CHAPTER - I

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To deal with the 'self' and to deal with 'others' are the necessary conditions of human society. The most important area wherein Education vitally contributes is to strengthen this 'deal with' process. This can be termed as interpersonal communication, which is a universal component of human transaction. This interaction with others may be for variety of purposes. It may be formal or informal, it depends upon the situation.

The interaction will depend not only on the goals and messages, what a person wants to convey, but also on the situation, his own personality, past experiences, way of working, conduct and behaviour. The process and way of communication involve both verbal and non-verbal skills acquired by the person. Verbal and non-verbal behaviours are the means by which people communicate with others and they constitute the basic elements of social skills.

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 trace of hesitation. There are also persons who have strong feelings about events and contexts but hesitate to express these 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. It may be harmful to the self as well as others involved in this interpersonal communication. Self management in social situations and communicating one's views and feelings with confidence without hurting the feelings of others require social skills.

The person who lack in communicational skills, expression of views, sharing ideas with others steadily become non-assertive or aggressive, which are contradictory to behaviour required for better and effective adjustment in society. Generally, for change of behaviour, adolescence is crucial age. At this level, the behaviour of an adolescent is most effected by the environment and his peers and the education which is provided to him.

In process of communication the response also acts as a feedback as to the effect of the message. By effective communication, any person will be able to achieve
his aims or goals in a situation. These goals may be explicit and clearly defined, such as being successful at an interview, or changing an article at a shop, and the interaction can be extrinsically rewarded by achieving the goal. Sometimes, the rewards are intrinsic, a part of the interaction itself. Such rewards might include being satisfied, interested, relaxed or stimulated in the company of others, all of which may lead to feelings of worth, increased self-esteem and assertiveness. How successful a person is in achieving his social goals, depends on his way of communication, expression and behaviour.

1.1 Assertive Behaviour

Various definitions of assertiveness have been offered over the years. Wolpe refers to assertiveness as "the proper expression of any emotion other than anxiety". Lazarus speaks in terms of "emotional freedom" and the recognition and expression of every emotional state. More recent sources refer to assertive behaviour as simply the honest and straightforward expression to other people (and ourselves) of how we feel. It is characterized by openness, directness, spontaneity, and appropriateness. Contrary to some opinions, assertiveness is not a tool of aggression but a tool of contact. The hope is that one will feel
better and be less anxious if he or she can assert his or her feelings to others, partly because this will result in a more satisfactory relationship with them and partly because social interactions will be accompanied by less anxiety.

People generally experience their own assertiveness as enhancing, honest expressions of their feelings. They believe that they have made choices about their actions. Generally in an assertive transaction, both parties feel that they achieved their goals.

According to Galassi and Galassi:

"Assertion involves direct expression of one's feelings, preferences, needs, or opinions in a manner that is neither threatening nor punishing towards another person. In addition, assertion does not involve an excessive amount of anxiety or fear." Contrary to popular opinion, assertion is not primarily a way to get what one wants, and opinions without punishing, threatening or putting down the other person.

In fact, assertiveness is a reasonable aim; that it enables others to know better where they stand with us; that it ensures clear messages about intentions, desires, and opinions; above all, that such a style of behaviour is
likely to condition the behaviour of others towards us. The appropriately assertive style also produces important internal effects. That is, we are likely to think and feel differently about ourselves as a result of behaving assertively.

There is of course no such person as completely assertive one; however, assertive a person may appear to be, you can be sure that in some area of his life he has difficulty in being assertive. We all have, A person who is apparently in command and uninhibited in social situations may be easily demolished by criticism or quite unable to take the initiative to reach out to another person and show affection. A person who is an exemplary organizer and always appears to be in charge may find it impossible to ask for his own needs to be met, to ask for help where he needs it himself.

Whatever the external image we present highly confident or timid, very loud or very weak - we have times when we feel relaxed and comfortable and we feel that we cannot go wrong; we also have our areas of anxiety and difficulty, when we feel vulnerable and less able to say or do what we really want to say and do.

Sometimes, an assertive solution could have been a workable compromise, which means being able to negotiate
around a conflict of priorities. This is an important aspect of assertive behaviour.

Sometimes, we would find that being assertive means that we no longer went 'over the top' when we are angry but that we could express very strong feelings without losing control.

An assertive action can also mean choosing to make a clear request in the first place rather than waiting for the inevitable to happen and then sulking about it afterwards.

Some of us find that being assertive means feeling confident in situations which normally they find intimidating. When we are faced with some one who for one reason or another has more power or a higher status than we have, it can be difficult to assert our rights as an equal.

The aforesaid are some of the meanings of being assertive a far cry from the aggressive, stereotypes. But it nevertheless is a common confusion. People will believe that being assertive means you will get what you want all the time. This is not only unrealistic but also means that every interaction automatically becomes a question of winning or losing. This is competitive and aggressive which may be appropriate in other contexts but it is
important to understand how different this is from being assertive. And as always, we have a choice. Choosing to behave assertively may mean not getting exactly what you want but having to negotiate a compromise, instead.

The tension and effort needed to win does not allow you to develop a genuine respect for the needs, feelings or rights of others or yourself. This principle of equality is one of the most important hallmarks of assertive behaviour.

