classification is specific and useful too:

1. Random Sampling
2. Stratified sampling
3. Quota Sampling
4. Multi-stage Sampling
5. Systematic sampling
6. Cluster Sampling
7. Purposive Sampling

Of these types, the investigator had to select such
The sampling cycle

Figure 3.
a sample, which would satisfy the following characteristics:

(a) In general, students should be normally distributed,
(b) Socio-economically the students should be from affluent group.
(c) The school should have co-educational system.
(d) The school should be known to the experience for the easy approach and full co-operation of the students as well as the staff.
(e) The schools should be having a primary section and a secondary section so as to maintain the uniform psychological atmosphere.
(f) The school should have atleast three classes of Std. VII to compare treatments to be implemented with the control group too.

Looking to the above requirements, the investigator selected the Stratified Sampling technique for the study.

Stratified Sampling is used in different senses to mean the subjective methods of sampling. In the most general sense, it means selection according to some principles, claims have sometimes been made that this method gives "More representative samples than objective method." Garrett\(^5\) says - "A purposive sample may be expressly chosen, because in the light of available evidences, it

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mirrors some larger group with references to given characteristics."

It is also beneficial to note that random sampling formula apply more or less accurately to sample.

A schools satisfying all the requisite conditions named -

(1) NEW EDUCATION PRIMARY SCHOOL, PETLAD
(2) G.J. SHARDA MANDIR, VALLABH VIDYANAGAR
(3) SHREE J.C. DANI SCHOOL, ATARSUMBA

were selected for the purpose. There were three classes of Std. VII, having 70 students in each class. The total population of students of Std. VII had participated. The composition of the sample was found as shown under in Table 4.1.

TABLE 4.1
COMPOSITION OF SAMPLE UNDER STUDY : CLASS VII

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETLAD</td>
<td>56</td>
<td>49</td>
<td>105</td>
</tr>
<tr>
<td>V.V. NAGAR</td>
<td>-</td>
<td></td>
<td>105</td>
</tr>
<tr>
<td>ATARSUMBA</td>
<td>54</td>
<td>51</td>
<td>105</td>
</tr>
</tbody>
</table>

Details of composition of the sample for Experiment group and control group is shown under in flowchart Fig.4.
Sample

Children's Self-Concept Scale Pre Test.


SCEP Complete Class Teaching Total: 105.

SCEP Small Group Teaching Total: 105.

Children's Self Concept Scale Post Test.

Data

Figure 4
Flow Chart.
Out of these six classes, two classes were selected for complete class teaching technique, other two classes were selected for small group teaching technique. The rest two classes were considered as control group.

4.3 **TOOLS AND TESTS USED**

The description of the tools and tests utilized in this study is given below:

4.3.1 **Self-Concept Enhancing Programme (SCEP)**

Self-Concept Enhancing Programme developed by the Chief-investigator Kishor M. Shah (1990) for his Major Research Project sanctioned by U.G.C. India, has been used for the present study to develop self-concept of the school children. The SCEP contains the Forty one specific teaching exercises based on the following six components of self-concept suggested by Sabine Beecher of Australia.

(i) Self Confidence
(ii) Identity
(iii) Levels of Relations
(iv) Assertiveness
(v) Rights
(vi) Feelings

The mode and structure of the specific exercises of
the programme based on the six different components with illustrations are given below. For detail SCEP see Appendix

* HEART OF THE SCEP

(i) Self-confidence

This is the first of the six components covering the material to be taught. Self-confidence can be built up through a number of components. These, together with examples, are itemised below:

(a) Doing and Being are Different:

People commonly say or think "I am stupid" when they really mean "What I did was stupid." This may appear to be only a minor linguistic difference but its effect on the emotions and motivation is quite dramatic. Examples of sentences to be rewarded are from "I am stupid" to "What I did was stupid".

"I am tactless" to "What I said was tactless".
"I am a failure" to "I failed to..... this......"
"You are wrong" to e.g. "that is wrong"
"good girl", "Good boy" to e.g. "Well done"
"Bad boy", "bad girl" to e.g. "Badly done".

