CHAPTER-II

REVIEW OF RELATED LITERATURE

"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past."

In the field of education, as in other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in particular area from which he intends to take up a problem for research.

Review on survey studies avoids the risk of duplication, provides theories, ideas, explanations or hypotheses valuable in formulating the problem and contributes to general scholarship of the investigator. This literature is in the form of books, monographs, government publications on education, encyclopaedia of educational research, theses, dissertations, educational journals etc. The importance of keeping the latest information is emphasized in the following lines:

"The competent physician must keep constantly abreast of the latest discoveries in the field of medicine...... The successful lawyer must be able to readily locate information pertinent to the case at hand.... Obviously the careful student of education, the research worker and investigator should become familiar with the location and use of the sources of educational information....."
2.1 EFFECT OF ASSERTIVENESS TRAINING ON ANXIETY


Williams (1976) studied the effect of group assertiveness training on selected cognitive variables. The population for this study consisted of thirty-two college students who volunteered for participation in assertiveness training. The subjects were randomly assigned to either the experimental group or the placebo discussion group. Pretests and posttests scores on all self report measures were treated statistically for significance of difference between means, using analysis of covariance. The results of the study indicated that the Hypothesis, “Experimental group subjects would exhibit significantly higher levels of self-reported assertiveness and larger decrease in levels of self-reported anxiety than the placebo group” was rejected.

Little (1978) investigated whether assertion training could effectively modify anxiety and symptomization in a population of women. The study was composed of 82 female volunteers between the ages of 20 and 65. These women were assigned to one of six treatments. Members of the experimental groups were tested, given assertion training and were post tested. Members of control groups were tested seven weeks and were post tested. All training and testing was done by the researcher. Findings of the study revealed that assertive training group was better than the
control group in developing assertive behaviour and in lessening general and situation-specific anxiety.

Ericson (1978) studied the effect of assertion training on selected physiological components of anxiety. Subjects were randomly selected from a population of students and were then assigned to one of five groups: Assertive Training (AT) (2), Assertive Training with relaxation (ATR) (2), and control (1). Pre-tests and post-tests were taken to measure assertiveness and anxiety. Subjects receiving assertive training were exposed to six treatment components: instruction, cognitive restructuring, behaviour rehearsal, coaching, reinforcement and home work. Subjects in Assertive Training with relaxation groups received the same components as well as a self-control relaxation training procedure. Enduring differences between treated and control groups were clearly established on self-report measure of assertion and state anxiety.

Hartwell (1980) studied the effect of an assertiveness training group on the levels of assertiveness and anxiety in females. The subjects were 19 females. The design was a pre-test -post-test control group format using random assignment. The treatment group received seven session assertiveness training which employed the use of modelling, coaching, behavioural rehearsal and Gestalt techniques. No training was given to control group. The training was not found to be effective in increase of assertiveness and lessening of anxiety.
Martinez (1981) compared effectiveness of group assertive training and self-esteem enhancement group therapy in decreasing anxiety, depression and aggression while concurrently increasing assertiveness and self-esteem. The subjects for this investigation consisted of males and females in the age group of 18-63. The design was a pre-test - post-test control group format. Subjects assigned to treatment were given eleven, 2 to 2\(\frac{1}{2}\) hour weekly sessions of either group Assertive Training (AT) or a specially developed Self Esteem Enhancement group Therapy (SET). The following conclusions were drawn: (1) Both AT and SET were significantly effective in increasing assertiveness but AT was a more potent treatment than SET, (2) Both Assertion Training and Self Esteem Training were equally effective in decreasing measures of anxiety, depression and aggression.

Tuggy (1982) compared two forms of assertion training and their impact on anxiety and impulsivity in alcoholics. This study hypothesized that the inclusion of assertion training in a 21 day residential alcohol treatment programme for men would result in an increase in assertiveness. High anxious subjects would improve most in the anxiety modification treatment. The results did not support the hypotheses, though some tentative evidence for the utility of the anxiety reduction treatment was found.

