

METHODOLOGY

Research is to see what everybody else has seen and thinking what nobody has thought.

Albert Szent-Gyorgyi

CHAPTER III

METHODOLOGY

3.1 INTRODUCTION

‘Methodology’ in research incorporates the systematic way to solve a research problem. As *Kothari C. R. (1990)* explains the methodology probes into different dimensions of research. It clearly expounds on “why a research has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, the data which have been collected and the particular techniques, which have been adopted to analyze the data”.

‘Dewey’, a statistician has aptly pointed out “research usually starts with a problem. There is first an indeterminate situation in which ideas are vague, doubts are raised, and the thinker is perplexed. At this stage, the problem is not enunciated, indeed cannot be enunciated, until one has experienced such an indeterminate solution. The indeterminacy, however must ultimately be removed. Though it is true, that a researcher may often have only a general and diffuse notion of his problem, sooner or later he has to have a fairly clear idea of what the problem is. Though this statement seems self evident, one of the most difficult things to do is, to state one’s research problem clearly and completely. In other words, to know what you are trying to find out. When you finally do know, the problem is a long way towards a solution.”

The investigator, after obtaining a clear view about the research problem has outlined the objectives and assumptions of the present study, in the forthcoming sections.

3.2 PROBLEM TO BE INVESTIGATED

Effectiveness of a therapeutic package of Rational Emotive Behaviour Therapy and Social Skills Training on aggressive Indian adolescents.

3.3 OBJECTIVES OF THE STUDY

Main objective : To investigate the effectiveness of a therapeutic package for reducing aggressive behaviour in adolescents.

The other objectives derived from the main objective have tried to study :

1. The effectiveness of Rational Emotive Behaviour Therapy on aggressive behaviour.
2. The effectiveness of Social Skills Training for the modification of aggressive behaviour.
3. The effectiveness of the combined package of Rational Emotive Behaviour Therapy and Social Skills Training on aggression.
4. Compare and evaluate the aggressive behaviour of individuals in the control and experimental groups before and after the interventions.
5. Compare the effectiveness amongst the three different therapeutic conditions.
6. Compare and investigate the aggressive behaviour of male and females before and after therapeutic applications.
7. The distribution of aggressive adolescents over various birth orders.
8. To investigate the distribution of aggressive adolescents over various family patterns.

3.4 HYPOTHESES OF THE STUDY

‘Hypotheses’ are relational propositions, which direct the investigation in a scientific inquiry. They are assumption or supposition to be proved or disproved. As *Kothari, C.R (1990)* explains, hypotheses may be defined as a proposition or a set of propositions set forth, as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts. Quite often a research hypothesis is a predictive statement, capable of being tested by scientific methods, which relate an independent variable to some dependent variable.

Further he noted, “in hypothesis testing we proceed on the basis of the null hypothesis, keeping the alternative hypothesis in mind. This is done with the assumption that null hypothesis is true, and further one can assign the probabilities to different possible sample results. But this is not possible if one proceeds with the alternative hypothesis. Hence the use of ‘null hypothesis’ is quite frequent in most researches.

In light of this definition, considering the two therapeutic conditions in relation to aggression at their pre and post test stages, the following statements of prediction have been hypothesized, in the null hypothesis format.

H₀1 : There will be no difference in the overall aggressive behaviour of individuals in the control group (CG) and those exposed to the various therapeutic conditions in the experimental group (EG) at post tests.

H₀2 : There will be no difference at post test in the aggressive behaviour of individuals of the control and experimental groups on any of the subscale of the inventory.

H₀3 : There will be no impact of REBT on the overall aggression scores of participants.

H₀4 : There will be no impact of REBT on aggressive behaviour as measured by the subscales of the inventory.

H₀5 : There will be no differential impact of SST on the overall aggressive behaviour of participants.

H₀6 : There will be no differential ‘impact of SST on aggressive behaviour as measured by the inventory subscales.

H₀7 : Participation in the combined therapeutic package will not have any impact on their overall aggression scores.

- H₀8 : Participation in the combined therapeutic package will not have any impact on their aggressive behaviour as measured by the subscales of the inventory.
- H₀9 : There will be no differential impact produced on aggressive behaviour by the different treatment conditions of the experimental group.
- H₀10 : There will no differences in effect amongst the three treatment conditions of EG measured by the subscales of the inventory.
- H₀11 : No difference in aggressive behaviour will exist amongst genders on their overall aggression scores at pre test.
- H₀12 : No difference in aggressive behaviour amongst genders at post test on any of the subscales of the inventory.
- H₀13 : No difference will exist in the aggressive behaviour amongst the genders of the EG at pre test on various subscales of the aggression.
- H₀14 : No difference will exist in the aggressive behaviour amongst the genders of the EG at post test on various subscales of the aggression.
- H₀15 : No relation will exist amongst the birth orders of aggressive adolescents.
- H₀16 : No relation will exist amongst family type and aggressive behaviour.

3.5 SAMPLE

The sample was a purposive sample consisting of 72 individuals. The inclusion and exclusion criteria for the sample were as follows :

3.5.1 Inclusion Criteria : The sample chosen fulfilled the following criteria, for its selection.

- Aggression : Samples showing high scores on the aggression inventory were included

- Age : Adolescents in the age group of 14-17 years were only selected
- Economic status : Sample belonged to middle socio economic status group
- Equal number of males and females were included
- School medium : CBSE, English Medium
- Medium of Instruction : English

3.5.2 Exclusion criteria : The sample diagnosed to be lacking in any of the following categories was taken :

- High anxiety cases were excluded.
- Depressive cases were not selected.
- Cases suffering from Phobia were not a part of the sample.
- Individual showing Psychotic reactions were not taken
- Cases displaying Somatic reactions were excluded
- Addicted individuals were also excluded from the sample

The above mentioned exclusion criteria's were considered as a totally pure sample was required. This means, that selected aggressive population was devoid of manifesting aggression due to any mental and physical ailments. This criteria was chosen to generalize the study, on any kind of population.

Selection of Aggressive Group

The adolescent studying in classes 8th to 12th and in the age group of 14 – 17 years were chosen and administered the Buss-Durkee Inventory (Adapted). Individuals obtaining a score of 48 or more on this scale were selected as participants for the study.

3.6 DESIGN

The main design of the study was as follows:

A sample of 72 students was picked up from a population of around 603 students, displaying high scores on the aggression scale and fulfilling the sample criterion.

I. From 72 students, 36 boys and girls were set apart to whom no therapy was administered, thus forming the Control group.

AGGRESSION SCORES <i>(Before Intervention)</i>			
Behaviour	Boys (14-17 Yrs)	Girls (14-17 Yrs)	Total
Aggression	18	18	36

AGGRESSION SCORES <i>(After Intervention)</i>			
Behaviour	Boys (14-17 Yrs)	Girls (14-17 Yrs)	Total
Aggression	18	18	36

II. From the chosen sample of 36 students, forming the experimental group, 12 students were exposed and treated with Rational Emotive Behaviour Therapy, to reduce aggression.

AGGRESSION SCORES <i>Without Rational Emotive Behaviour Therapy (Before Intervention)</i>			
Behaviour	Boys (14-17 Yrs)	Girls (14-17 Yrs)	Total
Aggression	6	6	12

AGGRESSION SCORES <i>Application of REBT (After Intervention)</i>			
Behaviour	Boys (14-17 Yrs)	Girls (14-17 Yrs)	Total
Aggression	6	6	12

III. Another sample of 12 students were provided Social Skills Training, to study pre and post effect of the therapeutic condition for reducing aggression. The design followed was:

AGGRESSION SCORES <i>Without Social Skills (Before Intervention)</i>			
Behaviour	Boys (14-17 Yrs)	Girls (14-17 Yrs)	Total
Aggression	6	6	12

AGGRESSION SCORES <i>With Social Skills (After Intervention)</i>			
Behaviour	Boys (14-17 Yrs)	Girls (14-17 Yrs)	Total
Aggression	6	6	12

IV. A third group of sample of 12 were exposed to both REBT as well as Social Skills Training, to study the combined effect of the therapies.

AGGRESSION SCORES <i>Without REBT and Social Skills Training (Before Intervention)</i>			
Behaviour	Boys (14-17 Yrs)	Girls (14-17 Yrs)	Total
Aggression	6	6	12

AGGRESSION SCORES			
<i>With REBT and Social Skills Training (After Intervention)</i>			
Behaviour	Boys (14-17 Yrs)	Girls (14-17 Yrs)	Total
Aggression	6	6	12

V. Comparative results were drawn to evaluate the impact of therapy on the aggressive population and the sample not exposed to any treatment conditions.

In crux, the sample distribution has been presided in Table 9.

Table 9 : Sample distribution of the study.