Because the rewarded sentence no longer encompasses the "total me" it paves the way for me to accept myself as I am. I can plan to do better in my future actions.

The principle which follows is: "I accept myself and all!"

This self acceptance applies regardless of what I
achieve, what I own, do or say. It applies just because 
I exist. I don't have to prove any worthwhileness, nor can 
I lose it because of something I don't do.

(b) Silent Sentence or "Self-Talk"

Self talk means unreal expectations. The following 
type of illustration is given. e.g.

(1) "This time I must pass the examination with a 
first class."

This one is self talk or unreal expectation that 
this is not appropriate language which is used. So that 
students have to change the language and write down again in this format.

"I will try my level best to pass the examination 
with a first class."

(2) "I will never make a mistake." really means 
"I will try and as far as possible to lessen the number of mistakes".

(3) "It's my fault" really means "I am to blame and should not have ....

(4) "She has no right to talk to me like that" really 
means "She should never be rude to me".

To deal with disguised silent sentences it is only 
necessary to take the extra step of removing the disguise 
first. : "He's at it again" really implies : 
"He should not be doing that"
(c) Self-praise and self Encouragement

In fact self praise is a very important sub-component for self esteem. But self praise must be fair. The following type of illustration is given: e.g.
"The work done by me is very good".

How we ask the students to list out sentences indicating self-praise and self-encouragement like -

"I did that well"
"I did the best I could"
"I am pleased with the way I said that".
"I didn't do so well at this, but it was a good try".

(d) Being Fair about Self

Usually, we are alert about our disability, but we take very easy and accept our ability without giving any importance to it. This is not fair. In real we have to be alert for both ability and disability so that we can get real picture of self and due to that self esteem too. The programme concerning this matter.

(e) Self thinking

There are three types of thinking.

(1) Selfish thinking
(2) Selfless thinking, and
(3) Balanced self thinking.

In this programme, different type of situations or events are given. Students have to write down how they
behave for particular situation or event. e.g. Your relative is admitted in the hospital of your city. The students write their behaviour or reaction to the sentence, in what way would they behave? There are such ten sentences for different situation.

A balanced attitude is to be "self-thinking", that is to think of others, but not at the expense of myself; and think of myself, but not at the expense of others.

(ii) **Identity**

Identity means to knowing live self: "Who I am and where I want to go"?

From who I am?
- What I believe, what I think, which values I possess.
  What I experience, What I feeling.
- What I want to do in real and where I want to go.
- How others see me, my outlook and my personality.
- Programmes of identity concern above points.

The exercises of the programme related to identity are described here with illustration.

**Exercise-1**: The students have to encircle or tick mark such given sentences which properly suit them.

(1) I am happy.  (2) I am ill.
(3) I am good.  (4) I am hand some.
(5) I am looser  (6) I am winner.
Exercise-2 : This exercise is related to autobiographical questionnaires. Here, they have to provide the general informations about themselves.

e.g.  (1) Name : _____________ (5) 
(2) Birth Date : _______ (6) 
(3) Age : _____________ (7) 
(4) 

Exercise-3 : This exercise is related to one's present and past life. The illustrative example as under :

(1) Which was your favourite toy in your childhood? ______ 
Which is your favourite toy at present? __________ 
-----------------------------------------------

Exercise-4 : This programme is related to one's imaginations. Here, they have to fill up the gap accordingly.

e.g.  (1) Bird : If I were ___________ I ________.
     If I were a bird, I would like to be a peacock, because it looks beautiful and our national bird.

(2) Fruit : If I were a Fruit ___ I _________

(3) Player : If I were a player ___ I _________

(11) Levels of Relations: i.e. Relationship

How to select the appropriate level of relationship
Exercise-1: This programme is related to sub-component of relation connectedness. Students have to complete the sentences.

e.g. (1) My friends are ______________

(2) I appreciate ______________

Exercise-2: This programme is related to sub-component of relation ability and its relation with self. Here also incomplete sentences are given and students have to complete the sentences.

e.g. (1) I am proud of ______________

(2) ______________ is my best ability.