Hong Kim (1982) studied the effectiveness of group assertion training with Korean College Students on self-expression and anxiety. There were three experimental groups; the treatment groups received 10 hours of assertion training over a 5-week period. The training
was a combination of cognitive restructuring and behavioural procedures. A placebo group participated in five hours of group discussion rather than assertion training and a control group did not receive any treatment until after the experiment. Results of the study revealed that the treatment group was superior in assertiveness to placebo and control groups. But no such effect was observed on anxiety.

Herdey (1982) studied the effects of group assertion training on anxiety, depression, self-concept and assertiveness in heroin addicts. A quasi experimental pre-test - post-test control group design was employed. Subjects were randomly assigned to two experimental and one control group. The findings suggest that the group assertion training was successful in raising self-concepts in subjects. Contrary to results of other studies, individuals in this investigation receiving assertion training did not significantly lower their levels of anxiety nor did they significantly improve their assertiveness over those not receiving assertion training.

Padgett (1987) studied the effects of a group assertiveness training workshop on anxiety, assertiveness and health locus of control for registered nurses. Forty two volunteers registered nurses served as subjects and were randomly assigned to a treatment or control group. The control group did not receive a treatment. Two small groups of treatment subjects completed (two-day) fifteen hours than the control group., included the following components: (1) rational thinking, (2) assertiveness, (3) anxiety and anxiety reduction, and (4) assertiveness skill development. In the workshop areas of personal and professional
impact were (1) reduced anxiety, (2) decreased physical symptoms (3) increased self-confidence.

2.2 EFFECT OF ASSERTIVENESS TRAINING ON SELF-CONCEPT


Kornfeld (1974) determined whether or not assertive training would increase self-concept in a positive direction in a group of court adjudged juvenile delinquents. The subjects used in this study were thirteen court ruled juvenile delinquents of ages 13-17. Eight subjects were given to experimental treatment and five subjects to control condition. The treatment condition involved assertive training techniques including role-playing, modeling and behavioural-rehearsal. Pre-test/post-test comparison of scores indicates that there were no significant differences in the amount of change of the experimental group and control group on measured change in behaviour school status, anxiety, popularity, happiness and satisfaction. The treatment variable exhibited differences in physical appearance and attributes.

Ball (1976) studied the effects of group assertiveness training on selected measures of self-concept for college women. Subjects in the experimental assertiveness training group received six sessions two
hours each of an assertiveness training model which utilized video feedback, modelling, behaviour rehearsal, role playing and homework to acquire assertive skills in making a request, refusing a request, and requesting a change in another's behaviour. The results of the study indicated a slight positive but not statistically significant relationship between increase in assertiveness and increase in self-concept.

Scott (1976) examined the effects of returning to college and assertiveness training on self-concept and personality variables of mature women. Significant differences were found in self concept and demographic variables between women who received assertiveness training and women who did not receive such training.

Sisson (1977) investigated whether or not cognitive behavioural assertion training procedures would have an effect on improving the self-concept of college undergraduates. A measure was also used to determine if the assertion training actually increased assertive behaviours. Subjects were students volunteers from freshmen and sophomore psychology class and were randomly assigned to experimental and control groups. Subjects of experimental group received 15 hours assertion training. It was concluded that participants in the study who received the assertiveness training procedures made a significant positive gain in assertive behaviour and behaviour dimension of self-concept over those who did not receive the training.
Breidenbach (1977) analysed the effect of assertive training on the adolescents' self-concept. Thirteen males and 17 females completed six to nine hours of assertive training over a seven week period. These high school seniors were of 16 to 18 years of age. Well qualified facilitators led the assertive training groups. The control group was randomly selected from classmate volunteers who were willing to take the tests as a part of the study. As a result of training, adolescent males and females were benefited equally in improvement in self-concept and assertiveness.