THERAPIES						
Behaviour	Sex	REBT	SST	REBT & SST (Combined)	Control Group	Total
Aggression	Male	6	6	6	18	36
	Female	6	6	6	18	36

3.7 DIAGNOSTIC TOOLS

The diagnostic tools used were with the purpose of:

1. Obtaining background information
2. Measuring Aggression
3. Diagnosing Disorders
4. Comprehending sub-conscious & unconscious minds of the ‘aggressive population’
5. Evaluating reactions towards aggression provoking situations

The diagnostic tools use to fulfill the above objectives were as follows :

3.7.1 General Information Form

The investigator prepared a General Information Form which provided the background information about the participants. For example the respondent's age, address, parent's occupation, birth order, family pattern etc. were outlined in this form. The form was prepared with two requirements:

1. For keeping track of the respondents for the intervention sessions.
2. To survey and investigate, the relationship of certain broad factors with aggression.

(Form attached in the Appendix I)

3.7.2 Buss-Durkee Inventory of Aggression and Hostility

To measure the individual on the aggression scale, the Buss-Durkee inventory was used. This standardized, paper and pencil test, prepared by Buss, A.H. and Durkee, A (1957) contains 75 items.

Construction of the Inventory : Buss – Durkee (Inventory) BDI was constructed on the assumption that 'it is necessary and useful to divide hostile – aggressive behaviour into sub-classes'. The scale items relate to two kinds of hostility (resentment and suspicion), five kinds of aggression (assault, indirect, irritability, negativism and verbal) and a guilt sub scale. These subclasses are elaborated into the following :

1. Assault : Physical violence against others – getting into fights with others but not destroying objects. In all there are 10 statements measuring this aspect.
2. Indirect – aggression : Round about aggression (i.e. malicious gossip or practical jokes about the hated person where the person is not attacked directly but through devious means) and undirected aggression (e.g.

slamming doors, temper tantrums) a discharge of negative affect against no one in particular. In all there are 09 statements measuring this aspect.

3. Irritability : A readiness to explode at the slightest provocation. Includes quick temper, grouchiness, exasperation and rudeness. There are 11 statement marked for irritability.
4. Negativism : Oppositional behaviour usually directed against authority which involves a refusal to cooperate, which may vary from passive non-compliance to open rebellion against rules or conventions. In all there are 05 statements measuring this subscale.
5. Resentment : Jealousy and hatred for others. It includes feelings of anger at the world over real or fancied mistreatment. In all there are 08 statements measuring this aspect.
6. Suspicion : Projection of hostility onto others. This varies from being derogatory or planning harm. In all there are 10 statements measuring this aspect.
7. Verbal aggression : Negative affect expressed in both the style (i.e. arguing shouting screaming) and contents of speech (threats, curses and being overcritical). In all there are 13 statements measuring this aspect.
8. Guilt : Feelings of being bad, having done wrong and suffering pangs of conscience. In all there are 09 statements measuring this aspect.

(BDI Original scale attached in Appendix III(A).

Adaptation of BDI : for being certain that none of the items get misinterpreted, the original BDI scale was administered to around 25 adolescents (age 14 to 17 years).

During the pilot study the investigator found few of the scale items were difficult to comprehend by the sample population. The statements marked as difficult by the group were re-phrased. These in all included 12 items. Further, the modified statements were given to experts in the field, for their verification of appropriateness of their meaning without any change in their original meaning. (Modified statements attached in Appendix II(B)

Test – Retest Reliability of BDI is reported to be 0.82 (Buss, 1961).

SCORING

The inventory consisted of 75 statements falling in 8 categories. Each statement had two options 'True' or 'False'. The respondent had to choose amongst, one of the two. In Buss Durkee Inventory, some of the statements were positive and when these were answered 'True', they were given a score of 1. While the negative statements when answered 'False', were given a score of 1. The Reverse scoring statements were: 1 and 17 in Assault; 10, 34 & 50 in Indirect category, 27, 66, 71 & 73 in Irritability, 21 in resentment category, 67 and 72 in suspicion. 39, 55, 63 & 74 in Verbal Aggression category. Rest 59 statements were positive statements and were scored as mentioned above. The maximum possible score of BDI was 75 and minimum was 0.

3.7.3 Mental Health Questionnaire (MHQ)

The Mental Health Questionnaire (MHQ) : A Paper and pencil test has been framed by Dr. Bimla Parimu and Malavika Kapur (Unpublished) has been designed to diagnose individuals on their mental health states.

Description of the Test

The MHQ has been developed from two sources of information : Diagnostic and Statistical Manual IV and a second section relating to Child Mental Health Problems : Guide to school teachers by Malavika Kapur, NIMHANS, Bangalore. The inventory consists of items in two categories. The first set of items relates to emotional disorders; while the second set covers items pertaining to conduct disorders.. The questionnaire measures the individual on disorders like, high anxiety, depression, obsessive – compulsive disorder, mania, somatic reactions, addiction and psychotic reactions. Thus both, physical and mental disorders have been interwoven for the preparation of this test.

Reliability and Validity

The scales face validity reveals 70% approval with a validity index of 0.84 and having a test retest reliability of 0.71.

Scoring Method

The test consists of a total of 77 items, which are in five categories. Each statement has been allotted an option of 'yes' or 'no'. The individual is suppose to tick (✓) in the response key, if he feels that the statement is true in his case and (X) if that doesn't fit into, description of himself. For every positive answer, the respondent is given a score of '1', while no score or '0' is given for a negative statement. A higher score is indicative of prevalence of mental health problem, in that area.

The components were recorded by the following items of the inventory.

Anxiety – 1, 9, 10, 21, 29, 40, 41, 51, 62, 71; Obsessive Compulsive Disorder – 2, 11, 22, 30, 42, 52, 63, 72; Depression : 3, 4, 12, 13, 14, 23, 24, 31, 32, 33, 43, 44, 45, 53, 54, 55, 64, 65, 66, 73, 74, 75; Phobia – 5, 15, 25, 34, 46, 56, 67; Somatic Reactions: 6, 16, 26, 35, 47, 57, 68; Addiction : 7, 17, 18, 27, 36, 37, 48, 58, 59, 69, 76; Psychotic Reactions: 8, 19, 20, 28, 38, 39, 49, 50, 60, 61, 70, 77

[MHQ attached in Appendix IV].

For the purpose of comprehending sub-conscious and unconscious minds of individuals, and to unearth the causes behind their maladaptive – behaviour, for its further usage in framing a situational questionnaire, the investigator initially tried to use the Rosenwzeig Picture Frustration Test. However, being a semi-projective, situational test, it did not serve the purpose of revealing the inherent causes for aggression. What could be analyzed, were only the aggressive reactions and responses restricted to certain situations. Not being satisfied, the researcher subsequently went for the 'Thematic Apperception Test'. The TAT

gave a platform to the respondents, for giving vent to their hidden needs, desires, motives, complexes and conflicts in personality.

3.7.4 Thematic Apperception Test (TAT)

The Thematic Apperception Test or the 'TAT' was developed by Henry, A. Murray in 1943. The TAT, is a method of revealing to the trained interpreter some of the dominant drives, emotions, sentiments, complexes and conflicts in personality. The special value of TAT resides in its power to expose the underlying inhibited tendencies which the subject, is not willing to admit, or can not admit because he is unconscious of them.

The procedure is merely that of presenting a series of pictures to a subject and encouraging him to tell stories about them, invented on the spur of the moment. The fact and rationale is that stories collected in this way often reveal significant component of personality and is dependent on the prevalence of two psychological tendencies : the tendency of people to interpret an ambiguous human situation in conformity with their past experiences and their present wants, and the tendency of those who write stories to do like wise: draw on the fund of their experiences and express their sentiments and needs, whether conscious or unconscious.

Test material

The material consists of nineteen picture printed on white Bristol board and one blank card calling for a total of 20 stories. Although it is, of course, possible to get along without any pictures by simply directing the subject to "make up a story", it has been found.

1. That pictures are effective in stirring the imagination
2. They serve to force the subject to deal in his own way, with certain classical human situations.
3. Finally, the advantages of using a standard stimuli are here considerable.

Reliability and validity

Murray explained that the TAT responses reflect, the fleeting mood as well as the present life situation of the subjects, it should not be expected that the repeat reliability of the test should be high, even through the bulk of the content objectifies tendencies and traits that are relatively constant. Data, too, on this point are lacking. The retest reliability in terms of stability over 20 years ranged between 0.76 and 0.85.

Concurrent validity in terms of differential results with contrasted groups remained satisfactory.

Analysis and interpretation of the stories

Apart from having the clinical experience of observing, interviewing and testing patients of all sorts. It is also necessary, to have knowledge about the basic facts of the subject, like his age, sex, whether his parents are dead or separated, the ages and sexes of his siblings, his vocation, marital status etc. Without these the interpreter may have difficulty orienting himself as he reads and analyzes the content of the stories.

