CHAPTER VI

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS

AND

SUGGESTIONS FOR FURTHER RESEARCH
6.0 Introduction

In the previous chapter results, interpretations and discussion of results have been presented. This chapter includes the findings, conclusions, educational implications of the present investigation and suggestions for further research.

6.1 The following findings emerged out of the present study:

A. Findings related to the effect of assertiveness training on students' anxiety.

1. The directional hypothesis $H_1$ "At the end of the experimental treatment the students of experimental group who were provided assertiveness training will show significantly lower mean score on the test of anxiety than the students of control group," is retained. The statistical inference indicates that students of experimental group showed lower mean score of anxiety than the students of control group.
2. The directional hypothesis $H_2$ "At the end of the experimental treatment the students of the experimental group will show a significantly lower mean gain score on anxiety as compared to the students of control group," is retained. The statistical inference indicates that the students of experimental group scored lower mean gain score in anxiety than the students of control group.

This means assertive training is helpful and effective in reduction of anxiety of the students.

B. Findings related to the effect of assertiveness training on students' self-concept.

1. The directional hypothesis $H_3$, "At the end of the experimental treatment the students of the experimental group will attain a significantly higher mean score on the test of self-concept than the students of control group," is retained. The significant value of 't' indicates that the students of experimental group showed high level of self-concept than the students of the control group.

2. The directional hypothesis $H_4$, "At the end of the experimental treatment the students of the experimental group will attain a significantly higher mean gain score on the test of self-concept than the students of control
group," is retained. The statistical inference indicates that the students of experimental group showed higher mean gain score on the test of self-concept than the students of control group.

On the basis of these results, it is concluded that the assertiveness is an effective measure for enhancement of self-concept of the students.

C. Finding related to the effect of assertiveness training on students' achievement-motivation.

1. The directional hypothesis H₅,"At the end of the experimental treatment the students of experimental group will attain a significantly higher mean score on the test of achievement-motivation than the students of control group," is retained. The statistical inference indicates that the students of experimental group scored higher mean score on the test of achievement-motivation than the students of control group.

2. The directional hypothesis H₆,"At the end of the experimental treatment the students of experimental group will attain a significantly higher mean gain score on the test of achievement-motivation than the students of
control group," is retained. The statistical inference indicates that the students of experimental group scored significantly higher mean gain score on the test of achievement-motivation than the students of control group.

On the basis of these results, it is concluded that the assertiveness training was found to be effective for enhancement of achievement-motivation of the students.

D. Findings related to the effect of assertive training on students' risk-taking behaviour.

1. The directional hypothesis H₇," At the end of the experimental treatment the students of experimental group will show a significantly higher mean score on the test of risk-taking behaviour than the students of the control group," is rejected. The students of experimental group scored higher on the test of risk-taking behaviour than the students of control group, but the difference was not found to be statistically significant.

2. The directional hypothesis H₈," At the end of the experimental treatment the students of experimental group will attain a significantly higher mean gain score on the test of risk-taking behaviour than the students of control group," is also rejected. The students of experimental
group scored higher mean gain score than the students of control group, but the difference was not found to be statistically significant.

On the basis of these results, it is concluded that the assertiveness training is not found to be helpful and effective in promotion and enhancement of risk-taking behaviour of the students.

6.2 Conclusions

The following conclusions emerged out of the present study:

1. The assertiveness training is effective in reduction of level of anxiety of the students.

2. The assertiveness training is helpful in enhancement of self-concept of the students.

3. The assertiveness training is effective measure in enhancement of achievement-motivation of the students.

4. The assertiveness training is not helpful in promotion of risk-taking behaviour of the students.
6.3 Educational Implications

The results and conclusions arrived at during the course of this study clearly underline the effectiveness of assertiveness training in reduction of anxiety, enhancement of self-concept and achievement-motivation of the students. These findings have a number of important implications for students, teachers, adolescents, parents, managers, administrators, counselors and for the society by and large.

1. The results of this study shows that the assertiveness training is effective in reduction of anxiety of the students. This implies that the students who were having problem of communication, self-expression, were not able to assert for their rights, was causing for them a matter of anxiety, internal frustration. This can be reduced with the help of assertiveness training. It helps in understanding the philosophy of human relations which is characterized by a free expression of feelings. It is the duty of parents, teachers and society to provide such an environment to adolescents so that they may not suppress their needs, rights, views and ideas. We must provide opportunities for their free expression of feelings, emotions, joy and affection. It is not necessary that this training is
provided in a formal setting. But it is also possible that the parents and teachers may teach adolescents how to behave assertively in different social situations in an informal setting. The anxiety may have adverse affect on the career/life of the adolescents. The low level of anxiety implies better social and personal development of a man. Teachers can provide assertiveness training to unassertive students so that the living style of such students may be improved. Except for certain hereditary considerations, most of the features of the behaviour of the person are modifiable. For behaviour modification, assertiveness training is one of the best techniques. The significant difference between the results of experimental group and control group of the study indicates that assertiveness training is helpful in reduction of anxiety of the adolescents.