King (1977) assessed the effects of a short-term assertive training workshop on the self-concept of low-assertive college females. More specifically, this study was designed to assess significant attitudinal and cognitive differences among an assertive training group, a discussion control group and a no-treatment control group. The subjects were 36 low-assertive undergraduate females of age ranged from 17 to 24 years and were randomly assigned to one of the three groups. The four-hour workshop for assertive training group followed a cognitive/behavioural format. In the cognitive phase of the training, the participants discussed personal rights and various aspects of assertion. In the behavioural phase, they role played situations which they identified as problematic. The discussion control group spent four hours in a workshop which utilised only cognitive methods. The results of this study indicated that four hours was not a sufficient amount of time to change self-concept in low-assertive college females. An additional conclusion was that cognitive knowledge about assertion could be acquired in a four hour period.
Parmely (1978) investigated the behavioural and self-concept changes in adult women resulting from an assertive training programme. Nineteen women ranging in age from 24 to 54 were recruited from the waiting list for assertive training groups. On the basis of interview subjects were randomly assigned to either the assertive training or control group. The treatment group of 12 women co-led by the researcher and a female clinical psychology intern received eight 2-2\(\frac{1}{2}\) hours assertive training sessions conducted over an 8 week period. It was concluded that subjects' subjective ratings of anxiety prior to the behavioural measure role plays were significantly lower for experimental subjects at post testing. However, for subjective ratings of anxiety after each role-played scene, there were no significant group differences. Two of the interpersonal checklist sub scores showed the effects of assertive training on self-concept.

Saxon (1979) examined the effects of a group assertion training programme upon subjects drawn from a university population using self-report measures of assertiveness, self-concept and locus of control as dependent variables. Participants were randomly assigned to treatment and control groups. There were 15 subjects who completed the treatment programme and 23 subjects who were in the control condition. The group assertiveness training programme had positive effects on the participants in terms of assertiveness and overall self-concept.
Burr (1979) studied the effects of assertiveness training on self-concept and locus of control among adolescents in the classroom setting. The twenty-eight subjects were all sophomore and junior students. An intact groups, pre-test post-test design was used. The students in one classroom were used as an experimental group and the students in the other classroom were used as a control group. Subjects in the experimental condition participated in six assertiveness training sessions over a three week period. It was concluded that short-term assertiveness training is ineffective for modifying self-concept and locus of control at least within the adolescent population sampled.

Gundry (1980) studied the effect of assertiveness training on the self-concept of seventh and eight grade parochial school students. Subjects were 178 in number and were assigned experimental and control groups. The data were analysed through usage of t-tests and 3-way analysis of covariance. The increase in assertiveness scores for the experimental group indicated the effectiveness of the assertiveness training programme for seventh and eight graders. Little evidence was found to indicate that participation in an assertiveness training programme would assure an increase in self-concept even though significant correlations were found between assertiveness and self-concept scores.

Reilly (1981) conducted the study to see the effects of assertiveness and career/life planning training on personal assertiveness, locus of control and self-concept of disadvantaged women. Twenty subjects were randomly assigned to one of three treatment groups.
Treatments were defined as career/life planning, assertiveness training and no treatment. It was concluded that even though the scores for the assertiveness and career/life planning groups were found to be in the direction in increased personal assertiveness, increased internal locus of control and increased self-concept, they did not increase enough to reach statistical significance.

Gembol (1981) studied the effects of assertiveness training on self-concept and locus of control of women. Subjects were randomly assigned to either an assertiveness training group or a waiting-list control group. Assertive training consisting of twelve hours of training given in one and half hour sessions twice a week for four weeks. It included the major components of behaviour rehearsal, modelling, feedback and cognitive restructuring. The results indicated that assertiveness training is effective for increasing self-concept and assertiveness.

Hurt (1985) studied the effects of assertiveness training on the aggressive behaviour, self-concept, locus of control and classroom behaviour of delinquent adolescent. They were randomly assigned to experimental and control group with a total of thirty students in each group. The experimental group was exposed to the traditional treatment programme in the institution alongwith an assertiveness training programme. Pre-test and post-test design was used. The training was not found to be effective on assertiveness, self-concept, locus of control and classroom behaviour.
Donald (1985) examined the effect of group assertiveness training on the assertiveness and self concept levels of army female enlistees. Subjects included 63 army enlisted females. The study involved a pre-test post-test design with random assignment to an assertiveness training, a discussion and a control group. Subjects of experimental group received a six-session training period which employed the use of behaviour rehearsal, modeling, coaching role-playing performance, feedback and homework assignments. Discussion subjects received a six-week discussion period on male-female relationships. Control subjects merely completed the pre-test and post-test measures. Following up testing of all subjects occurred eight to ten weeks after all training had ended. The training was found ineffective on said variables.

