 CHAPTER-VI

SUMMARY

Education is the initiation into some thing worthwhile. Education not only plays an important role in the teaching learning process, but also develops the innovative characteristics, confidence, economical standard and moral values in an individual. The individual looks upon the divine spark in man, of the true or the rational self as the highest achievement of education, as Euken said, “True elevation of man through an inward re-birth” or “The awakening of the inner man which is the triumph of education.” And above all, Gandhiji had almost identified himself with such a view about the essence of education. He wrote, “By education-I mean an all-round drawing out of the best in child and man-body, mind and spirit.” In a brief education can be defined as shaping of behaviour or modification of behaviour of the individual for adequate adjustment in the society.

Research in education covers a vast area of teaching discipline. At present there are modern trends in the field of educational research. It gives new horizon in improvement of all the educational practices. The present study deals with the effect of certain techniques of assertiveness training on anxiety and self-concept of students.

Social skill training has expanded rapidly over the last ten years and has been developed as a method of teaching in a systematic way as skills of social interaction. This training has its origin in behavioural therapy and social psychology. This approach differed on
behaviour rather than underlying psychological, causes of distress. This is concerned with relearning new behaviour instead of gaining insight and restructuring personality.

To deal with the ‘self’ and to deal with the ‘others’ are necessary conditions of human society. The important area wherein education vitally contributes is to strengthen the deal with process. This can be termed as interpersonal communication which is universal component of human transaction. This interaction may be for variety of purposes. It may be formal or informal, it depends upon situation. Social skills are gradually acquired. From childhood, a person learns so many things from his peer group and the environment. The social relations and effectiveness of a person depends upon his style of communication - the way he expresses his views, feelings and emotions towards others. There are persons who can communicate their views and feelings effectively without a sign of hesitation. There are persons also who have strong feelings about events and contexts but hesitate to express their feelings for one reason or the other. These suppressed feelings may result in the expression of pent up emotions which may also result in aggressive or hostile behaviour. The investigator therefore, considered it worthwhile to study the relative effectiveness of different techniques of assertiveness training on students' anxiety and self-concept. The present study is an attempt in this direction.
STATEMENT OF THE PROBLEM

Precisely the problem can be stated as follows:

"A COMPARATIVE STUDY OF RELATIVE EFFECTIVENESS OF DIFFERENT TECHNIQUES OF ASSERTIVENESS TRAINING ON STUDENTS' ANXIETY AND SELF-CONCEPT."

OPERATIONAL DEFINITIONS OF THE TERMS USED

Assertiveness

Assertiveness is about self confidence which means a positive attitude towards oneself and others. It means being honest to oneself and others. Those who are self-confident, their behaviour is assertive. If one person is open to others and others views, even though one may be different from himself he is supposed to have positive and open thoughts. His behaviour is called assertive when he is able to express himself clearly and communicate with others effectively. In the present study, assertiveness training has been imparted by developing social skills which include verbal and non-verbal skills.

Anxiety

Interpreting anxiety biologically, Goldstein's central thesis is, that anxiety is the subjective experience of the organism in a catastrophic condition. It is agreed by students having anxiety - Freud, Goldstein and Horney, to mention only three - that anxiety is a diffused apprehension, and that the central difference between fear and anxiety is that fear is a reaction to a specific danger, while anxiety is non-specific, vague and
Special characteristics of anxiety are the feelings of uncertainty and helplessness in the face of danger.

In the present study, anxiety has been observed to manifest itself in different spheres. A person displays anxiety when he has to meet the boss or a group (social relationship) or he is about to start on a journey or takes a test, or anxiety shows itself in the form of certain attitudes with which he faces a situation i.e. restlessness, worry, lack of sleep and so on. It may also take the form of shame and guilt, or may be seen as purely psychological symptoms like lack of confidence, indecision and worry. For measuring anxiety, Sinha anxiety Scale prepared by D. Sinha was used.

Self-concept

The inner image of the man is known as "Self", it is defined as the perception by the individual of his own inner feelings. There are several terms that are virtually synonymous with self-concept among which are ‘self image’, the ‘ego’, ‘self-understanding’, ‘self-perception’ and ‘phenomenal-self’.

Self-Concept has been referred by Lowe (1961) as one’s attitudes towards self, and by Paderson (1965) as an organised configuration of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of himself. Saraswat and Gaur (1981) described self-concept as “the individual’s way of looking himself. It also signifies his way of thinking, feeling and behaving.”
In the present study the behaviour of the adolescent with its own peculiar characteristics and problems has been examined after deep penetration into their perceptions, their physical and social temperaments, educational and intellectual spheres of self-concept. The self-concept dimension measured under the present study of self-concept are physical, social, intellectuals, moral, educational and temperamental self-concept. To measure self-concept, the Self-Concept Inventory prepared by R.K. Saraswat was used.

