HOSTILITY MANAGEMENT PROTOCOL AND EVALUATION OF THE EFFECTIVENESS OF MANAGEMENT PROGRAMME

By

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CERTIFICATE

This is to certify that this thesis entitled **HOSTILITY MANAGEMENT PROTOCOL AND EVALUATION OF THE EFFECTIVENESS OF MANAGEMENT PROGRAMME** is an bonafide record of research carried out by **Mrs. DIVYA T.V,** under my guidance and supervision and that no part of this has been presented before for the award of any other degree, diploma associateship or fellowship of other similar title or recognition.

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DECLARATION

I Divya T. V, do hereby declare that this thesis **"HOSTILITY MANAGEMENT PROTOCOL AND EVALUATION OF THE EFFECTIVENESS OF MANAGEMENT PROGRAMME",** is a bonafide record of the research work done by me under the guidance of Dr. K. Manikandan, Associate Professor and Head Department of Psychology, University of Calicut. I also declare that this thesis has not been submitted by me for any award of a degree, diploma, associateship, fellowship or other similar title of recognition

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Divya T. V.

Dedication

This thesis is dedicated to my dear grandmother who is my first source of inspiration and to my Guide Dr. K. Manikandan and to parents and my loving husband Suresh.

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ABSTRACT

Hostility in children is a personality characteristic which causes great concern to parents, educators and others involved in child rearing practices. Hostility affects the adolescent's mental health and psychosocial areas such as poor academic achievement, impaired social functioning, suicide, substance abuse and violence. If a child is presenting hostile behaviour we need to explore and identify it, and provide effective intervention to manage it. Previous research studies addressed directly by interfering with the variable hostility than managing the variables associated with hostility. The present study is an attempt to identify the psychological variables associated with hostility, to develop a protocol for the management of hostility and to test the effectiveness of hostility management programme. In the present study the variables associated with hostility were enhanced through intervention programmes and it was also examined whether it had brought down the level of hostility. Through review of literature and empirical testing the researcher selected the variables associated with hostility such as assertiveness, self-esteem, perceived parenting styles (authoritative, authoritarian and permissive) and locus of control. The study was conducted in two parts, part one includes the empirical testing of selected variables associated with hostility and part two includes the protocol for the management of hostility and testing the effectiveness of hostility management programme. The method chapter includes two parts. In part one 250 Plus One students of the age group of 16 to 17 were taken. Prior appointment from the principal of the school concerned was taken to administer the instruments. The following instruments such as Muliphasic Hostility Inventory, Self-Esteem Inventory, Perceived Parenting Styles scale, Assertiveness scale, Locus of Control Questionnaire and Personal Data Sheet were distributed among the participants. The statistical technique used in this part was correlation. The result of the correlation analysis showed that the psychological factors such as assertiveness, self-esteem, perceived parenting styles (authoritative, authoritarian and permissive) and locus of control were significantly correlated with hostility. Part two covers the development of protocol for the management of hostility and testing the effectiveness of hostility

management programme. From 250 participants, 30 participants were selected for the intervention programme. The intervention programmes such as assertiveness training, self-esteem enhancement, internal locus of control enhancement programme, awareness programme for adolescents to improve positive attitude of adolescents and parental counselling were provided for a period of 8 months. Feedback was collected from the participants after the intervention. Pre-test and post-test assessments were done during the intervention. The post-test was done two weeks after the intervention programme. The research design used in this study is one group pre-test post-test design. The statistical technique used in part two was paired 't' test and Cohen'd. The result of paired 't' test showed that the intervention programme had created changes in the mean scores of assertiveness, self-esteem and locus of control. In addition the feedback analysis of the participants indicated that they enjoyed the programme and it helped them to make creative changes in their life. Hence the intervention programme was successful in bringing down the level of the hostile behaviour of adolescents.

Chapter One
INTRODUCTION

The world in which we are living is created with every blessing for total harmony and peace. But it seems that the peace and harmony prevalent in the world is decreasing day by day.   The terrorist attack of the World Trade Centre on September 11, 2001 and Paris attack of 2015 created fear among people about the future of the world. It is true that the country is more prone to hostile attacks today than before. One of the most discussed and debated topic that receives interest in recent years is the increase in hostility in our world. In our day-to-day life we often come across in newspapers the long term hostility between different countries, parties, and leaders. It is expressed in various forms such as attacking the country or by denying their need and support. In the same way animals persistently express their hostility in order to protect their life, food and to be prepared for actual threat. In human beings hostile tendencies are aroused in an individual or towards other persons because of need frustration, when he or she experiences loss in status and security, when personal well-being is threatened, and when he or she is under pressure. To eliminate this pressure he or she uses overt hostile actions. (Dollard, Doob, Miller Mowrer & Sears, 1939). People often express hostility at meetings, public places, at tennis court and cricket matches. Hostility is thus expressed in various forms such as physical, social, and work place hostility, but all types affect an individual's mental health and quality of life.

Researchers described hostility as "constellation of actions and feelings directed towards others and self" (Cook & Medley, 1954), "multidimensional construct involving cognitive, affective and behavioral aspects" (Smith, 1994), "verbal response involving negative feeling and negative evaluation of people and

events" (Buss, 1961). Green in his article (1986) "How to Recognize and What to Do about It" has explained various phases of hostility such as verbal and physical retaliation, withdrawal, passive aggressive behaviour, bodily expression, projection and displacement. Behavioural scientist and health psychologist studied hostility as a risk factor on health. Flourishing literature base identifies relationship between hostility and health problems. Hostility is an important factor for cardio-vascular disease, hyper-tension, myocardial infarction and all causes of mortality and morbidity (Chida & Steptoe, 2009; Miller, Smith, Turner, Guijarro & Hallet, 1996; Smith, 1992; Redford, Thomas, Kerry, Yi-Hong, James, & Robert 1980; Barefoot, Dahlstrom & Williams 1983; Ranchor, Sanderman, Bouma, Buunk & Van de Heuvel, 1997; Everson, Kauhanen, Kaplan, Goldberg, Julkunen, Tuomilento & Salonen, 1997).

Theoretical Models of Hostility

Health Behaviour Model

Leiker and Hailey (1988) proposed health behaviour model. They suggest that hostility is associated with poor health habits. They identified hostility as related to higher alcohol consumption, less physical activity and less self care activities. The model also describes that hostility is correlated with tobacco use, greater body mass index, and greater caloric intake (Siegler, Peterson, Barefoot & Williams 1992; Smith, 1992). Hostility exerts an indirect effect on CHD through unhealthy life style (Miller, Smith, Turner, Guijarro & Hallet, 1996; Smith & Ruiz 2002).

Psycho -Physiological Reactivity Model

Williams, Barefoot and Shekelle (1985) suggest that increased neuroen docrine and cardiovascular responses related to hostility may be the contributing factor for CHD. Studies showed that hostile persons are more physiologically reactive in social situations, indicating a larger increase in heart rate, blood pressure and stress related hormones (Smith, 1992; Smith & Ruiz, 2002; Edward, Cynthia, Saul, Redford & Eugene, 1998; Suarez & Williams, 1989; Miller, Smith, Turner, Guijarro, & Hallet, 1996). Thus this model shows that increase in physiological reactivity associated with hostility promotes the incidence of CHD through repeated cardiovascular over activation (Smith & Gallo, 2003).

Psycho-Social Vulnerability Model

This model suggests that hostility negatively impacts health status through its relationship with high level of stress and low levels of social support. Increased level of stress and low levels of social support have been consistently linked to CHD; therefore hostility creates a greater risk of health (Smith, 1994). Hostile people experience higher levels of stress particularly interpersonal stress, including life stress and job related stress and poor coping ability and decreased level of social support (Benotsch , Christensen, & McKelvey,1997; Hardy & Smith, 1988; Smith & Frohm, 1985; Smith, Pope, Sander, Allred, & O'Keefe,1988).

Dimensions of Hostility and Gender

Theoretical perspectives on hostility suggest that there are distinct types of hostility such as verbal and nonverbal (Barefoot, Dodge, Peterson, Dahlstrom, &

Williams, 1989) expressive and experiential hostility (Miller, Smith & Turner, Guijarro & Hallet, 1996). Verbal hostility is expressed verbally such as through anger, annoyance (Barefoot, 1992). Nonverbal hostility is expressed nonverbally such as hitting the chair or table, exhibiting hostile facial expression (Barefoot, 1992). Expressive hostility is expressed through physical and verbal aggression whereas experiential hostility on the other hand is expressed through suspicion, mistrust and irritation (Buss & Durkee, 1957).

Research provides evidence that there exist gender differences both in the expression of hostility and outcomes of hostility (Matthews, Woodall, Engebretson, McCann, Stoney, Manuck & Saab 1991; Brody, 1985). Empirical literatures suggest that males and females express hostility through different means (Stoney & Engebretson 1994; Knight, Guthrie, Page & Fabes, 2002). Male students are more engaged in overt hostility and females are engaged in suppressive hostility, because females direct their sorrow inwardly (Storch, Bagner, Geffken & Baumeister 2004; Lee & Kleinman 2000; Weng Lin, Lue, Chen, Wu, & Cheng, 2008). Research studies state that men are more cynical and have hostile attitudes than women (Barefoot, Peterson, Dahlstrom, Siegler, Anderson & Williams, 1991; Scherwitz, Perkins, Chesney, & Hughes, 1991). Studies show that hostility creates problems among women such as high blood pressure and heart rate (Linden Chambers, Maurice & Lez, 1993).

Hostility in Adolescence

Childhood and adolescence are the periods of personality instability (Roberts & Delvechio, 2000). Adolescence stage is considered as transitional phase which

includes changes in physical, psychological, social and emotional level characterized by identity issues, concern about body image, hypothetical thinking, and independence. During this period changes occur with respect to the relationship with peers, familial members, school and social environment. For some adolescents these changes often create positive mental health and well-being. In some adolescents changes negatively affect their self-esteem and well-being which leads to problem behaviour and hostility towards oneself and others such as peers, family members, and environment. Existing research supports its relevance stating that hostility, low assertiveness, stress, aggressiveness and interpersonal hostility, depression and anxiety have dramatically increased among adolescents (Rubenstein, 1991; Costello, Mustillo, Erkanil, Keeler & Angold, 2003).

Hostile behaviour in adolescents occurs due to different environmental factors. Media plays central role in the growth of hostile behaviour in adolescents. The common media technologies that influence adolescent life are cell phones, computers, mobile phones, and videogames. Media are venues for education, awareness etc., but at the same time they have negative influence on adolescent life. Research studies have found that there is negative association between the amount of video game playing and school performance among adolescents (Harris, & Wiliams 1985; Creasey & Myers, 1986; Lieberman, Chaffee & Roberts, 1988; Van Schie & Wiegman, 1997; Roberts, Foehr, Rideout & Brodie, 1999; Anderson & Dill, 2000). Adolescents who spend more amount of time in video games are more hostile, engage in fights, make arguments in school and have low academic record. (Gentile, Lynch, Linder & Walsh, 2004).

The characteristic features of hostile adolescents is that they interpret social situation as negative, have exaggerated physiological response, (Lavallo, 1997; Barefoot, 1992), facial expression as disgust (Larkin, Martin & McClain, 2002), make unfavourable judgment about others (Guyll & Madon, 2003), have difficulty in processing emotional words (Shenal & Harrison, 2002), show negative effect reaction to conflicts (Brissette & Cohen, 2002), have negative social interactions through cynicism (Smith & Pope, 1990), consider their fellow friends as dishonest, immoral, less open (Cook, & Medley, 1954; Epps, & Kendall, 1995; Smith & Frohm, 1985; Hardy, & Smith, 1988; Holt- Lunstad, Smith & Uchino, 2008) have negative image of god (Schaap-Jonker, Eurelings-Bontekoe, Verhagen & Zock, 2002), have impaired interpersonal difficulties (Warner, Ozkan, Lajunen & Tzamalouka, 2011), and are high sensation seekers (Zhang, Robert, Liu, Meng, Tang, Sun & Yu, 2012; Chassin, Flora & King, 2004).

Hostile adolescents have difficulties in following area such as lack of trusting relationship with others (Cartwright, Wink & Kmetz, 1995), high risk failure of intimate relationship (Miller, Jenkins, Kaplan & Salonen, 1995), low social support and network (Watkins, Ward, Southard & Fisher, 1992; Hart, 1996; Seeman & Syme, 1987; Williams Haney, Lee, Kong & Blumenthal, 1980), violence both in and out of school, (O'Toole, 2000).

Hostile people are seen in our daily lives. Students who show hostility are generally considered as trouble students. These students are short tempered and their behaviour is often unpredictable, and do not have effective communication skill to deal with the situations.

Assertiveness

Effective communication helps to create positive self image. (Riggio, Watring &Throckmorton, 1993). In this corporate world communicating assertively is considered as significant behaviour for maintaining a successful relationship with others. Assertiveness was introduced by Wolpe (1958) and Salter (1949). They defined assertiveness as inhibitor of anxiety (Wolpe, 1958; Salter 1949). Assertiveness was used as assessment method and for clinical treatment. Research literature has proposed numerous definition for assertiveness such as "ability to express one's feelings, opinions, beliefs and needs directly, openly and honestly, not violating the personal rights of others" (Ellis & Hartley, 2005) "capable of acting own interest without experiencing excessive anxiety or disregarding the rights of others" (Alberti & Emmons, 1970).

The concept of assertiveness as a multidimensional concept covers three aspects of human expression such as behaviour, cognition and affect. Behaviourally assertiveness is viewed in terms of ability to express freely, and capability to maintain rewarding and fulfilling interpersonal relationship. Affectively and cognitively assertiveness implies capability to express and react to positive and negative emotions without undue anxiety and aggression (Colter & Guerra, 1976; Herzberger, Chan & Katz, 1984).

Assertiveness helps to increase confidence and control and helps to maintain successful and healthier relationship with others. Assertiveness can be expressed verbally and nonverbally. Verbal and nonverbal behaviour components play an important role in assertive behaviour (Eisler, Miller & Hersen, 1973). The verbal

and nonverbal behaviour of assertive persons are direct eye contact, fluency in speech, straight position and clear voice (Eisler, Miller & Hersen, 1973) Assertive people express their feelings and thoughts, defend their goals, and establish favourable interpersonal relationship (Herzberger, Chan & Katz, 1984), and adopt appropriate coping skills (Kraft, Letwin & Barber, 1986). In contrast non-assertive persons experience anxiety during interpersonal interactions, have no personal opinion, sacrifice goal and wish for the sake of others, avoid chances of hurting others and blame oneself for negative feelings in life. The common nonverbal behaviour expression of non-assertive individuals is confused state, looking down while taking, speaking quietly and hiding face with hand. However, aggressive people do not care others' opinion and interest, are disrespectful to others, demanding, impolite and rude, attack people, and their objective is to win and show his or her thoughts in hostile form (Singer & Hensley, 2004). The nonverbal body language of aggressive behaviour is pointing fingers on others, speaking loudly, staring down, dominating others, and shouting at others.

Social development at adolescent stage shifts gradually from parents to peers (Hill, 1993). Assertiveness helps them to maintain healthy interpersonal relationship and upholds emotional well-being (Eskin, 2003). It helps them to decrease conflict, negative emotions and self-efficacy (Mash, & Barkley, 2006) and to have more positive self -image and aid them to succeed in peer group (Riggio, Throckmorton & Depaola, 1990). High assertiveness helps adolescents to develop positive relationship and attitude towards self and others (Kilkus, 1993; Towend, 1991; Dincyurek, Caglar & Silman, 2009), gain approval from friends, have fewer

depressions, higher social support and ensure satisfaction in life (Terakye, 1998). Low assertive adolescent experience excessive anxiety, inferiority, negative evaluation (Cheng, Zhang & Ding, 2015), academic failure (Park, Crocker & Kiefer, 2007). The self- expression skill helps the adolescent to develop self esteem. But adolescents who do not speak or behave assertively have lower self esteem (Lorr & More, 1980). Self esteem plays a crucial role in adolescent behaviour.

Self-Esteem

Self is the combination of one's attitude, thoughts and impression about oneself. The development of our self-concept takes place through our interactions and experiences with the environment. Self-concept is the image or awareness about his or her physical or mental characteristics. Children form images through judgment and evaluation from family members and teachers and these images determine their behaviour. Cooley "looking glass self" (1902) theory states that self image is formed by getting feedback from others. Such feedback affects the formation of ideal self. "Self-esteem is the difference between perceived self and ideal-self" (Lawerence, 2006). It helps to create happiness, and well-being in one's life.

Researchers operationalize self-esteem in various ways such as "totality of an individual's thoughts and feelings having reference to himself as an object" (Gecas, 1982), "extent to which one prizes, values approves or likes oneself" (Blascovich & Tomaka, 1991),"individuals judgment of their own value" (Bandura, 1997), "evaluative aspect of self-concept that correspond to an overall view of the self as worthy and unworthy" (Baumestier, 1998), "personal judgment of worthiness

that is expressed in the attitudes the individual hold towards himself" (CopperSmith, 1967). Many renowned researchers like Abraham Maslow, William James, Mead and Leary and Baumeister have contributed to the origin and development of self-esteem. William James (1890) argued that self-esteem is based on success and pretensions. Mead (1934) Symbolic Interactionism theory holds that self-esteem was developed through the influence of significant persons in our lives such teacher, parents, friends etc. Leary and Baumeister (2000) Sociometer theory holds that self-esteem functions based on social feedback. Maslow (1954) has mentioned two kinds of self-esteem needs, one personal adequacy and mastery.

Self-esteem is the human need and central part of human life. Self-esteem develops through our experiences, success, relationship, support and interaction with the people and the environment. Individuals who have higher self-esteem are assertive, independent, creative, flexible, produce original solutions to problems, have positive sense of self, evaluate themselves positively and their future expectations are always positive (Pervin & John, 2001). It is related to physical and mental well-being and quality of life (Witmer & Sweney, 1992) A person with low self-esteem has negative attitude, feelings and behaviour and is self-centred, critical and diffident (Branden, 1969; Napoli, Killbride & Tebbs, 1992).

Self-esteem plays an important role in adolescent life.(Caldwell, Zimmerman, Bernat, Sellers& Notaro 2002). The most important task for adolescents is to develop a positive sense of self which is considered as the core of the adolescent's life. Adolescence is considered as stressful period with striking changes in physical, emotional, social, cognitive and academic changes. The decline

in body image, identity crisis and problems associated with puberty and stressful school environment create fluctuation in adolescent self-esteem. At early adolescence boys and girls have similar level of self-esteem but when they reach teenage boys gain high self- esteem than girls (Rosenfield, 1989). Research study pointed out that adolescents struggle with low self-esteem (Harter, 1990; Hirsch & Dubois, 1991). Low-self esteem can lead to problems such as depression, suicide ideation (Mann, Hosman, Schaalma & Devries, 2004), and alcohol use (Battle, 1990). Research studies show that self-esteem creates distress for girls than boys (Avison & McAlpine, 1992; Rosenberg, 1985; Rosenfield, 1989). High self-esteem is essential and provides great outcomes in adolescent life (Donnellan, Tirzeniewski, Robin & Moffit, Caspi, 2005; Schimel, Landau & Hayes, 2008). High level of self-esteem in adolescents is related to academic achievement, happiness, life satisfaction, physical fitness, and positive mood (Dubois, Burk-Braxton, Swenson, Tevendale & Hardesty, 2002).

Parents, peers and media play an influential role in the development of self-esteem in adolescents. Children from their first image of self from parents. Parental acceptance and rejection play a crucial role in adolescent self-esteem (Ansari & Qureshi, 2013). Parents can help the child to develop self-esteem by noticing his or her abilities, talents and skills. Parent child relationship plays a significant role for social adjustment and for the development of self-esteem. Peer relationship plays an important role in adolescent life. Healthy peer relationship helps to develop cooperation and reciprocity (Hart up, 1983). Peer relationship offers adolescents support and security. (Furman & Robins 1985). Adolescence stage is marked by

strong peer relationship which positively increases their self-esteem. (Black & McCartney, 1997; Fass & Tubman, 2002; Hoffman, Levy-Shif &Ushniz, 1993). Today adolescents receive wide exposure in which they receive information in minutes through a click. Internet has reduced their communication from face to face to text messages. Research studies support that media plays a role in self-esteem of adolescents (Schwartz, 2012).

Self-esteem is a motivator to success and happiness and it affects adolescent behaviour, learning and interpersonal relationships. High self-esteem adolescents have more control about what they do because they attribute their success and failures to themselves whereas low self-esteem adolescents seek help from external sources. Research literature suggests that high self-esteem adolescents are more internally controlled whereas adolescent with low self-esteem are more externally controlled (Nwankwo, Balogun, Chukwudi & Ibeme, 2012).

Locus of Control

Locus of control is concept developed by Julian Rotter in 1954 based on social learning theory. Rotter (1954) social learning theory holds that expected outcome of behaviour has an impact on motivation of people to engage in that behaviour. The theory also supports that social context or environmental factors play an important role in individual's behaviour (Rotter, 1954). Control over one's life is considered the most important factor in life. Personal control links to emotional well-being (Mirowsky & Ross, 1989). People who have control in their life are successful and happier in their lives. Locus of control is considered an important construct as it is associated with a variety of cognitive, affective, behavioural and

physiological outcomes (Anderson, Hellriegel & Sloum, 1977; Bandura, 1986) across various age groups (Jeremy & Donald, 1997). Locus of control is defined as general expectancy of internal or external control reinforcement (Rotter, 1966).

Locus of control plays a crucial role in adolescent's life. Adolescence is an important stage in life where excitement, happiness, adventures, discovery and future oriented perceptions emerge. It is the period where they have to adjust to changes occurring around themselves such as family, peer, school etc. Adolescents are exposed to various challenges of which the most important is discovering their own identity. Locus of control plays an important role in the identity formation of adolescent and it can be understood by their actions and behaviour. Each child perceives situations as positive and negative. If adolescents perceive that external factors are in control of the situations that happen to them those adolescents belong to external locus of control. If they believe that they are responsible and control the things that happen to them they belong to internal locus of control. Hence locus of control is basically divided into two type's i.e. internal locus of control and external locus of control.

Internal locus of control individuals believe that they are responsible for the success and failures that happen to them. Individuals with internal locus of control are more enthusiastic, independent (Loosemore & Lam, 2004), more self confident (Saadat, Ghasemzadeh, Karami & Soleimani, 2012), provide better mental health (Karbalaei, Abdollahi, Abu, Nor & Ismail, 2014), are positive, alert, directive (Rotter, 1966), interact more actively with friends and maintain good interpersonal relationships (Rotter, 1996), spend more time on improving abilities and talents

(Elise, Bryan & Katleen, 1998), adopt problem focused coping (Gianokos, 2002), display problems solving abilities (Bernadi, 2001; Carl, 1977), emotional well-being (Armstrong & Boothroyd, 2008), better adjustment to daily life problems (Karbalaei, Abdollahi, Momtaz & Abu Talib, 2013), are competitive and socially active (Diesterhaft & Gerken, 1983; Anderson, Hattie & Hamilton, 2005).

Externals on the other hand believe on fate, luck for the success and failures. Externally oriented individuals are more passive (Doherty, 1981; Morry, 2003), easy going, relaxed and lead a pleasurable life (Hans, 2000; Hattie, Marsh, Neill & Richards, 1997), use poor coping strategies, achieve lower grades, (Grimes, Millea & Woodruff, 2004), experience more anxiety, stress, depression, low self esteem, headaches, other psycho-physiological disorders, and psychopathology (Ashby, Korman & Draper, 2002), do not set goals, (Bernadi, 2000), show school maladaptation, poor academic performance (Kee, 2005; Musher-Eizenman, Nesselroade & Schmitz, 2002)

Research studies examined the various factors predicting adolescent locus of control which help them to lead to successful transition to adulthood. The prime factor is perceived parenting styles (Cohen, Sade, Benarroch, Pollak & Gross-Tsur, 2008). Review of literature also supports that parenting style is related to the development of child locus of control (Meesters & Muris, 2004).

Perceived Parenting Style

The life of every child starts from parents. They are the heart and soul of every child life. The social, emotional, financial support and inculcation of values

are provided by the parents. Parents serve as motivators, protectors for the creating of sound mental health. Children understand and learn about their surrounding through parents. Parental support, care and nurturance have long lasting impact on children. (Shaffer & Kipp, 2010). For facilitating an optimal social and emotional development, parenting plays a vital role. Parenting concentrates on "knowledge, skills, attitudes and behaviour associated for the growth and development of children" (Nair, Sumaraj, Padmamohan, Radhakrishnan, Rajesanan, George & Kumar, 2007). Parenting functions on the areas such as intellectual behaviour, education, physical and mental health of a child (Virasiri, 2011). It moulds a child into healthy and successful citizen who is useful for society and self.

Parenting style is the "extent to which parent responds to needs and demands of a child" (Baumrind, 1991). Parenting style is considered an important factor in child development (Ling pong, Johnston & Chen, 2010). It varies with respect to culture, age, gender, and country and is influenced by the behaviour and quality of relationship with children. Review studies show that parenting style helps and promote well-being, self-esteem and achievement in school.

Baumrind (1966) has introduced the typology of parenting such as authoritarian, authoritative and permissive. An authoritarian parenting style is characterized by strict ideas of discipline and behaviour, high level of restrictiveness, low level of nurturance; do not engage in open communication with children, punish them, permit low freedom, set limits and demands, expect the child to accept their demand and there is no mutual interaction between parent and the child. Authoritarian parenting style is associated with low academic achievement,

alcohol abuse and high levels of frustration, criminal behaviour, lower social competency and high levels of aggressive behaviour (Chen, Dong & Zhou, 1997; Durbin, Darling, Steinberg & Brown, 1993; Lambourn, Mounts, Steinberg & Dornbusch, 1991; Weiss & Schwarz, 1996).

The authoritative parenting style is characterized by open communication between parent and child; they listen, empathize, provide guidance, provide autonomy to the child, provide freedom in doing things, encourage decision making, provide love, support, motivation, acceptance, consider children's views in family matters, use reason and control to make disciplinary decisions and there is reciprocal and democratic relationship between parent and child. Research studies shows that authoritative parenting styles help the adolescents to adopt positive coping strategies (Ang, 2006), bring high academic achievement (Simons, Conger & 2007), have less externalizing problems, are less likely to engage in drug abuse, and have low levels of depression (Simons & Conger, 2007; Gonzalez, Holbein & Quilter, 2002).

Permissive parenting style is characterized by high nurturance, little control and leniency; no control and restriction over the child, freedom to regulate activities, no monitoring on the child's behaviour, there is encouragement of decision making by the children, relaxation in discipline and behaviour, ignore child's misbehaviour, friendship relationship exists between parent and child and share equal power to the child. Permissive parenting styles are associated with increased adolescent alcohol and tobacco use, poor self regulation and social skills, lack of self discipline, school misconduct and maladjustment in college life (Ginsburg & Bronstein, 1993; Reimuller, Hussong & Ennet, 2011; Underwood, Beron & Rosen, 2009).   Although

there are various parenting styles the perception of children on these parenting styles is different from that of parents. The perception of children about their parents parenting styles is called perceived parenting style.

Perception plays a significant role in adolescent psychological functioning. Review studies stress that perceived parenting style is related to adolescent well-being (Lavasani, Borhanzadeh, Afzali & Hejazi, 2011), sleep patterns, personality traits (Brand, Hatzinger, Beck & Holsboer-Trachsler, 2009), trait anxiety, depersonalization, stress, coping pattern (Wolfradt, Hempel & Miles, 2003), depression (Fentz, Arendt, O'toole, Rosenberg & Hougaard, 2011), adjustment patterns (Kerr, Stattin & Ozdemor, 2012) academic achievement, goal orientation (Wein-Wen, 2015) disruptive behaviour (Silva, Morgado & Maroco 2012), and substances abuse (Montogomery, Fisk & Craig, 2008) and self-regulation (Erden & Urdei, 2008). Research studies pointed out that perceived parenting styles as a risk factor for individual development during adolescence (Perris, Arindell & Eisemann, 1994). Adolescents who perceive their parents as negative have increased risk of negative outcomes (Morris, Cuim & Steinberg, 2013). Hence perceived parenting styles were renowned factor among children and adolescents (Anli & Karsli, 2010).

Relevance of the Study

The concept "hostility" originated during my search for a topic for my M. Phil thesis. The concept struck my mind and I started reading books and reviews to understand this concept. After reading the research articles and books I decided to do my M. Phil thesis in hostility. The next question that rose in my mind was which target group I should choose. By analyzing empirical reviews I happened to see that

there were flourishing literatures that explained hostility in cardiac patients. Only very few studies have focussed on hostility in adolescents. So I decided the target group as adolescents, particularly students. In M. Phil thesis I centered my study on the influence of two psychological factors on hostility such as family environment and self esteem. The participants that I studied belonged to the age group of 17-21. Result from my M.Phil thesis revealed that family environment and self esteem have a major role in the development of hostility of adolescents (Divya & Manikandan, 2012). In addition I used to conduct training programmes for adolescents related to the events such as "Souhrada Club and Shabala Programme of Integrated Child Development Scheme." Through these programmes I got an opportunity to interact with adolescents and teachers. Through my observation and from teacher reports I could understand the significance of hostile behaviour of adolescents. In addition to this, two research papers which we published (Divya & Manikandan, 2012) focussing on adolescents also provide strong support. In addition, reports from newspapers also provide substantial support that prevalence and incidence of hostile behaviour among adolescent is increasing day by day. A recent report from the news paper "Times of India" says that "A 17 year old boy was stoned to death by the former classmates" (George, 2013). In 2007 Yadav, a 14 year old boy, was shot dead by his classmates when he was waiting for the bus (Tiwari, 2007). In February 2012 a 15 year old student stabbed his teacher in a private school in Chennai (Mohan, 2012). Two teenagers brought a gun to school and shot their fellow student aged 14 year in Guargaon (Issac & Singh, 2010). From these preliminary observations and findings, as a researcher and a student of psychology, it is important to intervene in the hostile behaviour among adolescents. But while

evaluating the reviews it was seen that most of the intervention programmes such as cognitive, social skill training and brief family competency training provide a direct approach to reduce hostility, and all these studies were of Western origin (Pepler, Bryd & King, 1991; Kazdin, 1994; Spoth, Redmond & Shin, 2000). The factors or variables associated with hostility have not been explored. So the aim of this study was to identify psychological variables associated with hostility among adolescents and also to develop a protocol for the management of hostility and test the effectiveness of hostility management programme.

Statement of the Problem

Adolescence period is considered as an active age of life. It is a stage where physical, emotional, social and hormonal changes take place. It is a stage where the adolescents are free from the chains of parents and spend more time with peers. Adolescence stage is characterized by an increase in negative emotional states (Ciarrochi, Heaven & Suupavadeeprasit, 2008; Larson, Moneta, Richards, & Williams, 2002). During this period they over estimate their capacities and in order to win approval from peers they engage in risk taking behaviours (Jaffe, 1998). The transition from childhood to adolescence, place the adolescent in a socially distressful and unstable status (Sternberg, 2008). Adolescents are confronted daily by interpersonal conflict such as violence and crime. Different types of attacks such as gun fight, violent threats among adolescents are continually in the headlines of newspapers, television etc. The hostile behaviour stems from different factors such as family background, educational institutions community, value system. Today young generation is bombarded by wide areas of information technology. They are

exposed to wide variety of technology and social media which includes violent cinema. Adolescence stage is a period of hero worship and imitation, if the adolescent have problem with their friends they apply the techniques which they get from these sources. Hence hostility has become a growing hazard in society which creates problems in interpersonal relationship and to individual himself. So it is necessary to understand hostile behaviour in adolescents in India. Through the present wok the researcher explores the psychological factors associated with hostile behaviour of adolescents and presents a protocol for the management of hostility. The researcher also explains the effectiveness of the hostility management programme. Hence the present study is entitled **"HOSTILITY MANAGEMENT PROTOCOL AND EVALUATION OF THE EFFECTIVENESS OF MANAGEMENT PROGRAMME."**

 Workable Definition

Assertiveness: Assertiveness is viewed in terms of self expression. In the current study assertiveness is viewed in terms of ability to openly, confidently and honestly express positive and negative emotions in interpersonal contexts while respecting the boundaries of others.