Marcia (1991) investigated the effects of assertion training on the assertive behaviours, self-acceptance, self-concept and locus of control. Subjects were 82 students in a teacher-preparation programme. The subjects were divided by a process of random selection into three experimental groups and a non-treatment group with approximately 15 subjects in each experimental group and 43 subjects in the non treatment group. Experimental group-I participated in two, one - and one & half hour session which provided assertion training in the form of lecturers, examples, films, tapes and role-playing activities. Between session the subjects practised assertiveness in their life situations. Experimental group-II received four one-and-one-half hour session in assertion training, and experimental group-III experienced six sessions of one-and-one-half hour training. The results indicated that there were no significant differences of acceptance between the experimental and non treatment
groups in mean scores of assertiveness but there were significant differences between groups on self-concept.

2.3 EFFECT OF ASSERTIVENESS TRAINING ON DIFFERENT ASSERTIVENESS LEVEL


Beginning in the late 1960's, parents of both problem and non problem children monitor and provide consequences for out-of-control behaviour until the child leaves the home. It is assumed by (Patterson) that the parents are in position of being the most effective agent for the dual role of monitoring and punishing deviant behaviour. In the setting in which parents are not present, the responsibility may be delegated to teacher. However this requires a careful co-ordination between school and home, this programme was the most intensive analysis process available in the entire field. At this point there were dozens of community centres in England which started community
sponsored treatment programmes scattered about the counter. Each consists of a pair of highly trained teaching parents and six to eight adolescents, some of whom are adjudicated delinquents.

Lawrence (1970) compared methods of modifying assertive behaviour, developed an assertive inventory and evaluated the trait theory of assertion. The behaviour rehearsal group was given in assertive training procedure which employed modeling, feedback and direct instructions to practise assertive behaviour. Statements from one of the social issues discussed in pre-test were utilised in two training sessions. Pre-test and post-test design was employed. Subjects of experimental group showed more assertiveness than control in posttest.

Spencer (1972) investigated assertive behaviour through videotape-mediated assertive models and directed practice. A standardized assertive training procedure was constructed consisting of the presentation of seven videotapes of models verbally reconstructing ways in which they used assertive behaviour with profit and demonstrating these responses, along with the directed practice of nine types of assertive behaviours. A placebo discussion group treatment consisting of a series of seven videotapes in which subjects discuss and receive systematic desensitization to fears was also constructed. Subjects receiving assertive training reported significantly higher assertive behaviour and were rated as significantly more assertive than subjects receiving the placebo discussion group treatment and also subjects receiving no treatment.
Young, Rimm & Kennedy (1973) investigated the individual contribution of modelling in modifying the assertive behaviour of 40 female college students in a laboratory analogue of behaviour rehearsal therapy. Two variations of the modeling procedure, one with verbal reinforcement and one without, were compared with two control conditions, a placebo therapy control group and a no-treatment group. In terms of the principal behavioural measure employed, both modeling groups demonstrated significantly greater improvement in assertive performance than either control group on those situations for which specific training had been given. Contrary to the expectations, verbal reinforcement did not augment the effect of the modeling procedure.

Hersen et al (1973) studied effects of practice, instructions, and modeling on components of assertive behaviour. For this, unassertive psychiatric patients matched on age, years of education, diagnosis, and self-reported assertiveness were assigned to one of the five conditions with 10 subjects in each group: (1) Test-Re-test, (2) Practice-Control, (3) Instructions, (4) Modeling, (5) Modeling plus Instructions. All subjects were video-taped (Pre-Test and Post-Test) while responding to five interpersonal situations requiring assertive responses. Pre- and post-test responses for all subjects were rated independently by judges on seven verbal and non-verbal components of assertiveness. Results indicated that the modelling plus instructions group was superior or equal to the instructions alone or modelling alone groups on five of the seven components. Instructions alone and Modeling alone led to greatest improvement in the remaining two components. No differences were found between the Practice-Control and Test-Re-test groups on any of the
seven components of assertiveness. No differences (Post-test-Pre-test) were found among the groups on a self-report measure of assertiveness.