2. The statistical analysis of the data collected for the study by pre-post, experimental and control design indicates that students of experimental group show higher level of self-concept than the students of control group at post-test stage. By assertiveness training, self-concept of the students was enhanced. The behaviour, outlook, personality and way of life of a person is very much dependent on the aspect that what he perceives
himself, about his beauty, health etc. A person has so much goodness within him. But if he is not able to recognize his own goodness, he may have lack of confidence, charm in life, depression in his behaviour, social cohesiveness, better human and social relations. The perception about himself may be changed by assertiveness training. So it is the duty of parents, teachers and counselors to enable the child to recognize his own strengths, to rectify his self-developed mistakes about his ownself.

3. There are so many adolescents who being intelligent and sharp, are not able to achieve good results. This may be due to lack of motivation by peer group, parents and teachers. It is the responsibility of parents and teachers to streamlize the strengths intentions, attitudes of the adolescents to achieve more and more. As the results of the study showed, the assertiveness training is highly effective on achievement motivation. It is highly valuable for students who wish to achieve more but are not able to do so.

4. The fourth objective of the study was to study the effect of assertiveness training on students' risk
taking behaviour. The results indicates that assertion training is not effective and helpful in promotion of risk-taking behaviour of the students. There are certain occasions in the life of a person which need a certain type of risk. But such persons who are not able to take those chances, it takes much cost. Even they may fail to get another such chance. A person cannot take any risk if he is not able to recognize and realize his own strengths and positive points. The findings of the study indicate that the assertiveness training provided for said period was not found to be a better method for promotion and enhancement of level of risk-taking behaviour in adolescents.

Assertiveness training does not merely confine itself to the text only, whereas it throws the field open as far as the questions, answers and discussion are concerned. It also helps the students to their better adjustment in the society by expressing their feelings through right channel. It is helpful in improving social contacts of the students. Students will learn new behaviours and begin to transfer them to their real life situations.

Assertiveness training is very helpful to increase the general capability of adolescents to discuss their
feelings comfortably and to handle opinions in a socially acceptable way during interchanges with other people. It is highly valuable for students who wish to improve upon their ability to raise questions in class, to make presentations and reports, to respond to teacher questions, to express opinion and to participate in group discussions.

As it is generally said that "Teaching is a two way process" it is not merely the activity to be done by the teacher to teach something to students only, but the teacher also learns much from this. When the teachers are questioned by the students, teachers also gain more knowledge. Teachers can also benefit from the incorporation of assertive skills in to their class room management of behaviour. Infact, good teachers use them naturally.

Assertiveness training may be used to teach assertive skills to students of any level i.e. primary level, high school or higher. It is an effective tool for reduction of anxiety, enhancement of self-concept and achievement motivation. All these variables are related to personality of a man, which influence the streamline, success and way of life of a person. For better development of personality, growth and social cohesiveness
of the students, assertiveness training is effective. For smooth expression, effective communication, dialect, views, ideas, opinions and impression. Assertiveness training can be used for students of different fields like management, journalism, education, sociology, psychology and others.

Many researches have been done in foreign countries for theory and study the effect of assertiveness training on various variables related to cognition and affective domain. But this has been an unexplored territory in Indian context. The attempt made by the investigator is an humble step to bring improvement in the field of assertiveness training. No claim of such improvement is made by the investigator, yet the investigator suggests that with the help of this model of assertiveness training, the anxiety of students can be reduced, while self-concept and achievement-motivation can be enhanced. It can also help teachers and people in general to behave more assertively in their daily life situation to live more effectively.

6.4 Suggestions for further research

This study is a small beginning in the field of
assertiveness training. The findings of the present study may serve an anchor point for further exploration. These explorations may take several forms. Hence, the following suggestions are offered:

1. In order to arrive at precious conclusions, the study needs further replication on a large sample of students considering more students in experimental group.

2. The present study is restricted to senior secondary stage students, it should be done on various other class students also.

3. The study comprised of only four variables as dependent i.e. anxiety, self-concept, achievement motivation and risk-taking behaviour. The effect of assertiveness training may be studied on various other variables related to cognitive and affective domains.

4. The effect of assertiveness training may be studied on various personality variables of scheduled caste students or adolescents.
5. The study concerning to see the effect of assertiveness training on personality factors of girls may be conducted.

6. The study comprised of rural students may be conducted.