Hostility: In the present study hostility is explained on the basis of Multi-Phasic Hostility inventory developed by Jayan and Baby Shari (2005). Hostility is defined as a constellation of actions and feelings directed towards others and self. It is also considered as an emotion in which an individual is seen as being in opposition with others, with a desire to harm or to negatively impact others and the feelings that problems in the individuals life are due to others interference (Jayan and Baby

Shari, 2005). The Multi-Phasic hostility inventory measures hostility on the basis of two aspects i.e. expression of hostility and experience of hostility. Experience of hostility includes such as self criticism, guilt and cynicism. Expression of hostility includes acting out of hostility, criticism of others and projection hostility

Locus of Control: In this study locus of control is assessed based on the questionnaire developed by Mathew and Kunhikrishnan (1986).

Self-Esteem: In this study self-esteem is measured based on the inventory developed by Thomas & Sam Sananda Raj (1985).

Perceived Parenting Styles: It refers to how adolescents perceive their parents' parenting styles measured on the basis of three aspects such as authoritative, authoritarian and permissive.

Authoritative style: Includes open communication with the child, provides clear guidelines, encouragement, has expectation about the adolescent, provides lots of nurturing and love, spends time together, provides right direction and encourages taking decisions

Authoritarian style: Includes high standards, discipline, comparison between friends, criticism while doing things, punishment when rules are not obeyed, little comfort and affection, restriction, providing no solution to problems.

Permissive style: Includes impose few limits, there is little or no expectation for their children, view children as friends, spend less time with children, there is no rule or guideline for children, are inconsistent and undemanding, allow the child to regulate his or her own activities

Assertiveness Training: Assertiveness training is methodological treatment approach to improve assertiveness.

Self-Esteem Enhancement: Self esteem enhancement means helping the child to feel good about himself.

Internal Locus of Control Enhancement: To improve internal locus of control

Protocol: 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.

Intervention: Intervention package for the management of hostility

Management: To have control on hostility

Organization of the Report

The report has been divided into six chapters, the following being the details:

Chapter 1: Introduction:

This section explains the background, content, significance, statement of the problem

Chapter 2: Review of Literature

The chapter is an attempt to review the major conclusion that has emerged from various studies in relation to the area under investigation.

Chapter 3: Method

This section is divided into two parts. First part is empirical research which explains the participants, instruments used and procedure for data collection. The second part is applied research which explains the protocol for managing hostility and techniques employed for analyzing the statistical data

Chapter 4: Test Construction

This section explains the details of the instruments developed, i.e. planning, preparation, relevance, procedure for administering the instruments.

Chapter 5: Results and Discussion

This section contains analysis and detail explanation of discussion after the implementation of the intervention programme. This section also explains the feedback from the participants.

Chapter 6: Summary and Conclusion

Presents short descriptions of the study with implication, conclusion limitation and scope for further research.

Chapter Two

REVIEW OF LITERATURE

Review of literature "provides a firm foundation for advancing knowledge" (Webster & Watson, 2002). Review of literature entails a systematic identification, location and analysis of the documents related to the research problem. It is considered as crucial part in research. It helps the researcher in understanding current findings and researches done in his/her selected problem of research. Reviews of literature provide strong theoretical foundations helps to understand the problems clearly and also provide new insight and direction for the study. In the present study the articles were located through infonet, printed journals, e-journals, Google scholar, books, academia.edu, researchgate.net and other search engines. In this chapter, the literature research was conducted to understand the previous and existing research related to hostility, the psychological variables associated with hostility and interventions for the management of hostility. The review of literature studies are present below under the following headings.

- Hostility

- Self -Esteem

- Assertiveness

- Locus of Control

- Perceived Parenting Styles (Authoritative, Authoritarian and Permissive)

- Interventions

Hostility

Before understanding the psychological variables and intervention to bring down the level of hostility it is necessary for the researcher to make an attempt to

understand the concept of hostility. Because of the numerous stressors present in our society today, hostility is a common experience among people, especially adolescents. According to Smith (1994) Powell and Williams (2007) hostility is expressed in terms of three aspects that is affective, behaviour and cognitive. The cognitive component characterizes cynical and distrustful attitudes, affective component reflects feelings of irritability and anger and the behaviour component is reflected in overt and covert form (Smith, 1994). In the present section the researcher explains the studies related to hostility. Epidemiological studies documented an alarming rate of hostility among youth and adolescence (Spoth, Redmond & Shin, 2000). So in the present review the researcher explains the hostility in adolescents.

Rubio-Garay, Carrasco and Amor (2016) used structural equation modelling to understand the meditating role of moral disengagement between two precursors of aggression anger and hostility and between actual physical and verbal aggression. The research study was carried out with 425 adolescents of the age group of 15 to 25. Result indicated that hostility and anger contribute directly and significantly to physical and verbal aggression. It also revealed that anger, hostility and aggression appeared to meditate by moral disengagement.

Family environment plays an important role in adolescent wellbeing. In some families mutual hostility between parent-child interactions take place. In a study Trifan and Stattin (2015) examined that children involved in mutually hostile interactions at home transfer this interaction to everyday contexts. Participants consisted of 2,009 adolescents who belonged to mid-adolescence. Result discovered

that adolescents engaging in mutually hostile interaction at home were mutually hostile in school, with teacher and peers.

Cruz, Duarte, Nelas, Antunes and Almeida (2014) investigated the influence of socio demographic and family background variables on hostile behaviour of adolescents. The study also aimed to understand the influence of depression and anxiety in hostile behaviour of adolescents. Findings of the study indicated that 93% of the adolescents have hostile behaviour followed by violence. The result also provides evidence that male who are 17 years or older are more hostile. The finding also revealed that adolescent who is living in village or undergoing professional course is more hostile. The result also found that depression has a significant relationship with hostility in adolescents.

Hakulinen (2013) examined the development of hostility and anger in a life course perspective. The study had two objectives: 1) to understand the role of family in the development of hostility and 2) to find out how hostility is associated with unemployment in adulthood. Result indicated that low parental socioeconomic status, hostile child-rearing style and aggressive behaviour in childhood predicted high level of hostility and anger in adulthood. Study also revealed that hostility was one of the strongest predictor of unemployment. Study provides support that prevention of hostility should be targeted at the early stage of life.

Asberg (2013) examined the meditating role of hostility in the relationship between emotional regulation and symptoms of depression, social anxiety and generalized anxiety. The study revealed that hostility is linked to internalized problems in students. The study also pointed that maladaptive emotional regulation

strategy lead to hostile behaviour in adolescence. The study proposed that hostility is related to negative outcomes and management of hostility is important.

In a research paper Tschiyama, Terao, Wang, Hoaki and Goto (2013) discussed the relationship between hostility and sleep problems. The participants for the study consisted of 48 high hostile groups and 48 low hostile groups of 18 years of age. Result revealed that increased hostility lead to sleep disturbances.

Family plays an important role in personality development of adolescents. Hakulinen, Jokela, Hintsanen, Pulkki-Raback, Hinsta, Merjonen,…, and Ketikangas-Jarkinen (2013) conducted a study to find the role of family factor in the development of hostile behaviour in adolescents. Result revealed that hostile child rearing received in childhood and low parental socioeconomic status play a contributing role in the development of hostility in adolescence and adulthood.

Ferraz, Portalleo, Vallez, Gutierrez, Martin-Blanco, Martin-Santos and Subira (2013) attempted to find out that childhood sexual abuse and hostility is predictor of suicidal behaviour among 76 adolescents. Results revealed that childhood sexual abuse and hostility is a risk factor for suicidal behaviour among adolescents.

The role of hostility, physical aggression and trait anger in relation with suicidal behaviour was studied by Zhang, Roberts, Liu, Meng, Tang, Sun and Yu (2012). The study revealed that the risk of suicidal behaviour is due to increase in hostility, physical aggression and trait anger. The study emphasized that suicide prevention programmes should focus on reducing hostile, physical aggression and trait anger.

Mitrofan and Ciuluvica (2012) conducted a study of emotional regulation and various types of aggression. The study also tried to explain the relationship between aggression and life satisfaction. The result revealed that emotional regulation variables such as non-acceptance, impulse and life satisfaction are the strongest factors for the development of hostility.

The intake of substance abuse creates problems in the adolescent's physical and mental health. Weiss, Mouttapa, Chou, Nezami, Johnson, Palmer…, and Unger (2011); Hampson, Tildesley, Andrews, Luyckx and Mroczek (2010) conducted studies to understand hostility and substance abuse. Findings revealed that high levels of hostility are an important contributor for the adolescent to engage in substance use such as alcohol, marijuana and cigarette.

Peers play a central role in the life of adolescents. Freeman, Hadwin, and Halligan (2011) studied the role of peer influence in creating hostile attributions among adolescents based on social information processing theory. The result revealed that adolescents who are closely attached to peers and who have maladaptive social information processing styles are more prone to hostile attributions. The study concluded that peer has an influential role in the development of hostility among adolescent.

Bonab and Kooshar (2011) conducted two studies: 1) to examine the relationship between images of god with hostility and inter personal sensitivity among university students and exceptional children and 2) to examine the quality of attachment, hostility and interpersonal sensitivity among adolescents. Result of the first study showed that individuals who hold a positive image of god are lower in

hostility and interpersonal sensitivity and individuals who had challenging image of god are higher in hostility. Result of second study found that students with insecure attachment have high hostility and interpersonal sensitivity. Both of the studies concluded that magnitude of hostility was increasing among adolescents.

Sanz, Garcia-Vera and Magan (2010) explored the relationship between five factor models or Big Five with trait anger and two specific traits of hostility such as mistrust and confrontational attitude. The result revealed that Big Five personality is significantly related with trait anger and two aspects of hostility.

Barthelmes, Borsari, Hustand and Barnett (2010) examined the hostility in mandated students. Mandated students are students who are required to complete an intervention as a result of violating school alcohol policy or received medical treatment for intoxication (Barnett & Read, 2005). Statistical results showed that mandated students who have higher hostility are more likely to engage in risky driving and alcohol related problems.

Hamdan-Mansour (2010) through a self reported questionnaire distributed among 428 participants belonging to government and private universities identified the predictors of hostility as perceived stress and life satisfaction. The study recommended the need to control the occurrence of hostility through intervention plans.

Gender plays an important role in hostility dimensions. In order to understand the role of gender in relation to multidimensional hostility Chia-Ying, I-Mein, and Ding-Yu (2010) conducted a study on college students. In this study

multidimensional hostility was explained on the basis of four aspects such as hostile cognition, hostile affect, expressive hostility and suppressive hostility behaviour. The result explained that four dimensions of hostility predict psychosomatic symptoms in adolescence. Research also found that expressive and suppressive hostility are found in males where as affective hostility was found in females.

The psycho social problems among students are increasing day by day. Hamadan-Mansour, Halabi and Dawani (2009) conducted a study among university students with an objective to find out the relationship between depressive symptoms, hostility and substance abuse. Findings revealed that 40% of the students have high hostility level, and there is a direct relationship between family history, substance abuse and hostility. The result also found out that depressive symptom correlated with substance abuse and hostility.

Teenage years is characterized by increased emotional states (Ciarrochi, Heaven & Supavadeeprasit, 2008; Larson, Moneta, Richard & Wilson, 2002). Heaven, Ciarrochi and Lesson (2009) assessed the longitudinal relationship between shame and hostility among adolescents in Grad 9 at Time 1 and 670 students in Grade 2 at Time 2. Structural equation model (SEM) was used to assess the relationship between shame and hostility. The result of this study showed that higher shame will result in increase in hostility among adolescents.

Izawa, Kodama and Nomura (2006) through their study offer insight about the dimensions of hostility that are prevalent among undergraduate students of the age group of 20 years. The identified factors of hostility were expressive hostility,

hostile cognition and inhibitive hostility. Study pointed out that culture differences exist with respect to hostile dimensions.

To understand the level of hostility and method of coping Vandervoort (2006) conducted a study among college students. The results revealed that high hostile students were found to have low coping and poor physical health. The coping method used by high hostile students was escape avoidance coping styles. The study concluded that while studying hostility the coping behaviour of the students should also be taken into consideration.

Adolescents spend their leisure time watching movies; engage in computer games, facebook and twitter. Video games have become one of the favourite activities among adolescents. Research studies by Gunderson (2006), Jankowiak and Olson (2003), Gentile, Lynch, Linder and Walsh (2004) showed that media violence increased aggression and hostility in adolescents. The study summarized that boys who are exposed to media are low in academics, engage in physical fights and make arguments with teachers.

Childhood predictors of adulthood hostility were examined in relation to their Parents' Type A behaviour, life satisfaction, family's socioeconomic level, and maternal reports of children's Type A behaviour. Findings revealed that parental Type A behaviour, life dissatisfaction and children's Type A behaviour predicted their adulthood hostility. The study identified that childhood environment either promoted or protected against hostility (Jarvinen & Heinonen, 2003).

Hostility and its relationship with socioeconomic status and health were studied by Elovainio, Kivimaki, Kortteinen and Tuomikoski (2001). Result indicated

that age, gender, socioeconomic status and social support has a key role in creating hostility. Result also stressed that low socio-economic status, psychosocial risks, low social network are associated with hostility.

In society there exist gender stereotypes regarding the emotional expression among girls and boys. A developmental research study indicated that parents under certain circumstances encourage their sons to be aggressive and daughters to be emotional and non aggressive (Brody, 1985). MacGregor and Davidson (2000) attempted to explore how hostility is perceived and rated differently in men and women. In this study hostility is explained on the basis of two types such as verbal hostility and non verbal hostility. Participants for the study consisted of 105 men and 116 women. The method used in the study for data collection was videotaped structured interview. Result indicated that female participants display non verbal hostility and male participants display verbal hostility. These studies concluded that social expectation plays an influential role in hostile perceptions.

Self-Esteem

Self-esteem is the person's view of his worth and it helps the individual to become more independent and able**.** Self-esteem is an integral part of healthy personality and its changes are due to the influence of many people who are attached to the individual. Generally there are two types of self-esteem, high and low self-esteem. In the present section studies conducted in self-esteem from 2000 to 2016 are included.

Arslan (2016) through structural equation modelling attempted to understand the mediating role of resilience and self-esteem in the relationship between

psychological maltreatment, and emotional and behavioural problems of adolescents. Result indicated that psychological maltreatment increased emotional and behavioural problems and decreased resilience and self-esteem. Resilience partially mediates the relationship between psychological maltreatment and emotional and behavioural problems. And self-esteem mediates the relationship between psychological maltreatment and emotional and behavioural problems. Through this study it can be assumed that adolescents who have high resilience and self-esteem have low emotional and behavioural problems. The study stressed significance of intervention programme to increase self-esteem and resilience for psychologically maltreated adolescents.

School is a place from where individual gains and improves self-esteem. Cribb and Haase (2016) assessed the difference between school type (single sex and coeducation) in relation to appearance concern, social support and self-esteem in adolescent girls. The result provided evidence that greater awareness and internalization of thin ideal contributed to poorer self-esteem in girls of both schools and social support contributes to higher self-esteem in girls attending in single sex school. The study concluded that school environment with appearance and social support directly influences an individual's self-esteem.

Teng, Liu and Guo (2015) investigated the relationship between self-esteem and aggression among adolescents. Analysis revealed there exists a negative relationship between self-esteem and aggression. The result also showed that male students whose self-esteem is low were more likely to engage in aggressive behaviour.

Fanaj, Melonashi and Shkembi (2015) examined the role of self-esteem and hopelessness as predictors of emotional difficulties among adolescents. Participants for the study were 1162 adolescents of the age group of 11-20 and the results revealed that self-esteem and hopelessness significantly predict emotional difficulties.

McCormick and Webb (2014) examined the effects of low self-esteem in pre-teen girls. Result indicated that family dynamic, peer pressure, social media, school connectedness were the important factors related to low-self esteem of pre-teen girls. The study also pointed out that pre-teen girl who has low self-esteem showed destructive behaviour in adulthood. The study concluded that pre-teen girls should be given appropriate intervention programme to enhance self-esteem.

Sveta, Nurdaulet, Murat, Zhanar and Gulmira (2014) explored self-esteem and self-esteem structure of Kazakh teenagers. The participants of the study were 100 teenagers of the age group of 13-15. Result revealed that socialization plays an important role in self-esteem development and self- esteem structure of modern Kazakh teenagers were more balanced and symmetric in comparison to structure of older generation.

A longitudinal study was conducted by Steiger, Allemand, Richard and Helmut (2014) to understand how low self-esteem is associated with depression. Self-esteem was assessed annually from age 12 to 16 and depressive symptom was assessed at the age 16 to 35. Result revealed that 1) there is significant increase in global self-esteem and domain specific self-esteem in adolescence, 2) there is a gender difference in self-esteem and 3) adolescents with low self-esteem are more

prone to exhibit depressive symptoms in adulthood. The study highlighted the importance of developing self-esteem at the adolescence age.

The relation between parental education and self-esteem among high school students was investigated by Florentin-Remus and Mogonea (2014). Result showed that there exists a significant relationship between parenting styles and self-esteem. High self-esteem was related to authoritative parenting style and low self-esteem was related to permissive parenting style.

Moksnes and Espens (2012) investigated the relationship between self-esteem and emotional states (state depression and state anxiety) with respect to gender and age. Based on the cross sectional design 1,209 adolescents of the age group of 13-18 participated in the study and the results revealed that boys scored higher on self-esteem than girls. Self-esteem was negatively related with emotional states such as state depression and state anxiety. Study provides support for the view that self-esteem has an important role in creating physical and emotional wellbeing and effective practical strategies should be done to enhance self-esteem among adolescents.

Maltese, Alesi and Alu (2012) investigated the relationship between self-esteem, defensive strategies and social intelligence in adolescents. Result indicated that there is a negative relationship between self-esteem, proactive excuses and social intelligence. And there is also a negative relationship between retroactive excuses and self-esteem. Through this study researcher summarized that self-esteem is the strongest and positive factor in adolescent life.

Saadat, Ghasemzadeh and Soleimani (2012) through their study disclosed the relationship between self-esteem and its determined links to academic achievement of university students. There was a significant difference in self-esteem among boys and girls. The students of basic science, education, and psychology and electro computer showed significant difference in self-esteem. Academic self-esteem and family self-esteem have a direct and positive relationship with academic achievement of the students. The study found out that demographic factors such as gender and subject of study have an influential role in the development of self-esteem.

Self-esteem is a critical factor in the adolescent's life. Hosogi, Okada, Fuji, Noguchi and Watnabe (2012) investigated the importance and usefulness of self-esteem in children. Instruments such as Rosenberg self-esteem scale, coppersmith self-esteem inventory, Pope 5-scale test of self-esteem for children were administered and the results revealed that self-esteem of adolescents is influenced by the environment in which he or she lives. Low self-esteem often leads to psychological and social problems.

Rahmani (2011) examined the relationship between self-esteem, achievement goals and academic achievement among primary school children. Result showed that self-esteem, goal orientation components and academic achievement are correlated. Study concluded that self-esteem and achievement goals are affecting factors on goal orientation among primary school students.

Civitci and Civitci (2009) analyzed the mediator and moderator effects of self-esteem in the relationship between loneliness and life satisfaction among 439

adolescents of the age group of 15-18. Hierarchical regression analysis result showed that self-esteem partially meditates the relationship between life satisfaction and loneliness.

A longitudinal study was conducted by Trzesniewski, Moffitt, Donnellan, Robins, Poulton and Caspi (2006) to find out the effects of low self-esteem in adolescents. The study utilized 978 adolescents of the age group of 11-15 and revealed that low self-esteem predicts a risk of poor mental and physical health. Adolescent who has low self-esteem is more likely to convict crime in adulthood. The study concludes that it is important to raise self-esteem.

Birndorf, Ryan, Auinger and Aten (2005) investigated the factors which contribute to self-esteem in adolescents. Participants of the study belonged to 10th and 12th grade students. Logistic regression analysis revealed that positive communication through supportive and caring relationship helps to increase the self-esteem of adolescents.

The transition from childhood to adolescence reported an increase in risky and problem behaviour. The most important factor contributing to risky behaviour is the low self-esteem of adolescents. Wild, Flisher, Bhana and Lombard (2004) explored the association between adolescent's self-esteem and risky behaviour and result revealed that self-esteem was significantly associated with risky behaviour. This study also reported that low self-esteem with respect to family and school were the most important predictors of risky behaviour. The study suggested that by increasing self-esteem through interventions help to reduce risky behaviour in adolescents.

A meta-analytical study by Twenge and Campbell (2002) analysed the relationship between self-esteem and socio economic status. Result indicated a positive relationship between self-esteem and socio economic status. Result also supports that gender; occupation and income have higher correlation with self-esteem.

Low self-esteem often leads a person to unhealthy practices like substance abuse, eating problems and suicidal ideation. McGee and Williams (2000) conducted a study to find out that low self-esteem predicts health compromising behaviour in adolescents of the age group of 9-13. Result revealed that level of self-esteem is a predictive of health comprising behaviour in adolescents.

Baldwin and Hoffman (2001) described the intra individual self-esteem changes from early adolescence to early adulthood. Using 7 years of sequential data from the family health study they estimated a hierarchical growth curve model that emphasized the effects of age, life events, gender and family cohesion on self-esteem. The result indicated that age had a curvilinear relationship with self-esteem, suggesting that during adolescence self-esteem is dynamic rather than static construct. Changes in self-esteem during adolescence were influenced by shifts in life events and family cohesion. These processes were different in males and females, particularly during early adolescence.

Hostility and Self-Esteem

Self-esteem plays an important role in adolescent behaviour. Maxwell and Bruce (1992) conducted a study to examine hostility, depression and self-esteem

among males and females who are abused, neglected or homeless. The study was conducted among 27 adolescents and it included 15 males and 12 females. Results revealed that these adolescents have greater hostility, lower self-esteem and depression. In 2003 D'zurilla Chang and Lawrence conducted a study among college students and found out that low self-esteem was found to be related with anger and hostility. Same result was found out in different empirical literature that self-esteem is a contributor of hostility (Averill, 1982; Kernis, Granneman & Barclay, 1989; Boden & Fergusson, 2007; Episto, Kobak & Little, 2005).

Previous literature shows that self-esteem is the strongest and positive factor in adolescent's life. The demographic factors such as age, sex, race, and religion, number of siblings, income, occupation and school have an influential role in creating self-esteem. Low self-esteem is related to aggression, risky behaviour, depression, and destructive behaviour. Previous literature has shown that a relationship exists between hostility and self-esteem among students.

Assertiveness

Assertiveness is an important communication skill. It includes speaking and acting with power while respecting the rights of others. Assertiveness helps to increase confidence and establish honest relationship with others. Assertive individuals stand for their rights and say no if the situation needed. Assertiveness helps the adolescents to positively influence others and in need of a situation of potential conflict. Through the present review the researcher portrays the assertiveness among adolescents and stresses the need for providing assertiveness training for adolescence.

Assertiveness helps to create success in life. Assertiveness skill is important in adolescent age. The level of assertiveness in under-graduation students was studied by Prakash and Devi (2015). According to them the level of assertive behaviour in adolescent is moderate in nature. The study also reported that there was a significant difference in the assertiveness with respect to demographic variables.

Aslan (2013) examined how assertiveness predicts separation- individuation in adolescents. Result indicated that adolescent who has higher level of assertiveness has low separation-individuation. Result suggested that assertiveness training programme should be provided to those who experience separation-individuation.

Four studies explained the level of assertiveness in students (Karagozoglu, Kahve, Koc & Adamisoglu, 2008; Deltsidou, 2009; Ibrahim, 2011; Erbay & Akcay, 2013) Students studying from first semester to final semester courses such as nursing and social work were selected. Through this study researchers explained the level of assertiveness with respect to gender, income, type of family. Karagozoglu, Kahve, Koc and Adamisoglu (2008) found that girl students have high assertiveness than boys. On the contrary Erbay and Akcay (2013) reported that boys have high level of assertiveness than girls. The study also revealed that girls who are nurtured in nuclear type of family have high level of assertiveness and there exist a significant relationship between family income and assertiveness.

Assertiveness is a skill that helps the adolescents throughout their life. Krist (2011) explored the relationship between assertiveness, five factors of personality, social anxiety and self-esteem. The study revealed that higher level of assertiveness was significantly related to extroversion, conscientiousness and openness and self-

esteem. Findings of the study implied that there exists inverse relationship between social anxiety and neuroticism.

Parto (2011) examined the relationship between self-efficacy and problem solving with mental health. Result indicated that there exist associations between self-efficacy and problem solving and mental health.

Assertiveness helps to maintain a positive relationship with others. A cross-cultural study conducted by Tripathi, Nongmaithem, Mitkovic, Ristic and Zdravkovic (2010) found out the differences in the level of assertiveness with respect to Indian and Serbian culture. Findings of the research study indicated that there exist differences in the level of assertiveness between two countries.

Pourjali and Zarnaghash (2010) randomly selected 120 adolescents to investigate the relationship between assertiveness and power of saying no with mental health. Result revealed that there exist a significant relationship between assertiveness and power to say no. Gender difference was not found with respect to assertiveness and power of saying no. Result summarized that assertiveness and power to say no contributes to mental health of adolescents.

Hostility and Assertiveness

Williams, Chamove and Miller (1990) compared assertiveness and hostility of students and reported that there exists a significant relationship between assertiveness and hostility. Quinsey, Maguire and Varney (1983) also reported a relationship between hostility and assertiveness deficits among murderers.

The above discussion showed that assertiveness contributes to psychological wellbeing. Studies also showed that there exists significant relationship between demographic variable and assertiveness such as gender, income, type of family and hostility.

Locus of Control

Locus of control means how individuals attribute their success and failures. Rotter (1954) mentioned two types of locus of control internal as well as external. Through the present review the role of locus of control in the life of student's has been described.

Mobarakeh, Juhari, Yaccob and Redzuan (2015) examined the relationship between locus of control and psychological wellbeing among Iranian migrants in Kuala Lumpur, Malaysia. Results found that there exists a relationship between locus of control and psychological wellbeing.

Naik (2015) attempted to understand the influence of demographic variables such as gender, place of residence and subject of study on locus of control and found that there exist significant differences in locus of control by demographic variables such as gender, place of residence and subject of study.

Shojaee and French (2014) conducted a study to understand the relationship between mental health components and locus of control in youth. One hundred and twenty participants were included in the study. Results revealed that individuals who have internal locus of control have high mental health than those who have external locus of control.

Gohari, Bagheri and Kiyamanesh (2014) investigated the relationship between locus of control and life satisfaction of 450 adolescent high school students in Tehran. Findings revealed that there is a significant relationship between life satisfaction and locus of control. In addition the result also showed that internal locus of control is positively related with life satisfaction and external locus of control is negatively related to life satisfaction.

Sagone and DeCaroli (2014) explored the relationship between locus of control, self-efficacy and self-concept of students who are studying in three groups such as law, psychology and medicine. Result revealed that students who have internal locus of control have high self-concept and self-efficacy. The study also provided evidence those students who are studying for the courses like psychology and medicine have high internal locus of control than students who are studying for law course. The result also confirmed that boys have high internal locus of control than girls.

Sagone and Decaroli (2014) conducted a study to find out the relationship between locus of control, belief and luck in adolescents. Result revealed that adolescents who are internally controlled have less faith in superstition and luck and adolescents who are externally controlled have high faith in superstition and luck. Result also explained that late adolescents are more internally controlled and middle adolescents are more externally controlled.

Arslan, Cardak and Uysal (2013) examined the association between academic locus of control and academic support among students. Correlational analysis revealed that student academic support is positively associated with internal

locus of control and negatively with external locus of control. Regression analysis showed that the support received from peers plays an important role in developing academic locus of control.

Kalantarkousheh, Mohaghegi and Hosseini (2013) investigated the relationship between locus of control and academic achievement among 132 undergraduate students of the age group of 19 to 29. Corelational analysis revealed that there is no significant difference in internal and external locus of control with respect to gender. Logistic regression analysis showed that there exists a significant difference in internal locus of control and academic achievement among males.

The relationship between locus of control and gender was studied by Akhtar and Saxeena (2014); Zadi and Mohsin (2013).The first study reported that internal locus of control was high among girls and external locus of control for boys. But in the second study boys were found to have internal locus of control and girls were found to have external locus of control. So it can be concluded that gender difference is a significant factor while studying the variable locus of control.

Nwankwo, Balogun and Chukwudi & Ibeme (2012) investigated the relationship between self-esteem and locus of control among well functioning adolescents. Result showed significant positive relationship between high self-esteem and locus of control among well functioning adolescents.

Wallace, Barry, Zeigler-Hill and Green (2012) examined whether locus of control moderated the relation between self-perception variables such as self-esteem and narcissism on aggression in adolescents. Result revealed that self-esteem is

negatively related with aggression. Findings also show that locus of control is one of the factors that influences the relationship between both reactive and proactive aggression

Breet, Myburgh and Poggenpoel (2010) examined the relationship between perception of locus of control and aggression of adolescent boys. Result revealed that locus of control has direct relationship between direct and indirect aggression. Result also revealed that boys who are internally controlled are less aggressive than boys who are externally controlled.

Factors affecting locus of control of university students were assessed by Serina, Serina and Sahin (2010). The result revealed that male students are more internally controlled than female students. Results also revealed that students with high socio-economic status are more internally controlled. The research study emphasized on improving internal locus of control.

A meta-analytical study was conducted by Miller (2005) to understand the impact of locus of control on minority students. Result highlighted that an individual's culture plays an important role in creating internal and external locus of control which he or she possesses. Study also revealed that internal locus of control is high at late adolescence period. The study emphasized that teachers, psychologists and counsellors should help the children to enhance internal locus of control.

Individuals can be classified as with external locus of control or internal locus of control. People with internal locus of control have confidence in their own ability whereas a person with external locus of control believes that external factors

such as luck or faith controls their destiny or determines their behavioural outcomes. Grimes, Mille and Woodruff (2004) examined the linkage between students' locus of control and their evaluation of teaching in traditional principles of economic course. Result found that students with external locus of control orientation are less likely to assume personal responsibility for their course performance and more prone to blame outside factors such as luck and fate for their observed outcomes. The result also provides evidence that they are more likely to experience frustration and anxiety in classroom setting and they perceive little control over the final grade and they blame instructors for their grades. Students who have internal locus of control show better academic performance. The study found that student locus of control can help to determine the behavioural patterns inside and outside the classrooms which in turn influence performance and satisfaction.

Hostility and Locus of Control

Rafique (2011) tried to find out the relationship between stress, locus of control and hostility among patients who suffer from myocardial infarction. Result revealed that there exist a relationship between external locus of control and hostility.

Singh and Singh (2011) investigated the relationship between personality characteristics, locus of control and hostility among alcoholics and non-alcoholics. Result revealed that alcoholics are emotionally more stable, aggressive, suspicious, controlled and less affected by their feelings. Moreover they are more independent minded, unconcerned about other people, disregard authority and are overtly hostile

as compared to non-alcoholics. Non-alcoholics are more enthusiastic, experimenting and self-sufficient and covertly hostile than alcoholics.

Breen and Prociuk (1976) examined the relationship between internal-external locus of control and guilt among 137 college students who completed Rotter locus of control scale, Mosher hostility and Morality Conscience guilt scales. Result revealed that externals reported higher degree of hostility and guilt than internals. Also females reported greater hostility and guilt than males.

Locus of control is an important aspect in adolescent's life. Locus of control is found to have significant relationship between life satisfaction, psychological wellbeing, aggressive behaviour, self-esteem and academic achievement. Previous literature also provides evidence that there is a relationship between locus of control and hostility and externals were found to have high hostility than internals.

Perceived Parenting Styles

The role of parents is to teach, influence and control their child. Parenting has positive and negative effects on child's behaviour. Through the present reviews researcher presents how perceived parenting styles have significant and impressive role in adolescent's life.

A study was conducted by Alt (2015) to know the connection between student's psychological outcome and their relationship with parents. Perceived parenting styles were assessed on the basis of three perspectives such as authoritarian, authoritative and permissive. Motivation was assessed on the basis of three aspects such as intrinsic, extrinsic and amotivation. Result revealed that

majority of the participants perceived their parents as more authoritative. With respect to motivations factors the result found out that authoritative parenting style is negatively correlated with amotivation. Authoritarian and permissive parenting style is positively related to amotivation and extrinsic motivation.

Um and Kim (2015) explored how perceived parenting styles are related to physical abuse and school adjustment. This study showed that perceived parental acceptance has a positive effect on school adjustment, and physical abuse is positively associated with perceived control. The study highlighted that perceived parenting styles could lead to different development outcomes in the life of adolescents.

Nair (2014) conducted a study to find out the association between positive mental health and perceived parenting style among the students of the age group of 18-24. The study found that mean positive mental health differed with respect to three types of parenting. The mean positive mental health score was high for subjects who belong to authoritative parents than authoritarian and permissive.