Zeiger (1973) studied the effects of video-taped modeling and behaviour rehearsal through group training on assertive behaviour. 37 subjects were assigned to experimental group and 47 were assigned to control group. Subjects of experimental group met for four weeks, three hours each week. Each followed the same format of matching videotaped models, rehearsing scenes and making contracts to be completed outside the group. It was reported that subjects who participated in twelve hours of assertive-training using video-taped models and behaviour rehearsal perceive themselves as more assertive on self-report measures than did subjects who did not participate in the training.

Kazdin (1974) investigated the effect of covert modeling and model reinforcement on assertive behaviour. Non-assertive subjects received covert modeling (imagine scenes in which a model performed assertively), covert modeling plus reinforcement (imagined scenes in which a model performed assertively and favourable consequences followed model performance), no modelling (imagined scenes with neither an assertive model nor favorable consequences) of delayed treatment (co-treatment controls who subsequently received either covert modeling or modeling plus reinforcement). In four treatment sessions, both model and model-reinforcement conditions improved significantly on self-report inventories and a role-playing test of assertiveness. The modeling-reinforcement group tended to show greater assertiveness at post-treatment assessment and follow-up.
Hoffman (1974) studied the relative effectiveness of types of group assertive training: (a) Group Assertive Training, the standard treatment which emphasizes behaviour rehearsal as its main component; (b) Group Assertive Training, Self-Management Training, a modification of the standard programme which adds self-monitoring and training in rational problem-solving, and (c) Minimal Assertive Training, a briefer treatment, consisting primarily in the monitoring of one's own behaviour during the treatment period. All subjects read a manual about assertive training and set specific goals for the four-week treatment programme. Subjects were tested the week before and the week after treatment by means of a role-play behaviour test dramatizing situations typically calling for assertive responses and self-report measures of assertiveness and social anxiety. It was reported that all three types of assertive training are effective in increasing assertiveness and reducing social anxiety.

Parr (1974) examined the effects of modeling, behaviour rehearsal and counsellor's sex in assertive counselling with adolescents. Subjects were eighth and ninth grade students. Sex counsellors were randomly assigned one boy and none girl for each of five treatment groups, modelling plus rehearsal (MR), modelling only (M), rehearsal only (R), placebo control or script counselling (S) and delayed treatment control (C). Counsellors met with the non assertive subjects individually for about 48 minutes once a week over a six-week period. Results of the study indicated that modelling and rehearsal may contribute additively to
treatment and that modeling and rehearsal alone may be equally effective in assertive counseling.

Bumbalek (1975) attempted to compare the relative effectiveness of a behavioural method using such skills as role-playing, coaching and behaviour rehearsal with a behavioural-cognitive method. Subjects were females and were given assertive training consisted of six two-hour sessions during which time the subjects discussed assertiveness and practiced assertive behaviours. There were significant differences, however, in the number of assertive and non-assertive responses with the behavioural group showing the greatest difference.

Olsen (1975) analysed the effect of assertive training programme upon 48 female high school non-assertive students' measured assertiveness during an eight week experimental rehearsal-Modeling approach appears to have applicability for increasing assertiveness.

Hall (1975) examined the effect of sex of the leader on the development of assertiveness in women undergoing group assertive-training. Forty-four females of middle class, predominantly women between 21 and 60 years of age participated in study. Two groups were led by different female leaders and two were led by different male leaders. The four groups underwent the same semi-structured assertive training procedure outlined in An Introduction to Assertive Training Procedure for women (Jakubowskispector, 1973). Treatment were held twice a week for a total period of two and one-half week. Two (one-hour) sessions and three (two-hours) sessions were held. The results of the
study indicated that sex of the leader was not found having significant effect on assertiveness of the subjects.