Modes of Content Analysis

Murray suggested, that while dealing with the content of the stories, the method recommended is that of analyzing each successive event into:

- a) The force/forces emanating from the hero.
- b) The force or forces emanating from the environment (an environmental force is called as press).

1. ***The Hero:*** The first step in analyzing a story is to distinguish the character with whom the subject has identified himself. The 'hero' here is the individual in picture, who most resembles the subject, an individual of the same sex, of about the same age, status or role, who shares some of the subjects sentiments and aims.

Characterization of the heroes by the interpreter should include the aspects of superiority (power, ability), inferiority, criminality, mental abnormality, solitariness, belongingness, leadership and quarrelsomeness (the degree to which he becomes involved in interpersonal conflicts).

Needs of the Hero: After the identification of the hero, the interpreter formulates the reactions of the hero to various forces. These formulations are usually influenced by the theoretical orientations of the interpreter. However, Murray recommends that this may be accomplished within a classification of the needs of the hero. These needs can be either primary or secondary in nature.

Environmental Forces : These are the categories according to their effect on the hero. Murray's system consists of a comprehensive list of environmental forces or presses. These presses could be real or imaginary and include aggression in which the hero's possessions / property are destroyed. Dominance where the hero is exposed to commands order or forceful arguments and rejection in which the person reject, repudiate are indifferent or leave the hero.

Outcomes : Outcome refers to the results of the story. It refers to the relative strengths of the forces emitting from the hero and the strengths of these. The amount of frustration and hardships experienced and the relative degree of success & failure of the hero are assessed.

Themes or Themas : Themes or themas refer to the interplay within the story of the hero's needs, presses and successful or unsuccessful resolutions of his conflicts. Themes represent need – press combination, it can be simple or complex.

Interests, Sentiments and Relationship : This is the last category to be scored. A note is made here of the various interest, sentiments and interpersonal relationship as expressed in the stories by the subject.

3.7.5 Situational Aggression Questionnaire

The Situational Aggression Questionnaire constructed by the investigator comprises of 21 different situations. The situations assess, an individuals reactions to varied anger provoking situations. They have been designed to tap one of the dominant emotions reaction pattern of the individual, as the cause for aggressive behaviour in relation to oneself or significant others in the environment. The situations are thus trying to gauge feelings of jealousy, domineeringness, lack of self confidence, attention, disapproval or rejection from the environment or from significant others, insult, hostility, feelings of helplessness created by the environment.

Reliability And Validity

The concurrent validity of the test was established against the standard inventory of BDI. The validity index was found as 0.78. The test – retest reliability of the test was 0.84.

3.8 VARIABLES OF THE RESEARCH STUDY

A variable is an event or condition, which can be measured and which can take on different quantitative values. As such the examples of weight, height, income etc, are all examples of variables. Variables can either be dependent or independent.

3.8.1 Independent Variables

An independent variable is usually the cause whose effects are being studied or in other words it is the variable, which is antecedent to the dependent variable. The two therapeutic techniques of Rational Emotive Behaviour Therapy and Social Skills Training were our Independent Variables.

3.8.2 Dependent Variable

The dependent variable is the presumed effect, which varies concomitantly with changes or variations in the Independent variable. Thus, if one variable depends upon or is the consequence of the other variable, it is termed as a dependent variable. As this definition explains, it is the variable which cannot be manipulated. Rather, it is observed for variation as a presumed result of variation in the independent variable.

The dependent variable of 'Aggression' is being observed here for the change or effect it would show, when the two therapeutic conditions, are applied as causes, in the form of 'Independent Variable'.

3.8.3 Control Variable (CV)

'Control Variable' or 'Control' is used to minimise the influence or effect of extraneous variables. This variable has the capacity to directly exert influence on the behaviour under investigation, especially if the independent variable is not controlled. And if this control variable, is not delineated from the Independent variable, then the results obtained could be attributed to the 'Independent Variable', to the 'Control Variable' or to both.

In the present study, the following variables which could have influenced the results were controlled : Age, economic status, school medium and inclusion of highly aggressive individuals. (also mentioned in the inclusion criteria)

3.9 PROCEDURE

The procedure entailed the intervention process in seven phases :

3.9.1 Phase I : Pilot Study

The first essential part of the pilot study incorporated, a survey study on 30 parents, belonging to high middle income group. The purpose here was to probe into the causes and strategies adopted by parents of yesteryears to control

aggression of their adolescent children. This survey was intended to find, if any of the recommended strategies suggested by parents, could be included as a module for therapeutic intervention. Some of the major causative aspects highlighted were :

1. Disintegration of joint family system

The environment of 'joint family system' consisting of parents, grand parents, paternal uncle, auntie's served for the right atmosphere for the growth and nurturance of the child. With imparting of right set of values, through stories, traditional meaningful folklore, maintaining of discipline from physical to mental and spiritual fitness through means of exercise, sports, prayers ensured that the growing adolescent to exerted their energies in a constructive direction. However with the emergence of nuclear families, parents with inadequate experience and abilities become incapacitated to handle, their offsprings aggressiveness.

a. Learning through Imitation

Children growing in nuclear families and residing in big cities are deprived of an atmosphere, where they are able to observe certain rules, traditions and values which their parents were following and further follow the same. Also, many parents themselves admit of lacking strong character, which they could tell their children to imbibe.

b. Fear and Punishment

In previous generations a distance was maintained between children and parents, which induced a degree of strictness and fear of authority. Also, parents, refused to comply with every whim, fancy and demands of their children. However in urban nuclear, families two or three siblings attract all the attention and pampering of parents. They make all their demands, clearly and loudly heard, with every expectation to get fulfilled.

c. Limited Resources

The communication between parents and children earlier was straightforward and uncompromised. Parents, frankly talked about their income resources and children were taught to adjust within those means. They were made to work hard and then get their demands fulfilled. This enabled them to realize the worth of money, as well as work.

2. Deteriorating value system

Most parents scrutinized an over all lack in training and self discipline in families especially those residing in big cities. Parents themselves agree that their grooming is more directed towards academics to make their children capable for the competitive world rather concentrating on there over all personality evolution.

While working parents have little time to spend with their children, let alone instill fine values into their system. The whole thrust, is finally thrown on schooling and education system, wherein the child spends only around six to seven hours. But the expectation remains for an overall development of their child's personality.

3. Increasing competitiveness

Parents reports also reflected, that a child in present society is always under pressure to perform well. On failing to do so he disintegrates the hopes and expectations of his parents. And in frustration the parents aggress against the child, thereby provoking counter aggression.

4. Media

Most parents, blame the over exposure of media, especially television as a major cause for the deterioration in their children's values, and for the steep aggravation in their aggressive tendencies. With more accessibility to western, MTV culture – on television, they tend to ape what they see. Slowly, with a

decrease in exposure to their own traditional settings, values etc; a definite belief about one's own culture, philosophy and ideologies is now taking a back seat.

5. Emancipation of women

Lastly, few male respondents impressed the idea that women in earlier days, were not educated and would easily comply to their husbands demands. Hence forth respect was created for the authority figure. Children subsequently imbibed from their mothers, these basic qualities of controlling anger and having respect, for their fathers. But present day women, who are educated and ambitious, try to compete with men in all walks of life. If unable to perform well, they vent out their latent aggression verbally. It was stressed upon, an adolescent who is growing in an atmosphere where parents are continuously aggressing against each other, first carefully observes then copies and later argues and aggresses in the same manner, regarding such behaviour as correct form of communication.

As prompted in this survey study, a huge sample felt, lack of training in values of today's adolescents as the cause for their steep rise in aggression. Based on their suggestion, investigator included, few values appropriate in the social context, to be delivered in the social skills training programme.

In the second part of the pilot study, the Buss Durkee inventory (B.D.I.) was administered to a sample of 25 individuals in the mean age groups of 15.6 years. Statements comprehended as difficult by most students were short-listed. Later reframing them after simplification they were given to five readers in the Department of psychology, Delhi, to reach a consensus on their appropriate meanings.

3.9.2 Phase II : Training in REBT

In the second phase the investigator underwent a seven days training program on REBT conducted by Mr. K. M. Phadke, a leading Rational Emotive therapist of India.

3.9.3 Phase III : Data Collection

The data collection was done in two stages.

Stage I :- The aggression inventory was administered in two 'English medium' schools on a sample of 603 students. Students scoring high in the inventory were selected for stage II.

Stage II :- The selected sample, was given the 'General Information Form' and 'Mental Health Questionnaire' (MHQ) to fill. The reason for administration of MHQ was to include only a purely aggressive sample, not governed by any mental health problems. The aggression then could be attributed for the causes being checked. Students displaying high scores in the areas tested in MHQ were all excluded.

The next step major step was carrying out the 'Intervention Program' which was conducted in the next three phases.

3.9.4 Phase IV : Pre-Intervention

Stage 1 : Rapport formation or contact stage

This is the initial but a vital stage, when target group 'client' try to develop their trust and confidence in the 'therapist'. In the first session they were clearly stated the purpose of their meeting. They were told the scheduled days & times of meeting. It was asserted, their participation would mean self help for enhancing and improving their skills of dealing with their pervading environment.