(3) I am capable for ______________

(iv) **Assertiveness**

Assertiveness is an important skill. How to ask directly without being aggressive or passive. In these exercises, sentences on Aggressiveness and Positivity are given and students have to convert them into the form of assertiveness.

e.g. **Aggressiveness**

You cannot listen to me ever.

**Assertiveness**

I hope you listen to me.

When you not listen to me I feel bad.

e.g. **Passiveness**

"You are being driven in a friend's car and think that he is driving carelessly and too fast."
Passive : You sit in fear and say nothing.

Assertive : You ask your friend: "Would you please slow down and drive more carefully? I think it's a little dangerous at this speed.

Aggressive : You wait until he has a "near miss" and then shout "You're a complete idiot—when are you going to learn to drive?"

(v) Rights

Every one has rights. There is a right to ask questions and the right to refuse to answer. In this programme different types of situations are given. Students have to write down how they behave in a particular situation and what decision they take.

e.g. When you are studying in a room, your partner is playing music with a loud tone.

How students behave or react, they write down below each one sentence. Such type of ten sentences for different situations are given. In other programmes also particular situations or events students have to write down how they behave in a particular situation and what decision they take.

e.g. Suppose, you are a captain for your school's cricket team and one of the players misbehaves on the ground. Here are a few examples of simple, personal rights:
To say "I don't know";
to make mistakes;
to ask for information;
to consider our own needs;
to form our own opinions.

Problems may arise when my personal right ("I have the right to listen to loud music") conflicts with your personal right ("You have the right to study in a quiet room"). When this happens, we have to get together on this difference and workout a solution that fits in with both our rights. We should end up with both feeling satisfied, and not with one having yielded to the other!

(vi) **Feelings**

The programmes of feelings contain the following sub-components of feelings:

1. Acknowledge feelings
2. Change the feelings caused by self talk.
3. Stop blaming.
4. Lessen touchiness.
5. Improve communications.
6. Anger is a second feeling.

Here are few examples for feeling aspect.

P-1. In this programme incomplete sentences are given and students have to complete the sentences for proper feeling.
When I feel loneliness then

(a) I find friends.
(b) I hear music.
(c) I read book.

In this programme the feelings are given and students have to write down more than one events against the each feeling.

e.g.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Happiness (1)</td>
<td>When I pass examination with first class.</td>
</tr>
<tr>
<td></td>
<td>(2) When I won in the competition.</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(4)</td>
</tr>
<tr>
<td>(2) Loneliness (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(4)</td>
</tr>
<tr>
<td>(3) Fear (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(4)</td>
</tr>
</tbody>
</table>

This programme of the feeling related to sub-component of feeling - feeling talk.

e.g. (1) When I say I am anguish, so that you won't be at a loss.
(2) When I say I am alone, so that we will come closer.

P-4 In this programme different situations are given and students have to write down what they do, for particular situations.

e.g. (1) Thief is in your society then what should you do?
(2) All your friends intends to visit a film, what will you do?

4.3.2 Children's Self-concept Scale

The Piers-Harris Children's Self-concept Scale translated in Gujarati and standardized on Gujarati children by J.Z. Patel is used for the research work. The following are the components:

(i) Behaviour
(ii) School Status
(iii) Physical Appearance
(iv) Anxiety
(v) Popularity
(vi) Happiness and Satisfaction.

The scale includes eighty statements with the two choices: Yes and No.
4.3.3 **Students' Anxiety and Defensiveness Rating Scale**

This scale has been used for the rating of Anxiety and Defensiveness of primary school children. The rating scale is divided in four parts:

(i) For General Anxiety, there are 19 statements.
(ii) For Test Anxiety, there are 18 statements.
(iii) For Defensiveness, there are 27 statements.
(iv) For Test Defensiveness, includes 6 statements.

In the above parts all the statements are having two choice - YES and NO.

4.3.4 **Achievement Motivation Scale**

Achievement Motivation Scale adopted from Smith's N-Ach. measure by D.N. Patel, M.T. Patel and J.C. Parikh, Sardar Patel University, Vallabh Vidyanagar is used for the research work.