Culture plays an important role in perceived parenting styles. The social variation in perceived parenting styles was assessed by Elstad and Stefansen (2014). The perceived parenting styles were examined on the basis of four dimensions such as neglecting, intrusiveness, demandingness and responsiveness. Result revealed that family income and parental education were found to have association with perceived parenting. Parent's education was associated neither with responsiveness nor with demandingness, but perception of neglecting and intrusiveness parenting varied clearly with parent's education. Adolescents in families with less economic

resources experience their parents as less responsive and supportive. Furthermore result also revealed that girls experienced their parents as demanding and boys experienced as intrusiveness.

The relationship between perceived parenting styles and intellectual ability was studied by Fan and Zhang (2014). Participants for the study were 342 university students. Result indicated that perceived parenting styles were associated with thinking styles. In this study perceived parenting styles were assessed based on the Baumrind theory (1966, 1971) which includes dimensions such as acceptance/ involvement, strictness/supervision and psychological autonomy granting. Thinking styles were assessed on the basis of three types. The dimension acceptance/ involvement was positively associated with Type I and Type II thinking styles. Students who perceive their parents as neglectful tend to have different levels of thinking styles. Researchers suggested that educator should focus on the perceived parenting styles in order to develop thinking styles of students.

A culture based study was conducted by Barnhart, Raval, Jansari and Raval (2013) to understand the relationship between perceived parenting styles in India and United States (US). Indian students considered permissive parenting as more effective and helpful than US students. US students considered authoritarian parenting styles are more effective and helpful. An interaction between participant's culture and gender was done and the result revealed that in India female's preferred authoritative parenting styles as effective parenting styles and male preferred authoritarian parenting style as most effective parenting style. In US highest

percentage of female participants prefers authoritative parenting styles and male permissive parenting styles.

Kumar, Sharma and Hooda (2012) conducted a study to examine the relationship between perceived parenting styles and hope among adolescents. The perceived parenting styles were measured on six aspects such as democratic, autocratic, accepting, overprotecting and over demanding. Results revealed that rejection, accepting and overprotecting perceived parenting styles significantly predict hope among adolescents. This shows that children who perceive their parent's parenting styles as accepting and overprotecting have high hope in their life, whereas parenting styles perceived as rejecting has low hope. The study concluded that perceived parenting styles play a crucial role in creating positive expectations among adolescents about future.

Silva (2012) analyzed the relationship between adolescent perception of parenting styles and social support. Result revealed that most of the parents practice democratic parenting style. Relation between school behaviour and parenting styles shows that well behaved adolescents perceive their parents as less permissive. On the other hand adolescents who misbehave perceived their parents as more permissive and authoritarian. Study also revealed that there is a relationship between perceived parenting styles and social support.

Brand, Gerber, Beck, Kalak, Hatzinger, Puhse and Holsboer-Trachsler (2011) investigated perceived parenting styles among female and male adolescent elite athletes and controls. Participants of the study were 258 adolescent elite athletes (139 females 119 males) and 176 controls (139 females, 37 males). Results

revealed that parenting styles did not differ between athletes and controls, except for restriction, for which athletes reported lower levels.

The relationship between perceived parenting style variables such as involvement, autonomy support and warmth dimensions with emotional intelligence (Asghari & Besharat, 2011) was studied and found that perceived parenting styles are related to emotional intelligence and its components such as appraisal of emotions, utilizations of emotions and regulations of emotions. Analyses also indicated that perceived warmth and perceived autonomy support is strongly related to emotional intelligence. The study concluded that perceived parenting styles can predict changes in emotional intelligence.

Anli and Karsli (2010) examined the relationship between perceived parenting styles, depression and anxiety of students who belong to three different socio economic statuses such as high, middle and low. Statistical results showed that significant relationship exists between perceived parenting styles and socioeconomic status. The relationship between perceived parenting and gender shows that females perceive over rejection from both parents and males feel rejection from mother. Rejection and overprotection were found to have negative correlation with personality and anxiety disorders. Emotional warmth was found to be a protector of depression and anxiety. Findings found out that adolescents who belong to low and high socioeconomic status show high depression and anxiety. The study stressed that mental health services, guidance and counselling department of school should pay more attention in creating insight among the parents about the consequences of their perceived behaviour patterns which in turn will result in mental quality of children.

Adolescent stage is marked by challenges such as finding a place in peers; maintaining healthy relationship with parents and forming an identity. Ok and Aslan (2010) analyzed the relationship between perceived parenting styles and school bullying in adolescents. The participants for this study consisted of students in 9th, 10th, 11th and 12th grade. At the end of the research it was found that when the acceptance and involvement of the parents increases bullying significantly decreases among adolescents. The result also found that there was a negative relationship between perceived strict control and bullying. The study summarized that school guidance programme should increase parental acceptance/involvement attitudes.

Brand, Hatzinger, Beck and Holsboer-Trachsler (2009) conducted a study to find out the relationship between perceived parenting styles, sleep patterns and symptoms of depression and anxiety. The result identified that perceived parenting styles are related to mood, concentration and sleep patterns. Through this study researchers pointed out that family life particularly perceived parenting styles have an impact on adolescent sleep patterns.

Mcclun and Merrell (1998) examined the relationship between adolescent's perception of their parent's responsiveness and demandingness; adolescent locus of control and adolescent self-concept. Result revealed that adolescent who perceived their parents as being authoritative parenting style have high internal locus of control and stronger self-concept, while permissive and authoritarian parenting is associated with negative patterns of socio emotional development.

A study conducted Gonzalez, Holbein and Quilter (2002) focused on the relationship between perceived parenting styles and goal orientation among high

school students. The study also examined if parental education and parental involvement have any role in goal orientation. In this study parental authority scale developed by Buri (1991) was taken. It measures parenting styles on the basis of three aspects such as authoritative, authoritarian and permissive. Result showed that parenting perceived as authoritarian and permissive were positively related to student's performance orientation. Parenting perceived as less strict obedience, and autonomy is positively related to mastery orientation. Parental involvement was positively related to mastery orientation among students. But parental education was not related to goal orientation.

Hostility and Perceived Parenting Styles

Buschgens, Marcel, Aken, Sophie, Ormel, Verhulst & Buitelaar (2010) analysed the effects of family risk to externalizing behaviour and parenting styles on externalizing behaviour. Results revealed that those adolescents who lack parental warmth and high level of rejection show externalizing behaviours such as delinquency and hostility. Parental rejection was found to be the strongest predictor of hostility. The result concluded that changes in perceived parenting styles leads to externalizing behaviour in adolescents.

Muris, Meester, Morren and Moorman (2004) examined the relationship between self reported attachment style and parental rearing behaviour on the one hand and anger and hostility on the other. Findings revealed that self reported attachment style was related to anger and hostility i e. adolescents who defined themselves as avoidantly attached displayed higher levels of anger and hostility than adolescents who classified themselves as securely attached. Perceived parenting

style was also related to anger/hostility i.e. low levels of emotional warmth and high levels of rejection, control and inconsistency were accompanied by high levels of anger/hostility. Result of regression analysis revealed that both attachment status and parental rearing behaviour accounted for a unique and significant proportion of the variance in anger/hostility. Study concluded that family environmental factors such as attachment style and parental rearing are involved in the development of anger/hostility in youth.

Nicholas and Bieber (1996) investigated whether less, severe and mild forms of emotional and physical abuse can be detrimental outcomes of higher hostility and aggression in young adults. Result revealed that emotionally abusive behaviour by both father and mother was significantly related to hostility. Low support from father not by mothers was significantly related to hostility.

Meesters, Muris & Esselink (1995) conducted a study to find out the relationship between hostility and perceived parental rearing behaviour. The result revealed that high hostility students perceived more rejection, overprotection and less emotional warmth than low hostile students. Study stressed that parental rejection was the strongest predictor for the development of hostility.

Perceived parenting styles play an influential role in creating positive outcomes in adolescent's life. From the studies it was found that perceived parenting styles was related to hope, locus of control, social support, motivation, thinking styles, depression, anxiety, emotional intelligence, mental health and goal orientation. Studies also pointed out that there exists a cultural difference with respect to parenting styles. While analyzing the studies of perceived parenting styles

and hostility it can be seen that there is an association between perceived parenting styles and hostility. Baumrind (1966) also provided evidence that children with inadequate parental support are more likely to develop hostility.

Interventions

Through systematized procedure and using different methods such as role play and interactive games the assertiveness of adolescent can be increased. In the present section the researcher describes the previous literatures related to assertiveness training and its findings.

Assertiveness Training

An experimental study was conducted by Lin, Shiah, Chang, Lai, Wang and Chou (2004) to understand the effectiveness of assertiveness training programme on three variables such as assertiveness, self-esteem and interpersonal communication. Participants were matched with the experimental group based on grade and sex. The eight sessions of assertiveness training included components such as proper assertive behaviour, individual rights, confronting criticism, refusal and request and communication skill. The eight session assertiveness training programme lasted for 120 minutes once a week. Result revealed that there is a significant difference in post-test and follow-up measurement on the variable assertiveness and self-esteem. But there was no significant difference in post test and follow up on the variable interpersonal communication.

Qadir and Sugumar (2015) in their study identified the importance of assertiveness skill training programme among Muslim girls. The participants for the

present study consisted of 100 Muslim adolescent girls who were randomly assigned into experimental and control group. The assertiveness training programme was conducted with the help of a trainer for a period of five weeks held once weekly. The intervention programme used method such as lecture, role play, games, video-clippings and PowerPoint presentations. The result showed that assertiveness training programme was effective in increasing assertiveness and wellbeing of adolescent Muslim girls.

Warland, McKellar and Diaz (2014) conducted one day training programme including lectures, role plays and discussion covering topics such as definition of assertiveness, overcoming difficulties in becoming assertive, steps in giving assertive criticism for developing the assertiveness of nursing students. Results revealed that there was an overall improvement in assertiveness of the students. The study summarized that school should provide assertiveness training programme to students.

Paeezy, Shahraray and Abdi (2010) examined the impact of assertiveness training programme on assertiveness, subjective well-being and academic achievement among 30 students. The assertiveness training programme covered topics such as saying no, saying yes, showing positive affection, showing negative affection and effective criticism. The method used in this programme was role play. Result revealed that there was a significant difference in assertiveness and subjective well-being at post test. The variable academic achievement was not found to have significant difference in the post test. The result also revealed that assertiveness

training programme helped the students to understand the concept of assertiveness and its application in life.

Kashani and Bayat (2010) evaluated the effectiveness of assertiveness training programme on assertiveness and self-esteem of 9th to 11 year old female students. The participants for this study was 20 less assertive students and they were randomly divided into experimental and control group based on age, average and education. The training programme was conducted for ten weeks and each session for one and half. The design used in this study is pre- post-test design. The result indicated that assertiveness training programme is the appropriate method to improve assertiveness and self-esteem of students.

For enhancing the assertiveness level among students Cecen-Erogul and Zengel (2009) conducted a 12 weeks training programme which covered topics such as rights, identification and discrimination of assertive, aggressive and passive behaviour, developing communication and developing self-worth. The methods used in these training programmes were role playing, behavioural rehearsal, feedback, modelling, scenarios, debate, self-reinforcement, self-monitoring and home work assignments. The result showed that assertiveness training programme had significant effects on the assertiveness level of students. The study also pointed out that the method used for enhancing assertiveness level such as role play had a positive influence in increasing assertiveness. The study concluded that assertiveness training programme is beneficial for students for enhancing assertiveness and it should be incorporated with the curriculum in schools.

The effectiveness of assertiveness training programme on paraprofessional college students was explored by Perkins and Kemmerling (1983). Participants were divided into experimental and control group based on personality measures. Result revealed that assertiveness training programme was effective in increasing assertiveness of paraprofessional students.

A systematic assertiveness training programme was provided to adolescents of the age group of 8 to 18 years. The result revealed that assertiveness training programme helped the children to develop assertiveness skills. These effects persisted even after the treatment (Buell & Snyder, 1981).

Jean-Grant (1980) had given a group assertiveness training for high school students. This intervention focused on the topics such as understanding assertiveness, awareness about the human rights, developing listening skills, developing verbal and non-verbal assertive behaviour, developing the ability to act assertively. The session started with an introduction phase followed by assuring the participants about the confidentiality, honest openness and respect that would be provided till the end of the training programme. Then assertiveness training programme was conducted through role play. The study concluded that assertiveness training programme should be conducted at high school level because it is the period of uncertainty and assertiveness training programme is an effective method to overcome the problem they face and also to meet their needs.

Galassi, Litz and Galassi (1974) conducted a study to understand the effectiveness of assertiveness training programme among college students. The training includes activities such as videotape modelling, video-peer trainer feedback,

behavioural rehearsal, group support. The training was provided for eight weeks. Result revealed that there were significant differences between experimental and control group on self-expression scale.

Assertiveness training programme helped to create a positive outcome in people. The reviews provide clear evidence that assertiveness training programme can improve the assertiveness of adolescents and thereby promote positive mental health.

Self-Esteem Enhancement Programme

Self-esteem is an important aspect in all stages of life. Self-esteem enhancement programme of a person can be modified through training. In the present section researcher presents the studies of self-esteem enhancement conducted among adolescents.

Research work conducted by Sharma and Agarwal (2015) to develop an effective intervention programme to enhance self-esteem and collective self-esteem among 74 participants in the age range of 17-25. A self-structured behavioural intervention programme was applied for 3 months to enhance low self-esteem and low collective self-esteem. Pre and post test design was used. Result showed that the mean self-esteem score of pre-test measure was 11.31 which increased to 17.42 in post test. The calculated Z value was significant which suggests that there is significant difference between pre intervention and post intervention on self-esteem scores. The result revealed that behavioural intervention programme is effective in enhancing self-esteem and collective self-esteem of adolescents.

Park and Park (2015) tested the effects of self-esteem improvement programme on self-esteem and peer attachment among grade 4 elementary school students. The intervention programme consisted of 12 sessions with 45 minutes per sessions. It included sessions such as introduction, self-understanding, personal relationship, sense of purpose/competence improvement and conclusion. The intervention programme focused on self-understanding and personal relationships. The result showed that self-esteem enhancement programme helped to improve the self-esteem and peer- attachment among elementary school students.

Studies have shown that self-esteem enhancement programme can create self-understanding, and increase the self-esteem of adolescents.

The research conducted in the area of hostility shows that the hostile behaviour of the adolescent is increasing. Most of the studies pointed out that 40% of the adolescents have high hostility and they belonged to the age group the 17 years of age. Many studies reported that there were various dimensions of hostility such as expressive hostility and suppressive hostility among adolescents. Research studies also pointed out that high hostility leads to physical and verbal aggression.

Similarly many researchers reported that self-esteem plays an important role in the development of hostility (Maxwell & Bruce 1992; Dzurilla, Chang & Lawerence, 2003; Averill, 1982; Kernis, Granneman & Barclay, 1989; Boden & Fergusson, 2007; Episto, Koba & Little, 2005).

Studies also show that there is a relationship between assertiveness and hostility (Williams, Chamove & Miller, 1990;, Quinsey, Maguire &Varney, 1983)

Research studies conducted by Meesters, Muris and Esselink, 1995; Muris, Meesters and Moorman (2004) reported that perceived parenting style plays an important role in the development of hostility.

Studies also reported that the variable external locus of control is associated with hostility (Trevino & Ernst, 2012, Coan, 1973; James, Woodruff & Werner, 1965; Vandervoort, Luis & Hamilton, 1997; Williams, Chamove & Millar, 1990; Holder & Levi, 1988; Wu, Tang & Kwok, 2004; Selander, Marnetoft, Akerstrom & Asplund, 2005; Davis & Mettee, 1971; Hall, 2006; Osterman, Bjorkqvist, Lagerspet, Charpentier, Caprara & Pastorelli, 1999; Sadowski & Wenzel, 1982; Williams& Vantress, 1969; Hall, 2006; Sadowski & Wenzel, 1982). Divya and Manikandan (2012) reported that locus of control; assertiveness and self-esteem significantly play an important role in the development of hostility.

So in the present research study the researcher selected the psychological variables associated with hostility based on this empirical review. The researcher selected the psychological variables such as assertiveness, self-esteem, perceived parenting style (authoritative, authoritarian and permissive) and locus of control. The researcher through scanning the literatures understood that the variables associated with hostility should be taken into consideration because they have a major role in creating hostility among adolescents. So in this research thesis the researcher enhances the variables associated with hostility and evaluates whether the hostility of adolescents has lowered or not. The intervention programmes include assertiveness training programme, self-esteem enhancement programme, internal locus of control enhancement programme, awareness programme to improve

positive attitude of adolescents towards parents and counselling for parents. So through the present study the researcher tries to identify the psychological variables associated with hostility and develop a protocol for the management of hostility and examines the effectiveness of hostility 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 assertiveness, self-esteem, perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control of adolescents.

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

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.

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

Age	Sex	Statistics	Subject of Study			Total
			Humanities	Science	Commerce	
Sixteen	Boys	Observation	25	63	22	110
		% within Sex	22.7%	57.3%	20.0%	100.0%
		% within Subject	56.8%	50.0%	53.7%	52.1%
		% of Total	11.8%	29.9%	10.4%	52.1%
	Girls	Observation	19	63	19	101
		% within Sex	18.8%	62.4%	18.8%	100.0%
		% within Subject	43.2%	50.0%	46.3%	47.9%
		% of Total	9.0%	29.9%	9.0%	47.9%
	Total	Observation	44	126	41	211
		% within Sex	20.9%	59.7%	19.4%	100.0%
		% within Subject	100.0%	100.0%	100.0%	100.0%
		% of Total	20.9%	59.7%	19.4%	100.0%
Seventeen	Boys	Observation	4	12	7	23
		% within Sex	17.4%	52.2%	30.4%	100.0%
		% within Subject	80.0%	50.0%	70.0%	59.0%
		% of Total	10.3%	30.8%	17.9%	59.0%
	Girls	Observation	1	12	3	16
		% within Sex	6.2%	75.0%	18.8%	100.0%
		% within Subject	20.0%	50.0%	30.0%	41.0%
		% of Total	2.6%	30.8%	7.7%	41.0%
	Total	Observation	5	24	10	39
		% within Sex	12.8%	61.5%	25.6%	100.0%
		% within Subject	100.0%	100.0%	100.0%	100.0%
		% of Total	12.8%	61.5%	25.6%	100.0%

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 unluck, 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 spread sheet 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   X   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

Module 1	Ice-Breaking
Module 2	Opening of the Intervention Programme
Module 3	Assertiveness Training Programme
Module 4	Self-Esteem Enhancement Programme
Module 5	Internal Locus of Control Enhancement Programme
Module 6	Awareness Programme to Improve the Positive attitude of Adolescents towards Parents and parental counselling

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 & Jacubowski, 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

- 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, Trzeesniewski, 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

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

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 WhatApp 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

Activities	Type	Title	Time	Material required
Activity	Show Your Hobby	Interactive Game	20 minutes	No materials needed
Activity 2	Names in the Air	Interactive Game	15 minutes	No materials needed
Activity 3	Line Game	Interactive Game	20 minutes	No materials needed
Activity 4	Fruit Salad	Interactive Game	25 minutes	Picture of the fruits
Activity 5	Paper Game	Interactive Game	25 minutes	Newspapers
Activity 6	Count Down	Interactive Games	20 minutes	No materials needed

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

Opening of the Intervention Programme

Activity	Title	Type	Time	Material required
Activity 1	Objectives of the training programme	Projector and PowerPoint Presentation	20 minutes	Whiteboard and Marker
Activity 2	Setting Ground rules	Brainstorming	20 minutes	Whiteboard and Marker

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

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

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

Session 1: Myself

Activities	Title	Method	Time	Materials
1	Pallavi's Story	Story analysis, Question Answering and PowerPoint presentation	45 minutes	Hand out, Paper, Pen and Lap top, Projector and PowerPoint slides
2	Looking at You	Game, Question Answering and PowerPoint Presentation	30 minutes	Paper, Pen, Laptop, Projector and Power Point slides
3	Magic Box	Game and Question Answering	40 minutes	Box, Mirror, Paper and Pen
4	Flip- Flop	Game	25 minutes	Paper and Pen
Session 2: My Feelings				
5	Expressing Emotions	Game	20 minutes	Paper, Pen and Bowl
6	Recognizing Emotions	Sentence Completion	25 minutes	Paper and Pen
Session 3: My Confidence				
7	Chat show	Interview	45 minutes	Paper and Pen
8	Self-Praise	Self Presentation	25 minutes	No materials
9	Addressing the Group	Self Presentation	20minutes	Paper and Pen
10	Success a day	Self Presentation	25 minutes	Paper and Pen
Session 4: My Thoughts				
11	Recalling the Good time	Visualization	45 minutes	No materials
12	Thought Stopping	Visualization	45 minutes	No materials
13	Progressive Muscular Relaxation	Visualization	45 minutes	No materials

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 visulaization 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 sesssion 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."

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Module 4: Internal Locus of Control Enhancement Programme

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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

Activity	Title	Method	Time	Materials
1	How to take control on my life	Situation analysis, Brainstorming and PowerPoint Presentation	1 hour	Paper and Pen
Session 2: Practicing Internal locus of control				
1	I am Proud	Sentence Completion	20minutes	Paper and Pen
2	I can achieve my wishes	Questioning, Visualization and Explanation	30minutes	Paper and Pen
3	If I could be	Sentence Completion and Sharing of Experiences	15minutes	Paper and Pen

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

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

Session	Title	Method	Time	Materials
1	Communication with Parents	Questioning and Answering and PowerPoint Presentation	40 minutes	Paper, Pen, Projector, Laptop and PowerPoint presentation
2	Respect Parents	Questioning Answering and PowerPoint Presentation	40 minutes	Paper, Pen, Projector, Laptop and PowerPoint Presentation
3	Relationship with parents	Questioning and Answering and PowerPoint Presentation	45 minutes	Paper, Pen, Projector, Laptop and PowerPoint presentation

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 & Sam 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

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   2.   Cohen' d

Chapter Four

TEST CONSTRUCTION

Psychological instruments involve quantification and measurement of behaviour. Construction of instruments requires systematic planning, analysis, research, and discussion. In the present study the researcher developed two instruments such as Perceived Parenting Styles Scale and Assertiveness Scale. The detailed description of the steps, procedures undertaken for the construction, development and standardization of the two research instruments are explained below.

Perceived Parenting Styles Scale

Introduction

From the womb till the end of a person's life parents play an influential role. The relationship between parents and child is like a bridge. This bridge is supported by pillars such love, support, care and understanding between parents and children which make it stronger. Parents are considered as motivators, protectors and supporters. To mould a child for the future the key role of parent commitment should be recognized as parents provide a significant contribution to society. The relationship between parents and children is a universal truth and it can be seen in the universe as long as mankind exists.

The part played by the parents in the growth and development of a child can be understood through their parenting styles. Parenting style is a prominent factor in child development and wellbeing. Parenting style is a method adopted by father and mother for the growth, development, and wellbeing of the child. For the upbringing of children parents adopt their own style of parenting. The theoretical perspective

related to parenting styles proposes two approaches; one is the dimensional approach and the other the typological approach. Typological approach is a joint analysis of parenting dimensions such as demandingness and responsiveness and by the blending of these dimensions different parenting styles can be assessed. Dimensional approach categorizes parenting behaviours such as monitoring, etc. The theorists who come under typological approaches are Maccoby and Martin and Baumrind. Baumrind is a developmental psychologist who had undertaken extensive research on parenting styles. Through his research on parenting in 1966, 1967, 1971, 1989 and 1991 he identified three parenting styles such as authoritative, authoritarian and permissive. Later in 1983 Maccoby and Martin, based on demandingness and responsiveness, categorized parenting styles into four i.e., authoritative, authoritarian, permissive and neglectful or uninvolved parenting.

In the dimensional approach two basic dimensions are identified such as support and control (Maccoby & Martin, 1983; Rohner, 1984). The term support dimension is known in various ways such as responsiveness, warmth, and acceptance-rejection. The support dimension refers to the actions performed by the parent to make the child feel accepted, approved and relaxed (Rollins & Thomas, 1979). These support dimensions include both positive and negative aspects such as acceptance, understanding, care and love and negative aspects such as aggressions, neglect and rejection (Rohner, 2004; Rollins & Thomas, 1979). The control dimension or demandingness means putting restriction on the child. There are two types of control such as authoritative control and authoritarian control. Authoritative control means helping and guiding the child as a responsible person whereas

authoritarian control includes implementing strict rule on the child. Recently Barber, Stolz, Olsen, Collins and Burchinal (2005) mentioned that there are two types of control - behavioural control and psychological control.

Rohner Parental Acceptance - Rejection Theory

Rohner parental acceptance and rejection theory explains the warmth dimensions of parenting. According to this theory warmth has two poles, acceptance at one end and rejection at the other. The parental acceptance is shown in two ways such as physical and verbal. Physical ways include hugging and kissing and verbal include complimenting etc. In the same way rejection consist of three forms such as hostility-aggression, indifference-neglect and undifferentiated rejection. Rohner theory gives importance to parental acceptance in parent-child interactions. According to Rohner theory, the perception of parental acceptance and rejection affect a person's personality and behaviour dispositions. Seven personality dispositions have been identified by Rohner such as hostility, dependence, self-esteem, self-adequacy, emotional instability, emotional responsiveness and general world view (Rohner, 1984). Research studies showed that rejection makes a person emotionally unstable, emotionally unresponsive and create a negative world view (Rohner & Rohner, 1981; Rohner, Berg & Rohner, 1982). These are the theoretical perspectives of the scale and the scale has strong theoretical foundation.

Different Viewpoints on Perceived Parenting Styles

An adolescent perception of parents plays a significant role in his or her life (Casas, 2011). It also indicates his or her role in the family and the acceptance and care he/she gets from his or her parent. Steinberg (2001) pointed out that with respect to parent-child relationship the perspective of the child and the parent may differ. According to Abdollahi, Talib and Motalebi (2013) "perceived parenting styles is the opinion of adolescent or children about styles of parental behaviour during their childhood." According to them there are two styles of perceived parenting styles, care and overprotection."

Existing Instruments to Measure Perceived Parenting Styles

As a part of research work the researcher attempted to develop perceived parenting styles scale. The present scale was developed based on the three parenting styles such as authoritative, authoritarian and permissive. It measures the three parenting styles from an adolescent perspective. The available instruments to measure perceived parenting styles are explained in detail in the following paragraphs.

Perceived parenting styles developed by Robinson, Mandleco, Olsen and Hart (2001) to assess the adolescent's perception of parenting styles during childhood is one among them. This instrument measures three main parenting styles authoritative, authoritarian and permissive. It is a five point scale ranging from 1(never) to 5 (always). This instrument comprised of 62 items divided into three parts; 27 items comprised of authoritative, 20 items authoritarian style and 15

permissive styles. Four factors were extracted from authoritative styles such as warmth/involvement (11 items), reasoning/induction (7 items), democratic participation (5 times) and good nature/easy going (4 items). Four factors were extracted from authoritarian style namely, hostility (4 items), corporal punishment (six item), non-punitive, non-reasoning strategies and directiveness (4 items) and three factors from permissive style namely lack of follow-through with (six items) ignoring misbehaviour (4 items) and self-confidence (5 items).

McClun and Merrell (1998) developed a perceived parenting styles scale based on the behavioural definition of three parenting styles introduced by Baumrind (1966, 1971, 1978, & 1991). It is a simple forced choice form that groups six statements identifying each of three major parenting styles (permissive, authoritarian and authoritative). Phraes and Renk (1998) developed a 15 items scale that measures cognition and emotions related to the adolescents' perception of their mothers and fathers. The scale measures positive and negative affect towards each parent. It is a six point scale ranging from 1(not at all never) and 6 (extremely or always). The shortened version of adolescent reported parental behaviour scale was developed by Van Leeuwen and Vermlust (2004). This scale measure perceived parenting styles on the basis of two dimensions such as support and control. Support dimension consist of two factors such as positive parenting and parental rule setting, and punishment and harsh parenting come under control. The EMBU scale was developed by Castro, Toro, Van De Ende and Arrindell (1993) to measure adolescent's perception of parenting styles. But it was further modified by Muris, Meesters and Van Brakel (2003). It measures four aspects of parenting such as

rejection, emotional warmth, over protection and anxious rearing. It is a four point likert scale. (1= No, Never, 2= Yes, but seldom, 3= Yes, Often, 4= Yes most of the time). Reitzle, Winkler Metzke and Steinhausen (2001) developed the perceived parenting styles consisting of 32 items measuring three types of perceived parental styles a) Parental control and Demand b) Parental Psychological Pressure and c) Parental Warmth and Support. In this scale 14 items are related to warmth, 7 items to control and 7 items to pressure.

Research Evidence

In the present section the researcher has depicted the research studies focusing on the perceived parenting styles of adolescents. Here the researcher focused on three perceived parenting styles such as authoritative, authoritarian and permissive. The researcher explained each types independently and their contribution in adolescent life. Research studies revealed that adolescents who perceived their parents as authoritative have high academic success (Steinberg, Elmen & Mounts, 1989), coping ability (Wolfardt, Hempel & Miles, 2003) self-regulation (Piotrowski, Lapierre & Linebarger, 2013) internal locus of control (Farbstein, 2011), self-esteem (Havewala, 2012), optimism and adjustment (Jackson, Pratt, Hunsberger & Pancer, 2005) decreased level of anxiety (Ijaz & Mahmmod, 2009) and emotional autonomy (Chan & Chan, 2009). Reviews showed that adolescents who perceived their parents as authoritarian show high depersonalization (Wolfardt, Hempel & Miles, 2003), low academic success (Lakshmi & Arora, 2006), exhibit external locus of control (Mcclun & Merrell, 1998), disruptive behaviour (Silva, Morgado & Marow, 2012), and are extrinsic

motivated people (Turner, Chandler & Heffer, 2009), and adolescent who perceived their parents as permissive have low self-regulation (Huang & Prochner, 2004) and low academic success (Shek, Lee & Chan, 1997). Reviews showed that adolescent perception of parenting styles is an important aspect that should be studied (Shucksmith, Hendry & Glen, 1995). The present scale measures the parenting styles from an adolescent view point.

Relevance of the Scale

In summary it can be seen that the available instruments measure parenting styles from parents' perspective. There are very limited standardized instruments which dwelt on perceived parenting styles of adolescent, and most of the scale is of Western origin. The Western based perceived parenting styles may not be applicable in the Asian context. Also the cultural context and parenting practices of Kerala are different from that of the Western concept. While analyzing the available instruments mentioned above it can be seen that most of the instruments are complex and based on multiple factors. So it is important to develop a culturally appropriate instrument of perceived parenting styles with respect to Kerala context.

The development of perceived parenting styles scale was inspired by several theories of parenting, most importantly Baumrind theory as it is a basic theory of parenting styles and all theorists develop their own theory keeping in view the theory put forward by Baumrind. All theories explained the same concept proposed by Baumrind but from different angles. The investigator developed perceived parenting styles scale which would benefit the researchers who are conducting research in perceived parenting styles.

Development of Perceived Parenting Styles Scale

Planning of the Scale

The investigator extensively studied the available literature and related materials to identify the researches in the area of perceived parenting styles. Keeping in view the finding from the literature, discussion with the supervisor and experts, the investigator decided to develop a five point likert type scale for Malayalam speaking population based on the three types namely authoritative, authoritarian and permissive proposed by Baumrind.

Operational Definition of the Variables

Perceived Parenting Styles: Perceived parenting styles is how adolescents perceive their parents' parenting styles which is based on three types of parenting styles such as authoritative, authoritarian and permissive.

*Authoritative style***:** Includes open communication between parent and child, providing clear guidelines, encouragement, and expectation upon the adolescents, providing lots of nurturing and love, spending time together, and providing right direction, encouraging in taking decisions.

*Authoritarian style***:** Includes high standards, discipline, comparison between friends, criticizing while doing things, and providing punishment when rules are not obeyed, little comfort and affection, restriction, not providing solution to problems.

***Permissive style*:** Few limits imposed, little or no expectation for their children, view children as friends, spend less time with children, no rule or guideline for children, inconsistent and undemanding, allow the child to regulate his or her own activities.

Preparation of the Scale

Items for the instrument were prepared by considering the theories given by Baumrind (1966) which focus on three types such as authoritative, authoritarian and permissive. For preparing the items the investigator consulted the supervisor, experts and researchers in the field of psychological research, discussion and interview with them helped the researcher to prepare the items. Initially 51 items were prepared (in English and Malayalam) and given to experts in the field of psychology, psychometrics, and test developers. Care was taken to present statement in simple, clear, sequential and understandable language. After receiving comments/feedback from the experts ambiguous items were modified, reworded, deleted or, added and there were 45 items in the draft scale.