They were encouraged to openly discuss, the causes which provoked them to delineate their behavior, from the rest of the group at home, school,

neighborhood, and in their peer relationships. Subsequently they were guided to reflect on these behaviors and suggest their ideas about the ways which could be incorporated to enable them for controlling their aggression. 'Brain Storming' sessions, motivated them to come out with innovative suggestions. This technique also emerged successful in providing them self assurance and enthusiasm of their not working on ideas, outside themselves.

Stage 2 : In this phase the following tests were administered :

(a) Rosenzweig Picture Frustration Test (RPF)

(b) Thematic Apperception Test (TAT)

(c) Situational Aggression Questionnaire (SAQ)

RPF was initially administered on the selected sample to reach some conclusion about the inherent make up of aggressive individuals . However as mentioned earlier being a semi-structured, situational test it could not unleash the pertinent reasons for their unconscious psychological needs, frustrations, motives, and inherent desires which were further indispensably required to prepare those situations, which provoked aggressive responses. TAT was then considered which served the requisite purpose and administered to the population. The recurrent themes and emotions as causal factors portrayed in the stories were taken for evaluation. The dominant feelings of jealousy, insult, hostility, rejection, disapproval from significant others, deception, helplessness and the intense desire to dominate one's environment outlined for the foremost causes. These factors were in conjunction with either their home environments, their schools or neighbourhood surroundings.

The investigator then clarified his doubts in the next session to have a better and appropriate insight about each emotion which was found as a provocative cause. Finally based on responses which lucidly delineated atleast some consequential causes of their aggressive behaviour, a situational aggression questionnaire (SAQ) was further prepared by the investigator (Appendix). The

questionnaire contained 21 different situations highlighting and covering emotions which were conveyed by them in the stories. Further as observed these individual being unable to handle such 'emotions' fall prey of reacting in a maladaptive manner .The relevant aspect which instigated the investigators mind was on how these same situations could be used to impart training to this group, enabling them to improve on their reactive dispositions. With this view in mind social skills training program was developed. The basic goal here was on changing one of the mentioned maladaptive emotion the target situation reflected. Secondly, all the 21 situations attempted to generate in them sensitivity towards the needs and behaviours of others. Lastly, the developed situations were oriented to clarify their mental make-ups about socialization: behaving more sociably, rationally and in a healthy manner in their social interaction

While the other part of this intervention incorporated training on some selected social values. These values comprised of :- Co-operation and Team Spirit, Confidence, sensitivity and concentration. It is of relevance to note, training in these few relevant social values incorporated the modes of SST programme involving 'Behaviour Rehearsal', 'Modeling' and 'Role play' to teach the main steps involved, which were :

- 1) Presentation of the situation
- 2) Description and modeling of the situation
- 3) Clues given in between through prompts and nonverbal reactions.
- 4) Repetition of certain situations until criterion level performance was achieved.
- 5) Role- Reversal of the same situation or presentation of another parallel situation to create deeper empathy.
- 6) Feedback obtained from group members about both the appropriate and inappropriate reactions of the individuals.
- 7) Homework assignments (Mainly dealing with their reactions at different places to provocative situations).

- 8) Discussion of their reactions by the investigator and the group.
- 9) Evaluation and suggestions made by the investigator.
- 10) Follow-up.

Training in Rational Emotive Therapy

Training in Rational Emotive (RET) involved dealing with the same situation's but focus here was shifted to attacking and restructuring the irrational belief through, A-B-C-D-E paradigm.

At the first step, the situations were presented to the group and their responses were communicated. "A" or the activating event was identified, i.e. the situation or occurrence which seemed to precipitate the consequences "C" or what was labelled to the group as the disturbance caused by the situational occurrence "A". Next step was finding the irrational belief "B" which after combining with the 'Activating Event', lead to the consequence "C". This 'B' usually comprised of unreasonable demands . The next stage "D" was to dispute the irrational beliefs simply by questioning those beliefs. "E" was explained as the effects produced in thinking, behaviour and emotions which have a positive valence

However the terms A-B-C-D-E were translated into a simpler language for the group. For example: After reading the responses to the group they were questioned in the following manner: what do you think is particularly provoking situational occurrence leading the individual to behave in this manner (A)? What disturbance or emotions does the situation generate (C)? What are the thoughts (B) which would emerge in you at that point? Finally a logical rational disputation (D) was performed by investigator, clearly demarcating the irrational beliefs from the rational ones. In the later sessions (involving RET) the group members were made to exercise 'disputation'. Finally the group was made to differentiate between their present inappropriate feelings and the appropriate emotions they required to possess. They were

suggested the different alternatives to improve on their short comings and the desired behaviours (credited desired behaviour E) expected out of them.

As mentioned previously, the whole sample was exposed to one of the three therapeutic conditions, where training was given on either:

- (1) Social skills training (SST)
- (2) Rational Emotive Behaviour Therapy (REBT)
- (3) Combined training on (REBT) and (SST)

3.9.5 Phase V : Intervention

Group 1 : Social Skills Training

The intervention in social skills training was framed in a manner to expose the aggressive group to some social values through means of SST. The training followed by teaching these aspects, through means of certain activities.

The aspects covered were:- Concentration, Sensitivity, Tactfulness, Cooperation and Team spirit and finally developing confidence for social situations.

Activities :

OBJECTIVE : Developing 'Concentration' amongst the Target Group.

RATIONALE : The target group revealed a degree of impulsiveness and an inability to 'concentrate' on varied activities.

METHODOLOGY :

(TASK I) The first session started with 'Silent sitting'. The students were instructed to closely observe the investigator (Modeling) and then follow him. Starting with sitting in a good stead posture, they were told to look at the drawn point on blackboard and concentrate. The task continued for 2 minutes in the initial stages

and later the time period was increased to 5 minutes. This activity was performed in every session.

TASK – II position and slowly close their eyes and feel, they were all alone. At this stage the investigator lead a ‘Conducted Tour’ of thoughts for the students by making them think . The investigator verbally painted pictures about the beauties of nature. These consisted of spectrum of imagination, like thinking about sunrise, floating clouds, lush-green forests, vast calm seashores etc. In alternate sessions this task was performed .In subsequent sessions, one of the students would be called upon to perform the session. As a part of home work assignment, they were told to construct situations at home write them on a paper and perform conduction in class. If unable to do the investigator carried out the session, followed by group members. The process in some way helped them to generate a rhythm in silent sitting.

ACTIVITY II:

OBJECTIVE: Developing cooperation (Team Spirit) and confidence in the target group .

RATIONALE: It was particularly noted for the aggressive individuals, of having a tendency to over-react and having difficulty to sustain long term relations. A degree of fear and lack of confidence too was observed. The activities were thus designed to enhance both their confidence as well as team spirit.

METHODOLOGY

TASK I : The task involved realistic situations which worked out in coordination and help with their class teachers. The target members were made the in-charges of different class room activities. Tasks involved monitoring class discipline, being the

class incharge of class charts which changed every two week, selling the tickets for the annual function and collecting money for the hospital. At times fight between group members on little issues terminated the activity until resolved by the investigator. The task involved handling a fixed numbers of students.

In the initial session, failure at accomplishing the tasks was high. The very next step taken, involved evaluation and analysis of their approach and reactions to people in their environments. 'Behaviour Rehearsal' and 'Modeling' were introduced. The appropriate reactions and behaviours were rehearsed. For example, in case of collecting money, activity had to be done in coordination with other group members.

However with a wrong approach it ended in failure. Through 'Modeling' the investigator touched upon the aspects of pleasing mannerism accompanied with appropriate words. This was followed by their portrayal in rehearsal. And finally acting out in actual setup. But inspite of 'rehearsal' and 'modeling' many reported 'No success'. For them, the whole process of modeling was once again repeated until they retried and reported change.

TASK – II : Songs containing message of hope and confidence were taught at the end of every five session (Appendix). The technique helped in bring in them, a sense of team-work, unity, belongingness and cohesiveness. This initially looked impossible as synchronizing and coordinating them to sing together in unity for this group activity looked more of a herculean task. But regular practice enabled some change.

OBJECTIVE : Developing Tactfulness and Sensitivity Amongst Target Group.

RATIONALE : Tactfulness and sensitivity is evident in situations where, situations end in win-win situations for all parties. The targeted person has been able to understand the behavioural aspects of the other person and what psychological and other rewards the other person wants, what are his likes and dislikes etc. And where the situations have been not taken into confrontationists mode, until they have been for constructive purposes. This remains as one of the major drawbacks of an aggressive individual, which required to be attacked through this programme.