Keating (1975) studied the effects of assertive training on selected student leader sub-groups. The purpose of this study was two fold - (1) to design and implement an assertive training workshop for student leaders and (2) to assess the effectiveness of the workshop in increasing participants' level of assertiveness and improving participants self-concept. It was concluded that subjects who participated in nine-hour assertive training workshop for student leaders reported gains in assertiveness and self-concept. Subjects' sex, leadership role, leadership experience and class standing did not appear to influence these gains.

Edelstein and Eisler (1976) compared effects of modeling and modeling plus instructions and feedback for social skills training. The dependent measures were duration of eye contact, number of head and hand gestures and ratings of effect and assertiveness. Modeling alone increased effect, but not gestures or duration of eye contact. Modeling combined with instructions and feedback increased eye contact, effect and assertiveness.

Friedman (1976) investigated the therapeutic effectiveness of assertion training. The sample consisted of 30 psychiatric out-patients. Participants were randomly assigned to an eight week assertion training to discussion or relaxation training group. Results indicated that the assertion training group differed significantly in measured overt assertiveness from either the discussion or relaxation training group.
Jacobsen (1976) studied the assessment and modification of assertive behaviour in military personnel through modeling and behavioural rehearsal. Participants were assigned to four treatment groups: modeling plus rehearsal, modeling only rehearsal only, and delayed - treatment control. Results of the study indicated that women counseled by male counselors showed greater positive change in assertiveness score than males. The Newman-Keuls comparison of treatment groups on the post's assertiveness questionnaire revealed that the clients treated by modeling and rehearsal method reported themselves a significantly more assertive than did subjects in control groups.

Beck (1977) conducted factorial investigation of the components of assertion training. Subjects were 64 male undergraduates and were casted randomly into one of eight treatment groups: (1) Modeling, behaviour rehearsal and instructions; (2) Modeling and behaviour rehearsal; (3) Modeling and instructions; (4) Modeling; (5) Behaviour rehearsal and instructions; (6) Behaviour rehearsal; (7) Instructions; (8) No treatment. Results indicated that effects of modeling were highly significant. The main effects of behaviour rehearsal were significant at post test, but marginally significant at follow-up. In response to the comments of Lazarus (1971) and Warren (1976), this study defined assertiveness such that responses involving self-disclosure, the delivery of components, the expression of positive regard and sharing of happy occasions were included.
Goldstein (1977) examined the effects of homework assignments assertive behaviour. Subjects were forty two university students who were randomly assigned to the following treatment conditions: (1) Assertiveness Training (AT), (2) Assertiveness Training plus extra-session homework (AT & H), (3) No treatment control (c). The AT treatment condition included the following components: (1) lecture and discussion; (2) role playing; (3) coaching and (4) feedback. The results of the study demonstrated the effectiveness of both treatment conditions to increase assertive behaviour when compared to a control group. Extra-session homework augmented the effectiveness of the assertion training programme.

McKeller (1977) studied the effects of assertive behaviour training in college sophomores and graduate students. The experimental group was exposed to five weeks of assertive behaviour training, while the control group had no such specific training in assertive skills. The sample consisted of 69 volunteers, was categorised according to class level (sophomore Vs. graduate) and treatment group (experimental or control). A model for facilitating assertive behaviour training based on the work of Hardaway and LaPoint (1975) was implemented. The results of the study support the findings of Friedman (1971) which indicate that modeling and role-playing are effective techniques to implement assertive behaviour. Furthermore after assertiveness training, subjects viewed themselves as more assertive, more self assured and more group adherent.
G.R. Patteson (1978) associated parents in social skill training programme. The social learning and sociological approaches agree in their emphasis upon teaching social skills (i.e. academic, social job) to enhance the child's ability to produce positive reinforcement from the environment. They also agree with the necessity for involving parents and other family members in an effective treatment programme. The social learning approach stresses parental involvement in tracking child behaviour, negotiating agreement with the child and providing consequences for deviant behaviour. This approach emphasises training in problem solving and communicative skills for making a child assertive.