Try-Out

After incorporating the suggestions from the experts the draft scale was written neatly with appropriate instructions for self administration. Draft scale consists of 45 items in which each types of parenting style has 15 items. The draft scale was administered among 53 students studying in Plus Two class for getting suggestion from their side. Participants were asked to mark their responses in a five point likert scale namely strongly agree, agree, neutral, disagree and strongly disagree. Majority of the participants accepted the structure, style and wordings of

the scale and also reported that there was no difficulty in responding to the items. A copy of the draft Perceived Parenting Styles Scale is appended as appendix XX.

Method

Participants

Participants for the test development consisted of 250 adolescents selected from schools of Kozhikode and Malappuram districts. Their age range was from 16-17. Simple random sampling technique was used.

Instruments

1. Perceived Parenting Style Scale: To measure Perceived Parenting Style, a 45 item scale (Draft scale prepared by the investigator) which measures three factors namely authoritative, authoritarian and permissive was used. The response category of the scale was Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

2. Personal Data Sheet: To know the personal information a personal data sheet was used. In this participant's age, sex, class of study were gathered.

Procedure

Data was collected from adolescents who were studying in various schools situated in Kozhikode and Malappuram Districts of Kerala. Prior permission from the school authorities was obtained to administer the instruments. The researcher explained the purpose of the study to the school authorities and to the adolescent students. Rapport was established and consent of the participants who were willing

to participate in the study was obtained. Then the instrument was administered. The researcher assured the participants that responses will be kept confidential and used only for research purposes. Instruction to the participants was given as follows "The purpose of this instrument is to know how you perceive the behaviour, interactions, suggestions, and directions given to you by your parents. Read each statement carefully and see how far it is applicable in your case. There is no right and wrong answer. Indicate how much you agree with each statement, there are five response categories such Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree and mark your responses with a tick mark in the appropriate column in the response sheet. Do not omit any statements." After completion the researcher thanked the participants and the response sheets was collected back.

Scoring

The Perceived Parenting Styles Scale consists of 45 items and they are worded in positive directions. Each item was scored according to the key developed previously. The scores in each category/type indicate the participant perception about the particular type of parenting style. The items of authoritative are 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, and 43; authoritarian- 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 5, 38, 41, and 44; and permissive 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, and 45.

Item analysis and Selection of Items

For item analysis the total scores of 250 participants were entered into the spread sheet. The top 68 (27%) and bottom 68 (27%) representing high and low groups were selected for item analysis. The middle group was kept away. The performance of high and low groups in each item was compared using 't' test. According to the 't' value the discriminating power of the items were identified. Those items which have discriminating value 2.58 and above were included in the final form. The result of item analysis is presented in table 9.

Table 9

Mean, SD and 't' value of each item in the Perceived Parenting Styles (N Low group=68, High group=68)

Item	Group	Mean	SD	't'	Item	Group	Mean	SD	't'	Item	Group	Mean	SD	't'
Item1	Low	1.13	.383	5.09	Item2	Low	1.78	.990	6.62	Item3	Low	2.60	.383	5.03
	High	1.79	1.00			High	2.91	1.04			High	1.79	1.00	
Item4	Low	132	.937	4.14	Item5	Low	2.32	1.0	6.56	Item 6	Low	1.28	.808	8.42
	High	2.04	1.09			High	3.59	1.21			High	2.90	1.36	
Item7	Low	1.07	.315	8.87	Item 8	Low	2.38	1.35	1.98*	Item 9	Low	1.65	1.02	6.64
	High	2.62	1.42			High	2.84	1.31			High	3.03	1.38	
Item10	Low	1.90	1.27	2.25*	Item 11	Low	3.40	1.39	2.66	Item 12	Low	2.26	1.40	4.86
	High	2.41	1.39			High	3.99	1.17			High	3.41	1.35	
Item13	Low	1.76	.755	7.50	Item 14	Low	3.01	1.39	1.16*	Item 15	Low	1.51	1.01	9.38
	High	2.94	1.05			High	3.29	1.41			High	3.47	1.32	
Item16	Low	1.51	.801	4.43	Item 17	Low	3.91	1.35	.000*	Item 18	Low	1.91	1.27	5.82
	High	2.32	1.28			High	3.91	1.17			High	3.19	1.31	
Item19	Low	1.10	.306	6.27	Item 20	Low	1.19	.580	6.08	Item 21	Low	1.57	1.10	6.56
	High	2.12	1.30			High	2.26	1.33			High	2.87	1.22	
Item22	Low	1.04	.207	4.40	Item 23	Low	1.34	.660	7.65	Item 24	Low	1.29	.882	8.80
	High	1.68	1.17			High	2.71	1.31			High	3.10	1.44	
Item25	Low	1.75	.998	.585*	Item 26	Low	1.76	.979	6.55	Item 27	Low	1.22	.595	13.78
	High	1.85	1.06			High	2.97	1.16			High	3.63	1.32	
Item 28	Low	1.91	.876	5.48	Item 29	Low	1.47	.819	7.74	Item 30	Low	4.24	1.46	.495*
	High	3.10	1.16			High	2.97	1.37			High	4.35	1.31	
Item31	Low	106	.293	2.26*	Item 32	Low	1.63	.809	6.80	Item 33	Low	1.18	.545	12.3
	High	2.13	3.91			High	2.78	1.13			High	3.44	1.41	
Item 34	Low	2.13	1.12	3.80	Item 35	Low	2.07	1.07	6.09	Item 36	Low	1.18	.690	13.6
	High	2.91	1.27			High	3.29	1.26			High	3.74	1.38	
Item 37	Low	1.18	.690	4.76	Item 38	Low	1.63	.809	8.69	Item 39	Low	1.28	.666	12.3
	High	3.74	1.38			High	3.16	1.21			High	3.44	1.29	
Item 40	Low	2.07	.997	2.30*	Item 41	Low	1.28	.770	8.24	Item 42	Low	1.29	.811	5.84
	High	2.50	1.54			High	2.96	1.49			High	2.41	1.35	
Item 43	Low	1.91	.770	6.61	Item 44	Low	2.25	1.26	6.98	Item 45	Low	1.49	.906	11.7
	High	2.96	1.49			High	3.65	1.06			High	3.66	1.23	

*Items removed from the scale

From table 9, it can be seen that items such as 10, 25, 31 and 40 did not satisfy the selection criteria and hence these items were removed from the authoritative dimensions. Likewise three items in the authoritarian (items 8, 14, 17) and one item from the permissive (item 30) were removed. Finally the scale consisted of 37 items. That is 11 items in the Authoritative dimension, 12 items in the Authoritarian dimension and 14 items in the Permissive dimension.

To find out the factor structure and factor loading of each item exploratory factor analysis (EFA) was done for each type separately using extraction method as principal component and varimax rotation. The details of the factor analysis are presented in the table 10.

Table 10

Exploratory Factor Analysis (EFA) of Authoritative

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.567	32.428	32.428	3.567	32.428	32.428
2	1.275	11.591	44.019			
3	1.060	9.638	53.656			
4	.888	8.071	61.727			
5	.770	7.002	68.729			
6	.753	6.844	75.573			
7	.664	6.037	81.611			
8	.591	5.374	86.985			
9	.515	4.679	91.663			
10	.493	4.483	96.146			
11	.424	3.854	100.000			

From table 10, it can be seen that the single factor extraction method yielded a factor with a variance of 32.43%. The result of varimax rotation given in table 10 revealed that items are clustered in a single component (factors). The researcher set a criterion for selecting an item, that is, those items which have a factor loading .45 or above will be included in the scale (Field, 2005).

Table 11

Rotated Component Matrix - Authoritative

Items	Factor Loading
Item 43	.679
Item 19	.646
Item 7	.640
Item 13	.638
Item 37	.580
Item 16	.579
Item 22	.566
Item 1	.543
Item 34	.505
Item 28	.499
Item 4	**.283**

The result of the varimax rotation is presented in table 11 and it revealed that all the items except one item (item 4) have not satisfied the set criteria. The factor loading of the item 4 was .283, Hence the investigator decided to keep all the items except item 4 in the final scale of Authoritative of Perceived Parenting Style Scale. The total number of items in the authoritative scale was 10.

The other type of Perceived parenting style scale is authoritarian. Item analysis revealed that 12 items have the power to discriminate the low and high scores. To know the factor structure single factor solution was applied to this and the result of the factor analysis is presented in table 12.

Table 12

Exploratory Factor Analysis (EFA) - Authoritarian

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.872	32.268	32.268	3.872	32.268	32.268
2	1.362	11.351	43.619			
3	1.054	8.785	52.404			
4	.913	7.609	60.013			
5	.807	6.724	66.737			
6	.742	6.186	72.923			
7	.703	5.858	78.781			
8	.629	5.244	84.026			
9	.589	4.908	88.933			
10	.517	4.310	93.244			
11	.458	3.820	97.063			
12	.352	2.937	100.000			

The exploratory single factor analysis revealed that the 12 items altogether load 32.268 percentage to the factor authoritarian. Along with this varimax rotation was performed and the results are presented in table 13.

Table 13

Rotated Component Matrix - Authoritarian

Items	Factor Loading
Item 38	.787
Item 29	.743
Item 41	.677
Item 23	.639
Item 32	.606
Item 5	.596
Item 2	.573
Item 20	.549
Item 35	.458
Item 44	.456
Item 11	**.223**
Item 26	**.214**

Result of the varimax rotation of authoritarian of Perceived Parenting Styles scale revealed that two items are having factor loading below .45 (the criteria set for inclusion of items in the final scale). The items with factor loadings below .45 are items 11 and 26. Hence the total number of item in the authoritarian scale was reduced to 10.

Like authoritative and authoritarian type of Perceived Parenting Styles scale, the items in the Permissive sub scale treated for single factor solution and the results are presented in table 14.

Table 14

Exploratory Factor Analysis (EFA) of Permissive

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.791	34.224	34.224	4.791	34.224	34.224
2	1.267	9.051	43.275			
3	1.068	7.628	50.903			
4	1.056	7.543	58.446			
5	.947	6.762	65.207			
6	.828	5.916	71.124			
7	.755	5.393	76.516			
8	.667	4.767	81.283			
9	.570	4.068	85.351			
10	.483	3.448	88.798			
11	.448	3.199	91.998			
12	.429	3.063	95.061			
13	.365	2.606	97.668			
14	.327	2.332	100.000			

The third type of Perceived Parenting Style was Permissiveness. The exploratory factor analysis (table 14) revealed that variance accounted by all the items for the factor was 32.224 with Eigen value of 4.791. The rotated component matrix shows that (table 15) items 12, 42, 18 and 3 were having factor loading below .45 and those items were removed from the scale and it resulted in the reduction of items into 10 in this scale.

Table 15

Rotated Component Matrix- Permissive

Items	Factor loading
Item 27	.749
Item 39	.746
Item 33	.745
Item 45	.738
Item 36	.730
Item 15	.658
Item 6	.603
Item 24	.600
Item 9	.549
Item 21	.469
Item 18	**.377**
Item 12	**.299**
Item 42	**.261**
Item 3	**.251**

The type wise exploratory analysis shows that 10 items from each dimension had a factor loading above .45 and those items can substantially measure authoritative authoritarian and permissive parenting styles of an individual subject. Hence the final version of the Perceived Parenting Styles scale consisted of 30 items.

The serial number of the final scale was rearranged from item one to thirty. Initial number and final item number of each type of parenting style are presented in table 16.

Table 16

Initial and Final Item Number of Items in the Perceived Parenting Styles Scale - Final

Authoritative		Authoritarian		Permissive	
Initial Item Number	Final Item Number	Initial Item Number	Final Item Number	Initial Item Number	Final Item Number
Item 1	1	Item 2	2	Item 6	3
Item 7	4	Item 5	5	Item 9	6
Item 13	7	Item 20	8	Item 15	9
Item 16	10	Item 23	11	Item 21	12
Item 19	13	Item 29	14	Item 27	15
Item 22	16	Item 32	17	Item 24	18
Item 28	19	Item 35	20	Item 33	21
Item 34	22	Item 38	23	Item 36	24
Item 37	25	Item 40	26	Item 39	27
Item 43	28	Item 44	29	Item 45	30

Scoring

Final version of Perceived Parenting Style Scale consisted of 30 items. It is a five point likert scale with response category as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). All the items in the scale are worded positively and scored 5 to 1. All the three perceived parenting styles are scored separately. The items in the authoritative type are 1, 4, 7, 10, 13, 16, 19, 22, 25, 28; authoritarian 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 and permissive type are 3,6, 9, 12, 15, 18, 21, 24, 27, 30.

Reliability

To find out the reliability of the scale Cronbach alpha coefficient was computed for each type and it was found that the Authoritative type is having an Alpha coefficient of .79, Authoritarian .81 and Permissive .86. All the types of the Perceived Parenting Style Scale have an acceptable level of reliability.

Validity

The items in the scale were prepared as per the theoretical explanation given by Baumrind (1966). Moreover the final version of the scale was distributed among Professors, Associate Professors, Assistant Professors, Senior Research Scholars and Psychological Counsellors for comments and appropriateness and they commented that this scale measured Perceived Parenting Styles of the adolescents. This indicates that the scale has face validity.

A copy of the final version of the Perceived Parenting Styles Scale is appended as Appendix XXI.

Assertiveness Scale

Introduction

Communication is a part of human life. Effective ways of communication helps to maintain relationship, and create happiness in one's life. There are several ways of communication such as assertive, passive and aggressive. Assertiveness is the key factor in communication as it helps to achieve or gain what they need. In certain situation people fail to say no to certain request which they find is not

applicable to their behaviour. But they accept it because of fear of losing friendship and they feel guilty after doing it. The best way to avoid this is to speak assertively. It helps to maintain strong, successful interpersonal relationship with friends and family members. Assertive people express their ideas, opinion and view without anxiety and fear. Assertive people speak calmly, clearly, relaxed, energetic, maintain direct eye contact, and stand up in right position while expressing their views. Aggressive people forcefully implement their views on others. On the other hand passive people give importance to others' needs than one's own needs. The assertive people have the capacity to control interpersonal environment, relieve undue tensions and stress, gain respect and control uncomfortable and hostile interaction with others (Zastrow & Krist-Ashman, 2013).

Adolescents are prone to various psycho-social challenges in society such as sexual harassment, drug addictions and other challenges from school and family. Majority of adolescents fail to react assertively as they fear about its consequences. One way to face these challenges is reacting assertively. Assertiveness is an important quality and it should be attained by children while entering into adolescent stage, as it is considered a positive aspect in interpersonal relationships because it helps the adolescents to face the challenges without any fear, anxiety and helps to react to challenging situations strongly. Hence the researcher attempted to develop an instrument which measures the assertiveness of adolescents in Kerala.

Different View points on Assertiveness

Different theorists have expressed their viewpoints regarding assertiveness. Salter (1949) was the first theorist to conduct research on assertiveness. Wolpe

(1990) defined assertiveness as "socially justified motor or verbal expression of feelings." Lazarus (1971) defined assertiveness as "social competence." Jakubowski-Spector (1973) defined assertiveness as an act of protecting own human rights without violating the fundamental rights of others.

Existing Instruments to Measure Assertiveness

Available instruments to measure assertiveness are Adult Self Expression Scale (Gay, Hollandsworth & Galassi, 1975), Assertion Inventory (Gambrill & Richey, 1975), College Self-Expression Scale (Galassi, Delo, Galassi & Bastein, 1974), Rathus Assertiveness Schedule (Rathus, 1973), and Wolpe-Lazarus Assertiveness Questionnaire (Wolpe & Lazarus, 1966). The authors of all these scale defined assertiveness in their own way. In the present study the investigator envisioned assertiveness scale as a self-expression scale which measures assertiveness in different interpersonal situations.

Research Evidence

Review of the related studies revealed that assertiveness is an important variable affecting the adolescent's life. Assertiveness is related to the adolescent's self-efficacy (Parto, 2011), problem solving (Parto, 2011), and academic performance (Miguelsanz, Martin & Martinez, 2012).

Relevance of the Scale

Assertiveness is an important aspect that should be studied with regard to adolescents. Adolescence is considered as a period where they move from dependency to independence in all aspects of their life. In modern society,

particularly in India, social problems such as alcohol addiction, rape, sexual abuse etc. are increasing day by day and the victims belong to adolescent age group. In Kerala incidents of sexual abuse occur in trains and other places among boys and girls. The best way to resist is acting assertively. The development of the present scale is an attempt to understand the level of assertiveness of adolescents with respect to the Kerala context. The existing scales are of Western origin and they measure assertiveness in terms of multidimensional viewpoints or multiple factors. To understand the assertiveness of boys and girls is essential particularly in Kerala. This scale is a self-expression scale that measures assertiveness on the basis of various interpersonal contexts that occur among adolescents.

Planning of the Scale

The first step of the development of the scale was to have an understanding about the theoretical background and empirical studies about the construct assertiveness. The researcher undertook a detailed examination about the available literature and theories related to assertiveness. It gave the researcher an insight regarding the need to develop assertiveness scale.

Operational Definitions of the Variable

Assertiveness: Assertiveness in this scale is viewed as a self-expression scale. In the current study assertiveness is viewed in terms of ability to openly, confidently and honestly express positive and negative emotions in interpersonal contexts while respecting the boundaries of others.

Preparation of the Scale

Items were prepared based on the review of literature, theoretical background and consultation with experts. Each item was prepared based on the theory, and the items were subjected for examination to experts, to avoid ambiguity and confusion. The draft scale consisted of 41 and modification of items was done based on the suggestion from experts. The statements were scaled on a five point scale with responses ranging from "Strongly Agree" to "Strongly Disagree." The scale consisted of both positive and negative statements. Items were written in clear simple language (Malayalam and English). The respondents were required to read each item and put a tick mark (√) in the appropriate column which they thought was more suitable to them.

Try Out

The items were arranged in random order and were administered to a sample of 32 participants from higher secondary school students. They were asked to go through each item and mark their responses. And also they were requested to comment about the structure, meaningfulness, difficulty, if any, while responding. Almost all of them reported that they had no difficulty in understanding as well as responding to the statements. Then the investigator decided to keep all the 41 items in the draft scale. A copy of the draft Assertiveness Scale is appended as Appendix XXII.

Method

Participants

The participants for the scale development consisted of 235 Plus Two students, both boys and girls, between the age group of 16-17. The participants were selected using simple random sampling technique from different schools of Kozhikode and Malappuram Districts.

Instruments

1. Assertiveness Scale: Assertiveness of adolescents was measured using Assertiveness Scale (Prepared by the Researcher). This scale consisted of 41 statements related to the ability to express the feelings openly, confidently and honestly express positive and negative emotions in interpersonal contexts while respecting the boundaries of others. The response category of the scale was "Strongly Agree", "Agree", "Neutral", "Disagree" and "Strongly Disagree".

2. Personal Data Sheet: To collect personal details such as age, sex, and class of study, the personal data sheet was used.

Administration

The data was collected from Plus Two students of Kozhikode and Malappuram districts of Kerala. The researcher contacted the authorities of schools by prior appointment. The researcher explained the objectives, purpose and importance of the study with the school authorities. Then the researcher approached the participants who were willing to participate in the study and established rapport

with them. Before administering the instrument, consent of the participants as subject in the study was obtained from each individual. Then the scale, along with personal data sheet, was administered to the participants. Instruction for responding to the statements was clearly printed in the instrument itself. The researcher assured confidentiality and assurance that the information gathered from them would be used only for research purposes. After completing, the instruments were collected back and checked for any omission and incompleteness.

Scoring

The draft assertiveness scale consisted of 41 items, and it consisted of both positive and negative items. All the items are anchored on a five point likert scale as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. All the positive items were scored 5 (Strongly Agree) to 1 (Strongly Disagree) and negative items are scored 1(Strongly Agree) to 5 (Strongly Disagree). There are 17 positive items and they are 2, 3, 4, 6, 10, 15, 20, 21, 22, 23, 25 26, 36 37, 39, 40 and 41, and 24 negative items and they are 1, 5, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 24, 27, 28, 29, 30, 31, 32, 33, 34, 35, and 38 respectively.

Item Analysis

For the item analysis the scale was administered to 235 participants. The score of all the respondents were entered into a spread sheet and then arranged in ascending order on the basis of total score. Then the top 63 (27%) and bottom 63 (27%) responses were selected for item analysis and they were named as high and low groups.

Table 17

Mean SD and 't' value of each item in the Assertiveness Scale (N High group=63, Low group= 63)

Item	Group	Mean	SD	't' value	Item	Group	Mean	SD	't' value	Item	Group	Mean	SD	't' value	Item	Group	Mean	SD	't' value
item1	Low	2.00	1.05	7.60	item11	Low	2.02	1.13	4.58	item21	Low	3.68	1.13	6.05	item31	Low	2.71	1.19	
	High	3.63	1.35			High	3.06	1.42			High	4.65	0.57			High	4.35	0.86	8.79
item2	Low	3.86	1.03	3.48	item12	Low	2.06	1.15	4.40	item22	Low	3.67	1.20		item32	Low	1.87	1.14	
	High	4.46	0.91			High	3.00	1.46			High	4.03	0.96	1.88*		High	2.65	1.54	3.25
item3	Low	2.35	1.06	1.80*	item13	Low	2.11	1.19	7.09	item23	Low	3.63	1.19		item33	Low	2.14	1.34	
	High	3.60	5.36			High	3.70	1.32			High	3.60	1.26	.15*		High	3.57	1.50	5.63
item4	Low	3.94	1.16	3.32	item14	Low	2.25	1.19	6.83	item24	Low	2.13	1.10		item34	Low	1.97	0.95	
	High	4.49	0.64			High	3.71	1.21			High	3.27	1.35	5.22		High	2.54	1.37	2.73
item5	Low	2.97	1.16	0.85*	item15	Low	3.29	1.18	2.00*	item25	Low	3.32	1.24		item35	Low	2.62	1.25	
	High	3.14	1.134			High	3.70	1.13			High	3.06	1.27	1.13*		High	3.14	1.34	2.27*
item6	Low	2.86	1.31	1.23*	item16	Low	1.84	0.90	4.41	item26	Low	2.62	1.27		item36	Low	2.87	1.14	
	High	2.56	1.43			High	2.73	1.322			High	3.24	1.39	2.56*		High	3.51	1.190	3.06
item7	Low	2.32	1.34	4.82	item17	Low	2.43	1.422	5.79	item27	Low	2.54	1.30		item37	Low	3.24	1.34	
	High	3.46	1.32			High	3.87	1.37			High	3.43	1.39	3.70		High	4.44	0.78	6.18
item8	Low	2.06	1.13	6.74	item18	Low	2.33	1.09	3.24	item28	Low	2.35	1.25		item38	Low	2.56	1.21	
	High	3.52	1.29			High	3.02	1.26			High	3.67	1.41	5.55		High	3.67	1.19	5.18
item9	Low	1.87	1.08	3.85	item19	Low	2.78	1.31	5.96	item29	Low	2.33	1.27		item39	Low	3.24	1.35	
	High	2.81	1.59			High	4.14	1.25			High	3.84	1.19	6.87		High	4.02	1.13	3.50
item10	Low	3.95	0.97	4.91	item20	Low	3.19	1.18	0.21*	item30	Low	1.73	0.76		item40	Low	3.65	1.18	
	High	4.65	0.57			High	3.24	1.32			High	2.79	1.42	5.24		High	4.30	1.04	3.28
item41	Low	3.62	1.36	1.09*															
	High	3.35	1.415																

*Items are removed from the scale

From table 17, it can be seen that the items such 3, 5, 6, 15, 20, 22, 23, 25, 26, 35 and 41 did not satisfy the selection criteria and hence they were removed from the assertiveness scale. Finally the scale consisted of 30 items. Those items which have discriminating value 2.58 and above were included in the final form. To find out the pattern of factor loading of each item exploratory factor analysis was done and the details are presented in the table 18

Table 18

Exploratory Factor Analysis (EFA) of Assertiveness

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.620	15.401	15.401	4.620	15.401	15.401
2	2.324	7.746	23.147			
3	1.744	5.813	28.960			
4	1.509	5.029	33.989			
5	1.378	4.595	38.584			
6	1.334	4.448	43.031			
7	1.207	4.025	47.056			
8	1.188	3.961	51.016			
9	1.128	3.758	54.775			
10	1.054	3.513	58.288			
11	1.013	3.378	61.666			
12	.961	3.202	64.868			
13	.924	3.079	67.948			
14	.890	2.968	70.915			
15	.819	2.730	73.646			
16	.811	2.702	76.348			
17	.727	2.425	78.772			
18	.688	2.294	81.066			
19	.660	2.201	83.267			
20	.613	2.042	85.309			
21	.582	1.940	87.249			
22	.554	1.848	89.097			
23	.504	1.681	90.778			
24	.494	1.646	92.425			
25	.458	1.526	93.951			
26	.447	1.489	95.440			
27	.417	1.391	96.831			
28	.357	1.191	98.021			
29	.302	1.008	99.030			
30	.291	.970	100.000			

Table 19

Component Matrix of Assertiveness

Items	Factor Loading
Item 31	.587
Item 13	.568
Item 8	.543
Item 29	.537
Item 1	.518
Item 14	.489
Item 28	.489
Item 38	.484
Item 33	.475
Item 37	.428
Item 24	.427
Item 11	.409
Item 21	.404
Item 7	.404
Item 19	**.387**
Item 30	**.384**
Item16	**.380**
Item 17	**.351**
Item 12	**.302**
Item 9	**.292**
Item 10	**.291**
Item 32	**.278**
Item 39	**.268**
Item 2	**.263**
Item 18	**.250**
Item 27	**.240**
Item 4	**.201**
Item 40	**.197**
Item 34	**.186**
Item 36	**.159**

The assertiveness scale was subjected to exploratory factor analysis. Here assertiveness was considered as single factor or one-factor. The exploratory factor analysis shows that the total variance accounted for by all the variable was 15.40. The criterion set for the inclusion of items in the scale was .40. The rotated component matrix table of assertiveness revealed that 16 items were having a factor loading below point .39. The items were 19, 30, 16, 17, 12, 9, 10, 32, 39, 2, 18, 27, 4, 40, 34 and 36.

Table 20

Initial and Final Item Number of Items in the Assertiveness Scale

Initial Item Number	Final Item Number
Item1	1
Item 7	2
Item 8	3
Item 11	4
Item 13	5
Item 14	6
Item 21	7
Item 24	8
Item 28	9
Item 29	10
Item 31	11
Item 33	12
Item 37	13
Item 38	14

Scoring

The final assertiveness scale consisted of 14 items. The scale consisted of positive and negative items and the positive items are 7 and 13 and negative items are 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12 and 14. Responses of the items were elicited in

terms of five point likert scale such as 'Strongly Agree, 'Agree', 'Neutral', 'Disagree' and 'Strongly Disagree.' The positive items are 7, 13 which are scored as follows 5, 4, 3 and 1 and negative items of the scale are done in reverse order. The sum of the scores of the items in the scale yielded total assertiveness score of the participants

Reliability

Reliability is essential in any measure. A measure of behaviour is said to be reliable if its result are repeatable when the behaviours are re-measured (Goodwin, 1995)**.** To establish reliability of the assertiveness scale, Cronbach Alpha coefficient was calculated and it was found that .77 which is reasonably reliable.

Validity

The assertiveness scale is based on the theory of Galassi, Delo, Galassi and Bastein (1974) and all the 14 items were related to this construct. The items were verified by experts, like Professors, Associate Professor, researchers, practicing psychologists etc., and they remarked that the proposed scale measures assertiveness of the adolescents. So the scale has face validity. A copy of the final version of the Assertiveness Scale is appended as appendix – XXIII.

Chapter Five

RESULTS AND DISCUSSIONS

Analysis is the way of hypothesis testing. Analysis means categorizing, ordering, manipulating and summarizing of data to obtain answers to the research question (Kerlinger & Lee, 2000). Interpretation takes the result, makes inferences pertinent to the research relations studied and draws conclusions about these relations (Kerlinger & Lee, 2000). The researcher who interprets the research results searches for their meaning and implications (Kerlinger & Lee, 2000). This chapter deals with the findings arrived by the researcher through statistical analysis.

Preliminary Analysis

To understand the nature of distribution of variables under study the descriptive statistics such as mean, median, mode, skewness, and kurtosis of hostility, assertiveness, self-esteem, perceived parenting styles and locus of control were done. The result of the descriptive statistics is presented in table 21

Table 21

Descriptive Statistics of the Variables under study

Variables	Mean	Median	Mode	SD	Skewness	Kurtosis
Hostility	109.32	105.00	115	18.82	1.006	1.209
Assertiveness	45.97	46.00	40	9.63	0.333	0.425
Self-Esteem	68.93	70.00	73	11.54	-0.383	0.398
Authoritative	39.52	40.00	40	6.82	-0.920	1.186
Authoritarian	31.51	32.00	25	7.69	-0.184	-.503
Permissive	37.33	39.00	42	8.71	-0.572	-0.163
Locus of Control	18.20	18.00	17	4.413	0.055	0.289

Table 21 gives the values of the mean, median, mode, standard deviation, skewness and kurtosis of hostility, assertiveness, self-esteem, authoritative parenting

styles, authoritarian, permissive and locus of control. From the table it is clear that values of the major measure of central tendency such as arithmetic mean, median, and mode for all the variables under study are almost equal.

The measures of central tendency, the arithmetic mean, median and mode of hostility are 109.32, 105.00 and 115. The standard deviation is 18.82 and the skewness ie symmetry of the variable hostility is 1.006. The kurtosis i.e. peakedness of the variable is 1.209 which indicates that the distribution is almost mesokurtic. Thus the variable hostility can be considered as normally distributed.

The mean, median and mode of the variable assertiveness were found to be 45.97, 46.00, and 40 respectively. The skewness of the variable assertiveness is .333 and kurtosis is .425 with a standard deviation of 9.64. From these values, it can be assumed that the variable assertiveness is normally distributed. In the case of the variable self-esteem the values of mean, median and mode is 68.93, 70.00 and 73 respectively. The standard deviation 11.54; skewness -.383 which and kurtosis is .398 which indicates leptokurtic distribution.

Measures of central tendency of the variable authoritative parenting styles are 39.52. 40.00 and 40 respectively. The standard deviation is 6.82 and the skewness and kurtosis is -.920 and 1.186. The mean median mode of authoritarian parenting styles are 31.51, 32.00 and 25. The standard deviation of the authoritarian parenting style is 7.69. The symmetry i. e. skewness of authoritarian parenting style is -.184 and kurtosis is -.503. The value of arithmetic mean, median and mode of permissive parenting style is 37.33, 39.00 and 42. The value of skewness is -.572 and kurtosis is -.163. The standard deviation of the variable permissiveness is 8.71.

The values mentioned above suggest that the variables parenting styles is normally distributed.

The measures of central tendencies of locus of control variable are 18.20, 18.00, and 17 respectively. The standard deviation of the variable is 4.41 and the skewness is .055 and kurtosis .289.

The preliminary analysis of the variables under study revealed that, they are not much deviated from the normality. Hence these variables are viable for parametric statistical analysis.

Correlations of the Variables under Study

The first hypothesis formulated for this study was: "There will be a significant relationship between hostility, assertiveness, self-esteem, perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control of adolescents."

To test the first hypothesis, the investigator calculated the product moment correlation of variables such as assertiveness, self-esteem, authoritative, authoritarian, permissive, locus of control and hostility. The results of product moment correlation is presented in table 22

Table 22
Correlation of Hostility, Assertiveness, Self-Esteem, Perceived Parenting Styles (Authoritative, Authoritarian and Permissive) and Locus of Control of Adolescents

Variables	1	2	3	4	5	6	7
Hostility (1)	-						
Assertiveness (2)	-.185[**]	-					
Self-esteem (3)	-.188[**]	.441[**]	-				
Authoritative (4)	-.163[**]	.237[**]	.351[**]	-			
Authoritarian (5)	-.322[**]	.235[**]	.307[**]	.458[**]	-		
Permissive (6)	-.255[**]	.316[**]	.399[**]	.612[**]	.532[**]	-	
Locus of Control (7)	.177[**]	-.214[**]	-.263[**]	-.164[**]	-.251[**]	-.281[**]	-

*p< .05, **p< .01

From table 22, it can be seen that the variable hostility is negatively correlated with assertiveness (r= -.185, p< .01), self-esteem (r= -.188, p< .01), authoritative (r= -.163, p< .01), authoritarian (r= -.322, p< .01), permissive (r= -.255, p<0.01) Hostility is positively correlated with locus of control (r= .177, p< .01).