METHODOLOGY : For reaching the desired objective of creating 'sensitivity' and 'Tactfulness', amongst target group members, group activities in Social Skills Training were created. Situations which would provoke one of the aggressive emotions in the individual were tapped, through means of 21 different constructed situations. The responses of the target group, were checked out by the investigator. Based on their provocative responses, role plays with role reversals or counter situations were made and presented. After the termination of the situation two group members were selected who later had to evaluate and mention :

How these reactions were to be mediated. Here the objective of putting the target members in the seat of the facilitator, helped in making them more alert, in developing their concentration, listening skills and a sensitivity to think from others point of view.

The second part of the evaluation activity by the group members, included the SWOT Analysis. Mentioning the S – STRENGTHS and W – WEAKNESSES of the target individual in the situation and how they could be improved. O- OPPORTUNITIES : The behaviour areas which emphatically required improvement, and hence forth would make him a better person. How he/she could improve upon them. T-THREATS : The behaviour areas they thought could hamper his interaction with other people affect others negatively and how could they improve upon them.

The other evaluation part in skills training involved opening the individual to his blind self through the concept of Johari window.

The ‘Johari window’ given by *Luft* (1969) presents four parts of ‘self’ – ‘the open self’, ‘the blind self’, ‘the hidden self’ and ‘the unknown self’.

JOHARI WINDOW

I. Open self Known to self Known to others	II. Hidden Self Known to self Not known to others
III. Blind self Unknown to Self Known to others	IV. Unknown self Not known self Not known to others

OBJECTIVE OF USING THE JOHARI WINDOW :

When considered the four parts of the ‘self’ of ‘Johari Window’ which each individual contains. It was analysed that in case of aggressive individuals their ‘blind self’ is more enlarged as compared to the other ‘self’ areas. And for an effective, social behaviour of an individual this area should be proportionately minimised. Taking into sight all the areas, it was scrutinized then .

OPEN SELF : Could increase as a result of therapeutic interventions.

HIDDEN SELF : Usually is enlarged in a new group. But the gap could be narrowed through group interaction.

BLIND SELF : An extensive feedback from the group members would help reduce this area too.

UNKNOWN SELF : This portion would result in change, through change in other quadrants.

The situational activities created for intervention sessions involved group interaction, with the aspect to increase area I and reduce areas II and III. Reduction in the latter two areas would imply emergence of greater self knowledge or self awareness. This further could enable the individual to become more open to experience, develop more acceptance of self and manifest a greater control over ones behaviour.

In the last part of the assessment activity, evaluations were made by the whole group and suggestion rendered for further improvements. At this stage, the investigator facilitated and balanced the situation, by remarking on each appropriate suggestion. And lastly, all the points were summarized by the group members.

A brief presentation of few of the therapeutic interventions have been discussed below.

APPROACHING THROUGH SST

SITUATION : Your parents had gone to the market and purchased a dress for you and your other brother/sister. When you opened your gift, you saw that neither the design, nor the colour of the dress was as beautiful as your sisters/brothers. What do you think and feel at that time.

Few of the responses (R) given by the aggressive group have been outlined here in their language :

R(1) : I will shout at my parents and tell them that I didn't like the dress. I would also feel, they give more importance to my sister.

R(2) : I would get angry and tell my parents that they should buy a better dress for me again. If they are not ready, I won't talk to them.

R(3) : I would feel inferior and insecure. I will think, they think, I would like it, but they do not know about my choice.

R(4) : My 1st thought : My parents wished to give my sister a better dress. 2nd thought. My sister must have insisted my parents to do so. 3rd thought : I think, I don't deserve it, as I am not doing well in my studies.

R(5) : I will feel jealous towards her, as she gets a better dress. This would mean, she is better than me and has already taken my place. For me, I know my mother and father love her more.

ROLE PLAY SITUATION

ACTORS : Three respondents were selected in the roles of shopkeeper and the two daughters. While the role of mother was played by the investigator.

PROTAGONIST : Elder daughter

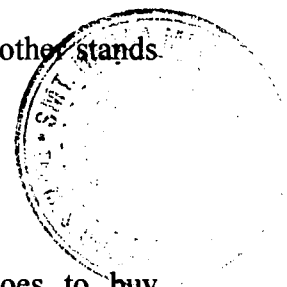
TARGET BEHAVIOR : Attempting to attack impulsive aggressive reaction of jealousy towards the other sibling by generating of sensitivity in the sample group.

BACKGROUND : Back ground information was given to the groups as follows : "The situation consists of a mother and her two daughters. The mother goes to purchase dresses for both her children. Let's see in this role play, what happens then :

ROLE ENACTMENT SITUATION : Mother goes to garment shop and tells the shopkeeper, to show two beautiful tops – one in 'green' and one in 'yellow' colour. The shopkeeper shows her many tops and she chooses two amongst them. She decides, yellow will look nice on my elder daughter and my younger daughter, will look good in 'green'.

Back home : Mother calls both her daughters, to come and see their gifts. The elder daughter after opening her gift shouts at the mother, "What have you got ? It's so ugly". She peeps into the gift of her younger sister, and yells "I can never like your gifts; because you are always partial. You have only loved her, because all beautiful things, are given to her. Mother tries to speak but in the

meantime, the elder daughter throws the clothes and runs away. Mother stands shocked and speechless there. (The situation is terminated).



ROLE REVERSAL SITUATION

BACKGROUND (Investigator) : The elder daughter gladly goes to buy presents for both her parents. On reaching home she presents the gifts to her parents. The situation presented was follows:

SITUATION : The respondent goes to many shops and finally buys expensive clothes for her father and mother. Reaching home, the mother opens her gift (curiously) and throws it away, telling “Your colour choice is so poor. I do not wear such sarees.” And father, after opening his gift shouts, “you always get something better for your mother, than me. Just take this away.” The role-play situation ended here.

The reactions of the respondents were worth noting for the first few seconds after the role reversal situation. They looked shocked and stunned, while their other facial gestures revealed a non-acceptance, to the situation. At this point, the investigator intruded, to get their feedback and analysis, about the two plays.

ANALYSIS OF THE ROLE PLAYS BY THE GROUP MEMBERS :

The feed backs were first taken by the two members, who were suppose to assess the whole situation and in the end conclude and summarize all points. Further the feed backs from the whole group were taken.

One of the prominent reaction obtained from several members were, “Our parents have never done this, and they can never do this to us. They will always accept, whatever we are going to give them”. (Such a conspicuous affirmative remark by group members gave the investigator, a reinforcement and confirmation that the role – plays were successful in hitting and extracting the desired responses.)

At next stage, the SWOT Analysis was done in reference to the protagonist 'daughter' in the two situations as follows :

W – WEAKNESSES : -

Remarks have been mentioned in words of group members.

- The elder daughter should have tried to understand the feelings, with which the mother got the dresses.
- She is being over – bossy in the first situation.
- She could have tried not to shout so loudly on her mother. The investigator then poked, by asking What do you think are the positive qualities of the girl ? .

S – STRENGTHS :

- She is a caring girl and that is the reason she went to buy clothes for her parents.
- Her mother should understand, that because the daughter loves her, that is why she is being demanding.
- She is not bad, but anybody could behave this way if parents love one child more.

O – OPPORTUNITIES :

The group members were further asked about the behaviour areas which required improvement:

- Her outburst on her mother was wrong. She should not have hurt her mother. May be, some times our parents do not show, but they also get hurt.
- She should clearly go and express her choices to her parents. Then, in future they won't make mistakes.
- She hates her sister, but she should also try to find out, whether the sister too feels that way for her.
- The daughter should understand that the mother is not doing anything purposively, to her. She is trying her best to be good to both her children.

T – THREATS :

Next the investigator tried to analyse from perspective of the target members, on the ‘threats’ she could face in the future, if no improvement was made by her :

1. If she continues to behave in this way, she would get more ‘tit for tat’ answers, like the way her father reacted.
2. As a girl she should learn to become softer, otherwise, she will have difficult problems in her future life (Comment from a boy).
3. In the future, with whomsoever she form a close association, she might behave in a similar way and have problems.

The SWOT Analysis was a stepping stone towards opening the target members to their ‘blind self’. Their patterns of analysis by their own standards and by the reactions of others, became lucid and manifested, when the final summary was made by the two chosen group members.

CONCLUDING COMMENTS BY THE INVESTIGATOR :

Towards the end of the session, the investigator concluded and commented to the group : “These two role play situations are clearly revealing, the lack of understanding and empathy we usually possess about others, especially those whom we consider close. Most of the time, we are unable to put ourselves in their shoes, on how they may feel at our inappropriate, angry gestures and remarks. Like, if we consider the first role play situation, the mother has equal concern for both her children and also wishes to give the best to each. However, the misinterpretation made is of the ‘mother’ buying a better dress for one since she favours one daughter more than the other. If she has to spend money anyway, then why would she buy something of poor quality for one daughter. Secondly, if your choices, likes and dislikes are not clearly expressed to others then how can they possibly know / understand what is desired by you. Everything therefore requires clear expression and discussion with others, especially if you wish for your expectations to get fulfilled. Parents also, may

at times unconsciously, give more attention to one of their children. Like, we might tend to give more preference to either of our parents at some point. But this does not in any way imply, about one parent being liked more and the other less. It thus becomes vital to understand, that parents intentionally do not design anything against you. Before blaming or violently misbehaving with them, it is important to understand their perspective and to reverse yourselves in their roles.