The scale contains 17 statements with the two choice YES and NO. The ten items on which N-Ach. is scored are asterisked.

The remaining seven items constitute a scale of carelessness.
4.4 VARIABLES UNDER STUDY

(a) Independent variable

Teaching self-concept techniques, self-concept and its components, parent education, parent income.

(b) Dependent Variable

Achievement Motivation, Defensiveness, Anxiety.

TABLE 4.2
VARIABLES AND THEIR LEVELS

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Variable</th>
<th>Nature of the Variable</th>
<th>No. of Levels</th>
<th>Name of levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SCEP</td>
<td>Independent</td>
<td>3</td>
<td>Complete class Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>II Small group Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>III No Teaching</td>
</tr>
<tr>
<td>2</td>
<td>Self-concept</td>
<td>Independent</td>
<td>2</td>
<td>I High level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>II Low level</td>
</tr>
<tr>
<td>3</td>
<td>Parent Education</td>
<td>Independent</td>
<td>2</td>
<td>I High Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>II Low Level</td>
</tr>
<tr>
<td>4</td>
<td>Parent Income</td>
<td>Independent</td>
<td>2</td>
<td>I High Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>II Low Level</td>
</tr>
<tr>
<td>5</td>
<td>Achievement Motivation</td>
<td>Dependent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Anxiety</td>
<td>Dependent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Defensiveness</td>
<td>Dependent</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
4.5 FORMATION OF HYPOTHESES

The hypotheses formulated for the present study design-1 are as under:

$H_{01}$: There is no significant effect of SCEP with two Teaching approaches on n-Ach of primary school children of Std. VII.

$H_{02}$: There is a significant effect of SCEP (Treatment as a whole) on n-Ach of primary school children of Std. VII.

$H_{03}$: There is no significant difference in Achievement Motivation of Primary school children of Std. VII of High self-concept and Low self-concept when SCEP is implemented.

$H_{04}$: There is no significant difference in Achievement Motivation of Primary school children of Std. VII of High parent education group and low parent education group.

$H_{05}$: There is no significant difference in Achievement motivation of primary school children of Std. VII of High Parent income group and Low parent income group.

$H_{06}$: There is no first order interaction effect of SCEP with two teaching approaches and high and
Low self-concept on Achievement Motivation of primary school children of Std. VII.

$H_0^7$ : There is no first order interaction effect of SCEP (Treatment as a whole) and self-concept on Achievement Motivation of Primary school children of Std. VII.

$H_0^8$ : There is no first order interaction effect of SCEP with two teaching approaches and parent education on Achievement Motivation of primary school children of Std. VII.

$H_0^9$ : There is no first order interaction effect of SCEP (Treatment as a whole) and parent education on Achievement Motivation of primary school children of Std. VII.

$H_0^{10}$ : There is no first order interaction effect of SCEP with two teaching approaches and parent income group on Achievement Motivation of primary school children of Std. VII.

$H_0^{11}$ : There is no first order interaction effect of SCEP (Treatment as a whole) and parent income on Achievement Motivation of Primary School children of Std. VII.

$H_0^{12}$ : There is no first order interaction effect of
self-concept and parent education on achievement motivation of primary school children of Std. VII.

H0_13: There is no first order interaction effect of self-concept and parent income on achievement motivation of primary school children of Std. VII.

H0_14: There is no first order interaction effect of parent education and parent income group on Achievement Motivation of primary school children of Std. VII.

H0_15: There is no second order interaction effect of SCEP with two teaching approaches, self-concept and parental education on Achievement Motivation of primary school children of Std. VII.

H0_16: There is no second order interaction effect of SCEP (Treatment as a whole), self-concept and parent education on Achievement Motivation of primary school children of Std. VII.

H0_17: There is no second order interaction effect of SCEP with two teaching approaches, self-concept and parent income group on Achievement motivation of primary school children of Std. VII.

H0_18: There is no second order interaction effect
of SCEP (Treatment as a whole), self-concept and parent income on Achievement Motivation of primary school children of Std. VII.