Assertive individuals express their thoughts and feelings openly, honestly and straightforwardly, actively engage in solving problems, initiate request, create impression in others, and are independent. On the other hand hostile people try to impose their views on others. The characteristic features of hostile adolescents are high temper, less patience express anger verbally and non-verbally, harm and destroy others, view themselves and world as hostile. Hostility is a kind of destructive behaviour and assertiveness is a constructive behaviour. Studies by Quinsey, Maguire and Varney (1983) indicated that hostile individuals are less assertive and Maiuro, Cahn and Vitaliano (1986) also report that there is a significant negative relationship between hostility and assertiveness. The result

discussed above indicates that high hostility leads to assertiveness deficit. This can be achieved by enhancing assertiveness through training or any other means. Fiedler, Orenstein, Chiles, Fritz and Breitt (1979) and Fink (2016) used assertiveness training to manage hostility and reported that assertiveness training helped the participants to improve assertiveness and reduced hostility considerably.

Coefficient of correlation between hostility and self-esteem shows that there is negative and significant relationship between self-esteem (r=.-188, p< .01) and hostility. It means that the adolescent whose self-esteem is low exhibits more hostility. Self-esteem plays an important role in creating positive mental health among individuals. People with high self-esteem value him or her as worth full. People with low self-esteem are unsatisfied or uncomfortable with their life. Many research studies show that low self-esteem creates problems such as delinquency and antisocial behaviour (Usher, 2000; Fergusson & Horwood, 2002; Rosenberg, Schooler & Schoenback, 1989; Sportt & Doob, 2000), Studies also pointed out that there is a negative relationship between self-esteem and hostility (Bryant, 2006; Averill, 1982; Buss & Perry, 1991; Kernis, Grannemann & Barclay, 1989; Mischel, 1977; Garofalo, Holden, Zeigler-Hill, & Velotti, 2016; Marsh, Trautwein,& Ludtke, Koller & Baumert, 2006; Asendorpf, Penke & Back, 2011; Marsh, Parada, Yeung & Healey, 2001; Ostrowsky, 2009; Maxwell, 1990; Boden, Fergusson & Horwood, 2007). Tracy and Robins (2003) pointed out that people with low self-esteem often put blame on others to protect themselves from shame and inferiority which leads to hostility towards others. Rosenberg (1965) also pointed out low self-esteem individuals are more prone to hostile behaviour.

In this study perceived parenting styles were significantly correlated with hostility. The correlation between hostility and perceived parenting styles (authoritative, authoritarian and permissive) was found to be significant. The results revealed that there exists a significant negative correlation between hostility and authoritative parenting style ($r=-.163$, $p< .01$), authoritarian parenting style ($r=-.322$, $p< .01$) and permissive parenting style ($r=-.255$, $p< .01$). Researchers in this area also pointed out that there is a significant relationship between perceived parenting styles and adolescent behaviour (Abar, Carter & Winsler, 2009; Kim, 2005; Ling-Pong, 2010; Berk, 2003).

Authoritarian parenting style is marked by strict rules; control, less freedom and independence, low support and affection, low acceptance (Baumrind, 1971). Adolescents who perceived their parents as authoritarian tended to be unfriendly, uncooperative, uninterested, shows high delinquency, low social competency, low academic achievement, aggression, low self-esteem (Chen, Dong, & Zhou, 1997; Baumrind, 1991; Backman, 1982), have external locus of control orientation, negative self-concept (Mcclun & Merrell, 1998), and less social competence (Sielger, Deloache & Eisenberg, 2006). In this correlation analysis the authoritarian parenting style had negative correlation with hostility. Results of this study are supported by earlier studies like Svenkerud (2008), who found that there exist significant negative relationship between perceived authoritarian parenting styles and hostility.

The other perceived parenting style, authoritative also showed a significant negative correlation with hostility. Authoritative parenting style set boundaries and

exercise control but at the same time provides support and care, listen to child's view, help the child to develop independence and responsibility, understand and help to resolve their problems, encourage communication, and help to develop identity. Many studies report that children of such parents are independent, assertive, cooperative, have high self-esteem and make friendly relationship with peers (Baumrind, 1971; Steinberg, Elmen & Mounts, 1989) and have higher socio-emotional adjustment (Kausar & Shafique, 2008). Steinberg (2001) commended that authoritative parenting create positive feelings in adolescents and better psycho social adjustment. Cruz, Garcia-Linares, and Casanova-Arias (2014) also reported that perceived parental care, affection, and support can reduce the hostility of adolescents.

Permissive parenting style does not monitor the child's behaviour, are lenient, allow the child to regulate his or her own activities, have low control, make few demands, provide freedom and independence, do not provide clear values to children (Baumrind, 1971). Perceived permissive parenting style is related to adolescent impulsivity, aggressiveness, low self-control and low achievement (Baumrind, 1971). In this study correlation between perceived permissive styles and hostility was calculated (r= -.255, p< .01) and the result shows that there exists a significant negative relationship between perceived permissive and hostility.

Taking into account the correlation between locus of control and hostility it can be seen that locus of control is positively correlated with hostility (r = .177, p< .01). The concept locus of control originated from the work of Rotter (1954). Locus of control can be defined as individual attributes of his or her success and failures to

internal or external factors. Persons with internal locus of control take the responsibility for their actions and work hard to achieve success. But people with external locus of control blame circumstances and outside forces for their success and failures. The results reveal that people who are more externally oriented show more hostile behaviour than internals. Many studies support the present finding that hostile adolescents are externally oriented (Trevino & Ernst, 2012; Soliman & Abdel-Hamid, 1994; Rafique, 2011; Younger, Marsh & Grap, 1995; Sadowski & Wenzel, 1982).

Results of correlation analysis showed that assertiveness has significant positive correlation with self-esteem (r= .441, p< .01), authoritative (r=.237, p< .01) authoritarian (r=.235, p< .01), permissive (r=.316, p< .01). There are a number of studies which found that there exists a positive relationship between assertiveness and self-esteem (eg: Lefevre & West, 1981; Maheshwari & Gill, 2015; Yamagishi, Kobayashi, Kobayashi Nagami, Shimazu & Kageyama, 2007; Unal, 2012; Karazaozoglu, Kahve, Koc & Adamisoglu, 2008; Lin, Shiah, Chang, Lai, Wang & Chou, 2004). The possible reason behind is that assertive persons are capable of doing things independently and they express their ideas honestly and straightforwardly and recognize their strength and positive qualities. Similarly Seyrdowleh, Barmas and Asadzadeh (2014) reported that that there is positive relationship between authoritative parenting style and assertiveness. In this study locus of control (r=-.214, p< .01) is negatively correlated with assertiveness. Cooley and Nowicki (1984) also reported a positive relationship between assertiveness and internal locus of control.

From the result of Pearson product moment correlation it can be seen that perceived parenting styles such as authoritarian ($r=.307$, $p<.01$) authoritative ($r=.351$, $p<.01$) and permissive parenting style ($r=.399$, $p<.01$) are positively correlated with self-esteem and locus of control ($r=-.263$, $p<.01$) was found to have negatively correlated with self-esteem.

Development of self-esteem starts from the family, so the components of family such as parents and parenting styles should never be neglected while studying self-esteem. Baumrind who initiated the typological approach also documented the relationship between parenting styles and self-esteem (Gale Encyclopedia of Education, 2002). Studies by Martinezand and Garcia (2007), Maridaki-Kassotakim (2009), Alsheikh, Parameswaran and Elhoweris (2010) also support the present findings. Permissive parenting style and authoritarian parenting styles were found to have positive relationship with self-esteem. Similar result was also reported by Heaven and Ciarrochi and Lesson (2008).

The correlation between self-esteem and locus of control was found to be negatively significant. This result indicates that an individual with external locus of control individuals may have low self-esteem. Many studies reported that external locus of control and self-esteem is negatively correlated (Eg:, Demello & Imms, 1999; Subhashao, 2014; Hair, Reanud, & Ramsay, 2006; Goodman, Cooley, Sewell, & Leavitt, 1994; Saadat, Ghasemzadeh, Karami, & Soleimani, 2012).

There is a positive relationship between authoritarian and authoritative parenting styles. Both authoritarian and authoritative parenting styles may vary depending upon the adolescents perceptions (Smetana, 1995). The cultural

differences, approaches of parents under different circumstances also play a crucial role in perceived parenting styles. The correlation between authoritative parenting style (r=-.164, P<.01) and locus of control was found to be negative. Researchers like Keshavarz, Bahrudin, and Mounts (2013); Keshavarz, Bahraudin, Siti, and Jopei (2012); Keshavarz and Baharudin (2012); and Mc Clun and Merrell (1998) also reported the same result.

Correlation result showed that perceived authoritarian parenting style (r=-.251p<.01), and permissive parenting (r=-.281p<.01) were found to have significant negative relationship with locus of control. The studies also indicated that parenting styles affect the adolescent locus of control (Mcclun & Merrill, 1998; Uma & Manikandan, 2014).

From the correlation results it can be concluded that the selected psychological variables were found to have a significant correlation with hostility. The result also substantiates that these variables should be taken into consideration while studying the management of hostility in future.

Effect of Hostility Management Intervention Programme

The objective of the second phase of the study was to explore the efficacy of newly developed intervention package to manage hostility. In the first phase of the study relevance of the variables were explored through previous research findings and then the selected variables for the study were empirically tested.

Just after setting the experimental conditions described in the method, the investigator administered the research instruments viz. 1) Multiphasic Hostility

Inventory, 2) Self-Esteem Inventory, 3) Perceived Parenting Style Scale, 4) Assertiveness Scale and 5) Locus of Control Questionnaire among 30 participants as pre-test. Then the intervention was conducted for a period 8 months.

As per the developed protocol for the purposes of managing the hostility of adolescents the intervention was executed. The same research instruments were administered two weeks after the intervention programme. Then the scores in the pre-test on hostility were compared with post-test hostility scores. The result of the paired 't' is presented in table 23.

Table 23

Mean, SD, and 't' value of Hostility by Pre-Post Test

Test	Variables	Mean	N	SD	't' value	Effect Size d_{Cohen}
Pre-test	Hostility	118.63	30	21.47	8.28**	1.06
Post-test		98.80	30	15.26		

**p< .01

To test the efficacy of intervention, overall hostility scores before and after intervention were compared. The calculated 't' value (t = 8.28, p< .01) revealed that the intervention had made considerable changes in the hostility of adolescents. From table 23, it can be seen that the post-test score of participants on hostility (Mean = 98.80) was considerably reduced from the pre-test score (Mean = 118.63). This indicates that the intervention had significantly reduced hostility of adolescents. To know how far the intervention was effective in managing hostility, the effect size was calculated and found that the effect size is more than one (d_{cohen} =1.06) implying a large effect of intervention on hostility.

Many researchers reported that brief family competency training, cognitive behaviour intervention, meditation and life skill training can reduce hostile behaviour of adolescents (Spoth, Redmond & Shin, 2000; Wright, Grregoski, Tingen, Barnes & Treiber, 2011; William, Waymouth, Lipman, Mills & Evan, 2004).

This intervention programme utilized the variables associated with hostility such as assertiveness, parenting styles (authoritative, authoritarian and permissive), self-esteem and locus of control to control hostile behaviour. To know whether the associated variables had any significant difference in the pre and post test, the mean scores of pre-test and post-test on types of parenting styles (authoritative, authoritarian and permissive), assertiveness, self-esteem and locus of control were compared using paired 't' test and the results are presented in table 24.

Table 24
Mean, SD, and 't' values of Assertiveness, Self-Esteem, Perceived Parenting Styles (authoritative, authoritarian and Permissive) and Locus of Control by Pre-Post Test

Test	Variables	Mean	N	SD	't' value
Pre-test	Assertiveness	43.47	30	9.00	-7.72**
Post-test		53.60	30	9.99	
Pre-test	Self-Esteem	67.23	30	10.33	-5.69**
Post-test		77.57	30	13.80	
Pre –test	Authoritative	37.53	30	10.33	-2.68
Post-test		42.00	30	8.28	
Pre-test	Authoritarian	28.10	30	6.85	-2.16
Post-test		32.83	30	9.49	
Pre-test	Permissive	31.93	30	10.63	-2.74
Post-test		37.53	30	10.86	
Pre-test	Locus of Control	17.23	30	4.73	-5.38**
Post-test		21.10	30	4.66	

**p< .01

From table 24, it can be seen that the variables assertiveness, self-esteem, and locus of control revealed a significant difference when comparing the pre-test score with post-test score. This implies that the intervention programme which included these variables significantly changed due to intervention except perceived parenting style variables.

When comparing the pre-test mean scores of assertiveness (Mean = 43.47) with post-test scores (Mean = 53.60) it can be seen that training programme meant for enhancing assertiveness helped the participants to improve assertiveness. Many studies reported that assertiveness training programme was effective for improving the assertiveness of adolescents (Cecen-Erogul & Zenge, 2009; Wise, Bundy, Bundy & Wise, 1991; Debbie, Gabriel, & Krish, 2002; Baggs & Spence, 1990; Lee & Crockett, 1994; Weinhardt, Carey, Carey & Verdecias, 1998; Pfort, Stevens, Parker, & McGowan, 1992). The reason for the increase in assertiveness is that participants might have understood the concept of assertiveness and learned how to apply this in practical situations. The programme also provided chance to actively participate in the session.

The table 24 also shows the 't' values of the variable self-esteem (t=5.69, P<.01). The result implies that the intervention (Self-esteem module) helped the adolescents to feel more self-esteem after the intervention. Self-esteem enhancement programme focused on improving self-esteem. The enhancement programmes covered topics on self-awareness, confidence, positive thoughts and tips to maintain relaxed state. Various methods such as interview, situational analysis, role play and open discussion also helped the participants to increase confidence. Previous studies

found that self-esteem enhancement programme provide drastic changes in adolescent emotional, social and academic life (Haney & Durlak, 1998; Hattie, 1992; Dalgas-Pelish, 2006).

The pre and post mean score of locus of control variable was 17.23 and 21.10 with a standard deviation of 4.73 and 4.66 respectively. The calculated 't' value (t= 5.38, p< .01) reveals that there exists significant difference between pre-test and post-test scores of locus of control. In this study, participants' internality was intended to increase but the result is slightly negative. But participants mean score was within the limit of internality and because locus of control is a personality variable and changing the basic character is somewhat difficult.

Perceived parenting style variables authoritarian, authoritative and permissive showed no significant difference between pre and post test. This result indicates that the perceived parenting style of the adolescents had not changed much due to the intervention programme even though there was a significant change on hostility. Another thing is that perceived parenting style has a cognitive value and once it is formed it will last for years. To change this may require much effort. This intervention programme lasted only for eight months. The mean scores, and 't' value of the perceived parenting styles show that the intervention to enhance the positive perception of adolescents towards parents was found to have no effect on these particular participants. The intervention may be modified by focusing on parents and children separately followed by a joint session including both parent and child which may help to manage hostility. Spoth, Redmond and Shin (2000) reported that a brief family intervention programme for four years which included separate session for

parents and children and joint sessions for both, helped to reduce the aggressive and hostile behaviour among adolescents. Hence the intervention programme should start from the family particularly among parents and adolescents to create a healthy interaction between them.

Conclusion

Results revealed that the intervention programme to manage hostility was found to be effective and the effect size was large enough (Cohen, 1988). The variables such as assertiveness, self-esteem, locus of control and the intervention programmes intended to modify these variables were found to be statistically significant. Research studies support that assertiveness is a useful strategy for the management of hostility (Fink, 2016; Phyllis, 1978). The awareness programme to improve the positive perception of adolescents towards parents was not improved as expected. To overcome this intervention programmes separately for parents, students and joint session for parents and adolescents are essential to improve positive perception. So it can be concluded that the intervention programme to mange hostility was found to be effective and the effect size was large.

Sex-wise Comparison of the Effect of Intervention Programme

To know whether the intervention had on specific effect on boys and girls, separate comparison of mean scores of boys and girls in the pre-test and post-test was done and is presented in the following table. To know the effect and effect size for boys separately paired 't' test and d_{Cohen} was calculated and is presented in table 25. The calculated effect size (d_{Cohen}) was found to be 1.006, and according to Cohen

(1988) the effect size is large. This implies that the intervention programme is highly

effective in reducing hostility of adolescent boys.

Table 25
Mean, SD, and 't' Value of Hostility for Boys

Test	Variable	Mean	N	SD	't' value	Effect Size d_{Cohen}
Pre-test	Hostility	116.93	15	24.75	5.03**	1.006
Post-test		96.07	15	15.78		

**p< .01

The mean score in pre and post test on assertiveness; self-esteem, perceived

parenting styles (authoritative, authoritarian and permissive) and locus of control of

boys were compared and is presented in table 26

Table 26
Mean, SD, and 't' Value of Assertiveness, Self-Esteem, Perceived Parenting Styles (authoritative, authoritarian and permissive), and Locus of Control of Pre and Post Test for Boys

Pre-test and Post test	Variables	Mean	N	SD	't' value
Pre-test	Assertiveness	45.13	15	8.35	5.52**
Post-test		53.60	15	8.45	
Pre-test	Self Esteem	69.20	15	7.49	4.15**
Post-test		76.93	15	9.73	
Pre –test	Authoritative	41.53	15	8.28	-1.40
Post-test		44.53	15	6.05	
Pre-test	Authoritarian	31.67	15	5.10	-1.26
Post-test		34.87	15	9.10	
Pre-test	Permissive	36.53	15	7.33	-2.20
Post-test		41.27	15	7.43	
Pre-test	Locus of Control	17.07	15	5.120	-3.61*
Post-test		21.53	15	4.373	

*p< .05, **p< .01

The comparison of mean score - the computed 't' value for assertiveness (t=5.52, p< .01), self-esteem (t=4.15, p< .01), and locus of control (t=3.61, p< .05) revealed that there exists significant difference between the pre-test and post-test scores. From the result, it can be assumed that as in the case of whole sample the intervention programme helped boys to enhance assertiveness and self-esteem. But in locus of control they moved a little bit to externality (Test value=23.00) not exceeding the limit. Similarly the effect of intervention among girls was also calculated separately and the results are presented in 27.

Table 27

Mean, SD, and 't' Value of Hostility for Girls

Test	Variables	Mean	N	S D	't' value	Effect Size d_{Cohen}
Pre-test	Hostility	120.33	15	18.33	7.45**	1.13
Post-test		101.53	15	14.75		

**p< .01

From table 27, it can be seen that the hostility scores of girls in pre and post intervention significantly differ (t=7.45, p< .01). The calculated effect size (d_{Cohen}) was found to be 1.13 and according to Cohen (1988) it is large. This implies that the intervention programme is highly effective in reducing hostility of adolescent girls.

Table 28
Mean, SD, and 't' Value of Assertiveness, Self-Esteem, Perceived Parenting Styles (authoritative, authoritarian and permissive), and Locus of Control of Pre and Post intervention for Girls

Test	Variables	Mean	N	S D	't' value
Pre-test	Assertiveness	41.80	15	9.59	5.62**
Post-test		50.40	15	10.66	
Pre-test	Self Esteem	65.27	15	12.51	4.27*
Post-test		78.20	15	17.31	
Pre –test	Authoritative	33.53	15	10.86	-2.31
Post-test		39.47	15	9.58	
Pre-test	Authoritarian	24.53	15	6.61	-1.73
Post-test		30.80	15	9.66	
Pre-test	Permissive	27.33	15	11.62	-1.85
Post-test		33.80	15	12.62	
Pre-test	Locus of control	17.40	15	4.49	-4.38*
Post-test		20.67	15	5.04	

*p< .05, **p< .01

The comparison of mean score of girls in intervention was done and it was found that assertiveness (t=5.62, p< .01), self-esteem (t=4.27, p< .01), and locus of control (t=4.38, p< .05) significantly differ in pre-post comparison. From the result, it can be assumed that as in the case of whole sample, the intervention programme helped girls to enhance assertiveness and self-esteem. But in locus of control variable the mean score in post test was slightly greater than the pre-test scores. This implies that the internality of the subjects moved a little to externality (Test value=23.00) not exceeding the limit.

From the results of comparison of mean score of girls, it can be concluded that the intervention has enhanced the selected variables among the subjects in the expected direction.

Analysis of the Intervention Programme and Feedback Form

In the present study the researcher identified the psychological variables associated with hostility, developed a protocol for the management of hostility and examined the effectiveness of hostility management programme. The intervention programme consisted of 30 Plus One students of the age group of 16 to 17 belonging to different stream of study such as Humanities, Science and Commerce. The intervention consisted of eight months training programme which focused on assertiveness training programme, self-esteem enhancement programme, and awareness programme to improve the positive attitude of adolescents towards parents, parental counselling and internal locus of control enhancement programme. The research design used in this study was one group pre-test post-test design. The researcher used methods such as role play, interactive games, brainstorming, story analysis, situation analysis, sentence completion, interview, lecture, question answering and experiencing sharing, relaxation, visualization and counselling. The researcher had taken situations and activities, which the participants had experienced or will be experienced in real life. The feedback form was distributed soon after the training programme. The post-test was provided two weeks after the intervention programme. This section presents the qualitative analysis of the intervention and the feedback received from the participants.

Method: Content Analysis

Objective: To assess qualitatively the observations and feedback received from the participants.

Ice-Breaking Session

Prior to the intervention programme the researcher approached the participants to conform their participation, and also provided information regarding the time and place of the programme. On the first day of the intervention the facilitator reached the institution early and set the venue for the intervention programme. The participants reached the venue one by one and by around 10 o'clock all the 30 participants reached the venue. The participants reached the venue with smiling faces, but some were anxious, shy and curious about what was going to take place in the programme. The programme started with the self introduction of the facilitator, followed by the introduction of the participants. The programme started with the ice-breaking sessions. The ice-breaking session helped the participants to build a strong positive relationship which is an important factor in group programmes. It also helped the participants to relax, know each other and strengthen the relationship within the group members. The first game in the ice-breaking activity was "show your hobby, name in the air, line game, and count down, fruit salad". The major aim of all these activities was to create a state of mind where the participants would feel free to do things and this would lead to bring every participant into the programme. Some the participants were still not ready to come forward and were shy in doing the activities. The facilitator encouraged them to come forward and join in the activities, and they gradually started to participate in the game. The facilitator shuffled the participants by providing an activity i.e. line game. The participants were divided into six groups with five persons in each group. The game was as follows "A paper was distributed among the group members.

There were asked to fold the papers and place it on the floor. As a next step the facilitator asked each group leader to fit all the members inside the papers." The main aim of this activity was to create group cohesion, familiarize one another, and learn mutual respect and acceptance with the group members. The group members tried their best to include all the participants in the paper. The students tied each other strongly to protect all the members. The facilitator identified the competitive spirit, activeness and supportiveness of the group members through this game. But one of the groups was not able to include their participants in the newspaper. But the rest of the groups were able to succeed in the game. After the ice-breaking activity one of the participants reported "I was reluctant of come forward to participate but the games helped me to remove my inhibitions." The participants reported that they enjoyed each game and the facilitator was also able to establish good rapport with the participants. At the end of the ice-breaking activity the facilitator provided letter pads and pens to the students. They were very happy when they received the letter pad and pen. After the ice-breaking activity and team building games the next activity was the opening of the intervention. The facilitator explained the objectives, type of activities, place, and duration of the activities to the participants with the help of PowerPoint presentation. After the introduction the next activity was the setting ground rule for the training programme. The facilitator set the ground rules based on the ideas given by the participants. The ground rules generated from the participants' response were

- prayer
- confidentiality

- attendance

- punctuality

- appropriate feedback

- understanding and respecting fellow participants

- All participants should take part in the programme

- All participants should listen to the class carefully

In between the intervention programme break for tea and lunch were provided. The facilitator then entered into the assertiveness training programme module.

Assertiveness Training

Assertiveness training programme included seven sessions such as understanding assertiveness, body language, saying no, making request, giving and receiving compliments, criticism and dealing with anger. The facilitator explained each concept of the assertiveness training and its importance through Power Point presentation

The first session started with role play situation. Three situations related to real life were provided to the participants. The participants were divided into three groups. The facilitator, in a chit of paper, wrote situation 1, situation 2 and situation 3. The facilitator asked any of the participants of each group to come forward and take one chit. Based on the number received the group members had to play the game. There were given 15 minutes to prepare the 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?

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?

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?

The group who received situation 1 has to act the situation in assertive way, group who received situation 2 should act the situation in passive way and finally the group who received situation 3 should act the situation in aggressive way. The group members presented the situation properly and they expressed their internal thoughts and feelings that they dared not express in the past. After the role play the facilitator initiated a discussion based on the following questions "which approach do you think is the best and why. All the thirty participants reported that assertiveness was the style which they preferred. Their reflection is presented below "I understood how to react assertively" "I prefer assertiveness because it helps me to solve problems." "I prefer assertiveness because it does not create any displeasure among persons." "I favour assertive people because they express their opinion without any shyness."

Next activity was the body language of assertiveness, aggressive and passive persons. The facilitator first initiated a discussion among the participants about what

is meant by body language. One of the participants reported that body language means postures, eye movements what we use while talking or interacting with others. The facilitator explained and asked them to recollect the body language they used in the role play. Then after the discussion the body language used by passive, aggressive and assertive persons was explained through PowerPoint presentation.

Next session was "Saying No." In this activity situation was provided to the participants. The participants were divided into three groups and three situations were provided to them. The time allotted to analyze the situation was fifteen minutes. After the situation analysis a question was provided to the participants and there was asked to answer it. Based on question majority of the participants said that "they find it difficult to say no because they fear of losing friendship." In adolescence in order to find a place in the group the adolescents accept what the peers are saying. This often results in risk behaviour. Through this activity the researcher communicated that assertiveness and power to say no are important in the adolescent's life.

The facilitator started the next session, i.e. How to make request? Unassertive people often find it difficult to ask others for something, because they are afraid what others will think about them. The facilitator provided two different situations to the participants and asked them to write their responses in the paper.

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?

Based on the first situation some of the participants said that they found it difficult to replace the materials. Majority of the participants said that they would replace the material and buy a new one. Based on the second situation majority of the participants said they would request that man to stop cigarette smoking. One of the participants said he would not make any request but he would complain to the police.

The giving and receiving compliments session started with a game known as "Sweeten the deal." Here the participants were asked to write their name on a piece of paper and put it in a box. Each participant should pull a name out of the box and compliment the person whose name they drew. The participants were happy to play this game and they received the compliments which they did not receive in their life. The sixth session dealt with "how to deal with criticism." This session started with a mock competition role play. In this, participants got a chance to display their talents. There were a judge and a performer from each group. The judges provided criticism after presenting talents. Through this game participants were able to show their talents and they also understood how to manage criticism. The final session of the assertiveness training programme was dealing with anger. A situation was provided

to students and they were asked to analyze the situations and write their experiences on a piece of paper.

Situation - 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.

Out of 30 participants three participants said that in this situation "they will scold the child." The facilitator asked these three participants how they will deal with anger. They replied that they will beat or scream at the person or refuse to provide things to him or her. The facilitator explained the appropriate way to manage anger through PowerPoint presentation

Self-Esteem Enhancement Programme

The first session focused on creating self-awareness or identifying one's own identity. It started with the story analysis. The story gave a brief description about how the self-esteem had changed Pallavi's life. The participants were asked to analyze the story and write their comments. Through the story the participants understood that self-esteem is important in one's life and they would never be like Pallavi. The facilitator ended the session by explaining the concept self-esteem using the PowerPoint presentation. The next activity was looking at you game. In this, participants were asked to portray a picture. They could draw their picture or portray themselves as a celebrity. In addition they should also answer the following

questions. How do you see yourself? What do you think are the bad qualities that you have? The participants reported that they saw themselves as a good person who is kind, lovable and happy. The participants reported that the bad quality they possessed was anger.

Next session started with a game called "Magic Box." The participants were asked to think the most special person in their life. The facilitator asked each participant to come forward and look inside the magic box; they would discover the special person of whom they thought. The participants reported that through this game they identified their self. This game was an eye opener for the participants to understand that first and foremost they should love themselves, only then they could love others. One of the participants reported that he thought himself as a special person and when he looked the magic box he was very happy to see his face in the box. The game "flip or flop" also aimed at improving self-esteem of adolescents.

The second session aimed at increasing self-esteem. The major games were addressing the group, chat show game, self-praise, and success a day. In the chat show game participants was reluctant to come forward, but later participated in the game. In this game there are two person one interviewer and interviewee. In this game majority of them act as interviewing the celebrity. All these game aimed at cherishing self-esteem.

The third session focused on the practical way of improving self-esteem such as "progressive muscle relaxation" and "thought stopping." The participants reported that they feel relaxed and it created a positive feeling in mind. One of the participant reported that relaxation technique help to think positively and it created

enlightenment in his mind. The participants reported that self-esteem enhancement programme helped them to improve their self-esteem, face challenges courageously, understood how to behave with others, how to gain self-confidence, learn how to talk to others in a face to face manner, understood how self-esteem helped to create success in life,   and helped to overcome laziness. Majority of the participants reported that they liked the magic box game and some liked relaxation. One of the participants reported that the most difficult part in the game was to come forward and to talk but when he/she started talking it created confidence. One participant reported that he was a silent person in the family and school but through this self-esteem programme he was able to overcome his introversion, and was able to interact with others. The participants reported that the intervention programme created confidence to carry on their studies well. One of the participant reported that he understood his skill and abilities. From the responses of the participants of the intervention programme, it was clear that real life experiences and games added novelty to the situation and it produced an active participation among the participants.

Internal Locus of Control Enhancement Programme

Internal locus of control enhancement programme started with the situation analysis. Two situations were provided to the participants and they were asked to evaluate the situation based on the questions given by the facilitator.

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?

One situation deals with the failure that happened in the life of the participants, and the other success they achieved in life. Both these situations are taken from real life experiences. In the first situation majority of the participants replied that they understood that the failure in maths test happened because they did not study well. But a few of the participants said that they were not able to understand what the teacher had taught. The second situation dealt with success in science competition. Majority of the participants replied that hard working had helped them to reach success. Three of the participants replied that they had prayed god for their success and god had helped them to succeed in the competition. Based on the reply given the facilitator explained the participants about two types of locus of control, internal and external, through Power Point presentation.

Next session dealt with practicing internal locus of control. In this session various activities such as I am proud of, I can achieve my wishes, if I could be were included. Through all the activities the facilitator aimed at increasing the internal locus of control among participants. The facilitator ended the internal locus of control enhancement programme by stressing and explaining the importance of internal locus of control through Power Point presentation.

Awareness Programme for Adolescence to Improve Positive Attitude towards Parents

In this intervention programme basic aspects that an adolescent should understand to maintain a healthy relationship with the parents were included. It

included communication with parents, respecting parents and relationship with parents. In the Activity 1, communication with parents started by providing certain questions to the participants. With whom do you share your problems father or mother or both? From the responses given by the participants it was found that 50% of the participants shared their problems with their mother, 20% shared their problems with their father and 20% revealed their problems to both and 10% of the participants disclosed their problems to sisters. Next question was how many times you talk with parents in a day. The responses showed that 80% of participants talked with their parents once or twice a day, 10% frequently talked with parents and 10% hardly had any time to interact with parents. This shows that the communication with the parent and child is very poor in the families. The facilitator ended the session by explaining how to increase communication with parents through PowerPoint presentation. Next activity was respecting the parents. The facilitator created a brainstorming session by asking the participants how they showed respect to their parents. The participants replied that they showed their responses by helping, caring, and spending time with them. The facilitator explained the way to respect parents through Power Point presentation. Next session focused on the relationship with parents. In this session the participants were asked certain questions to understand their relationship with parents. How do your parents treat you? Majority of the participants reported that parents treated all the children in equal manner. Next question was do they reward for the behaviour? All the participants said that parents rewarded them for their behaviour in situations they brought success in academic life. The third question provided to students was, are your parents role model for you. 60% of the adolescents found mothers as role model and 50%

considered father as a role model. Last and final question asked to students was, how is your relationship with parents? Majority of the participants reported that they had healthy relationship with parents. But a few reported that they found it difficult to maintain healthy relationship with parents. Through these questions facilitator understood the relationships of adolescents with parents. The session was concluded by explaining the ways to improve healthy relationship with parents through PowerPoint presentation.

Counselling for Parents

In addition to the awareness programme, parents of the participants were provided group counselling. Majority of the participants' mothers attended the counselling programme, but only one participant's father attended. Parents were given lectures, and presentation about adolescent behaviour, parenting styles and how to become effective parents. Parents reported that this group counselling programme helped them to understand how to treat their child with love, respect and how to build stronger and strengthening relationship with adolescents. The intervention programme ended by recapitulating all the intervention programmes briefly.