OBJECTIVES

The present study purports to realise the following specific objectives.

1. To study the effect of assertiveness training on students' anxiety.

2. To compare the effect of assertiveness training on students' anxiety given through: (i) Relaxation Technique, (ii) Feedback Technique and (iii) Counselling Technique.

3. To study the effect of assertiveness training on students' self-concept.

4. To compare the effect of assertiveness training on students’ self-concept given through: (i) Relaxation Technique, (ii) Feedback Technique and (iii) Counselling Technique.
HYPOTHESES

$H_1$ 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 control group students separately with each experimental group.

$H_2$ 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.

(ii) Relaxation and Counselling.

(iii) Feedback and Counselling.

$H_3$ 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.

(ii) Relaxation and Counselling.

(iii) Feedback and Counselling.

$H_4$ 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 control group students separately with each experiment group.
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.

(ii) Relaxation and Counselling.

(iii) Feedback and Counselling.

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.

(ii) Relaxation and Counselling.

(iii) Feedback and Counselling.

**DELIMITATIONS**

Due to limitation of time and resources, the present study was delimited to the following aspects.

i. The study was delimited to the students of adolescent age group studying in a High School.

ii. The study was delimited to three techniques only viz; Relaxation, Feedback and Counselling.

iii. The study was limited to compare the effect of assertiveness
training only on two parameters i.e. anxiety and self-concept.

iv. All the students were equally distributed in to four groups only on the basis of their self perception.

SAMPLE

The sample comprised of 120 students of IX class selected randomly studying at Gita Vidhyा Mandir, Gohana. All the students have passed their 8th class examination. One hundred and twenty students were further equally divided into four groups on the basis of their self perception (Passive, Manipulative, Aggressive & Assertive Behaviour). Three groups E₁, E₂ and E₃ were given assertiveness training through the techniques of Relaxation, Feedback and Counselling respectively and the remaining 30 students who comprised the control group, were not given any training.

TOOLS USED

In the present study, the following tools were used for collection of data.

i) For measuring the passive, manipulative, aggressive and assertive behaviour of the students, self-perception questionnaire prepared by Anni Townend was administered to the students of both experimental and control groups.

ii) For measuring anxiety of the students, Sinha Anxiety Scale prepared by D.Sinha was administered to the students of both experimental and control groups.
For measuring self-concept of the students, Social Concept Questionnaire prepared by R.K. Saraswat was administered to the students of both experimental and control groups.

TECHNIQUES USED

1. Relaxation Techniques

Stress evokes a generalised physiological response of the body to physical, psychological or environmental demands. Throughout life every one encounters both good and bad changes that produce stress. For example, death of a family member, the loss of a job, the birth of a child and changes in one's eating or exercise habits are all potentially stressful events. People differ, however, in what they perceive as stressful and how they cope with stress-producing situations. It is important for each person to find ways to manage stress effectively because constant stress or over stress may lead to disease or illness.

Muscular tension and stress can be relieved by a number of relaxation techniques. The goal of these techniques is to elicit a relaxation response that is characterized by decrease in EMG (Electromyography) activity, heart rate, blood pressure, breathing rate and oxygen consumption. Physical, mental or a combination of approaches may be used to achieve the relaxation response. The relaxation technique was given through with the help of two modes i.e. Aerobic training and Yoga.
2 Feedback

The international dictionary of education gives a four-fold meaning of feedback, viz., Feedback is the information of progress of teaching and learning provided through various methods of assessment; it is a programmed instruction term for information need to modify a programme so that failure in responding can be minimized; it is used in grouped dynamics to describe the reporting back to the group by a group member on the functioning of the group; and finally it is used to denote the influence on a unit of behaviour of one's knowledge of the effects of the last unit. Feedback is generally used for the coupling of part of an output of a system to influence or control the input to the system. For example, the results in teaching/learning situation can be fed back to modify the teaching method or the test itself. Feedback is generally used in rather an imprecise way in education since it is rarely easy to isolate inputs and outputs to educational systems. If the students are to assume responsibility for their own assertiveness, they must be provided with sufficient and timely information regarding the assertive skills. Students often reported going through an entire assertive-exercises completely but they are in dark about what the teacher expects of them or whether they are progressing satisfactorily.