HO_{19} \quad \text{There is no second order interaction effect of SCEP with two teaching approaches, parent education and parent income on Achievement Motivation of primary school children of Std. VII.}

HO_{20} \quad \text{There is no second order interaction effect of SCEP (Treatment as a whole), parent education and parent income on Achievement Motivation of primary school children of Std. VII.}

HO_{21} \quad \text{There is no second order interaction effect of self-concept, parent education and parent income on Achievement Motivation of primary school children of Std. VII.}

HO_{22} \quad \text{There is no third order interaction effect of SCEP with two teaching approaches, self-concept, parent education and parent income on Achievement motivation of primary school children of Std. VII.}

HO_{23} \quad \text{There is no third order interaction effect of SCEP (Treatment as a whole), self-concept, parent education and parent income on Achievement motivation of primary school children of Std. VII.}
The same type of hypotheses are formulated for the Design-2 and Design-3, where dependent variables are Anxiety and Defensiveness.

4.6 PROGRAMME EXECUTION

The investigator followed the points during the execution of SCEP are as under.

1. The Self-concept enhancing programme must be used in order of the sequence ranging from 1 to 41.

2. The self-concept enhancing programme is the simplest form of thinking about self that broadens perception by demonstrating a number of different directions.

3. In self-concept enhancing programme, self-concept is treated as a normal part of thinking processes that can be learned, practised and applied in a deliberate manner.

4. Self-concept enhancing programme concerned with total process of thinking, beginning with the purpose, and ending the specific action steps for implementing the outcome of thinking in one's individual life.

5. Self-concept enhancing programme are found to be more closely related to the process of the way I think about myself and the way I feel about myself that is to be emphasized more in New Education Policy.

Self-concept enhancing programme consists of forty one
programmes prepared on the basis of selected units was discussed with the experts working in the academic field of psychology and teaching at different stages ranging from primary to secondary education levels. According to E.P. Torrance at least two months of training is necessary for definite change in the creative level of any individual. This view was taken into consideration for the development of self-concept enhancing programmes under reference. So the investigator has decided to have period of at least one month for the execution of the programmes. Number of items and the problems have been reduced to a mark, so that each programme could be completed within a time limit. For more practice the exercise should be provided to the participant to think and act their leisure.

4.6 PROGRAMME EXECUTION

Certain fundamental steps of research work must be given due importance when proposed to be used. The operations of the work, i.e., planning and procedure which are to be carried out with patience and accuracy are mentioned below:

4.6.1 General Guideline

- Forty one sub-programmes would be used for enhancement of self-concept and motivation of the children
Enhancement of self-concept is not done in vacum. It flourishes when children have ideas, information, and facts available. Each sub programme presented here, example, practice, process and principles provides background material for the development of self-concept enhancing programme.

Encourage the children to listen carefully, but if possible avoid threats; a tense atmosphere may inhibit self-concept.

Avoid passing judgement and especially negative judgement, on the work of any child self-concept thinking seems to proceed best in an atmosphere in which there is no immediate prospect of ridicule or criticism. Some children will write about foolishness, some will write sarcasm, some will write things which reveal antagonises, and some will write jokes. Be happy to accept all types of responses.

Urge the children to write freely without worrying about punctuation and spelling. Good writing can be taught at other times. Self concept should be carried out with a minimum of interruptions. If a child makes a mistake, tell him to cross it out and go on.
You should be totally uninterested in neatness, punctuation and spelling. These things are important, to be sure, but they should not be sources of worry or distraction when the children are trying to think about his self-concept.

The general tone or atmosphere of the classroom should be warm, friendly and one in which optimism prevails. Perhaps the instructor should prepare the children for each session by discussing and treating with them the nature of previous session, answering questions and re-assuming the children concerning their performance.

The general guideline would help the programme instructor in building the association with the class and creating a motivational classroom climate.

At the end of each exercise the investigator discussed at length the theme of the exercise with the students to imbibe the components of self-concept amongst students in the class.

On the whole 41 exercises are focussed on self-esteem or students' self-acceptance as the basis for motivation and performance.
The students, after using these techniques consistently, get good feelings from applying their skills. They are then spurred on to repeat the pleasant experiences and there is a rapid build of self esteem and therefore in achievement.