Feedback Analysis

Feedback was taken from the participants after the intervention programme. Feedback evaluation helps to understand how well the programme has reached the participants. The feedback analysis will help the participants to recapitulate their own learning and experiences during the intervention programme. It also helps to

improve the future programmes in more systematic and organized way based on the suggestions from the participants.

The feedback received from the participants are divided into various sections such as whole programme evaluation, individual effects, assertiveness training programme evaluation, self-esteem enhancement programme evaluation, internal locus of control enhancement evaluation, awareness to improve positive perception of adolescents towards parents evaluation, and content of the intervention that impressed the participants.

Table 29

Evaluation of the Whole Intervention Programme.

Content	Frequency	Percentage
Pleasurable Experience	30	100
Applicability in life	28	93
Thought Provoking Methodologies	22	73
Comprehensible Class	27	90

From table 29 it can be seen that all the participants (15 girls and 15 boys) responded that the intervention programme was a pleasurable experience. The responses illustrate that participants perceived that the intervention programme had helped them personally. Regarding the applicability, 93% responded that the intervention programme would be useful in future life.

The responses of the students are as follows:

a).   This programme has been the cause of my rectification.

b).   In future this training programme will be a very useful thing.

c).   By gaining all these I can improve myself as a good person with all these qualities.

d).   In future this class will helps me solve many problems and to face any challenges and problems strongly.

The methodologies used in the intervention programme were role play, situation analysis, visualization, self-presentation, interview, situational analysis, sentence completion etc. Participants reported that they were able to understand the concepts clearly. From the table it can be seen that 73% of the participants reported that the methodologies used were thought provoking. The participants said that they liked methods used such as games and role plays very much. One of the participants reported that the PowerPoint presentation was captivating. From this it can be inferred that the methodologies adopted were very useful for the students. Out of the total participants 90% reported that class was comprehensible. The participants described that the pace of delivery and gesture, postures, voice tone of the facilitator was appropriate. Participants also accounted that the facilitator was friendly and played along with the participants. One of the participants reported that "the class was interesting that I did not look at my watch." The participants also requested to extend the programme for the next two days. From this it is evident that the whole intervention training programme was effective for the participants.

Table 30

Individual Effects of the Intervention Programme

Effects	Frequency	Percentage
Optimistic attitudes towards life	24	80
Identified Strength and Weakness	29	96
Help to develop an insight about smart goals	28	93
Understood things that are unknown	29	96

The table 30 shows the individual effects of the intervention programme. From the feedback analysis it is revealed that 80% of the adolescent were able to develop optimistic attitudes towards life. A participant stated that "I received strength to do things independently" Another participant said "I received an extra energy after this programme." A participant opined "Before the intervention programme if somebody asked me to speak a few words about any topic I felt scared, but now I am ready to talk anywhere at any time." Analyzing the reports given by the participants indicates that confidence of the participants had increased. Majority of the participants opined that the intervention programme helped them to understand their strength and also to improve their weakness. Out of the total participants 28 reported that it created an insight about smart goals. The participants reported that through the intervention programme they received an inspiration to achieve heights. From the table it can be inferred that 96% of the participants opined that this intervention programme helped them to know about assertiveness, self-esteem, internal locus of control, how to increase positive attitude towards parents and how to interact with others. The participants reported that they did not receive

these types of programmes before from any agency. From the feedback it is clear that the intervention has made creative changes in the participants.

Table 31

Evaluation of Assertiveness Training Programme

Contents	Frequency	Percentage
Understood the difference between aggressive, passive and assertive	29	96
How to respond assertively	26	86
Identified how to practice assertiveness in life situations	24	80

From table 31, it can be inferred that 96% of the adolescents understood the differentiation between passiveness, aggressiveness and assertiveness. Some of them stated "I understood that I should respect the rights of others," "I understood how to express one's rights in front of others." From the table it is also noticed that participants understood how to respond assertively and to practice assertiveness in life situations. One of the participants commented that similar to the role play (travelling in the bus a person tries to disturb), "She experienced the same situation but was not able to react properly and remained passive. But now after the intervention programme I have the strength and will respond assertively if similar situations happen in my life." From the responses it can be inferred that participants understood that assertiveness is an important aspect and should be developed from the adolescent age.

Table 32

Evaluation of Self-Esteem Enhancement Programme

Contents	Frequency	Percentage
Learns to challenge oneself	27	90
Understood my uniqueness(my skills, abilities, success and failures)	29	96
Learned to love one's self	20	66
Understood how to improve positive thoughts	28	93

Self-esteem enhancement programme aims at improving the self-esteem of the participants. It includes story analysis, situational analysis, games, sentence completion etc. Each activity in the self-esteem enhancement programme has its own time limit, material, methods and directions to do the activity. While analyzing the responses provided by the participants it can be seen that the intervention programmes have facilitated 90% of the participants how to challenge and face the problems in life. The reflection of the participants is given below: "My failure is due to my lack of self-esteem and I will strive till I achieve success," "created belief in myself," "I understand that optimistic attitude depends on how we perceive the situation as optimistic and pessimistic. The feedback reports showed that 96% of the adolescents got insight about their skills and abilities. Participants said that "I enjoyed pleasure in my heart when I recognized that I have skill and abilities to do things boldly and through better understanding of my potential." The activities of self-esteem programme such as mock competition and self-presentation games helped them to identify their skills, talents and abilities. The "magic box" game was a new experience to the students and 66% of the participants reported that they

started loving their self after this game. Participants commented, "I understood that I am a valuable person in life,", "I feel like I can do anything." Majority (93%) of the participants opined that the intervention programme improved their positive thoughts. From these responses it is evident that self-esteem enhancement programme has reached the participants.

Table 33

Evaluation of Internal Locus of Control Enhancement Programme

Contents	Frequency	Percentage
Understood the difference between internal and external locus of control	26	86
Understood the practical application of internal locus in life	28	93

The participants reported, "I understood that failure is due to lack of effort from my side and to achieve success I need to strive hard rather than praying to god." From this sentence it is verified that internal locus of control enhancement programme has created enlightenment in students.

Table 34

Evaluation of Awareness programme for Adolescents to Improve Positive Attitude of Adolescents towards Parents

Contents	Frequency	Percentage
Increased awareness about how to communicate with parents	26	86
Learned how to maintain positive relationship with parents	28	93
Learned how to respect parents	23	76

From table 34, it is clear that the session on awareness programme was very much admired by the participants. Majority of the participants reported that it has helped them to maintain a positive attitude towards parents.

Table 35

Content of the Intervention Programme that Impressed the Participants

Contents	Frequency	Percentage
Ice breaking	27	90
Assertiveness training	29	96
Self-esteem enhancement programme	28	93
Awareness programme to improve positive attitude of adolescent towards parents and counselling for parents	22	73
Internal locus of control enhancement	26	86

From table 35, it can be seen that the most interesting session of the intervention programme was assertiveness training programme. Many students reflected on assertiveness training programme by making comments such as "I identified that I need to be more confident and actually understand when to express my ideas without hurting my friends' authority," "It is very useful for my personal development." "It helped to better my assertiveness in academic life and personal life." The second highest liking goes to self-esteem enhancement programme. And the next higher choice goes to ice breaking sessions. Out of the total participants 86% of the participant's preferred internal locus of control. Only 73% of the participants preferred awareness programme to improve positive attitude of adolescent towards parents.

From the feedback evaluation of the participants it is evident that they liked the intervention programme very much. The ice breaking session was well

appreciated by the participants. Students seemed to enjoy and experience the teaching method and content used. Participants were enthusiastic to participate in the activities. Majority of the participants reported that role play situation created fun, and insight in their life. The participants commented that "putting real life experience helps me to understand better". Research studies also indicated that role play is an important component in teaching assertiveness (Bond, 1988). The self-esteem enhancement programme also created changes in the self-esteem of the participants. Participants stated that they had confidence to move forward and change their circumstances. The internal locus of control enhancement, awareness programme to improve positive attitude of adolescents towards parents and parental counselling helped the participants to gain awareness that these aspects are an important part of life. Through this programme participants recognized the value of positive environment and of identifying the ways to build self-esteem, assertiveness and internal locus of control and positive attitude towards parents.

The success of any intervention programme is when the participants provide constructive and objective suggestions to the researcher. The suggestions given by the participants are: 1) Increase the time, 2) Include more game in the programmes, 3) Include more video clipping and picture in the programme, 4) Include more concepts into the programme, 5) Include more participants/students in the programme, and 6) Include these types of programmes in school curriculum. From this analysis it is evident that the intervention programme has made considerable changes in the participants.

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 between16-17. 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).

4.   Assertiveness Scale (Divya & Manikandan, 2012).

5.   Perceived Parenting Styles Scale (Divya & Manikandan, 2013).

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

- 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)

$$O1 \quad X \quad O2$$

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 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.

- 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.

- 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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APPENDICES

APPENDIX I

MULTIPHASIC HOSTILITY INVENTORY
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2005

The following are 45 statements about our feelings and reactions, while facing unpleasant behaviour from others or unpleasant situations. Read them carefully and indicate you level of agreement using marks in the columns for: Always true* Usually true* Sometimes true* Seldom true* Never true

മറ്റുള്ളവരിൽനിന്ന് അസ്വാസ്ഥ്യകരമായ പെരുമാറ്റങ്ങൾ ഉണ്ടാകുമ്പോഴോ അസ്വാസ്ഥ്യകരമായ അവസരങ്ങൾ നേരിടുമ്പോഴോ നമുക്കുണ്ടാകാറുള്ള വികാര ങ്ങളെക്കുറിച്ചും, പ്രതികരണങ്ങളെക്കുറിച്ചുമുള്ള 45 പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. അവ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങളെ സംബ ന്ധിച്ച് എത്രമാത്രം ശരിയാണ്/ശരിയല്ല എന്ന് ✓ അടയാളമിട്ട് രേഖപ്പെടുത്തുക. എപ്പോഴും ശരിയാണ് * മിക്കപ്പോഴും ശരിയാണ്* ചിലപ്പോൾ ശരിയാണ്* അപൂർവ്വ മായി ശരിയാണ്* ഒരിക്കലും ശരിയല്ല എന്നിവക്കായുള്ള കോളത്തിന് ഉത്തരം അട യാളപ്പെടുത്തുക.

Sl. No.	പ്രസ്താവനകൾ **Statements**	**Always true** എപ്പോഴും ശരിയാണ്	**Usually true** മിക്കപ്പോഴും ശരിയാണ്	**Sometimes true** ചിലപ്പോൾ ശരിയാണ്	**Seldom true** അപൂർവ്വമായി ശരി യാണ്	**Never true** ഒരിക്കലും ശരിയല്ല
1.	സ്വയം വിമർശിക്കുന്നസ്വഭാവം എനിക്കുണ്ട്. I subject myself to self-criticism.					
2.	കോപം എന്നിൽ കുറ്റബോധത്തിന് ഇടയാ ക്കാറുണ്ട് Anger evokes a sense of guilt in me					
3.	എനിക്ക് പലരോടും പകയുണ്ട് I have malice towards many.					

4.	എന്റെ കാര്യങ്ങൾക്ക് തടസ്സം നിൽക്കുന്നവ രോട് എനിക്ക് കലിയാണ് I hate those people who oppose me.					
5.	ചിലരെയൊക്കെ കാണുന്നതുതന്നെ എനിക്ക് വെറുപ്പാണ് I hate the very sight of some people					
6.	മറ്റുള്ളവർ എന്നെ വിലയിരുത്തുന്നത് അവ ഹേളനമായി ഞാൻ കരുതുന്നു. I regard it as humiliation to be judged by others					
7.	മുൻപെടുത്ത തീരുമാനങ്ങൾ ഞാൻ തിരു ത്താൻ ശ്രമിക്കാറുണ്ട്. I change my decision taken earlier.					
8.	കുറ്റബോധം എന്നെ പിൻതുടരാറുണ്ട് I am haunted by a sense of guilt					
9.	എന്നെ ഉപദ്രവിച്ചവരെ കൊല്ലാനുള്ള ദേഷ്യം എനിക്കുണ്ട്. I feel like killing those people who harm me.					
10.	എനിക്ക് പകയുള്ളവർ എന്നോട് സ്നേഹം പ്രകടിപ്പിച്ചാൽ ഞാൻ അസ്വസ്ഥനാകും I feel uneasy if my enemies show affection towards me.					
11.	പകകൊണ്ടു നടക്കുന്നതിനാൽ എന്റെ കാര്യങ്ങൾ വേണ്ടപോലെ ശ്രദ്ധിക്കാൻ എനിക്കു കഴിയുന്നില്ല. I am not able to dedicate myself fully to my work because of the feeling of hatred I maintain towards others.					
12.	എന്റെ പല തീരുമാനങ്ങളിലും വേണ്ടത്ര ചിന്തിച്ചല്ല എന്നു ഞാൻ വിശ്വസിക്കുന്നു Most of my decisions are taken without much thought.					
13.	എനിക്ക് പറ്റുന്ന അബദ്ധങ്ങളും പരാധീനത കളും മുൻപ് ചെയ്ത തെറ്റിന്റെ ഫലമായാ ണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു. I believe that my inadequacies and failures are a result of my former misdeeds.					

14.	എന്റെ പക വേണ്ടപോലെ പ്രകടിപ്പിക്കാൻ എനിക്ക് അവസരം ലഭിക്കാറില്ല I seldom get a chance to express my anger fully.					
15.	എന്റെ ശത്രുക്കളോട് സൗഹൃദം പുലർത്തുന്നവരേയും എനിക്കിഷ്ടമല്ല I even hate those who are friendly with my enemies.					
16.	തെറ്റു പറ്റിയാൽ ഞാൻ പശ്ചാത്തപിക്കാറുണ്ട് I regret my wrong doings					
17.	എന്റെ കഴിവുകൾ വിലയിരുത്താൻ എനിക്ക് കഴിയുന്നില്ല I am incapable of assessing my abilities					
18.	തെറ്റ് പറ്റുക മനുഷ്യസഹജമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു. I believe that to error is human					
19.	ശത്രുക്കളോടുള്ള പക ഞാൻ കൊണ്ടുനടക്കാറുണ്ട്. I nurse hatred towards my enemies and never allow it to diminish					
20.	എന്നെ ദ്രോഹിക്കുന്നവരോട് എനിക്ക് തീർത്താൽ തീരാത്ത പകയാണ്. I never forgive those who hurt me.					
21.	പകയുള്ളവർ എന്നെ പിൻതുടരുന്നുണ്ടോ എന്ന് എനിയ്ക്ക് തോന്നാറുണ്ട്. I doubt whether my enemies follow me with a the intention of hurting me.					
22.	എന്തിന്റെയും കുറ്റം കണ്ടെത്താൻ എനിയ്ക്കൊരു പ്രത്യേക കഴിവാണ് Finding fault with everything is my nature.					
23.	എന്നെ ഉപദ്രവിച്ചവരെ ഞാൻ വെറുതെ വിടാറില്ല. I never pardon those who had hurt me.					
24.	ആലോചിക്കാതെ തീരുമാനമെടുക്കുന്നവരെ ഞാൻ കഠിനമായി വിമർശിക്കാറുണ്ട്. I strongly criticize people who take decisions without thinking.					

25.	ഞാൻ മറ്റുള്ളവരെ സംശയദൃഷ്ടിയോടെ വീക്ഷിക്കാറില്ല. I am seldom suspicious of others					
26.	ബന്ധുക്കളും കൂട്ടുകാരും എന്റെ വളർച്ച യിൽ അസൂയയുള്ളവരാണ് My family members and friends are jealous of my achievements.					
27.	എന്റെ മാനസിക സമ്മർദ്ദത്തിന് കാരണ മായ പലരും എന്റെ ചുറ്റുമുണ്ട് I feel that many of the people around me are the cause of my mental tension					
28.	പകയുള്ളവരുമായി ഇടപഴകുന്നത് ഞാൻ മനഃപൂർവ്വം ഒഴിവാക്കാറുണ്ട് I seldom associate with those whom I hate.					
29.	പക എന്റെ പെരുമാറ്റത്തിലൂടെ പ്രകടമാ ക്കാതിരിക്കാൻ ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്. I try to control the expression of hatred in my behaviour turned others.					
30.	തെറ്റു കണ്ടാൽ ഉടനെ വിമർശിക്കുന്നയാ ളാണ് ഞാൻ It is my habit to point out and criticize the mistakes of others.					
31.	മറ്റുള്ളവരെ വിമർശിച്ച് നേർവഴിക്ക് നട ത്താൻ എനിക്ക് കഴിയാറില്ല. I am not able to correct others through criticism.					
32.	എനിക്കു നല്ലതു വരുന്നതിൽ പലർക്കും വെറുപ്പാണ്. Many people are jealous of my success.					
33.	ഈ ലോകത്തിൽ നന്മ വളരെ കുറവാ ണെന്ന് എനിക്ക് തോന്നാറുണ്ട്. I feel that the work is devoid of good					
34.	എന്റെ പക ഞാൻ വാക്കുകളിൽകൂടെ പ്രക ടമാകാറുണ്ട് I express my hatred verbally.					

35.	ദേഷ്യമുള്ളവരെപ്പറ്റി ആലോചിക്കുമ്പോൾ മുഷ്ടി ചുരുട്ടി പലയിടത്തും ഇടിക്കാൻ എനിക്ക് തോന്നാറുണ്ട്. I feel like punching on the walls when I think of my enemies.					
36.	മറ്റുള്ളവരെപ്പറ്റി തുറന്ന അഭിപ്രായപ്രകടനം നടത്തുന്നയാളാണ് ഞാൻ I am of the nature of openly expressing my opinions about others.					
37.	ദേഷ്യമുള്ളവരെപ്പറ്റി ഞാനെന്റെ സുഹൃ ത്തുക്കളോട് പറയുക പതിവാണ് I comment about my enemies to my friends.					
38.	കുട്ടികൾ പക ഉള്ളിൽ സൂക്ഷിക്കുന്നവ രാണ് Children secretly nurse their hostility					
39.	ചർച്ചകളിൽ എനിക്ക് പകയുള്ളവരെ ഞാൻ മനപൂർവ്വം ഒഴിവാക്കാൻ ശ്രമിക്കാറുണ്ട്. I deliberately avoid my enemies in my discussion.					
40.	പക മുഖത്തും ചിരിയിലും, ശബ്ദത്തിലൂടെ യുമെല്ലാം ഞാൻ പ്രകടമാക്കാറുണ്ട്. I express hatred through facial expressions, sound and laughter.					
41.	എന്റെ അനുഭവത്തിൽ അബദ്ധത്തിൽ പറ്റിയ തെറ്റുപോലും പകയാക്കി മാറ്റുന്നവ രാണ് ഇന്നുള്ളവരിൽ പലരും. In my opinion many regard mistake unwittingly made as malice.					
42.	സാഹചര്യമനുസരിച്ച് മറ്റുള്ളവരെ ഞാൻ നന്നായി വിമർശിക്കും I vehemently criticize others when I get a suitable situation.					
43.	നമുക്കുചുറ്റും കാണുന്ന പലരും ഉള്ളിൽ പകയുള്ളവരാണെന്ന് എനിക്ക് തോന്നുന്നു. I feel that the people we see around nurture hatred.					
44.	എന്റെ സുഹൃത്തുക്കളിൽ പലരും ആത്മാർത്ഥതയുള്ളവരാണ്. Many of my friends are sincere.					

APPENDIX II

SELF – ESTEEM INVENTORY
(Revised)
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1985

Instructions:

Some statements are given below. Indicate how much you agree with each statement there are five response categories, viz., A,B,C,D and E.

A denotes, 'strongly agree', B denotes 'agree', C denotes 'undecided', D denotes 'disagree' and F denotes 'strongly disagree. After reading each statement, mark your answer with a + mark in the appropriate circle please note: Select C only when you can't say clearly either you agree or disagree with statement. Do not omit any statement. Your responses will be kept confidential.

നിർദ്ദേശങ്ങൾ

താഴെ ചില പ്രസ്താവനകൾ കൊടുത്തിരിക്കുന്നു. അവ ഓരോന്നിനോടും നിങ്ങൾ എത്രമാത്രം യോജിക്കുന്നു എന്ന് ഉത്തരക്കടലാസിൽ രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയ്ക്കും A,B,C,D,E എന്നിങ്ങനെ അഞ്ച് ഉത്തരങ്ങൾ കൊടുത്തിട്ടുണ്ട്. A "ശക്തിയായി യോജിക്കുന്നു' എന്നതിനെയും B 'യോജിക്കുന്നു' എന്നതിനെയും C 'വ്യക്തമായ ഉത്തരമില്ല' എന്നതിനെയും D 'വിയോജിക്കുന്നു' E 'ശക്തിയായി വിയോജിക്കുന്നു' എന്നതിനെയും സൂചിപ്പിക്കുന്നു.

ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം A, B, C, C, D, E ഇവയിൽ ഏതെങ്കിലുമൊന്നിന്റെ താഴെയുള്ള വൃത്തത്തിൽ നിങ്ങളുടെ ഉത്തരം ഒരു + അടയാളം കൊണ്ട് രേഖപ്പെടുത്തുക. യോജിക്കുകയോ, വിയോജിക്കുകയോ ചെയ്യുന്നതായി വ്യക്തമായി പറയാൻ സാധിക്കാത്ത പ്പോൾ മാത്രമേ 'C' എന്ന ഉത്തരം രേഖപ്പെടുത്താൻ പാടുള്ളൂ എന്ന കാര്യം പ്രത്യേകം ശ്രദ്ധിക്കുക. ദയവായി എല്ലാ പ്രസ്താവനകൾക്കും ഉത്തരമെഴുതുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതാണ്.

	ശരിയല്ലേ എന്നേ	തോന്നുന്നു	തീരുമാനി- ക്കാൻ വയ്യ	വിശ്വസിക്കുന്നു	ശരിയാണേ ജിക്കുന്നു
	A	B	C	D	E

1. When I have made an embarrassing mistake or have done something that make me foolish, I keep on worrying about it for long
വിഡ്ഢിത്തം കാണിക്കുകയോ, അമളി പിണയു കയോ ചെയ്താൽ പിന്നെ ഞാൻ അതിനെക്കുറി ച്ചുതന്നെ ഓർത്ത വളരെ വിഷമിച്ചിരിക്കാറുണ്ട്.
| ○ | ○ | ○ | ○ | ○ |

2. I often feel ashamed of myself
പലപ്പോഴും എന്നെപ്പറ്റി എനിക്ക് ലജ്ജ തോന്നാ റുണ്ട്
| ○ | ○ | ○ | ○ | ○ |

3. I am able to do things as well as most other people
മറ്റുള്ളവരെപ്പോലെ തന്നെ കാര്യങ്ങൾ ഭംഗിയായി ചെയ്യുവാൻ എനിക്ക് കഴിയും
| ○ | ○ | ○ | ○ | ○ |

4. When in a group of people I often have trouble thinking about the right things to talk about
മറ്റാളുകളുടെ മുന്നിൽ എന്തു സംസാരിക്കണമെന്ന് നിശ്ചയമില്ലാതെ ഞാൻ പലപ്പോഴും വിഷമിക്കാ റുണ്ട്
| ○ | ○ | ○ | ○ | ○ |

5. On the whole, I am satisfied with myself
ആകെക്കൂടെ എനിക്ക് എന്നെക്കുറിച്ച് നല്ല തൃപ്തി യാണ്.
| ○ | ○ | ○ | ○ | ○ |

6. I often worry about whether people like to be with me
ഞാൻ കൂടെയുള്ളത് മറ്റുള്ളവർക്കിഷ്ടമാവു ന്നുണ്ടോ എന്ന ചിന്ത മിക്കപ്പോഴും എനിക്കുണ്ടാ കാറുണ്ട്.
| ○ | ○ | ○ | ○ | ○ |

7. Most people are better liked than I am
എന്നെക്കാളധികം മറ്റുള്ളവരെയാണ് കൂടുതൽ ആളുകളും ഇഷ്ടപ്പെടുന്നത്
| ○ | ○ | ○ | ○ | ○ |

8. If I have something to say, I usually say it.
എനിക്കെന്തെങ്കിലും പറയാനുള്ളപ്പോൾ സാധാര ണയായി, ഞാൻ പറയാറുണ്ട്
| ○ | ○ | ○ | ○ | ○ |

9. I often feel concerned and worried about the possibility that some of my friends may not have a good opinion of me ചില ആളുകൾക്കെങ്കിലും എന്നെക്കുറിച്ച് അത്ര നല്ല അഭിപ്രായം ഉണ്ടായിരിക്കാനിടയില്ല എന്ന തോന്നൽ എന്നെ പലപ്പോഴും വിഷമിപ്പിക്കാറുണ്ട്.	○	○	○	○	○
10. I prefer to do things that are novel and difficult പുതുമയുള്ളതും പ്രയാസമേറിയതുമായ കാര്യങ്ങൾ ചെയ്യാനാണ് ഞാൻ കൂടുതൽ ഇഷ്ടപ്പെടുന്നത്	○	○	○	○	○
11. I often feel that my life is not very useful എന്റെ ജീവിതം പ്രയോജനമില്ലാത്തതാണെന്ന് മിക്കപ്പോഴും എനിക്ക് തോന്നാറുണ്ട്	○	○	○	○	○
12. I find it hard to make talk when I meet new people ആളുകളെ പരിചയപ്പെടുമ്പോൾ അങ്ങോട്ടു സംസാരിക്കുവാനെനിക്ക് വിഷമം അനുഭവപ്പെടാറുണ്ട്	○	○	○	○	○
13. I am fully confident of my abilities എന്റെ കഴിവുകളെക്കുറിച്ച് എനിക്ക് പൂർണ്ണമായ വിശ്വാസമുണ്ട്.	○	○	○	○	○
14. I don't have much to be proud of സ്വയം അഭിമാനിക്കത്തക്കതായി എനിക്ക് വളരെയൊന്നുമില്ല	○	○	○	○	○
15. I can make up my mind and stick to it എനിക്ക് തീരുമാനങ്ങളെടുക്കാനും അവയിൽ തന്നെ ഉറച്ചു നില്ക്കാനുമുള്ള കഴിവുണ്ട്	○	○	○	○	○
16. I have a good opinion of myself എനിക്ക് എന്നെക്കുറിച്ച് നല്ല മതിപ്പാണ്	○	○	○	○	○
17. I often wish I were someone else ഞാൻ വേറെ ഒരാളായിരുന്നുവെങ്കിൽ എന്നു പലപ്പോഴും ആഗ്രഹിക്കാറുണ്ട്.	○	○	○	○	○
18. I am easy to like എന്നെ എളുപ്പത്തിൽ എല്ലാവർക്കും ഇഷ്ടപ്പെടുവാൻ കഴിയും	○	○	○	○	○
19. I can usually take care of myself എന്റെ കാര്യങ്ങൾ സ്വയം നോക്കാൻ സാധാരണ എനിക്ക് കഴിയാറുണ്ട്	○	○	○	○	○
20. I am doing the best work I can കഴിയുന്നിടത്തോളം നന്നായി എല്ലാ പ്രവൃത്തികളും ഞാൻ ചെയ്യും.	○	○	○	○	○

APPENDIX III

L.C.Q

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<u>നിർദ്ദേശങ്ങൾ</u>

ദൈനംദിന ജീവിതവുമായി ബന്ധപ്പെടുന്ന ഏതാനും പ്രസ്താവനകൾ ഈ ചോദ്യാവലി യിൽ കൊടുത്തിരിക്കുന്നു. ഓരോ പ്രസ്താവനയും നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം ശരിയാണോ, അഥവാ നിങ്ങൾ പ്രസ്താവനയോട് യോജിക്കുന്നു ാ ഇല്ലയോ എന്നതാണ് ഉത്തരക്കടലാസിൽ രേഖപ്പെടുത്തേ   ത്. നിങ്ങളുടെ അഭിപ്രായം തന്നിരിക്കുന്ന ഓരോ ചോദ്യത്തിനുനേരെ ശരി/തെറ്റ് എന്നിവയ്ക്കായുള്ള ഏതെങ്കിലും ഒരു ബ്രായ്ക്കറ്റിൽ ടിക് മാർക്ക് (✓) ഉപയോഗിച്ച് രേഖപ്പെടു ത്തുക. പ്രസ്താവനകൾ വായിച്ച് ഉടൻതന്നെ മനസ്സിൽ തോന്നുന്നു ഉത്തരങ്ങളാണ് അടയാളപ്പെടു ത്തേ   ത്.

ചോദ്യാവലിയിൽ കൊടുക്കുന്ന ഉത്തരങ്ങൾ ഗവേഷണ പഠനങ്ങൾക്ക് മാത്രം ഉപയോഗി ക്കാനുള്ളതാണ്. അവ തികച്ചും സ്വകാര്യമായി സൂക്ഷിക്കുന്നതാണ്. ചോദ്യാവലിയിൽ മറ്റുയാ തൊന്നുംതന്നെ അടയാളപ്പെടുത്താതിരിക്കാൻ ശ്രദ്ധിക്കുക.

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1. ഒരു ദിവസം നന്നായി ആരംഭിക്കാൻ കഴിഞ്ഞാൽ അന്നത്തെ മറ്റെല്ലാ പ്രവൃത്തികളും   ശരി/തെറ്റ് നന്നായിരിക്കും.

2. നമ്മുടെ ഇഷ്ടമനുസരിച്ച് സുഹൃത്തുക്കളെ തിരഞ്ഞെടുക്കുവാൻ നമുക്ക് ധാരാളം   ശരി/തെറ്റ് അവസരങ്ങൾ ഉ   ്.

3. മറ്റുള്ളവർ ഏതു വിധത്തിൽ നമ്മെ ഇഷ്ടപ്പെടുന്നു എന്നത് നമ്മുടെ പെരുമാറ്റത്തെ   ശരി/തെറ്റ് ആശ്രയിച്ചാണിരിക്കുന്നത്.

4. ആകസ്മിക സംഭവങ്ങൾ ജീവിതത്തെ എന്തുമാത്രം സ്വാധീനിക്കുന്നു എന്നത് മിക്ക   ശരി/തെറ്റ് പേർക്കും അറിയില്ല.

5. എന്തിനുവേ   ി പരിശ്രമിക്കുന്നുവോ അതിനുള്ള അംഗീകാരം നമുക്ക് ജീവിതത്തിൽ   ശരി/തെറ്റ് ലഭിക്കാതിരിക്കില്ല.

6. യാദൃശ്ചിക സംഭവങ്ങൾ തങ്ങളുടെ പരീക്ഷാഫലത്തെ എത്രമാത്രം സ്വാധീനിക്കുന്നു   ശരി/തെറ്റ് വെന്ന് മിക്കവാറും വിദ്യാർത്ഥികൾ മനസ്സിലാക്കിയിട്ടില്ല.

7. മറ്റുള്ളവരുമൊത്ത് ഇണങ്ങിക്കഴിഞ്ഞുപോകാൻ കഴിയാത്തവർക്ക് മറ്റുള്ളവരെ   ശരി/തെറ്റ് തങ്ങളെ ഇഷ്ടപ്പെടുന്നവരാക്കാൻ കഴിയില്ല.

8. പരീക്ഷയ്ക്ക് നന്നായി തയ്യാറെടുത്തിട്ടുള്ള ഒരു വിദ്യാർത്ഥിയുടെ കാര്യത്തിൽ അനു   ശരി/തെറ്റ് ചിതമായ പരീക്ഷ എന്നൊന്നില്ല.

9. മറ്റൊരാൾ നിങ്ങളെ ആത്മാർത്ഥമായും ഇഷ്ടപ്പെടുന്നുേ   ാ ഇല്ലയോ എന്ന് കൃത്യ   ശരി/തെറ്റ് മായും അറിയാൻ വളരെ പ്രയാസമാണ്.

10. ഒരു വിധത്തിലും നാം ഉദ്ദേശിക്കുന്നതുപോലെ കാര്യങ്ങൾ നടക്കുകയില്ലാത്തതു   ശരി/തെറ്റ്
    കൊ ് നാം കഠിനമായി പ്രയത്നിക്കേ   ആവശ്യമില്ല.

11. ഭാഗ്യത്തേക്കാൾ പ്രോത്സാഹനമാണ് ഒരു ടീമിന്റെ വിജയത്തിന് വഴിയൊരുക്കുക.   ശരി/തെറ്റ്

12. നമ്മുടെ മതാപിതാക്കൾക്ക് ഏതിനോടുമുള്ള അഭിപ്രായം മാറ്റിയെടുക്കുക അസാദ്ധ്യ   ശരി/തെറ്റ്
    മാണ്.