Wright (1978) analysed the effects of group assertive training on high school males. Main aim of the study was to determine whether small groups of high school males receiving assertive training based upon behaviour rehearsal (overt rehearsal) differed in measured assertiveness from small groups of high school males participating a lecture-discussion treatment (covert rehearsal) or a control group. The results indicated that the lecture discussion groups increased significantly in self-reported assertiveness while the behaviour rehearsal group did not. Covert rehearsal was somewhat more effective than overt rehearsal in short-term assertive training with high school males.

Cummings (1980) investigated the effect of the use of videotape feedback (VTF) on the acquisition of assertive behavioural skills with three groups of college students who were in assertiveness training over a period of eight consecutive week, with the hypothesis that 'the use of VTF would increase the effectiveness of assertiveness
training'. Group I received VTF only in last four weeks; Group 3 received VTF in all eight weeks. The findings were not significant on all measures and observations. Of all measures and observations, the Rathus showed more group differentiation and increased assertiveness over time.

Voltan (1980) investigated the effects of assertiveness training in groups on the level of assertiveness of the individual. Subjects were sixty female students. A pre-post control group design was employed with thirty of the subjects being assigned to the experimental group and the other thirty to the control groups. Findings showed that the assertiveness training groups had a positive effect on the assertiveness level of the individual.

Stern (1981) examined comparative efficacy of individual versus group assertion training. It was individual assertion training (one hour per session) versus six sessions of group assertion training (two hours per session) versus no training control. Results indicated that (1) no significant differences in effectiveness between individual versus group assertion training, (2) individual and group approach significantly better than no training.

Yorke (1981) studied the effects of behavioural homework assignments in increasing behaviour in a non-assertive college population. Subjects were 24 non-assertive college students. Subjects were randomly assigned to one of three treatment groups: behavioural homework assignments plus behavioural rehearsal and coaching (Treatment 1), behavioural rehearsal and coaching alone (Treatment 2), and test-re-tested control. Treatment was conducted in a group format over six 90
minute sessions. The results of the investigation suggested that the behavioural homework assignments performed between treatment sessions may serve an important function of anxiety reduction in assertion training and increased assertiveness.

Powell (1987) compared lecture versus group discussion method in teaching assertiveness. A quasi-experimental pre-test, treatment and post-test design was used. The sample consisted of 70 female subjects who were university nursing students. No significant difference in assertiveness was found between lecture and discussion participants at pre-test and at post-test. Self-concept scores were not significant. Assertiveness in two weeks cannot be taught using either lecture or discussion and no relationship was identified between either method of assertive education: cognitive style and self-concept.

Raymon J. Yeager (1990) has worked on “Adult childrens of alcoholics”. In his study Yeager has clearly established that the impact of childhood/family environment on the development of child can not be ignored while studying his behaviour for improvement. The children brought under abnormal environment develop behavioural problems. Their moods, attitudes, actions and reactions are typically unpredictable. They are supposed to know and follow what their parents say. Their point of view is not heard. They are directed not to “air their family laundry”. They are made to feel that they are incapable of managing their affairs. They hardly receive any feedback. Children never learn assertive position or how to communicate their feelings.
Children in normal families play different roles and serve different functions in different families. Children brought up in families where they do not find opportunity to play their role, become non assertive. Eager has studied the problem of such children in detail i.e. how the children are affected by the attitude of their parents and environment in the family, and what remedial measures are required to be taken. He provides a conceptual mode for understanding and treating people with such back ground. He has treated the problem from three angels cognitive, emotive and behavioural. Cognitive assessment of these children involve discreening the individual’s thought regarding himself, the world-(including relations, family love etc.), and the future and the past. Specially assessed are irrational beliefs and cognitive distortion and the extent to which the individual’s perceptions, interpretation and evaluation are rigid, absolute and demanding.

Annie Townend (1991) studied the effect of assertiveness training on self awareness training on self awareness and for developing assertiveness through positive self recognition i.e. how assertiveness can be developed and maintained. In her book “Developing Assertiveness”, she has given assertiveness manipulative and aggressive behaviour in different setting. She has dealt the problem step by step. In the first step, she has taken up the stance which individuals take in relation to others, when they behave positively, manipulatively, aggressively and assertively. In the second step, various proven techniques for developing assertiveness have been dealt in detail. In the third step, readers are helped in taking positive steps to change attitudes and develop assertive behaviour. The
last portion of the book deals with developing maintenance of assertiveness.