SITUATION II

You come home tired from school anticipating that your mother, will serve you good food. But after reaching you find she is busy with the neighbour gossiping. This continues for more than half an hour. What thoughts would you face in your mind and how will you react in such situation.

Responses (R) of group members :

R(1) : I would get angry with my mother and throw all the things that would come in my hands and force her to come and give me food. Also, I would give unkind words to the neighbours.

R(2) : At those moments I would feel, that the neighbour must have completed his meal and is gossiping with my mother. He has no shame that the girl, has come home and wants meal. I will become very angry on my neighbour, as well as myself.

R(3) : I will feel, my mother is trying to neglect me and these days, she is getting more interested in other individuals, than me. I will either start shouting or make the volume of the T.V. so high, that they are unable to talk. If still it continues, I will go and fight with the 'bull shit' neighbour.

R(4) : She doesn't care for me anymore, she knows I would be hungry – but then I will feel, 'who cares' ? Even I don't care a damn.

R(5) : I will start grumbling, fire my mother, get angry on servant and friends or sleep without eating, so that she gets hurt and doesn't repeat it again.

ROLE PLAY SITUATION (I) :

The role play situation was designed keeping in mind the responses obtained from the therapeutic group.

ACTORS : The situation was enacted by three people, the mother, neighbour and the son.

PROTAGONIST : Son

TARGET BEHAVIOUR : Handling feelings of anger and helplessness resulting from lack of attention.

BACKGROUND : (Narrated by the investigator) : "The role play consists of a mother who is a housewife and her son studying in XIth standard. This is the situation of one of the days, when the son returns home from school.

ROLE ENACTMENT SITUATION : Mother around 1 O'clock tells herself, "Oh ! good today, I have prepared special 'Biryani' which my son likes" Suddenly the bell rings and the neighbour enters panicking and tells, "there was a bad fight yesterday night in the family, as my daughter failed in her final exams."

At that moment the son enters, throwing his bag on one side. Frustrated he puts on the Television at high volume, telling himself, "Now they won't be able to hear each other". While on the other side, the mother is trying to calm down the tensed neighbour. The neighbour insists the mother to go and serve her son. But she replies "Come on ! He is grown up and can help himself. Everything is prepared in the kitchen, all he needs to do is, put in his plate." While the son decides to punish his mother that she doesn't repeat such a mistake and goes off to sleep without eating. Later the mother tries to wake up the son and shouts

back “Eat your rubbish food yourself” Mother calmly keeps trying but it is of no help. Situation is terminated.

ROLE PLAY SITUATION (II)

ACTORS : The situation was enacted by three people : The mother, the neighbour and the son

PROTAGONIST : Son

BACKGROUND : Mother returns home after shopping with two heavy bags in hand and this is what happens :

ROLE ENACTMENT : As the mother enters, she finds her son busy gossiping with his friend. She tells him twice to get a glass of water but he doesn’t listen. Ultimately, she herself gets up slowly, fetches water for herself and starts other work. Role play ends here.

ANALYSIS OF ROLE PLAYS BY GROUP MEMBERS

After the termination of the role plays, an analysis was made by the group members, on the protagonists behavior. The SWOT analysis remarks, have been put forward here :

S - STRENGTHS : Not many remarks, came out from group members here. Some of them were :

- The son is very fond of his mother, and wants all her attentions.
- (It should be noted here, that the group members, considered such quality as an under heading in ‘strengths’ of the son.)

WEAKNESSES :

- The son has no confidence (guts) to go and tell his mother, that he wants her to give attention, once he is back.
- He is over dependent on the mother.

- The son has little ability to understand, he is grown up and should learn to serve himself.
- The second role play situation, shows son being 'selfish'. Because he is not ready to help his mother. While when he returns from school, he wants her to be, by him.
- If the son was expecting so much from his mother, then he should have atleast taken the bags from her.

THREATS :

- When he grows up he could have problems especially if he is out for a job or in college especially where he has to live alone and the mother is not there.
- The misbehaviour of the son in the future can also be upsetting for different people. Like here it is upsetting for the neighbour and the mother.
- The son should become less selfish and also less restless.

OPPORTUNITIES :

- The son could have called the mother on one side and told her to first serve him and then go or should have told her to finish her talks soon.
- The mother too could have expressed to the neighbour that my son is the most important person in the whole world for me. She would talk to her later. This can resolve the situation in better way.

CONCLUDING COMMENTS BY THE INVESTIGATOR

Each and every point made by the group members on (SWOT), were first noted down by the investigator and then clarified. It was emphasized, here about the 'son' to realize that he cannot alone be the 'centre of attention'. Though others are playing significant roles in his life but they too have their own personal requirements. They need their own time and space to do things of their choice. And being a grown up individual who otherwise would claim

himself as 'mature' before others, shouldn't get so helpless and crippled that they become incapacitated to manage basic help for themselves.

The second point clarified – In the prevailing situation; the neighbour required emotional support and a shoulder to cry on. However, even if the situation, would have been normal, then why can't the mother decide about her wishes, time; when everyone else in the family can ? Why, do the other members in the family need to decide about what and when, she requires to do?

Finally in role reversal situation, the point bore out clearly, about son tending to have faulty expectations from the mother. If he anywhere is expecting certain rights, then what about the corresponding duties, he is failing to perform.

EXPOSURE OF GROUP II TO REBT

SITUATION I :

"You go and give a 'dance test' to get selected in the annual function, but fail in the test. How do you react to the situation."

The intervention carried through REBT was as follows : The 'A', 'B', 'C's were first located.

Identification of 'A' was done at the first step

A = Activating event / Triggering situation : 'Failure to get selected'

Second step : Consequences 'C' generated by 'A' were noted

C = Consequences / Feelings and Actions : Anger, anxiety, rejection and depression.

Third step : The irrational beliefs i(B)'s of the group were further recognized which give rise to 'C'. These belief were then thoroughly disputed 'D' and debated 'd' through means of rational questioning and logical explanations. The responses or irrational beliefs, with disputations and debating have been outlined below.

i(B) : I would feel ashamed before my classmates to have got rejected. What will they think of me, that I do not know, how to dance.

D : What is so shameful to have got rejected before your friends. Do they never perform poorly, anywhere. If they were so good, why didn't they have the courage to give this test.

d : Your friends might be failing and making errors at many places, do they feel ashamed? They are no judges to decide about your performance or you, as an individual.

i(B) : Having failed in the test and getting rejected would mean, I am actually not good in anything.

D : How does, rejection in one test, make you a totally useless person.

d : Rejection or failing anywhere can never make anyone, good for nothing, but only a person with some unfortunate traits or characteristics. Many of which can be removed through extra hard work and effort.

Irrational belief i(B) : I would only think if I had performed better before my teachers, they would have selected me and I would keep on thinking for days together, why couldn't I perform well.

Disputation (D) : What evidence exists that your better performance, would have got you selected ?

Debating (d) : It's true you wish, you had got selected. But then there is no reason, why you 'should' or 'must' have given a better performance, though it would have proved nice, if you did.

i(B) : It will be nothing new for me in life. I usually fail in most things, I try. And this is going to happen always, my bad luck !

D : Why must you, always perform poorly in every field, in the future. What is the proof, you have ?

d : You need not do poorly in all selection tests in the future, especially if you try learning from your mistakes.

i(B) : I would think, “It’s actually all luck. Some people without any efforts, achieve everything, they want in life. While some like me, have no luck, so I failed in the test.

D : Can anyone achieve anything without efforts ? Thinking that things should happen, really make them happen ?

d : Remember fortune always favours the brave. Luck is in the hands of a person who persistently perservers with courage and without the fear of being rejected. In any area of life, all you need to do is; give your best shot.

As a part of the change (to be produced), a reflection and clarification was made on the groups, present inappropriate feelings and the appropriate feelings, they should be possessing.

Present Inappropriate Feeling	Reflecting Appropriate Feeling
Feelings of Depression on getting rejected	The group was explained, they can feel ‘sad’ or ‘sorrowful’ but being very sad, about a single such situation for a long time would be an inappropriate reaction.
Anxiety (Nervous and restless) for having failed	Rather than feeling tensed about one failure which interferes completely in your everyday life. All you should be feeling is some ‘concern’ for the situation. The thing, which happened was important and what are the steps you would take, to change it for the future.
Feelings of Rejection (Not being good and talented)	You should learn to accept yourself totally, your good and bad points. This won’t make you feel bad or worthless, because each one of us has some strong hidden talent and positive qualities. Also remember, you’re not a perfect human being and like everyone else, you have your own shares of flaws and mistakes.