The development of higher self-esteem has wide implications in enhancing life. It leads to closer and more satisfying friendships, to better relationships with spouse and family and the world.

Self esteem training makes the people rely on their own internal strengths and be less vulnerable about getting reassurance and approval from their environment. It reduces the need for proof of their worth from evidence, such as possessions, status, personal success and praise by others. Energy previously devoted to trying to meet this dire need is now released and can go to self motivation.

The people at last open the doors of their achievements.
4.6.2 **Specific Directions**

Along with the general guideline some specific directions should be kept in mind while implementing the Development of self-concept enhancing programme in the classroom. Each programme contain the specific directions as mentioned below:

- **Pass out the Booklet of Development of self-concept enhancing programme before the programme starts.**

  Then the programme instructor should read the content of the lesson-programme with proper intension so that the children can also read silently with him.

- **During the reading of the programme, the programme instructor has given some examples, processes and principles to make sure that all children turn up the practice items. You may wish to repeat, clarify or discuss the directions.**

- **Do not walk around much after the practice begins. Answer questions by going to an individual who raises his hand. Feel free to explain the practice if a child does not understand, the instructor should give another example if necessary.**

- **All the end of each programme, there is a discussion. Every programme has time limit and it is written left side of the each programme. Follow this time**
limit and procedure for each of the programme. In some cases, however, you may feel that a bit more time is necessary, or that less time is adequate. The time limit need not be followed rigidly as on a test, and you should feel free to make change as you deem necessary.

- At the end of each programme, collect few answers. If you wish to look them over, feel free to do so. However, please do not criticise or censure any child if you do not like his work. And please do not attempt to correct the productions.

- Do not worry about a child who gives no responses to a programme. If a child gives no responses to any of the programme practice try to help him by further explanation or by giving an example.

- Some children will intend to try an idea on the instructor before writing. Accept all such ideas and urge the children to write them.

4.6.3 Time Schedule

The directions are needful in details such as the means of warming up of the atmosphere of the classroom. The method of reading the programme, the flexibility of time limit, readiness to accept the ideas produced by the child-
The next step is to develop the procedure of executing the programme. The following proposed procedure of executing the programme was followed as shown in table 4.3.

**TABLE 4.3**

**PROGRAMME WISE PERIOD DISTRIBUTION**

<table>
<thead>
<tr>
<th>Name of the Factor of Self-concept</th>
<th>Week</th>
<th>Period No.</th>
<th>Day</th>
<th>Programme and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Confidence</td>
<td>I</td>
<td>0,1,2</td>
<td>Monday</td>
<td>Oral Preliminary Items &amp; Introduction</td>
</tr>
<tr>
<td>Identity</td>
<td></td>
<td>0,1,2</td>
<td>Tuesday</td>
<td>P1</td>
</tr>
<tr>
<td>Levels of Relation</td>
<td></td>
<td>0,1,2</td>
<td>Wednesday</td>
<td>P2, P3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Thursday</td>
<td>P4, P5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Friday</td>
<td>P6, P7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Saturday</td>
<td>P8, P9</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>0,1,2</td>
<td>Monday</td>
<td>P10, P11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Tuesday</td>
<td>P12, P13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Wednesday</td>
<td>P13, P14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Thursday</td>
<td>P15, P16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Friday</td>
<td>P17, P18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Saturday</td>
<td>P19, P20 &amp; P21</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>III</td>
<td>0,1,2</td>
<td>Monday</td>
<td>P22, P23</td>
</tr>
<tr>
<td>Rights</td>
<td></td>
<td>0,1,2</td>
<td>Tuesday</td>
<td>P24, P25</td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
<td>0,1,2</td>
<td>Wednesday</td>
<td>P26, P27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Thursday</td>
<td>P28, P29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Friday</td>
<td>P30, P31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Saturday</td>
<td>P32, P33</td>
</tr>
<tr>
<td></td>
<td>IV</td>
<td>0,1,2</td>
<td>Monday</td>
<td>P34, P35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Tuesday</td>
<td>P36, P37</td>
</tr>
<tr>
<td></td>
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<td>0,1,2</td>
<td>Wednesday</td>
<td>P38, P39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0,1,2</td>
<td>Thursday</td>
<td>P40, P41</td>
</tr>
</tbody>
</table>
It will give the idea of the study at a glance. The detailed description given below will make it too clear.