Annie Townend in her work clearly states that "lack of confidence underlines aggressive behaviour, just as it underlines passive behaviour. Indeed behaving aggressively towards others is usually a way of covering up this underlying lack of self confidence". Towned has further emphasised that "when you are self-confident your behaviour is assertive you are open to others and their views, even though they may be different from your own. You are able to express yourself clearly and to communicate with others effectively."

Mitchell W. Robin (1991) studied the effect of assertiveness training upon the "Performance anxiety". Anxiety in Robin's view, can be defined as a "pervasive experience of dread typically accompanied by somatic disturbance. This experience of dread is behaviorally manifested as avoidance, inhibition, sleeplessness, and decrements in problem solving skills. In Robin's view, any experience of anxiety is a "dysfunctional emotion" because it is so often interferes with the client achieving his goal. A person suffering from anxiety is believed to have endorsed irrational belief about possible dire consequences that might occur. Anxiety is characterised by the concept of "what if" and postulates two additional form of anxiety "Ego anxiety" and "Discomfort anxiety".

Kipper (1992) investigated the differential effect of role-playing enactment hypothesis through self-evaluation of improvement in assertiveness by participants in an assertiveness training programme. 22 non-assertive Israeli students in age group of 22-27 years
were trained in two groups, 12 subjects in mimetic replication (action modeling) and 10 subjects in spontaneous (self-produced action) role-playing interventions. Comparisons of their scores on College Self Expression Scale before and after the training showed that both groups significantly improved their evaluations, but the mimetic-replication group did better scoring significantly higher on College Self Expression Scale 1st factor (the willingness to take risks in situations that involved other significantly persons).

Rana (1993) studied the effect of assertiveness training on students’ anxiety, self-concept, achievement-motivation and risk taking behaviour. Forty eight students were randomly assigned to experimental and control groups. In this study pre-test, post-test and control group design was used. The assertiveness training was given to the experimental group by different assertive skills (verbal and non verbal) and assertive training model in different behavioural situations. The training was given for two hours in a day. This was continued for three months. The control group did not received assertiveness training. The findings suggest that (i) the assertiveness training is effective in reduction of level of anxiety of the students, (ii) the assertiveness training is helpful in enhancement of self concept of the students, (iii) the assertiveness training is effective measure in enhancement of achievement -motivation of the students and (iv) the assertiveness training is not helpful in promotion of risk taking behaviour of the students.
Dutt (1995) investigated the relative effectiveness of different methods of assertiveness training on students' anxiety, self concept and introversion-extroversion. The sample consisted of 96 students selected randomly of high school level. 96 students were further divided into four equal groups i.e. one controlled group and three experimental groups. Participants of experimental groups were randomly assigned to three months assertion training through the three methods viz; (i) modeling, (ii) role playing and (iii) simulation. Results indicated that the assertiveness training imparted through (i) modeling, (ii) role playing and (iii) simulation is effective in reduction of level of anxiety of students and enhancement of self concept of students. There was no effect of assertiveness training on introversion and extroversion of students.

David and Associates (1997) studied the appropriate and constructive ways to develop assertiveness and empowerment. They concluded that participants in an organisation who were given assertiveness training, express better own personal power and authority than the participants who were not given assertiveness training.

Brown (1998) examined the self realisation in the light of assertiveness. He worked on applied psycho-synthesis and concluded that assertiveness is helpful to attain the condition of self realisation. He also concluded that counselling is an effective tool in developing the assertiveness.
After having reviewed the related literature, it was found that there have been various studies on effectiveness of assertiveness training on anxiety, self concept and few on effect of assertiveness training on achievement motivation, assertiveness training model on students anxiety, self-concept, achievement-motivation and risk-taking behaviour of the same subjects and risk taking behaviour of subjects of various age levels. There has been no study to see the effect of assertiveness training on students' anxiety and self-concept through the techniques of assertiveness training. Hence the present study is an attempt in this direction.