The objective of the study was to evolve package of small group intervention programmes for pre-adolescents to improve peer relations and evaluate the same as related to social acceptance and personality. The package included two experimental treatments viz., transactional analysis (TA) and social skills practice (SSP), the effects of which were compared with two control treatments viz., placebo activity (PC) and no-contact control (NC). Influences of the level of self-esteem, sociometric status, age-grade level, sex and socio-economic status of the subjects and the period of intervention on the effects of treatment were also investigated.

A quasi experimental approach involving factorial design was adopted for the purpose. Homogeneous blocks of subjects were assigned randomly to one of the four treatments. Intervention sessions of one hour duration were held for each of the TA, SSP and PC groups twice a week with twenty four sessions spread over a period of three months.

The sample consisted of 275 boys and 224 girls selected from among 1,744 children in sixth and
seventh standards of eight schools in Bangalore south range on the basis of their sociometric scores. The sample represented four sociometric groups - the Accepted, the Rejected, the Isolates and the Mixers - from the middle and the lower middle socioeconomic status.

Evaluation of the programmes was based on twenty six factors drawn from Sociometric Questionnaire, 'Who are they?' Questionnaire, Teachers' Questionnaire for individual differences in Social Behavior of Children, Piers - Harris Children Self concept Scale, The Battery of Pre-Adolescent Personality Tests by Pareek et al., and the Children Personality Questionnaire by Porter and Cattell. The gain scores (Pre - Post intervention test scores) on these factors were subjected to two way ANOVA.

A comparison of pre and post intervention test scores suggest positive changes on peer nominations of social acceptance and on adjustment, initiative, class-room trust and CPQ factors A, B, C, H and Q₃ as reported by the subjects. A reduction in score was noticed on teacher and peer ratings of aggression and CPQ factors D, 0, J, I and Q₄.
Treatment differences in the gain scores were not statistically significant on sociometric variables and teacher rating of sociability, indicating no overall improvement in peer relations with intervention. This may be due to imperceptible nature of changes, heterogeneity of the sample and the extent of reliability of the measures.

The efficacy of each programme in causing the reported improvement varied. Maximum improvement was more frequent with TA which was effective on adjustment and CPQ factors D, H, O and Q4. SSP was effective on initiative, CPQ factors A and I and on aggression in terms of teacher ratings; while PC was found effective on CPQ factor C.

With regard to the performance of sociometric groups, the reported improvement was maximum in the case of the 'rejected' group and was confirmed by peer and teacher ratings also. High self esteem group reported improvement on CPQ factors E and Q3 while the low group reported improvement in positive self-concept and initiative.

As for demographic variables, boys reported more improvement than girls which was also confirmed by peers and teachers. Older children did well on social acceptability, sociability as rated by teachers
and CPQ factor C. They also showed decreased dependency. TA was found to be more effective with them. The younger group showed more gain on Initiative and CPQ factors A and G. They showed a greater decrease in score on factors D and N. Treatments SSP and PC were found to be more effective with them. In terms of socioeconomic status, the middle class showed reduced aggression and isolation as rated by peers and teachers. They reported improvement on factor A; while the lower middle class reported a decrease in CPQ factors D and N and their teachers found them more aggressive.

The interaction effect of the demographic variables was found to be more on sociometric factors. Age and socioeconomic status differences in gain score were more in case of girls. Sessions held during the holidays were more effective in bringing about improvement in peer relations and personality.

The obtained results may be attributed to the heterogeneity of the sample with regard to the sociometric status, the self regulation of growth needs and the cognitive structures for personality change acquired in the socio-cultural context, especially, the sex-role and social class stereotypes.