E = Effects

As described by 'Ellis', 'E' is the effect produced on our thinking, behaviour and emotions, which holds a positive valence for the future. *Jack Hafner* (1992) has further introduced the categories of 'F' and 'G'. Here 'F' stands for constructive options put into practice. However, the original component 'E' which entails the above mentioned categories has been considered for this research.

Credited Desirable Behaviours (E) :

The group was emphasized; to resolve such situations they should :

- Start looking for some additional training.
- Go out for more such tests, to develop their inner confidence.
- Create luck by working twice as hard as anyone.
- Find critics or individuals who frankly tell where they were faltering or making mistakes.
- Learn to look at the more brighter side of life and wait for opportunities to come their way.

SITUATION 2 :

"Your father, for five days consecutively comes home late. On reaching home, he starts quarrelling with your mother and then misbehaves, shouts or slaps, either you or your sister. What is your reaction ?"

The response (R) of the group members, have been mentioned as i(B)'s and disputed (D) and debated (d) below :

The RET Approach :

Activating Event 'A' : Fathers misbehaviour with family members.

C = Consequence / Resultant of 'A'

The reasons for this 'C' are the irrational beliefs i(B); or responses (R) given by the, aggressive adolescence, which were disputed and debated as follows :

R / i(B) : I would get furious at him and if he further misbehaves with my mother, I won't leave him.

D : How will your fury resolve the situation between your parents. Won't your interfering in the situation incite more anger from your father's end. How were the situations between your parents resolved when you were not there ?

d : The behaviour of your father towards your mother or towards both his children, may definitely cause inconvenience to everyone, but nothing makes him deserve your irrational reaction.

i(B) : If my father crosses his limits, I will throw the first thing near to me, on his head.

D : Can your causing physical injury to him, make him understand that he is doing wrong. Won't your throwing things make him retaliate more.

d : There is no reason that you cross your limits and throw things. If you were angry, and your parents have thrown things on you, wouldn't that have led to your becoming more angry.

i(B) : I cannot tolerate any such behaviour. If it happens, there will be bad fights and quarrels in the house.

D : Why can't you tolerate ? Is everyone able to stand your behaviour at all times. And if you, say there will be bad fights in the house, won't they be initiated because of your not being able to handle the situation.

d : Learn to take responsibility for your home by generating solutions rather than getting impatient and furious. Such solutions can make the family move towards harmonious and peaceful co-existence.

i(B) : If this happens in my house, I will lock myself in a room and hit myself thinking, 'why does everything happen with me ?'

D : Will your hitting yourself refrain your father's misbehaviour. And always self sympathising, before using your mind for finding a workable solution can be of no avail.

d : Life won't at all times treat you justly. There are thousands of people, who are in more pain, than you are. Still they are courageously challenging and overcoming their situations, so can you, if you have the desire.

The group at the next stage was reflected their inappropriate feelings. Suggestions were made inturn to use more positive, constructive and appropriate emotions rather than negative ones. Also, the relevance of words, used in everyday language which had the power and ability to influence ones thoughts were explained. The next exercise involved, their expression of replacing their highly charged emotions and reactions with milder ones.

Present Inappropriate Feelings	Desirable Feelings
Feelings of anger and rage with the family members on fathers misbehaviour.	The group was reflected that the feelings of anger and rage, which you express would not be in any way different from the emotions, your father is presenting. And with such over-reactions, the mind stops working, resulting to an end with no solutions. Any person will feel annoyed or frustrated in such a situation and further would think of positive ways of finding solutions, which lead towards balanced and healthier results.
Depression and extremely tensed feelings for suffering on account of father's reactions	The group was again expressed that one can feel depressed i.e. deeply sad, when he comes to some situations, where he feels there are 'no' solutions. However, in milder situations, milder reactions are required. Like feeling 'sorrowful' or 'concerned' on what is occurring rather than 'depressed' or 'tensed', can enable and lead towards more positive and adaptable solutions, in the long run.

Credited Desirable Behaviours (E) :

The group was advised, for situations like these to :

- Learn to communicate verbally than physically
- Work for long term solution for problems.
- Protect your own rights, but inturn not harm others.
- Take initiative and responsibility in family matters, where your parents could rely on you.
- They were quoted about, 'adversity being a blessing in disguise.' Situations which look like deadlocks or make us feel helpless, actually lead us to become stronger and mature.
- Become trusted by your parents.
- Do not give up or lose hope in any situation. Success comes when we challenge the problems which life presents, patiently persevere and overcome difficult hurdles.

COMBINED PACKAGE EXPOSURE GROUP (III)

In the third therapeutic condition the group was first exposed to 'Social Skills Training' followed by disputation of their irrational beliefs by 'Rational Emotive Behaviour Therapy'. Some of these therapeutic situations were as follows :

Your parents had promised you earlier, that they would lend you money to go out for your school trip. But they refused to keep their promise, without giving you any good reason. How would you react and what would you tell yourself in such a situation ?

The various responses obtained were as follows :

R(1) : I never expected this from them. How mean of them to act this way.

R(2) : Everytime the injustice in this house is done to me. They have never refused anything to my sister. It's getting difficult to take anymore of their injustice.

R(3) : I would think, it is actually not their problem but they are totally inhuman and selfish people without any feelings.

R(4) : I will feel very bad and tell myself, 'Betey Kismat Hi Kharaab Hai (My luck is bad) Ab aagey bhi yahi bhugatna padega (In the future also, I will have to undergo the same).

ROLE PLAY SITUATION I

ACTORS : Mother, Father, Son

PROTAGONIST : Son

TARGET BEHAVIOUR : Dealing with feelings of refusal or rejection giving rise to deep seated anger.

BACKGROUND (Narration) : Father comes home and is discussing his sudden arisen financial problem with the mother. The situation is as follows :

ROLE ENACTMENT SITUATION

The father comes home and tells the mother, that a major part of his salary has gone for car repairing. The mother reminds him of their sons, school trip. He tells her, its difficult, but he will manage somehow. In the meanwhile the 'son' enters the room and asks for the money. The father responds, "its difficult but". Before he is able to complete the sentence, the son starts shouting at him. It's always me, who suffers. Last time also, "I couldn't go for the trip, because of you. What do you do in the office, the whole day. I think, you only sleep. You are the worst father, anyone could have had. And if you couldn't afford us, then why did you give us birth" Listening all this, the father responds, "I have decided not to give you a single rupee. The situation is terminated here.

Situational Analysis

The situation was analysed from two perspectives by the members :

- 1) Father's behaviour
- 2) Son's attitude

Few members felt :

- Father should have been more accommodating and shouldn't have got the car repaired that month.
- He should have understood the son's need and anger, before refusing him for money.

The second part of the group evaluated, the son's behaviour and attitude. The role play was constructed with the objective of opening them towards their blind / unknown self. This responses indicated were as follows :

W – WEAKNESSES

- The son is acting unsympathetic and selfish.
- He has no understanding about the problems going on in the family.
- He is immature.
- He is self-centred and is only thinking about himself.

T- THREATS

Son should change his impatient behaviour

He should become accomodating.

O – Opportunity

- Probably, if the son would not misbehave with the parents, they might have arranged for the money.

Some of the respondents agreed to fathers reaction as correct while leaving few others, who suggested about father having overlooked the son's misbehaviour. The investigator conveyed here, "when it comes to their ownelves, they are not ready to tolerate the slightest misbehaviour from others, especially family members. However, a double standard and a faulty expectation exists when 'others' are concerned. And also others get equally pained and vulnerable by our misbehaviours.

At this stage, the investigator shifted the situation to the group. Their reactions and responses obtained in the form of irrational beliefs i(B)'s were thoroughly 'disputed' and 'debated'. The respondents remarked on their particular feelings:

i(B) : How mean of them to act this way. I never expected this from them.

D : What makes it so mean for them to act this way. Why can they never do, the things they wish to do ?

d : Nothing makes them mean. Infact, it may cause equal pain to them to behave this way.

i(B) : I would feel, my parents are totally useless, good for nothing and selfish people – without any feelings.

D : Because they didn't give you the money so they become good for nothing and useless people – who have no feelings for anyone, in any situation. Have they never done any good to you, in any way.

d : Their unfairness does not make them useless or bad, but merely people, whose behaviour you haven't like.

i(B) : I would not be able to take again their partiality towards my sister. If she would have asked, they would have never refused.

D : What evidence, do you have that they never refuse anything to your sister. Why, can't you stand and tolerate this act of your parents. Do you really feel, it's a condemnable wrong action.

d: Though you may not like their reaction, but you definitely can tolerate.

i(B) : For me, it won't be a shock. I am well aware of my luck. Everything actually goes wrong with me.