13. നമ്മൾ ആവശ്യപ്പെട്ടാൽ സുഹൃത്തുക്കൾ സാധാരണയായി നമ്മെ സഹായിക്കും.   ശരി/തെറ്റ്

14. എന്റെ സമപ്രായക്കാരിൽ അധികവും എന്നേക്കാൾ ശക്തരാണ്.   ശരി/തെറ്റ്

15. മിക്ക പ്രശ്നങ്ങളും നല്ലരീതിയിൽ കൈകാര്യം ചെയ്യാനുള്ള ഏറ്റവും നല്ല വഴിക   ശരി/തെറ്റ്
    ളിലൊന്ന് അവയെക്കുറിച്ച് ചിന്തിക്കാതിരിക്കലാണ്.

16. കഠിനാദ്ധ്യാനം കൊ   ാണ് നല്ല കാര്യങ്ങൾ നടക്കുന്നത്.   ശരി/തെറ്റ്

17. എന്റെ സമപ്രായക്കാരിൽ ഒരുവൻ എന്റെ ശത്രുവായാൽ അവന്റെ മന:സ്ഥിതി മാറ്റി   ശരി/തെറ്റ്
    യെടുക്കുവാൻ എനിക്ക് ഒന്നുംതന്നെ ചെയ്യുവാൻ കഴിയുകയില്ല.

18. സാധാരണയായി ഒരു കാരണവും കൂടാതെയാണ് മറ്റുള്ളവർ എന്നോട് സംസ്ക്കാര   ശരി/തെറ്റ്
    ശൂന്യമായി പെരുമാറാറുള്ളത്.

19. ഒരാൾക്ക് എന്നെ ഇഷ്ടമില്ലാതെ വന്നാൽ അതിനെതിരായി എനിക്കൊന്നുംതന്നെ   ശരി/തെറ്റ്
    ചെയ്യാൻ കഴിയില്ല.

20. ജീവിതത്തിൽ എന്തുമാത്രം പ്രയത്നിക്കുന്നു എന്നതിനനുസരിച്ച് മാത്രമാണ് എന്തു   ശരി/തെറ്റ്
    കിട്ടുന്നു എന്ന് നിർണ്ണയിക്കപ്പെടുന്നത്.

21. ആഗ്രഹിക്കുന്നതും, യഥാർത്ഥത്തിൽ കിട്ടുന്നതും തമ്മിൽ കാര്യമായ ബന്ധം ഉ   ാ   ശരി/തെറ്റ്
    കാറില്ല.

22. നമ്മുടെ കഴിവില്ലായ്മയുടെ, അറിവില്ലായ്മയുടെ, മുടിയുടെ അല്ലെങ്കിൽ ഇവ മൂന്നി   ശരി/തെറ്റ്
    ന്റെയും അനന്തരഫമാണ് നമുക്കു   ാകുന്ന മിക്ക ദൗർഭാഗ്യങ്ങളും.

23. മറ്റുള്ളവരുടെ ഇഷ്ടം നേടിയെടുക്കാനായി കഠിനപ്രയത്നം ചെയ്യുന്നതിൽ അർത്ഥമി   ശരി/തെറ്റ്
    ല്ല. അവർ നമ്മെ ഇഷ്ടപ്പെടുന്നെങ്കിൽ ഇഷ്ടപ്പെടുക തന്നെ ചെയ്യും.

24. ദേശീയാടിസ്ഥാനത്തിലും പ്രാദേശികാടിസ്ഥാനത്തിലും ദുഷിച്ച സർക്കാരു   ാവുന്ന   ശരി/തെറ്റ്
    തിന്റെ ഉത്തരവാദിത്വം അവിടുത്തെ ജനങ്ങൾക്കു തന്നെയാണ്.

25. വിവാഹം സ്വർഗ്ഗത്തിൽ നടക്കുന്നുവെന്ന് ഞാൻ വിശ്വസിക്കുന്നു   ശരി/തെറ്റ്

26. എന്റെ സമപ്രായക്കാരായ ആരെങ്കിലും എന്നെ ഉപദ്രവിക്കാൻ തീരുമാനിക്കുകയാ   ശരി/തെറ്റ്
    ണെങ്കിൽ അവരെ അതിൽ നിന്നും പിന്തിരിപ്പിക്കാൻ എനിക്കൊന്നും തന്നെ ചെയ്യാൻ
    കഴിയില്ല.

27. എന്നെ സംബന്ധിച്ചിടത്തോളം എനിക്ക് വേ   ത് കിട്ടുന്നതിൽ ഭാഗ്യത്തിന്   ശരി/തെറ്റ്
    യാതൊരു സ്ഥാനവും ഇല്ല തന്നെ.

28. ഭാഗ്യം എന്നൊന്ന് ആർക്കും ഇല്ല.   ശരി/തെറ്റ്

29. എന്തെങ്കിലും തീരുമാനങ്ങൾ എടുക്കേ   മിക്ക സന്ദർഭങ്ങളിലും ഞാൻ എന്റെ   ശരി/തെറ്റ്
    ഭാഗ്യനിലയെ ആശ്രയിക്കാറില്ല.

30. മനുഷ്യർക്ക് നിർഭാഗ്യം ഉാവുന്നത് അവരുടെ തെറ്റായ പ്രവൃത്തികൾ കൊാണ്   ശരി/തെറ്റ്

31. അനിയന്ത്രിതമായ ബാഹ്യശക്തികളാണ് മനുഷ്യർക്കുാവുന്ന പല ദു:ഖസംഭവ   ശരി/തെറ്റ്
    ങ്ങൾക്കും ഭാഗികമായിട്ടെങ്കിലും കാരണമാകുന്നത്.

32. ആർക്കാണ് ശരിയായ പദവിയിൽ ആദ്യം എത്തിച്ചേരാനുള്ള ഭാഗ്യം ഉാവുന്നത്   ശരി/തെറ്റ്
    എന്നതിനെ ആശ്രയിച്ചാണ് ആരാണ് വലിയവൻ എന്ന് നിശ്ചയിക്കപ്പെടുന്നത്.

33. പരിപാടികൾ ആസൂത്രണം ചെയ്യുമ്പോൾ അവ പ്രാബല്യത്തിൽ കൊുവരാൻ കഴി   ശരി/തെറ്റ്
    യുന്നവയായിരിക്കുമെന്ന് എനിക്ക് തീർച്ച ഉായിരിക്കും.

34. ഒരാളുടെ ആഗ്രഹങ്ങളും കഴിവുകളുമാണ് അയാളുടെ ജീവിതത്തിന്റെ ഗതി നിർണ്ണ   ശരി/തെറ്റ്
    യിക്കുന്നത്.

35. എന്റെ മാതാപിതാക്കളാണ് എനിക്കു വേി കാര്യങ്ങൾ തീരുമാനിക്കുന്നത്.   ശരി/തെറ്റ്

36. ഓരോ വ്യക്തിയിലും അയാളുടെ ഭാവി തീരുമാനിക്കാനുള്ള കഴിവ് കുടികൊള്ളുന്നു   ശരി/തെറ്റ്
    .

37. സാധാരണ പൗരന്റെ വിജയം കഠിനാദ്ധ്വാനത്തെ ആശ്രയിച്ചാണ് ഇരിക്കുന്നത്, ഭാഗ്യ   ശരി/തെറ്റ്
    ത്തിന് അതിൽ കാര്യമായ പങ്ക് ഒന്നും തന്നെയില്ല.

38. സംഭവിക്കാനുള്ളത് സംഭവിക്കുക തന്നെ ചെയ്യുന്നത് മിക്കപ്പോഴും ഞാൻ കിട്ടു   ശരി/തെറ്റ്
    .

39. ഭാഗ്യനിർഭാഗ്യങ്ങൾക്കനുസരിച്ച് കാര്യങ്ങൾ മാറുമെന്നുള്ളതുകൊ വളരെ   ശരി/തെറ്റ്
    മുൻകൂട്ടി കാര്യങ്ങൾ പ്ലാൻ ചെയ്യുന്നതു ബുദ്ധിയല്ല.

40. വേത്ര പരിശ്രമിച്ചാൽ രാഷ്ട്രീയ അഴിമതികൾ തുടച്ചുമാറ്റാൻ നമുക്കു കഴിയും.   ശരി/തെറ്റ്

41. എനിക്കു സംഭവിക്കുന്ന പല കാര്യങ്ങളുടെ മേലും എനിക്ക് വളരെക്കുറച്ച് സ്വാധീനം   ശരി/തെറ്റ്
    മാത്രമേയുള്ളൂ എന്ന് മിക്കപ്പോഴും തോന്നാറു്.

42. വാദിച്ച് എന്നെ വിഡ്ഢിയാക്കാൻ മറ്റുള്ളവർക്ക് എളുപ്പം കഴിയുന്നു.   ശരി/തെറ്റ്

43. നേതൃത്വം നിശ്ചയിക്കപ്പെടുന്നത് പരിശീലനത്തലൂടെയോ കഠിനപ്രയത്നത്തിലൂ   ശരി/തെറ്റ്
    ടെയോ അല്ല, മറിച്ച് ജന്മസിദ്ധിയിലൂടെയാണ്.

44. പ്രവർത്തനപദ്ധതികളേക്കാൾ ഗ്രഹനിലയാണ്. ഒരാളുടെ ജീവിതത്തെ കൂടുതൽ   ശരി/തെറ്റ്
    നിയന്ത്രിക്കുന്നത്.

45. ഞാൻ ജാതകഫലങ്ങൾ വായിക്കുകയും ആ പ്രവചനങ്ങളിൽ ധാരാളം സത്യം അട   ശരി/തെറ്റ്
    ങ്ങിയിരിക്കുന്നുവെന്ന് വിശ്വസിക്കുകയും ചെയ്യുന്നു.

46. നാളെ നടക്കാവുന്ന ഒട്ടുമിക്ക സംഭവങ്ങളേയും ഇന്നത്തെ നമ്മുടെ പ്രവൃത്തികൊ   ശരി/തെറ്റ്
    നിയന്ത്രിക്കാൻ കഴിഞ്ഞേക്കും.

(മുഴുവൻ പ്രസ്താവനകൾക്കും നിങ്ങൾ ഉത്തരമെഴുതിയിട്ടുാ എന്ന് ഒന്നുകൂടി പരിശോധി
ക്കുക)

താങ്കളുടെ സഹകരണത്തിനു നന്ദി

DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF CALICUT
Answer Sheet for L.C.Q.
(ഉത്തരം ഇതിൽ മാത്രം രേഖപ്പെടുത്തുക)

	ശരി	തെറ്റ്			ശരി	തെറ്റ്			ശരി	തെറ്റ്
1.	( )	( )		17.	( )	( )		33.	( )	( )
2.	( )	( )		18.	( )	( )		34.	( )	( )
3.	( )	( )		19.	( )	( )		35.	( )	( )
4.	( )	( )		20.	( )	( )		36.	( )	( )
5.	( )	( )		21.	( )	( )		37.	( )	( )
6.	( )	( )		22.	( )	( )		38.	( )	( )
7.	( )	( )		23.	( )	( )		39.	( )	( )
8.	( )	( )		24.	( )	( )		40.	( )	( )
9.	( )	( )		25.	( )	( )		41.	( )	( )
10.	( )	( )		26.	( )	( )		42.	( )	( )
11.	( )	( )		27.	( )	( )		43.	( )	( )
12.	( )	( )		28.	( )	( )		44.	( )	( )
13.	( )	( )		29.	( )	( )		45.	( )	( )
14.	( )	( )		30.	( )	( )		46.	( )	( )
15.	( )	( )		31.	( )	( )				
16.	( )	( )		32.	( )	( )				

APPENDIX IV

PERSONAL DATA SHEET

Age:

Sex   : Male/Female

Class   : Plus-one/Plus-two

Subject of Study : Humanities/Science/Commerce

APPENDIX V

INFORMED CONSENT FROM THE PARTICIPANTS

I am currently a research scholar in the Department of Psychology University of Calicut. I my research I invite you take part in my study. I am carrying out a study to improve and creating positive mental health. The benefit of the study is that you can improve your confidence and certain aspects that are important part in your life. The methods used in the study are games, role plays. You are encouraged to ask questions or raise concerns at any time about the nature of the study and the methods I am using. The duration of this programme is 8 months and you have the right to withdraw at any time during the programme. This study will not be collecting or retaining any information about your identity. The records of this study will be strictly confidential.

INFORMED CONSENT FROM THE PARENTS OF THE PARTICIPANTS

I am currently a research scholar in the department of psychology, university of Calicut. The purpose of the study is to increase positive mental health. The total duration of the study is 8 months. The study will be conducted nearby auditorium of the school. Your child identity will not be revealed and your child is free to withdraw at any time during the programme.

CONSENT FORM

I_____agree to participate in the research study. The purpose and nature of the study of the study has been explained to me. I have no hesitation to participate in the programme and I am participating. I understand that I can withdraw from the study at any time. I agree to allow my child to participate in the research

----

(Participant signature)   Date:............

 I agree to allow my child to participate in the research

(Parent's Signature)   Date : ....

(Investigators signature)   Date: ....

Passive, Aggressive, Assertive

Passive

Aggressive

Assertive

COMMUNICATION STYLES

PASSSIVENESS → ASSERTIVENESS ← AGGRESSIVENESS
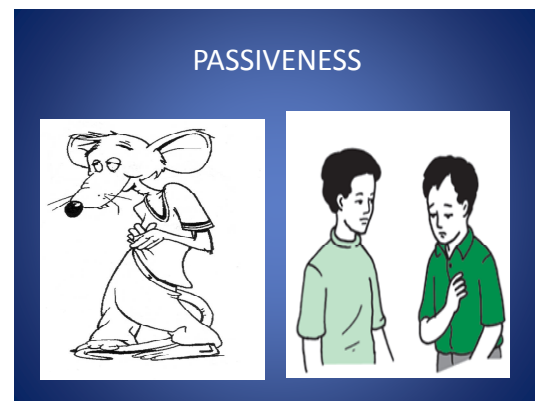
PASSIVENESS

PASSIVENESS

- Allows other people to make choice of your life.
- Does not give you the opportunity to let others know what you want.
- Undervaluing personal needs and beliefs
- Always placing other's needs as first, at the expense of oneself
- Remaining inactive in situations where personal needs and feelings are ignored

- Suffering silently
- Blaming oneself for negative feelings in life
- Listening only to others
- Hesitating to express negative feelings
- Avoid problems

Assertiveness

- Being unafraid to ask for help when you need it
- Standing up for your self
- Expressing your thoughts, feelings and needs
- Respectful to oneself as well to others

- Considering one's own self as well as others
- Being confident and polite
- Talking as well as listening
- Expressing negative as well as positive
- Standing for one's own rights without domination of others

- Have the courage to take a stand.
- Deal with conflict openly and fairly.
- Get your needs satisfied.
- Have healthier relationship with others.
- Resolve problems and conflicts positively.

Passive – I lose you win
Aggressive- I win you lose
Assertive- I win you win

APPENDIX VII

PASSIVENESS

LOOKING DOWN

HIDING FACE WITH HAND

TALKING QUIETLY

COVERING MOUTH WITH HAND

AGGRESSIVENESS

SHOUTING

POINTING FINGERS ON OTHERS

Assertiveness
Responsible Communication

Assertive Body language

Eye-Contact

SMILING

SAYING NO

NO

LISTENING

OPEN-HANDED
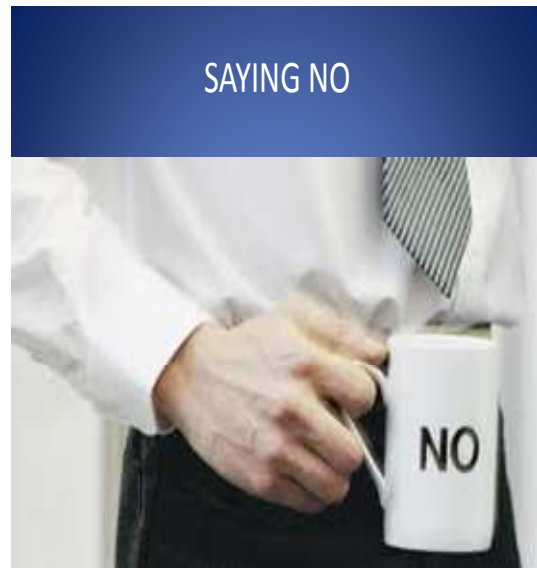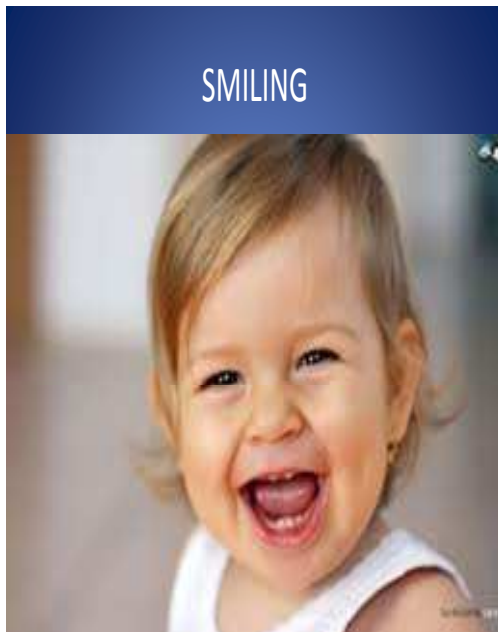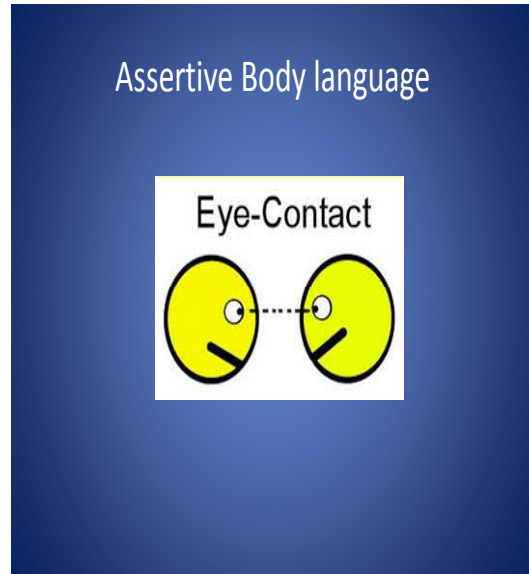
Relaxed voice

Fluent

Tone in middle range

Sincere and clear

Not over-loud or quiet

• IMPORTANCE OF ASSERTIVENESS

INCREASE SELF CONFIDENCE

APPENDIX VII

TIPS FOR SAYING NO

Strategies that can be adopted
- Polite refusal
- Give reason
- Walk away
- Give an alternative
- Avoid the situation
- Wait for the question

- Don't ask permission to say
- Decide on your wording
- Don't defend yourself or make excuses
- For every reason to say 'No', someone will find a reason to push you to say 'Yes'.

Tips for making request

- You have the right to ask.
- If you do not make your want know you might miss out on something that is important to you
- Some people demand in a shouting manner or fight (aggressive).
- Others say nothing and hope it will happen (Passive) and
- other asks straight out (assertive)

- Be clear and straight forward
- Be clear in you mind about what you want to say
- Say directly what you want
- Speak with a confident and natural tone of voice
- Make eye contact

STEPS FOR GIVING COMPLIMENT

- Think of the exact words you want to use before you give the compliment
- Be specific about the compliment
- Smile and be enthusiastic while giving compliment
- Be appropriate
- Mean what you say

STEPS TO RESPONDING TO COMPLIMENTS ASSERTIVELY

- Look at the other person
- Listen to what he or she is saying
- Smile when receiving the compliment
- Don't interrupt
- Say thanks

Tips for handling criticism

- Relax
- Agree with it when it is true
- Listen and wait
- Ask for clarification
- Take time
- Say nothing

APPENDIX XII

Dealing With Anger

- Anger is often associated with frustration
- Anger becomes a problem when it creates trouble for you with other people, your wo your health, day-to-day living or the law.
- When you are ANGRY and UPSET remember…

What is Anger?

- Anger is normal – everyone gets angry from time to time
- Anger is a feeling.
- Anger can affect the way we act.
- Anger makes us feel emotional.
- Anger makes us act in certain ways based on what we have learned in the past.
- Anger can be connected to other emotions, like fear, frustration, hurt, pain, and helplessness.

Causes of Anger

- External
- Frustration
- Irritation
- Abuse
- Tension/stress

Tips to reduce anger

Assess what's bugging you
- Identify the source of your anger
- Once you've identified the source you're more capable of managing your anger
- Don't be afraid of humility – the source might involve some internal factors.
- If anger is not recognized and managed it can continue to build and cause much distress.

Cool off and keep you cool
- Stop and count to 10 before you say or do anything.
- Leave the situation and take a "time out".
- Control your breathing: breathe in for 5 counts through nose, exhale for 5 counts through mouth (repeat 3 times.)
- Stretch to help relax your muscles to help you feel calmer.
- Use imagery by visualizing a relaxing experience.
- Return to the situation when you feel able to resolve things constructively.

- Write the problem down on paper.

- Think it through. Ask yourself: what really happened? How was I triggered? What were my cues.
- Channel Your Energy to other activities

APPENDIX XIII

PALLAVI STORY

Story is as follows "Once upon a time there lived a girl named Pallavi. Pallavi lost her mother two years back and she and her father live together in a small house. Her father always de-motivates and scolds her saying that "You look so ugly you cannot cook properly, you cannot take care of household matters, No one will marry you." A custom prevailed in that village. The bridegroom would give cows to the girl's father at the time of weddings. Number of cows varied according to the girl's accomplishment. Pallavi's father told her that no one would give him even one cow. I have to give two cows to marry you off. Pallavi felt very sad, she walked with her head bowed. She was scared of even her own shadow.

John happened to see Pallavi when he came for a business. He liked her and approached Pallavi's father. Pallavi's father demanded five cows to marry his daughter. All the villagers who assembled at Pallav's house laughed when they heard Pallavi's father's demand. John said that he would give eleven cows and left the village. Pallavi's father said, "He will not be coming back. When he reaches home he will think that he had made a foolish offer and your marriage will be cancelled."

Next day John came and brought eleven cows along with him and gave it to Pallavi's father and married her. After one year Pallavi came back to her home. None in the village was able to recognize her because she was totally changed. She walked with a lift of her shoulders and sparkle in her eyes. When her father saw this he said, "If I know my daughter is capable, I would ask for two or more cows"

APPENDIX XIV

SELF ESTEEM ENHACEMENT PROGRAMME

SELF ESTEEM

- HOW WE VALUE OURSELVES

POSITIVE SIGNS OF SELF ESTEEM

- Confidence
- Self-direction
- Non-blaming behavior
- An awareness of personal strengths
- An ability to make mistakes and learn from them
- •An ability to accept mistakes from others
- Optimism
- An ability to solve problems
- An independent and cooperative attitude
- •Feeling comfortable with a wide range of emot
- An ability to trust others
- A good sense of personal limitations
- Good self-care

SIGNS OF LOW SELF ESTEEM

- Negative view of life
- Perfectionist attitude
- Mistrusting others – even those who show signs of affection
- Blaming behavior
- Fear of taking risks
- Feelings of being unloved and unlovable
- Dependence – letting others make decisions
- Fear of being ridiculed

ASK YOURSELF

- What do I like about who I am?
- What characteristics do I have that are positive?
- What are some of my achievements?
- What are some challenges I have overcome?
- What are some skills or talents that I have?
- What do others say they like about me?
- What are some attributes I like in others that I also have in common with?
- • What do I think are bad qualities? What bad qualities do I not have

ASK YOURSELF

- What do I like about who I am?
- What characteristics do I have that are positive?
- What are some of my achievements?
- What are some challenges I have overcome?
- What are some skills or talents that I have?
- What do others say they like about me?
- What are some attributes I like in others that I also have in common with?
- • What do I think are bad qualities? What bad qualities do I not have

- positive and taking pride in themselves, their assets and
- accomplishments, and consequently developing a real sense of personal competence.
- Healthy self-esteem is based on both competence and self-respect. It
- can be defined as having confidence in one's ability to deal with life's challenges

- feeling worthy of respect, achievement and happiness. The five elements
- of self-esteem involve a sense of:
- security
- identity
- belonging
- purpose
- competence.

APPENDIX XV

Locus of Control

Figure 1: Locus of Control

External
Locus of Control

Internal
Locus of Control

Outcomes outside your
control – determined by
"fate" and independent of
your hard work or
decisions

Outcomes within your
control – determined by
your hard work,
attributes or decisions
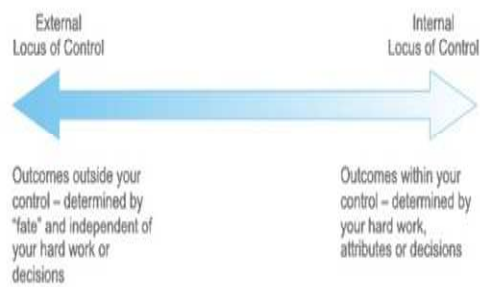
- The extent to which a person believes they have power over their successes and/or failures in life.

- **Internal locus of control**: generalized expectancy that individual's actions will lead to desired outcome-achievement oriented and high achievers

- **External locus of control**: belief that things outside of individual determine whether a desired outcome will occur based on-less independent, depressed, stressed-hand over control to:
  – Powerful others
  – Luck or Chance

Locus of Control

- Found to be important in:
  – Academic Performance
  – Career Choices, Performance and Status
  – Social Relationships
  – Physical Health
  – Psychological Health

Internal locus of control

- Lower anxiety
- Independent
- Better academic achivement
- Search for Information
- Ability to control themselves
- Work Hard
- Take risk

External Locus of Control

- Individual believes that his/her behaviour is guided by fate, luck, or other external circumstances
- Tends to attribute reason to self than to others
- Develop helplessness

APPENDIX XVI

COMMUNICATION WITH PARENTS

- **Do your best in school**
- **Do whatever you are asked, even if you don't want to**
- **Don't talk back**
- **Be responsible**
- **Always be polite and respectful toward your parents.**

- Before you can make the change, you must understand that your parents are adults, and you are a child, they are adults and you must respect your elders, you can never be truly well behaved unless you respect your elders.
- Never hurt your parents
- Express you love towards parents through your actions

RESPECT PARENTS

- **Listen when your parent is talking to you.**
- **Respect things that your parents say to you**
- **If you feel your parents are giving you too much overload, then tell them**
- Do not ignore your parents.
- Do not lie to your parents. The truth will come out eventually

RELATIONSHIP WITH PARENTS

- Always respect your parents because they ultimately know what is best for you.
- Always be honest to your parents because if anything happens at least they know.
- Always help your parents while doing any work.
- Always remember that your relationship with your parents will comfort you.
- Listen to your parents at all times.
- It's still prominent to take those core values that you inherited from your parents and use them for yourself.
- When its time to leave home, you know you can do what you want.

APPENDIX XIX

FEEDBACK FORM

1.   What do you learned from this training programme

2.   What did you enjoy most about this training programme

3.   What did you find difficult about this Programme

4.   Do you feel that participation in this session made changes in your beliefs confidence

5.   Determine how what you learned my useful in the future

6.   Do you think you have any improvement which area

7.   Do you have any positive feeling about yourself after this training Programme if yes in which way

8.   What could be added in the training

9.   What suggestion do you have for improving the next training programme

10.   What do you believe the main strength of the programme

11.   Do you like the training methodologies used

12.   How was the trainer communication skill

13.   How was the trainer facilitation skills

14.   How was the trainer teaching

15.   Is there anything you want to say about the programme

APPENDIX XX

PERCEIVED PARENTING STYLE SCALE (DRAFT)
Divya T.V. & Dr. K. Manikandan
Department of Psychology
University of Calicut
2013

നിർദ്ദേശങ്ങൾ

  നിർദ്ദേശങ്ങൾ: മാതാപിതാക്കൾ നിങ്ങളോട് പെരുമാറുന്ന ചില രീതികളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. അവ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങൾ എത്രമാത്രം യോജി ക്കുന്നു എന്ന് തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിൽ രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയ്ക്കും A, B, C, D, E എന്നിങ്ങനെ അഞ്ച് ഉത്തരങ്ങൾ കൊടുത്തിട്ടുണ്ട് 'A' എന്നാൽ ശക്തിയായി യോജിക്കു ന്നു, 'B' യോജിക്കുന്നു, 'C' വ്യക്തമായി ഉത്തരമില്ല, 'D' വിയോജിക്കുന്നു, 'E' ശക്തിയായി വിയോജിക്കുന്നു എന്നതിനേയും സൂചിപ്പിക്കുന്നു. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം A, B, C, D, E ഇവയിൽ ഏതെങ്കിലും ഒന്നിന്റെ താഴെയുള്ള വൃത്തത്തിൽ നിങ്ങളുടെ ഉത്തരം ഒരു '✓' മാർക്ക് കൊണ്ട് രേഖപ്പെടുത്തുക. ദയവായി എല്ലാ പ്രസ്താവനകൾക്കും ഉത്തരം എഴുതുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതാണ്.

Instructions: The following statements depict the way parents behave with their children. Please read the following statements carefully and mark your agreement in the answer sheet provided. Respond to each statement which is true to your life. There are the Five (5) possible answers provided for each question viz: 1) Strongly Agree, 2) Agree, 3) Neutral 4) Disagree and 5) Strongly Disagree. Select one among them for each question and put a 'X' mark in the corresponding number in the answer sheet. Your response will be used only for research purpose and be kept confidential.

