CHAPTER-V

FINDINGS, IMPLICATIONS AND SUGGESTIONS

The research process itself is often fascinating, sooner or later it becomes necessary to complete the study report. In the previous chapter, analysis, interpretation and discussion of results have been given. Based on the results, findings were thrashed out. Keeping in view the major findings, implications of the study have been looked into. But these findings and implications do not fit in all corners of the study, so the suggestions have been given for further research. The present chapter is devoted to present findings, implications of the study and suggestion for further research.

5.1 FINDINGS

The statistical data of the present study reveals the following findings:

A. Findings Related to Students’ Self Perception before and after the Experiment

The distribution of students in three experimental groups (E₁, E₂ & E₃) and one control group are same in respect to their passive, manipulative, aggressive and assertive behaviour, before the experimental treatment. After the experiment, there is massive change in the behaviour of the students of experimental groups. While there is no change in the behaviour of the students of control group.
This indicates that the assertiveness training given through feedback, relaxation and counselling techniques had modified the behaviour of the students from aggressive behaviour to assertive behaviour, from manipulative behaviour to assertive behaviour and from passive behaviour to assertive behaviour.

B. Findings Related to Students' Anxiety before the Experiment

The level of anxiety of the students of experimental groups $E_1$, $E_2$ and $E_3$ and control group do not differ, before the experiment.

C. Findings related to the Effect of Assertiveness Training on Students' Anxiety when the training was imparted through the techniques of (i) Relaxation, (ii) Feedback and (iii) Counselling.

1. The hypothesis $H_1$, "At the end of the experiment, there is no significant difference in mean anxiety scores of students trained through the techniques of (i) relaxation (ii) feedback and (iii) counselling, as compared to the students of control group separately with each experimental group", is rejected.

The statistical inference indicates that the students of experimental groups showed lower mean score of anxiety than the students of control group after the experimental treatment. This implies that all the three techniques of
2. The hypothesis $H_2$ "At the end of the experiment there is no significant difference in mean anxiety scores of students trained through the techniques of:

(i) Relaxation and Feedback”, is rejected.

(ii) Relaxation and Counselling”, is retained.

(iii) Feedback and Counselling”, is rejected.

The statistical inference indicates that (i) the assertiveness training imparted through feedback technique is significantly more effective as compared to assertiveness training imparted through relaxation technique, (ii) the assertiveness training imparted through relaxation technique is equally effective in the reduction of anxiety as compared to the assertive training imparted through counselling technique and (iii) the assertiveness training imparted through feedback technique is significantly more effective in reduction of anxiety of the students as compared to assertiveness training imparted through counselling technique.
3. The Hypothesis H₃, "At the end of the experiment there is no significant difference in mean gain anxiety scores of students trained through the techniques of:

(i) Relaxation and Feedback", is rejected.

(ii) Relaxation and Counselling", is retained.

(iii) Feedback and Counselling", is rejected.

It implies that (i) the assertiveness training imparted to the students through the feedback technique was found to be significantly more effective as compared to the assertiveness training imparted to students through relaxation technique, (ii) the assertiveness training imparted through the relaxation technique is equally effective as compared to the assertiveness training imparted through the counselling technique and (iii) the assertiveness training given to the students through feedback technique was found to be significantly more effective as compared to the assertiveness training given to the students through counselling technique.

D. Findings related to Self-concept before the Experiment

There is no difference in the self concept scores of experimental groups E₁, E₂ and E₃ and the control group before the experiment.
E. Findings related to the Effect of Assertiveness training on Students' Self-Concept, when training was given through the techniques of (i) relaxation, (ii) feedback and (iii) counselling.

1. The Hypothesis $H_4$, "At the end of the experiment there is no significant difference in mean self-concept scores of students trained through the techniques of (i) relaxation (ii) feedback and (iii) counselling, as compared to the students of control group separately with each experimental group", is rejected.

   It statistically indicates that assertiveness training imparted through (i) relaxation technique, (ii) feedback technique and (iii) counselling technique is effective for enhancement of self-concept of the students.

2. The Hypothesis $H_5$, "At the end of the experiment there is no significant difference in mean self-concept scores of students trained through the techniques of:
   (i) Relaxation and Feedback", is retained.
   (ii) Relaxation and Counselling", is retained.
   (iii) Feedback and Counselling", is rejected.

   It becomes evident that assertiveness training imparted through (i) the relaxation and feedback techniques is equally effective for the enhancement of self-concept of the students, (ii) the assertiveness training imparted through relaxation and counselling techniques is equally effective
for the enhancement of self concept of the students and (iii)
the assertiveness training imparted through counselling
 technique is more effective as compared to the assertiveness
training imparted through feedback technique for the
enhancement of self-concept of students.