D : Has your life been series of misery, with luck not favouring you anywhere. And, how do you know, people will always treat you' unfairly. Even so, if they do, will it really become very horrible and disgusting for you.

d: Let's take it, that people will always not be just and correct in their every action. So get tough for it. It won't kill you, if they do so. So learn to accept and cope with people and situations, as they are.

The group was suggested they could feel 'irritated' and 'annoyed' instead of getting angry. Further in this context it was pinpointed that 'regret', 'disappointment', 'concern' 'sorrow' would be more appropriate emotions to go through than 'sulking', 'pouting' and getting 'depressed'.

The next step, was pointing them the constructive options or desirable behaviours in the course of occurrence for such a situation :

- Speak to your parents about your feelings of 'irritation' and 'disappointment'.
- Finding ways to persuade them to change.
- Finding alternative means of raising money.

The termination of the session was again carried through a 'role play'. The group was remarked, the play as being the 'appropriate behaviour', to be displayed by the son.

ROLE PLAY SITUATION (II)

The son enters the room and finds both his parents tensed and anxious. He stops himself from putting his demands and tries to first find out what had happened. The parents restrain to tell. At this point, the son firmly expresses, "I too am part of the family and wish to know, whatever is going on." On knowing the reasons from his father, he provides reassuring words and security to the parents in distress. He conveys, "If not this time, then next time I will make it. The trip will only make me enjoy but the car-ride can make the whole family, enjoy the outing together." (Role play terminated)

The group was further communicated such reassuring words and feelings, can give strong security and support to parents. They inturn, would feel like reciprocating and granting every wish for a child who is trying to share and assume their responsibilities.

SITUATION II :

“You have failed in three subjects out of five. Your best friend comes to know this and laughs at you in public, before your other classmates. What do you feel at that point of time ? What do you think in your mind about your friend and the whole situation.”

ROLE PLAY SITUATION :

ACTORS : Two friends : ‘Pankaj’ and ‘Mihir’.

TARGET BEHAVIOUR : Handling feelings of deception.

BACKGROUND : ‘Pankaj’ and ‘Mihir’ are best of friends, studying in the same class. One day the following incident happens :

ROLE PLAY SITUATION :

Pankaj enters the class and finds, ‘Minhaz’ making fun of him before other classmates. Minhaz is shouting and laughing loudly and saying “you people know, ‘Pankaj’ has failed in not one, two, but full three subjects. I kept on telling him to study, but he is also a character, never listens to anybody.” On listening this ‘Pankaj’ goes near to Minhaz and gives him a tight slap; telling him, “I thought you were my good friend, and you have behaved in the most horrible manner. He screams and uses abusive language and threatening words that, “he would not leave him”. On this, ‘Minhaz’ also gets hard and says, “I am not going to forget this slap of yours. He tells other classmates, “All of you know, I was just joking, but fightercocks like ‘Pankaj’ can not understand jokes.” He look’s at ‘Pankaj’ (scornfully) and tells him, “I wish you trusted a friend !” Sighs a bit and goes off from there.

ANALYSIS OF SITUATION :

The analysis here was done on reaction pattern of both the friends, ‘Pankaj’ and ‘Minhaz’. This was followed by a discussion and alternatives suggested by group members on dealing with the same situation effectively.

The following SWOT analysis was done about Pankaj's behaviour by the members:

S - TRENGHTS

- He trusts his friend completely.
- He is loyal to Minhaz and this could be the reason he slaps Minhaz. as he feels he is true and has the right to slap him.

W - WEAKNESSES

- Pankaj is reacting too much.
- If he believes in his friend, then he should trust, he can't do him harm. (This was a counter argument given by a girl to the point on 'S' of Pankaj.)
- He should not have gone and slapped him, instead he could have taken revenge in some other way.

T - THREATS

- He should control being short tempered.

O - OPPORTUNITIES

- The best way was to talk to him directly before everyone, on what he meant rather than slapping. And if this was true, then Minhaz deserves the slap.

MINHAZ : (SWOT) ANALYSIS BY THE GROUP

S - STRENGTHS

- Minhaz is a good friend
- He is hurt badly to see Pankj's behaviour and he is slapping him.

W - WEAKNESS

- Pankaj here is being misunderstood.
- His joke and humour are in bad taste.

- He is impatient, otherwise he could have gone and told 'Minhaz' he is misunderstanding.

T - THREAT

- He should improve his jokes. (expressions) ; other wise in the future, he will get many more slaps.

O - OPPORTUNITIES

- The misunderstanding can go only if, Minhaz goes and clarifies.

The members were given three minutes to discuss, on how the issue could be approached. Their suggestion was :

If 'Pankaj' instead of getting short tempered, would have taken his friend on one corner and asked, why he was insulting him, in front of the class – then their friendship could have been saved.

The investigator added further, the dimension of first knowing and understanding another individuals intentions completely and then having a 'dialogue' with him. In this situation, 'Pankaj' feels deceived by his close friend.

But as 'Minhaz' conveys, his intentions were not what 'Pankaj' had evaluated. In situations where we feel cheated or deceived, it is vital to have the courage to speak out ones mind, with the goal of resolving the situation. On the contrary, physical assault, threatening gestures and abusive language only complicates the situation further, leaving to situations with no resolutions.

The group was then 'debated' and 'disputed' through REBT on every aspect mentioned in their particular responses in context with the situation.

i (B) : If my friend would do this, I would feel 'Jiskey Upar Mainey Itna Bharoosa Kiya, Aaj Usi Ney Mery Saath Aaisa Kiya'. In my good times she

was always there with me and I was there for her. But in my bad times, she ditched me. I will feel very low and depressed.

D : Her words or actions are no where proving she has ditched you or left you. The interpretation has been made only by you.

d: Nothing so wrong has happened that you need to get into depression. Anybody can be hurt by this kind of an inappropriate behaviour. Even you might have unintentionally been 'wrong', at many places with him. But that does not terminate a long term relationship.

i (B) : I was so wrong. She was never my best friend otherwise she wouldn't have ever made fun of me.

D : Do you think you are 'really' wrong ? Was she 'never' your best friend ? Why can't she make fun of you ?

d : Though you may not like it, but who says, she cannot make fun of you. A famous quotation says "If somebody insults you, at first top it. If you can't top it, laugh at it ! If you can't laugh at it, then its probably deserved".

i (B) : I will start beating him, in front of the whole class. And definitely, no one will say anything because I am the 'king of the class.'

D : Does she deserves to be beaten for this ? Aren't you taking over advantage of the place others have given you (king of the class) Do you think, your beating will help him ?

d : Her actions have caused you frustration and displeasure. But many of her actions in the past have also given you joy. You will be over reacting, if in any such situation you come down to the level of physically attacking anyone.

i (B) : I will tell him before everyone – "You should not laugh at others because in the future; you will fail and I will win".

D : What proof exists, that your words in the future will come true.

d : It is good to convey to your friend, that he shouldn't laugh at others. On the other hand, your efforts should be in the direction of doing well totally; giving your best shot. How does it matter, whether he fails or wins ?

i (B) : I will feel very embarrassed and feel like crying before the whole class and back home I would think its better finishing my life, as now everyone knows, I am a useless person.

d : On what basis do you decide, you are good for nothing ? Are one examination results, worth finishing your whole life.

D : You may have felt disappointed by your friends and other classmates behaviour. However, how can their comments decide, you are not good enough. In future others may pass more hurting comments. Will they be worth finishing your life.

The group was then suggested to replace their inappropriate feelings, by more appropriate ones. Like feeling 'sad' instead of 'depressed' in situations like these. To have 'frustration and displeasure,' instead of 'anger and rage.'

To feel 'disappointed' instead of getting 'embarrassed or crying.'

Direction at the next stage was given about the desirable behaviours, they required to posses, if they encountered situations like these :

- Expressing their feelings of hurt displeasure and sadness to their friend.
- Clearly asking their friends intention
- Clarifying misunderstandings as most good things evolve out of most bad ones.

3.9.6 Phase VI : Post Intervention

The Post Intervention comprised of readministering the aggression inventory to the 'control' and 'experimental' groups, to observe the impact of the intervention.

3.9.7 Phase VII : Follow Up Assessment

The 'follow ups' are designed in any study, to assess whether the applied interventions endure after the abstinence of the 'intervener' from the set up. For the very same purpose follow ups were conducted in this study as well after a

two months time period. The BDI was readministered to the group. To get the actual feel of change (if any) produced, the investigator tried to have the feedbacks initially by the 'experimental group', making them answer on the situational questionnaire as well.

3.10 DATA ANALYSIS

'Paired-t' comparisons were applied to the pre-post scores to examine the effectiveness of the individual therapies as well as that of the combined package. Also Independent t-tests were applied to evaluate the significant differences existing between the independent sample populations.

For precision and accuracy of results, data was analysed on the computer assisted, Windows based SPSS (Statistical Package for Social Sciences, Version 10.0.5).