Sl. No.	Statements പ്രസ്താവനകൾ
1.	Tried to understand what is right and wrong
	തെറ്റും ശരിയും മനസ്സിലാക്കി തരാറുണ്ട്
2.	All work doing are seeing in a criticize manner
	ചെയ്യുന്ന എല്ലാ കാര്യങ്ങളും വിമർശനബുദ്ധിയോടെയാണ് കാണുന്നത്
3.	I have full liberty to do what I wish
	എനിക്ക് ഇഷ്ടത്തിന് എന്തും ചെയ്യാനുള്ള സ്വാതന്ത്ര്യമുണ്ട്
4.	I used to attend friends when they come at home
	കൂട്ടുകാർ വീട്ടിൽ വന്നാൽ അവരെ ശ്രദ്ധിക്കാറുണ്ട്
	മറ്റുള്ളവരുമായി താരതമ്യപ്പെടുത്തി സംസാരിക്കാറുണ്ട്
5.	Compare with others
	അത്യാവശ്യ ഘട്ടങ്ങളിൽപ്പോലും എന്നെ സഹായിക്കാൻ സമയം കണ്ടെ ത്താറില്ല

6.	Never find time to help me in urgent necessary
	പരീക്ഷയിൽ വിജയിച്ചാൽ എന്നെ പ്രശംസിക്കും
7.	Do praised when passed exam
	എന്റെ പഠനസമയം മാതാപിതാക്കൾ മുൻകൂട്ടി തീരുമാനിക്കാറുണ്ട്
8.	My study time is being pre-fixed by my parents
9.	Not assisting to do routine work
	ദിനചര്യകൾ കൃത്യമായി പാലിക്കാൻ സഹായിക്കാറില്ല
10.	Encouraging to participate cultural and sport competition
	കലാകായിക മത്സരങ്ങളിൽ പാലിക്കാൻ പ്രോത്സാഹിപ്പിക്കും
11.	Advised to insist to obey law and rules
	നിയമങ്ങളും നിബന്ധനകളും പാലിക്കാൻ നിഷ്കർഷിക്കാറുണ്ട്
12.	I get punishment very rarely on mistake
	തെറ്റുകൾ ചെയ്താൽ അപൂർവമായി മാത്രമേ ശിക്ഷിക്കാറുള്ളൂ
13.	My opinion will take into account
	എന്റെ അഭിപ്രായങ്ങളും ആശയങ്ങളും കണക്കിലെടുക്കും.
14.	Keep over expectation of my abilities
	എന്റെ കഴിവുകളിൽ അമിത പ്രതീക്ഷ വച്ചു പുലർത്തുന്നുണ്ട്
15.	Never do guidance while engaging
	കാര്യങ്ങൾ ചെയ്യുമ്പോൾ മാർഗനിർദ്ദേശങ്ങൾ തരാറില്ല
16.	Freedom is given to discuss all matters
	ഏതുകാര്യവും ചർച്ച ചെയ്യാനുള്ള സ്വാതന്ത്ര്യമുണ്ട്
17.	Insist to do work at the appropriate time
	കൃത്യസമയത്ത് എല്ലാ കാര്യങ്ങളും ചെയ്യാൻ നിഷ്കർഷിക്കും
18.	Never tried to enquire what I was doing with my friends
	കൂട്ടുകാരുമായി ചേർന്ന് ഞാൻ എന്തൊക്കെയാണ് ചെയ്യുന്നത് എന്ന് അന്വേഷിക്കാറില്ല
19.	Used to enquire when I am facing problems
	ഏതെങ്കിലും വിഷമം ഉണ്ടായാൽ അത് എന്താണ് എന്ന് അന്വേഷിക്കും
20.	Scold and beat me in front of others
	മറ്റുള്ളവരുടെ മുൻപിൽവച്ച് എന്നെ ചീത്തപറയുകയും അടിക്കുകയും ചെയ്യും
21.	Do not tried to enquire about my decisions
	എന്റെ തീരുമാനങ്ങളെ അന്വേഷിച്ചറിയാൻ ശ്രമിക്കാറില്ല
22.	Affection and love are always provided by parents
	പരിചരണവും സ്നേഹവും മാതാപിതാക്കളിൽ നിന്ന് ലഭിക്കാറുണ്ട്
23.	Sometimes I feel I was denied love
	പലപ്പോഴും സ്നേഹം നിഷേധിക്കുന്നതുപോലെ തോന്നാറുണ്ട്
24.	Nothing doing for me materalising my needs
	ആവശ്യങ്ങൾ നിറവേറ്റുന്നതിന് വേണ്ടി ഒന്നും തന്നെ ചെയ്തുതരാറില്ല
25.	Do object excessive use of mobiles and computers
	മൊബൈൽഫോൺ, കമ്പ്യൂട്ടർ എന്നിവ അമിതമായി ഉപയോഗിക്കുന്നത് വിലക്കും

26.	Never support opinion or ideas
	അഭിപ്രായങ്ങളേയും ആശയങ്ങളെയും പിൻതാങ്ങാറില്ല
27.	Never use to make convenient atmosphere for study
	പഠനത്തിന് ഉതകുന്ന അന്തരീക്ഷം ഒരുക്കിത്തരാൻ ശ്രമിക്കാറില്ല
28.	Tried to prompt own decisions
	സ്വന്തമായി തീരുമാനങ്ങളെടുക്കാൻ പ്രേരിപ്പിക്കാറുണ്ട്
29.	While taking tried to accuse me on trifle matters
	ചെറിയ ചെറിയ കാര്യങ്ങൾക്കു പോലും എന്നെ കുറ്റപ്പെടുത്തി സംസാരിക്കാറുണ്ട്
30.	Freedom for free movement without permission
	ചോദിക്കാതെ എവിടേയും പോകാനുള്ള സ്വാതന്ത്ര്യമുണ്ട്
31.	Assist me when I need help
	എനിക്ക് ആവശ്യമുള്ള ഘട്ടങ്ങളിൽ മാതാപിതാക്കളിൽ നിന്ന് സഹായസഹകരണങ്ങൾ ലഭിക്കാറുണ്ട്
32.	Behave strictly to me
	എന്നോട് കർക്കശമായി പെരുമാറാറുണ്ട്
33.	Never tried to enquire my difficulties and final solutions
	അസ്വസ്ഥകൾ അന്വേഷിച്ച് അറിയാനോ പരിഹാരമാർഗ്ഗങ്ങൾ നിർദ്ദേശിക്കാനോ ശ്രമിക്കാറില്ല
34.	Opinion will consider when important decision being taken at home
	വീട്ടിൽ സുപ്രധാന കാര്യങ്ങളിൽ തീരുമാനം എടുക്കുമ്പോൾ എന്റെ അഭിപ്രായം പരിഗണിക്കും
35.	Scold me when I am unable to come up with their expectations
	പ്രതീക്ഷയ്ക്ക് അനുസരിച്ച് ഉയർന്നില്ലെങ്കിൽ എന്നെ വഴക്കുപറയാറുണ്ട്
36.	Never tried to enquire my standard of studying
	പഠനനിലവാരത്തെക്കുറിച്ച് അന്വേഷിച്ചറിയാൻ ശ്രമിക്കാറില്ല
37.	Guide my conduct as well as my study to the right direction
	പഠനത്തേയും സ്വഭാവത്തേയും ശരിയായ ദിശയിലേക്ക് കൊണ്ടുപോകാൻ സഹായിക്കും
38.	Accused me when I am not doing any matter in the correct manner
	ഒരു കാര്യവും ശരിയായ രീതിയിൽ ചെയ്യുന്നില്ല എന്നുപറഞ്ഞ് കുറ്റപ്പെടുത്താറുണ്ട്
39.	Never asked my likes and dislikes
	എന്റെ താൽപര്യങ്ങളോ ഇഷ്ടങ്ങളോ ചോദിച്ചറിയാൻ ശ്രമിക്കാറില്ല
40.	Meet my teachers at my school and evaluate my study
	സ്കൂളിൽ വന്ന് അദ്ധ്യാപകരുമായി സംസാരിച്ച് എന്റെ പഠനനിലവാരം വിലയിരുത്താറുണ്ട്
41.	Scold me when I did not reach home after school
	സ്കൂളിൽ നിന്ന് കൃത്യസമയത്ത് വീട്ടിൽ തിരിച്ചെത്താതിരുന്നാൽ കാരണം അന്വേഷിക്കാതെ വഴക്ക് പറയാറുണ്ട്
42.	Considered my success as very simple
	എന്റെ വിജയങ്ങളെ വളരെ നിസ്സാരമായി കണക്കാക്കുന്നു

43.	Used to spend holidays with me
	ഒഴിവ് സമയങ്ങളിൽ എന്നോടൊപ്പം ചിലവഴിക്കും
44.	Used to impose control to each of my work I am doing
	ഞാൻ ചെയ്യുന്ന എന്ത് കാര്യത്തിനും നിയന്ത്രണങ്ങൾ ഏർപ്പെടുത്താറുണ്ട്
45.	Never tired to enquire my aim and ability
	എന്റെ കഴിവുകളോ ലക്ഷ്യങ്ങളോ അന്വേഷിച്ചറിയാറില്ല

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Answer Sheet – Perceived Parenting Styles Scale

Sl. No	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Sl. No	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Sl. No	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.						2.						3.					
4.						5.						6.					
7.						8.						9.					
10.						11.						12.					
13.						14.						15.					
16.						17.						18.					
19.						20.						21.					
22.						23.						24.					
25.						26.						27.					
28.						29.						30.					
31.						32.						33.					
34.						35.						36.					
37.						38.						39.					
40.						41.						42.					
43.						44.						45.					

<div align="right">**APPENDIX XXI**</div>

PERCEIVED PARENTING STYLE SCALE (FINAL)
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2013

നിർദ്ദേശങ്ങൾ: മാതാപിതാക്കൾ നിങ്ങളോട് പെരുമാറുന്ന ചില രീതികളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. അവ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങൾ എത്രമാത്രം യോജിക്കുന്നു എന്ന് തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിൽ രേഖപ്പെടു ത്തുക. ഓരോ പ്രസ്താവനയ്ക്കും A, B, C, D, E എന്നിങ്ങനെ അഞ്ച് ഉത്തരങ്ങൾ കൊടുത്തിട്ടുണ്ട് 'A' എന്നാൽ ശക്തിയായി യോജിക്കുന്നു, 'B' യോജിക്കുന്നു, 'C' വ്യക്തമായി ഉത്തരമില്ല, 'D' വിയോജിക്കുന്നു, 'E' ശക്തിയായി വിയോജിക്കുന്നു എന്നതിനേയും സൂചിപ്പിക്കുന്നു. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം A, B, C, D, E ഇവയിൽ ഏതെങ്കിലും ഒന്നിന്റെ താഴെയുള്ള വൃത്തത്തിൽ നിങ്ങളുടെ ഉത്തരം ഒരു '✓' മാർക്ക് കൊണ്ട് രേഖപ്പെടുത്തുക. ദയവായി എല്ലാ പ്രസ്താവന കൾക്കും ഉത്തരം എഴുതുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്ന താണ്.

Instructions: The following statements depict the way parents behave with their children. Please read the following statements carefully and mark your agreement in the answer sheet provided. Respond to each statement which is true to your life. There are the Five (5) possible answers provided for each question viz: 1) Strongly Agree, 2) Agree, 3) Neutral 4) Disagree and 5) Strongly Disagree. Select one among them for each question and put a 'X' mark in the corresponding number in the answer sheet. Your response will be used only for research purpose and be kept confidential.

1.	Capable of making me to understand about "Right" and "Wrong".
	തെറ്റും ശരിയും മനസ്സിലാക്കി തരാറുണ്ട്.
2.	View everything with a critical mind.
	ചെയ്യുന്ന എല്ലാകാര്യങ്ങളും വിമർശനബുദ്ധിയോടെയാണ് കാണുന്നത്.
3	Never find time for me to help during difficult situations.
	അത്യാവശ്യ ഘട്ടങ്ങളിൽപ്പോലും എന്നെ സഹായിക്കാൻ സമയം കണ്ടെത്താറില്ല.
4	Congratulate me when I pass the exams.
	പരീക്ഷയിൽ വിജയിച്ചാൽ എന്നെ പ്രശംസിക്കാറുണ്ട്.
5	I am compared with other friends / classmates.
	മറ്റുള്ളവരുമായി താരതമ്യപ്പെടുത്തി സംസാരിക്കാറുണ്ട്.

6	Never help me in doing day-to-day activities on time.
	ദിനചര്യകൾ കൃത്യമായി പാലിക്കാൻ സഹായിക്കാറില്ല.
7	My suggestions and ideas are considered.
	എന്റെ അഭിപ്രായങ്ങളും ആശയങ്ങളും കണക്കിലെടുക്കും.
8	Insult and beat me in front of others.
	മറ്റുള്ളവരുടെ മുൻപിൽവച്ച് എന്നെ ചീത്തപറയുകയും അടിക്കുകയും ചെയ്യും.
9	No directions are given while doing things.
	കാര്യങ്ങൾ ചെയ്യുമ്പോൾ മാർഗനിർദ്ദേശങ്ങൾ തരാറില്ല.
10	I have freedom to discuss about anything.
	ഏതുകാര്യവും ചർച്ച ചെയ്യാനുള്ള സ്വാതന്ത്ര്യമുണ്ട്.
11	I often feel that I am being rejected for affection.
	പലപ്പോഴും സ്നേഹം നിഷേധിക്കുന്നതുപോലെ തോന്നാറുണ്ട്.
12	No inquiries are made for the decisions taken by me.
	എന്റെ തീരുമാനങ്ങളെ അന്വേഷിച്ചറിയാൻ ശ്രമിക്കാറില്ല
13	During the crisis situation they inquire about it.
	എന്തെങ്കിലും വിഷമം ഉണ്ടായാൽ അത് എന്താണ് എന്ന് അന്വേഷിക്കും
14	Blame me even for minor things/issues.
	ചെറിയ ചെറിയ കാര്യങ്ങൾക്ക് പോലും എന്നെ കുറ്റപ്പെടുത്തി സംസാരിക്കാറുണ്ട്.
15	Never provide an atmosphere for my studies.
	പഠനത്തിന് ഉതകുന്ന അന്തരീക്ഷം ഒരുക്കിത്തരാൻ ശ്രമിക്കാറില്ല
16	I get love and care from parents.
	പരിചരണവും സ്നേഹവും മാതാപിതാക്കളിൽ നിന്ന് ലഭിക്കാറുണ്ട്.
17	Behave to me in a strict manner.
	എന്നോട് കർക്കശമായി പെരുമാറാറുണ്ട്.
18	Never do anything to satisfy my needs.
	ആവശ്യങ്ങൾ നിറവേറ്റുന്നതിന് വേണ്ടി ഒന്നുംതന്നെ ചെയ്തുതരാറില്ല.
19	Being pursued for taking my own decisions.
	സ്വന്തമായി തീരുമാനങ്ങളെടുക്കാൻ പ്രേരിപ്പിക്കാറുണ്ട്.
20	Being scolded for not coming up to their expectations.
	പ്രതീക്ഷയ്ക്ക് അനുസരിച്ച് ഉയർന്നില്ലെങ്കിൽ എന്നെ വഴക്കുപറയാറുണ്ട്.

21	Fail to inquire about the disturbances and suggest remedial measures.
	അസ്വസ്ഥകൾ അന്വേഷിച്ച് അറിയാനോ പരിഹാരമാർഗ്ഗങ്ങൾ നിർദ്ദേശിക്കാനോ ശ്രമിക്കാറില്ല.
22	My opinions are considered in all important decisions related to home.
	വീട്ടിൽ സുപ്രധാന കാര്യങ്ങളിൽ തീരുമാനം എടുക്കുമ്പോൾ എന്റെ അഭിപ്രായം പരിഗണിക്കും.
23	Blame me for not doing things properly.
	ഒരു കാര്യവും ശരിയായ രീതിയിൽ ചെയ്യുന്നില്ല എന്നുപറഞ്ഞ് കുറ്റപ്പെടുത്താറുണ്ട്.
24	No effort is made to know about the progress of my studies.
	പഠനനിലവാരത്തെക്കുറിച്ച് അന്വേഷിച്ചറിയാൻ ശ്രമിക്കാറില്ല.
25	Provide guidance in studies and suggest ways for character formation.
	പഠനത്തേയും സ്വഭാവത്തേയും ശരിയായ ദിശയിലേക്ക് കൊുപോകാൻ സഹായിക്കും.
26	Being scolded without knowing the reasons for late from the College.
	സ്കൂളിൽ നിന്ന് കൃത്യസമയത്ത് വീട്ടിൽ തരിച്ചെത്താതിരുന്നാൽ കാരണം അന്വേഷിക്കാതെ വഴക്ക് പറയാറുണ്ട്.
27	No inquiries are made about my likes and interests.
	എന്റെ താൽപര്യങ്ങളോ ഇഷ്ടങ്ങളോ ചോദിച്ചറിയാൻ ശ്രമിക്കാറില്ല.
28	At free time they spent time with me.
	ഒഴിവ് സമയങ്ങളിൽ എന്നോടൊപ്പം ചിലവഴിക്കും.
29	There is control over each of my activities.
	ഞാൻ ചെയ്യുന്ന എന്ത് കാര്യത്തിനും നിയന്ത്രണങ്ങൾ ഏർപ്പെടുത്താറുണ്ട്.
30	They will not inquire about my abilities and goals.
	എന്റെ കഴിവുകളോ ലക്ഷ്യങ്ങളോ അന്വേഷിച്ചറിയാറില്ല.

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF CALICUT
Answer Sheet – Perceived Parenting Styles Scale

Sl. No	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Sl. No	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Sl. No	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.						2.						3.					
4.						5.						6.					
7.						8.						9.					
10.						11.						12.					
13.						14.						15.					
16.						17.						18.					
19.						20.						21.					
22.						23.						24.					
25.						26.						27.					
28.						29.						30.					

APPENDIX XXII

ASSERTIVENESS SCALE (DRAFT)
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UNIVERSITY OF CALICUT
2012

നിർദ്ദേശങ്ങൾ

താങ്കളുടെ ചില സ്വഭാവരീതികളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഇതിൽ തെറ്റോ ശരിയോ ഇല്ല. ഓരോ പ്രസ്താവനയും വായിച്ചതിനുശേഷം നിങ്ങൾ അവയോട് എത്രമാത്രം യോജിക്കുന്നു, വിയോജിക്കുന്നു എന്ന് രേഖപ്പെടുത്തുക. നിങ്ങൾ 'ശക്തമായി യോജിക്കുന്നു' എങ്കിൽ 'SA' എന്ന കോളത്തിൽ 'x' മാർക്ക് ഇടുക. ഇതുപോലെ 'യോജിക്കുന്നു' എന്നാണെങ്കിൽ 'A' എന്ന കോളത്തിലും, 'അഭിപ്രായമില്ല' എന്നാണെങ്കിൽ 'N' എന്ന കോളത്തിലും, 'വിയോജിക്കുന്നു' എന്നാണെങ്കിൽ 'D' എന്ന കോളത്തിലും, 'ശക്തമായി വിയോജിക്കുന്നു' എങ്കിൽ 'SD' എന്ന കോളത്തിലും 'x' മാർക്ക് ഇടുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ ഗവേഷണാവ ശ്യത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ. എല്ലാ പ്രസ്താവനകൾക്കും അഭിപ്രാ യം രേഖപ്പെടുത്തുക.

Some statements are given below for the following two questionnaires. Indicate how much you agree with each statement, there are five response categories viz., A,B,C D and E.

A denotes 'strongly agree', B denotes 'agree' C denotes 'undecided;, D denotes 'disagree' and E denotes 'strongly disagree". After reading each statement, mark your answer with a ✓ mark in the appropriate circle. Please note select C only when you can't say clearly either you agree or disagree with a statement. Do not omit any statement. Your responses will be kept confidential.

SL. No	പ്രസ്താവനകൾ	SD	A	N	D	SD
1.	Feel ashamed due to my timidly in processing others and being praised					
	ലജ്ജകാരണം അനുമോദനങ്ങൾ നൽകുന്നതിനോ സ്വീകരിക്കുന്നതിനോ ഞാൻ മടി കാണിക്കാറുണ്ട്.					
2.	I stand for my claim always.					
	ഞാൻ എന്റെ അവകാശത്തിനായി നിലകൊള്ളാറുണ്ട്.					
3.	I compete with others while standing in my group.					
	ഗ്രൂപ്പിൽ നിന്നുകൊണ്ടുതന്നെ ഞാൻ മറ്റുള്ളവരോട് മത്സരിക്കാറുണ്ട്.					

SL. No	പ്രസ്താവനകൾ	SD	A	N	D	SD
4.	I used to make strictness to know for what purpose if they entrusted me to do a job.					
	എന്നോടെന്തെങ്കിലും ചെയ്യാനാവശ്യപ്പെട്ടാൽ അത് എന്തിനാണെന്നറിയാൻ ഞാൻ നിഷ്കർഷ പുലർത്താറുണ്ട്.					
5.	People make gains through me					
	ആളുകൾ എന്നിലൂടെ നേട്ടമുണ്ടാക്കാറുണ്ട്.					
6.	I used to enjoy as and when engaged conversation with others					
	അപരിചിതരുമായി സംഭാഷണത്തിൽ ഏർപ്പെടുന്നത് ഞാൻ ആസ്വദിക്കാറുണ്ട.					
7.	I find it difficult to start talking to members of opposite sex.					
	എതിർലിംഗത്തിൽപ്പെട്ടവരോട് എങ്ങനെ സംസാരിച്ചു തുടങ്ങണമെന്ന് ഓർത്ത് വിഷമിക്കാറുണ്ട്.					
8.	I avoid asking questions being afraid they may be considered as indiscretion					
	വിവേകശൂന്യമായി പോകുമെന്ന ഭയത്താൽ ചോദ്യങ്ങൾ ചോദിക്കുന്നത് ഞാൻ ഒഴിവാക്കാറുണ്ട്.					
9.	Even if when the elders are wrong I find difficult to react immediately					
	മുതിർന്നവർ പറയുന്നത് ശരിയല്ലെങ്കിൽപ്പോലും അതിനെ ഉടൻതന്നെ എതിർക്കുന്നത് എനിക്ക് ബുദ്ധിമുട്ടാണ്.					
10.	I have definite idea on my feeling					
	എന്റെ ചിന്തകളെ സംബന്ധിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്.					
11.	I find it difficult to talk in opposition					
	ഒരു കാര്യം മറുത്തു പറയാൻ എനിക്ക് ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്.					
12.	I want my thoughts to keep myself than reveal to others					
	എന്റെ ചിന്തകൾ മറ്റുള്ളവർ അറിയുന്നതിനേക്കാൾ അവ അടക്കിവയ്ക്കുന്നതിനാണ് താൽപര്യം.					

SL. No	പ്രസ്താവനകൾ	SD	A	N	D	SD
13.	I do not express my opinion openly.					
	എന്റെ അഭിപ്രായം ഞാൻ തുറന്ന് പ്രകടിപ്പിക്കാറില്ല.					
14.	It is difficult for me to interact with me members of opposite sex.					
	എനിക്ക് എതിർലിംഗത്തിൽപ്പെട്ടവരോട് ആശയവിനിമയം നടത്താൻ പ്രയാസമുണ്ട്.					
15.	I used to involve in others matters and take decision for them.					
	അന്യരുടെ കാര്യങ്ങളിൽ ഇടപെട്ട് അവർക്ക് വേണ്ടി തീരുമാനമെടുക്കാറുണ്ട്.					
16.	Sometimes I cannot make strong decisions.					
	എനിക്ക് ഉറച്ച തീരുമാനങ്ങൾ എടുക്കാൻ കഴിയാത്ത അവസ്ഥ ഉണ്ടാകാറുണ്ട്.					
17.	I find it difficult to request or seek help from friends.					
	സുഹൃത്തിനോട് ഒരു സഹായം അഭ്യർത്ഥിക്കുന്നത് ബുദ്ധിമുട്ടായി തോന്നാറുണ്ട്.					
18.	It is difficult to refuse irrational request from elders.					
	മുതിർന്നവരിൽനിന്നുള്ള യുക്തിരഹിതമായ അപേക്ഷ നിരസിക്കാൻ പ്രയാസമാണ്.					
19.	I feel inconvenience to accept prize from high profiles.					
	ഉന്നതരിൽനിന്ന് സമ്മാനം സ്വീകരിക്കുന്നത് മനഃപ്രയാസം നൽകുന്നതാണ്.					
20.	I used to express my difference behaviour at appropriate time.					
	ഉചിതമായ സമയത്ത് മറ്റുള്ളവരോട് ഞാൻ എന്റെ വേറിട്ട ചിന്തകൾ പ്രകടിപ്പിക്കാറുണ്ട്.					
21.	I used to show courage to tell openly if there is a plea laid.					
	ന്യായമാണ് എന്നുതോന്നുന്ന കാര്യങ്ങൾ എവിടെയും തുറന്ന് പറയാൻ ഞാൻ ധൈര്യം കാണിക്കാറുണ്ട്.					
22.	I insist each one should do the duty entrusted.					
	ഓരോരുത്തരും അവരെ ഏൽപ്പിച്ച ജോലി ചെയ്യണം എന്ന് ഞാൻ നിഷ്കർഷിക്കാറുണ്ട്.					

SL. No	പ്രസ്താവനകൾ	SD	A	N	D	SD
23.	I used to appreciate and praise others.					
	ഞാൻ മറ്റുള്ളവരെ അനുമോദിക്കുകയും പുകഴ്ത്തുകയും ചെയ്യാറുണ്ട്.					
24.	I do not initiative in group discussions.					
	ഗ്രൂപ്പ് ചർച്ചകളിൽ ഞാൻ മുൻകൈയെടുത്ത് സംസാരിക്കാറില്ല.					
25.	I want ask for any favour for me from anybody.					
	എനിക്ക് വേണ്ടി ആരോടും ഒരു ആനുകൂല്യവും ചോദിക്കാറില്ല.					
26.	I used to express my opinion at once before others.					
	അന്യരുടെ മുമ്പിൽ എന്റെ അഭിപ്രായം ഞാൻ ഉടനടി പ്രകടിപ്പിക്കാറുണ്ട്.					
27.	It is difficult for me to organize and take part in a programme.					
	ഒരു പരിപാടി സംഘടിപ്പിക്കാനോ അതിൽ പങ്കുചേരാനോ എനിക്ക് ബുദ്ധിമുട്ടാണ്.					
28.	Very often I lose my self control.					
	എനിക്ക് പലപ്പോഴും ആത്മനിയന്ത്രണം നഷ്ടപ്പെടാറുണ്ട്.					
29.	I am unable to express my views to people.					
	അന്യരുടെ മുഖത്ത് നോക്കി കാര്യങ്ങൾ പറയാൻ കഴിയാറില്ല.					
30.	There are occasions when I could not make firm decisions.					
	എനിക്ക് ഒന്നും ഉറപ്പിച്ച് പറയാൻ സാധിക്കാത്ത അവസരങ്ങൾ ഉണ്ടായിട്ടുണ്ട്.					
31.	For every things I depend on others.					
	എന്ത് ചെയ്യണമെങ്കിലും ഞാൻ മറ്റുള്ളവരെ ആശ്രയിക്കാറുണ്ട്.					
32.	When I get a gift I wonder what to tell.					
	എനിക്കൊരു സമ്മാനം ലഭിക്കുമ്പോൾ ആ സമയം എന്താണ് പറയേണ്ടതെന്നുപോലും ഞാൻ ആലോചിക്കാറുണ്ട്.					

SL. No	പ്രസ്താവനകൾ	SD	A	N	D	SD
33.	I obliged others when they pushed me back in que					
	വരിയിൽ നിൽക്കുമ്പോൾ ആരെങ്കിലും എന്നെ പുറ കോട്ടു തള്ളിവിട്ടാൽ സ്വയം പിന്മാറാറുണ്ട്.					
34.	I do not enter into group discussion with strange.					
	എനിക്ക് പരിചയമില്ലാത്തവരോടൊത്ത് ഒരു ഗ്രൂപ്പ് ചർച്ചയിൽ സ്വതന്ത്രമായി ഇടപെടാറില്ല.					
35.	I have a tendency to postpone asking for giving forgiveness.					
	ക്ഷമാപണം നടത്തുന്നത് നീട്ടിക്കൊണ്ടുപോകാനുള്ള പ്രവണത എനിക്ക് ഉണ്ടാകാറുണ്ട്.					
36.	I want hesitate to tell even to elders. If they are wrong.					
	മുതിർന്നവരോടാണെങ്കിലും ന്യായമെന്ന് തോന്നുന്ന പക്ഷം ദേഷ്യമോ അസഹ്യതയോ പ്രകടിപ്പിക്കാൻ മടി ക്കാറില്ല.					
37.	I used to react if somebody disturbed me while travelling.					
	യാത്രക്കിടയിൽ ആരെങ്കിലും ശല്യപ്പെടുത്തിയാൽ ഞാൻ പ്രതികരിക്കാറുണ്ട്.					
38.	I fear failure in arguments					
	വാദപ്രതിവാദത്തിനിടയിൽ ഞാൻ തോൽവിയെ ഭയ ക്കാറുണ്ട്.					
39.	I used to tell to keep quiet to the person sitting beside me to stop talking while I was participating in an important function.					
	ഒരു സുപ്രധാന പരിപാടിയിൽ അടുത്തിരിക്കുന്ന ആളു കൾ സംസാരിക്കുകയാണെങ്കിൽ അവരോട് ശാന്തരാ യിരിക്കാൻ പറയാറുണ്ട്.					
40.	I somebody tries to come infront of que. Insist them to be in que.					
	ക്യൂവിനിടയിൽ ആരെങ്കിലും തിരുകി കയറാൻ ശ്രമി ച്ചാൽ അവരോട് ക്രമം പാലിക്കാൻ ആവശ്യപ്പെടും.					
41.	I feel difficult to ask help from others.					
	അന്യരോട് സഹായം അഭ്യർത്ഥിക്കാൻ എനിക്ക് ബുദ്ധി മുട്ടാണ്.					

APPENDIX XXIII

ASSERTIVENESS SCALE (FINAL)
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2012

Instructions:

താഴെയുള്ള രണ്ട് ചോദ്യാവലികളിലും ചില പ്രസ്താവനകൾ കൊടുത്തിരിക്കു ന്നു. അവ ഓരോന്നിനോടും നിങ്ങൾ എത്രമാത്രം യോജിക്കുന്നു എന്ന് ഉത്തരക്കടലാ സ്സിൽ രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയ്ക്കും A,B,C,D,E എന്നിങ്ങനെ അഞ്ച് ഉത്തര ങ്ങൾ കൊടുത്തിട്ടുണ്ട്. A 'ശക്തമായി യോജിക്കുന്നു', B 'യോജിക്കുന്നു' എന്നതിനെയും C 'വ്യക്തമായ ഉത്തരമില്ല' എന്നതിനെയും D 'വിയോജിക്കുന്നു' എന്നതിനെയും E 'ശക്തി യായി വിയോജിക്കുന്നു' എന്നതിനെയും സൂചിപ്പിക്കുന്നു.

ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം A,B,C,D,E, ഇവയിൽ ഏതെങ്കിലുമൊ ന്നിന്റെ താഴെയുള്ള വൃത്തത്തിൽ നിങ്ങളുടെ ഉത്തരം ഒരു ✓ അടയാളം കൊണ്ട് രേഖപ്പെടുത്തുക. യോജിക്കുകയോ, വിയോജിക്കുകയോ ചെയ്യുന്നതായി വ്യക്തമായിപ്പറ യാൻ സാധിക്കാത്തപ്പോൾ മാത്രമേ 'C' എന്ന ഉത്തരം രേഖപ്പെടുത്തുവാൻ പാടുള്ളൂ എന്ന കാര്യം പ്രത്യേകം ശ്രദ്ധിക്കുക. ദയവായി എല്ലാ പ്രസ്താവനകൾക്കും ഉത്തരമെ ഴുതുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതാണ്.

Some statements are given below for the following two questionnaires. Indicate how much you agree with each statement, there are five response categories viz., A,B,C D and E.

A denotes 'strongly agree', B denotes 'agree' C denotes 'undecided;, D denotes 'disagree' and E denotes 'strongly disagree". After reading each statement, mark your answer with a ✓ mark in the appropriate circle. Please note select C only when you can't say clearly either you agree or disagree with a statement. Do not omit any statement. Your responses will be kept confidential.

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു Strongly Agree	യോജിക്കുന്നു Agree	വ്യക്തമായ ഉത്തരമില്ല Undecided	വിയോജിക്കുന്നു Disagree	ശക്തമായി വിയോജിക്കുന്നു Strongly Disagree
1.	ലജ്ജകാരണം അനുമോദനങ്ങൾ നൽകുന്നതിനോ സ്വീകരിക്കുന്നതിനോ ഞാൻ മടി കാണിക്കാറുണ്ട് I am embarrassed to either accept or give compliments.					

2.	എതിർലിംഗത്തിൽപ്പെട്ടവരോട് എങ്ങനെ സംസാരിച്ചു തുടങ്ങണമെന്ന് ഓർത്ത് വിഷമിക്കാറുണ്ട് I am always intimidated to open a conversation with the opposite sex					
3.	വിവേകശൂന്യമായി പോകുമെന്ന ഭയത്താൻ ചോദ്യങ്ങൾ ചോദിക്കുന്നത് ഞാൻ ഒഴിവാക്കാറുണ്ട് I do not ask questions out of fear of embarrassment					
4.	ഒരു കാര്യം മറുത്തുപറയാൻ എനിക്ക് ബുദ്ധിമുട്ട് തോന്നാറുണ്ട് I never retort					
5.	എന്റെ അഭിപ്രായം ഞാൻ തുറന്ന് പ്രകടിപ്പിക്കാറില്ല. I never express my opinions freely.					
6.	എനിക്ക് എതിർലിംഗത്തിൽപ്പെട്ടവരോട് ആശയവിനിമയം നടത്താൻ പ്രയാസമുണ്ട് I have difficulty in having a conversation with the opposite sex.					
7.	ന്യായമാണ് എന്നു തോന്നുന്ന കാര്യങ്ങൾ എവിടെയും തുറന്ന് പറയാൻ ഞാൻ മുൻകൈയെടുത്ത് സംസാരിക്കാറില്ല. I do not take initiation in speaking for the right / just					
8.	ഗ്രൂപ്പ് ചർച്ചകളിൽ ഞാൻ മുൻകൈയെടുത്ത് സംസാരിക്കാറില്ല. I do not take initiation in group discussion.					
9.	എനിക്ക് പലപ്പോഴും ആത്മനിയന്ത്രണം നഷ്ടപ്പെടാറുണ്ട് I often lose my self control.					
10.	അന്യരുടെ മുഖത്ത് നോക്കി കാര്യങ്ങൾ പറയാൻ കഴിയാറില്ല I am unable to speak out openly with people.					
11.	എന്ത് ചെയ്യണമെങ്കിലും ഞാൻ മറ്റുള്ളവരെ ആശ്രയിക്കാറുണ്ട് I always rely on others support to get things done					

12.	വരിയിൽ നിൽക്കുമ്പോൾ ആരെങ്കിലും എന്നെ പുറകോട്ടുതള്ളിവിട്ടാൽ സ്വയം പിന്മാറാറുണ്ട് I withdraw voluntarily if asked to step back in a queue.					
13.	യാത്രക്കിടയിൽ ആരെങ്കിലും ശല്യപ്പെ ടുത്തിയാൽ ഞാൻ പ്രതികരിക്കാറുണ്ട്. I retaliate if offended on travels.					
14.	വാദപ്രതിവാദത്തിനിടയിൽ ഞാൻ തോൽവിയെ ഭയക്കാറുണ്ട്. I am anxious of failure during debates					