3. The Hypothesis $H_6$, “At the end of the experiment there is no
significant difference in mean gain self-concept scores of
students trained through the techniques of:

(i) Relaxation and Feedback”, is retained.

(ii) Relaxation and Counselling”, is retained.

(iii) Feedback and Counselling”, is rejected.

It indicates that (i) the assertiveness training imparted
through feedback technique is equally effective as compared
to the assertiveness training imparted through relaxation
technique for the enhancement of self-concept of the
students, (ii) the assertiveness training impaired through
relaxation technique is equally effective as compared to the
assertiveness training imparted through counselling
 technique for the enhancement of self-concept of the students
and (iii) the assertiveness training given through counselling
 technique was found to be significantly more effective as
compared to assertiveness training given through feedback
technique for the enhancement of the self-concept of the
students.
5.2 CONCLUSIONS

The following conclusions have been arrived at from the present study:

1. The assertiveness training is an effective tool to change the behaviour of the students of experimental groups from aggressive behaviour to assertive behaviour, from manipulative behaviour to assertive behaviour and from passive behaviour to assertive behaviour. While there is no change in the behaviour of the students of control group where no training was given to the students.

2. The assertiveness training imparted through the techniques of relaxation, feedback and counselling is effective in the reduction of level of anxiety of the students.

3. The assertiveness training imparted through feedback technique is more effective as compared to assertiveness training imparted through relaxation technique in the reduction of level of anxiety of the students.

4. The assertiveness training imparted through relaxation technique is equally effective in the reduction of anxiety as compared to the assertive training imparted through counselling technique.

5. The assertiveness training imparted through (i) relaxation technique (ii) feedback technique, and (iii) counselling technique is effective for the enhancement of self-concept of the students.
6. The assertiveness training imparted through relaxation and feedback techniques is equally effective for the enhancement of self concept of the students.

7. The assertiveness training imparted through relaxation and counselling techniques is equally effective for the enhancement of self concept of the students.

8. The assertiveness training imparted through counselling technique is more effective as compared to assertiveness training imparted through feedback technique for enhancement of self-concept of the students.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

Due to paucity of time and resources at the disposal of the investigator all the techniques and methods of assertiveness training cannot be expected to deal with. Therefore present study opens up certain avenues for further research which are briefly listed below:

1. As the present study is limited to the students of one school only, investigator suggests that to have the results with greater validity, the larger sample could be taken from more than one school.

2. The present study has been conducted on the students of high school. Similar study could be conducted on the students of Higher Secondary School, College and University.

3. The present study is conducted on only two dependent variables i.e. anxiety and self concept. The effect of assertiveness training
could be studied on various other variables such as introversion-extroversion, intelligence, psychoticism, neuroticism and achievement etc.

4. The present study has been conducted taking into consideration the effect of assertiveness training imparted through the techniques of relaxation, feedback and counselling. Another study could be conducted to measure the effect of assertiveness training imparted through the other techniques such as positive self-recognition, receiving positive recognition, positive visualisation and using the appropriate communication skills.

5. Similar study could be conducted on various other variables of comparison between rural and urban boys and girls.

5.4 EDUCATIONAL IMPLICATIONS

The conclusions arrived at during the course of this study clearly establish the effectiveness of assertiveness training in the reduction of anxiety and enhancement of self-concept of the students. These findings have considerable implications for the students, teachers, adolescents, parents managers, administrators, counsellors and for the society at large. Following are some of the important educational implications of the present study:

It is clear from the conclusions of the present study that the assertiveness training imparted through the techniques viz; Relaxation, Feedback and Counselling is effective in reduction of anxiety of the students. It implies that the students who had problems regarding
communication and self expression, could not assert for their rights and resultantly, suffered from anxiety. Such types of anxiety could be reduced with the help of assertiveness training imparted through various methods. It gives us an understanding of inter communicative relations which helps in expression of feeling and views without any hesitation.

"The parents, teachers and social reformers should provide such an environment to adolescents so that they could learn to express freely their needs, rights, views and ideas. They must be given opportunities to express their feelings, emotions, joy and affection freely. The parents and teachers may even informally teach adolescents to assent in different social situations so that anxiety may not adversely affect their personalities. Teachers could impart assertiveness training to unassertive students so that they could improve their life-styles. Assertiveness training, therefore, is very significant for behaviour modification and it helps to eliminate the factor of anxiety from the personality of adolescents.

It has been established through the conclusions of the present study that assertiveness training imparted through relaxation technique, feedback technique and counselling technique helps in the enhancement of self-concept of adolescents. How can one perceive oneself is the most important factor for the emancipation of the personality? There is a store house of goodness in every human being. In case one is not able to utilize maximum internal goodness, one loses confidence and invites depression. The perception about oneself may be changed by assertiveness training to the adolescents so as to enable them
to recognise their internal potentials and put them to the best use for improving their life style.