The self-concept enhancing programme consists of the specific teaching programmes based on the following six components of self-concept suggested by Sabbine Beecher of Australia.

1. Self-confidence  2. Identity  
3. Levels of Relationship  4. Assertiveness
5. Rights  6. Feelings

On every component of self-concept there are about six to eight programmes. Each programme required time-limit is written on the left side of the programme. In the beginning the implementation started with self-concept inventory as a pre-testing. It was given to all the groups of children under study.

By the next day of the pre-testing, self-concept enhancing programme given to the children who are in complete class teaching group and small group and third group was treated as a control group i.e. no such programme is to be given to the control group children. The whole programme training lasted for twenty two days as a ratio of three period per day. The duration of each period was of 40 minutes as per the school time table. Again after completion of the self-concept enhancing programme the self-concept
inventory was given to complete class teaching group and small group as a post-test to study the effect of self-concept enhancing programme. After post-testing of self-concept measure two inventory on Achievement Motivation and Defensiveness-Anxiety were administered to all the three groups. Thus the experimental work required four weeks duration to train the children to think to feel, to measure the self-concept of the children.

In this study the investigator considers himself to be a well-acquainted programme instructor, as he knows the theory of self, self-concept, components of self-concept, some responses of the self-concept thinking activities, and more over he has the experience of implementing the programme. The teachers of the school complex assisted the investigator during the administration.

4.7 STUDY DESIGN

Experimental design have to be adopted for the testing of the hypotheses, with the help of the some statistical techniques. Main design and tools techniques are enlisted and discussed here in brief. Out of which the investigator has made use of the techniques keeping in view the needs of the method to be adopted. Research and explanation for making solution of these techniques are vividly set out under this caption.
4.7.1 *ANOVA: A Factorial Experiments*

There are different types of experimental techniques which can be divided into:

(i) Single group design, and
(ii) Separate control group design.

In this study, as there are the influence of more than two independent variables it was advisable to use ANOVA a factorial design which is of separate control group type. The basic principles of which is described here in brief.

Many experiments are concerned with the influence of two or more independent variables, usually called factors, on a dependent variable. The number of ways in which a factor is varied is called the number of levels of the factor. If factor is varied in two ways would be said to have two levels and a factor is varied in three ways would be said to have three levels. With two or more factors each with two or more levels, a treatment consists of a combination of one level for each factor. If experimenter takes all possible combinations of variables with levels and incorporate each combination as a separate experimental condition, the arrangement made is known as Factorial Design. In a factorial experiment, the effect of number of different factors is investigated particularly with an aim to study not only on the main effect of the factors involved but also interactive effects which are best studied with factorial design.
The flow chart will give the idea of the study at a glance on the page. The detail discussion given below make it too clear.

In this study there are three groups

(1) Complete class teaching.

(2) Small group teaching.

and

(3) No teaching.

Other three independent variables are self-concept, Parent education and Parent income of the sample under study.

The investigator has decided to take treatment at three levels and remaining three independent variables are to take at two levels.

4.7.2 Statistical Technique to be used

To study the effect of self-concept enhancing programme (treatment - teaching material) on the Achievement Motivation, Defensiveness and Anxiety of the students 3x2x2x2 Factorial experiment with a separate control group design has been employed as a statistical tool.
In this chapter, the plan was designed with the help of selected tools, sample and hypotheses which are narrated to present their importance and due weightage. Separate control group design is accepted and the selection of the statistical technique ANOVA was found fit on the basis of the multiple advantages of ANOVA. The organisation and implementation procedure were carried out with due care.

In the next chapter, the data obtained on Achievement Motivation, Anxiety and Defensiveness have been put to statistical analysis to study the hypotheses put forth.