To be most effective through feedback technique student should be informed about his progress towards assertiveness. These information should be made available during assertiveness training exercises, so that he can identify and correct his errors. Feedback technique was used during the training and after the completion of one
Assertiveness Training Exercise. Positive, negative and reinforced feedback was applied according to the situation in the present study.

3 Counselling

With some justification, counselling is frequently referred to as the heart of behavioural modification focused upon this process is the effective use of all information gathered about the individual whereby self-insight and self analysis can precede decisions, choices and actions.

To arrive at a definition of counselling, we must consider many conflicts, opinions and concepts. While too little is known about counselling or the result or products of the process, many different ideas and point of views have arisen concerning them. In hope of arriving at a clear concept of counselling, it seems imperative to contrast other activities in school or clinical work. Both teacher and professional counsellor contribute to the total development of the pupils. Gilbert. C. Wren, “Counselling is a personal and dynamic relationship between two individuals - an older more experienced and wiser (counsellor) and a younger less experienced and less wise (counselee). (Gilbert. C. Wren).

Counselling can help to develop and maintain assertiveness. A person can counsel some one with whom he works in order to help him in developing and maintaining assertiveness.

A person who lacks self-confidence and whose behaviour is non assertive is more likely to experience difficulties in relating to others and in his work. The person’s lack of confidence can have a negative and potentially destructive influence not only on himself
but also on others. Initially, for example, he may have given feedback to the person and encouraged him to develop self-confidence and assertive behaviour. If, however there has been no apparent development and change towards assertive behaviour he may decide that person would benefit from counselling and alternatively a training course focusing on developing self-confidence and assertiveness. In this study directive type of counselling and counselling interview are used.

EXPERIMENTAL PROCEDURE

The experimental procedure of the present study was taken in following three stages:

1 Pre-testing Stage

Before the commencement of experiment, tests were conducted. Tests were administered in both the groups by the researcher himself. All the students were taken into confidence. Objectives of the study were made clear to the students and were acquainted with the benefits of assertiveness training in life situations. Only one test at a time was given to a group. In this way pre-testing took three days. On the first day, self perception questionnaire was given. On the basis of self perception (passive, manipulative, aggressive and assertive behaviour), the equal number of students were divided into four groups then anxiety test was given on second day. On the third day self-concept questionnaire was administered.
2 Experimental treatment

After administration of pre-tests, 120 students were equally assigned into four groups one control and three experimental groups on the basis of their self perception i.e 90 students were assigned to experimental groups and were divided into three sections of 30 students of each and remaining 30 students were assigned to the control group. First of all training was given to the students in different assertive skills with the help of role assignment to the students of experimental group $E_1$ through relaxation technique, experimental group $E_2$ through feedback technique and experimental group $E_3$ through counselling technique. These assertion skills include initiation of conversation, joining conversation, maintaining conversation, ending conversation, to make a request, to ask for a favour, to say 'no', to refuse for unreasonable request, to pay and accept compliments, asking 'why', disagreeing actively and passively, expression of negative feelings, to be honest in expression of feelings and emotions, to express joy, sorrow and sadness.

The medium of training was Hindi and training through relaxation technique, feedback technique and counselling technique was given for one hour in experimental group $E_1$ through relaxation technique, experimental group $E_2$ through feedback technique and experimental group $E_3$ through counselling technique i.e. three hours in a day in experimental groups This was continued for six months in Gita Vidya Mandir School, Gohana Town Distt. Sonepat (Haryana).

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3 Post-testing

After six months training in assertive skills through different daily life situations by the trainee, all the three tests i.e. Self Perception Questionnaire (Townend), Anxiety test (Sinha) and Self-Concept Questionnaire (Saraswat), were again given to all the students of (experimental and control groups) to test their level of self perception, anxiety and self-concept.

STATISTICAL TECHNIQUES

In order to fulfill the objectives of the study the following statistical techniques were employed for data analysis:

(i) Mean (ii) ANOVA (iii) Standard Deviation and

(iv) ‘t’- values.

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 E1, E2 and E3 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 H1, “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 assertiveness training i.e. relaxation, feedback and counselling help in the reduction of anxiety scores of the students of the experimental groups.

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.
The Hypothesis $H_3$, "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 $E_1$, $E_2$ and $E_3$ 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 H₄, "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 H₅, "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 imparted 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.
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.

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. The students who had problems regarding communication and self expression, could not assert for their rights and resultanty, 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.

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. The perception about oneself may also 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.

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