Anxiety inhibits our behaviours and produces physical tension. Anxiety also decreases our effectiveness of communication how we feel towards other people. Our fear of retaliation or of displeasing someone is likely to produce anxiety that inhibits directness. For example, when someone interrupts us repeatedly we may fail to inform him that he is making us uncomfortable if we feel that he may retaliate in some way or like us less for our expression of discomfort. If we feel anxiety about saying something like, "I would like to get my whole idea out. When I cannot, I lose my train of thought and it flusters me." We will probably founder anyway and give mixed messages while feeling poorly about ourselves. The result is a loss of authentic contact with others. The list of
areas in which many of us have difficulty in expressing ourselves is very long indeed.

Assertive behaviour leads to a feeling of movement and a more exciting existence because of closer and deeper personal relations. People learn that to get ahead it is often acceptable, even necessary to step on others. As Leo Durocher said." Nice guys finish last." If you take this confusing cultural heritage seriously, almost every action and interaction becomes fraught with uncertainty.

Inappropriate learning may interfere with appropriate assertion. You become conditioned to certain fears. These may be social fears, like fears of anxiety, expression of anger, feeling tender. When you fear certain situations, you tend to avoid the circumstances that produce them, thus inhibiting assertive behaviour and placing your life beyond your active control.

Many people have an erroneous concept of assertion, confusing it with aggression and telling themselves "aggression is always bad." They fail to distinguish between being liked and being respected. They mistake the essential difference between being selfish in the bad sense and selfish in the good sense.
Some people lack assertion because they have not acquired the skill through experience and practice. Others cannot withstand insults or putdowns because they don't know some of the responses with which to counter such behaviour. Others say 'yes' to requests when they don't want to give an affirmative response, doing this because they have never learned the art of saying 'no'. To transform an unassertive or aggressive person to assertive one, assertive training is one of the techniques.

1.2 Assertiveness Training

Assertiveness training is very direct training method for helping students/learners to acquire the social skills that will enable them to express themselves comfortably and smoothly in situations that have previously made them feel anxious and inhibited.

Goals of assertiveness training involve the person (under consideration) and his behaviour.

The important measure of success is satisfaction of the person with his performance. His assertive response may not produce the desired outcome in a particular situation. Assertiveness Training does not guarantee that your assertive behaviour will influence others as you wish, but it could change the odds in your favour. When your
behaviour changes from under assertive or non-assertive or over-assertive or aggressive to assertive, people may respond more favourable towards you.

Assertive training is drawn heavily on behavioural principles. According to these principles, behaviour is largely governed by its consequences i.e. the events that occur after the behaviour. Consequences can be positive or negative. Assertive behaviour generally leads to positive consequences. Positive consequences are pleasant, satisfying or desirable events, so that the assertive behaviour is more likely to recur. Negative consequences are unpleasant, annoying and undesirable.

Assertiveness training directly applies the general behaviourist assumption that learned behaviour can be unlearned. More accurately, new behaviours can be learned and substituted for the others, which then gradually disappear from the behaviour pattern. Assertiveness training also assumes that our actions serve as the basis of our self-concept. As we assert ourselves and move towards a goal, our self-concept is enhanced. Related assumptions are that changes in our feelings will follow the changes in behaviour, and that small behavioural changes may have a great impact in our social relations and our own
self-image. Assertive training implies a general set of principles, a philosophy of human relations. The essence of this philosophy is that the best relationships are characterized by a free expression of feelings. All feelings especially anger, are legitimate simply because they exist. It is healthy to express feelings directly and honestly and it is essential that we be in touch with our feelings as we experience them.

1.3 Theoretical Background of Assertiveness Training

To understand the theoretical basis of Assertiveness training, it is necessary to comprehend the learning theories of Ivan Pavlov, Joseph Wolpe & others. Briefly, Pavlov set out to determine the characteristics of the nervous system that make possible for animals and people to behave adaptively to changing conditions in the environment.

In his biological formulations, he discovered that the nervous system had two aspects:

1. There is an inherited part of the nervous system. The evolutionary process has caused the nervous system to be structured in such a way that certain stimuli generate
certain responses. Human nervous system contain certain characteristics which influence personalities. Psychologists call this "temperament". These are biological forces that affect sensitivity to stimuli, general level of energy, and tendency to certain moods, like depression and aggressiveness. This inherited temperament makes some people react more quickly and intensely than others. But because temperamental characteristics are built into the nervous system does not mean, they cannot be affected, modified, and changed by life experiences.

2. A person must live in an active relationship with his environment and respond to changes in the outside world with changes in his nervous system. As the situation changes, you learn to change. This is what Pavlov meant by a 'conditioned reflex'.

Major among Pavlov’s findings were his concepts of excitatory and inhibiting forces and their interplay. Excitation is the brain process, which heightens activity and facilitates the formation of new conditioned responses.

Inhibition is a dampening process, which decreases process and new learning.
Since the time of Pavlov, three theoreticians - Andrew Salter, Dr. Joseph Wolpe, and Dr. Arnold Lazarus have developed various concepts of Assertiveness Training which stem, directly or indirectly, from the Pavlovian perspective.

Andrew Salter, used Pavlovian conceptions of excitation and inhibition as the basis for the treatment of nervous disorders. When excitatory forces dominate, people are action-oriented and emotionally free. They meet life on their own terms. The domination of inhibitory forces produces bewildered and beset people, who suffer from "constipation of the emotions". Low on self-sufficiency, they are always doing things they do not want to do. For psychological health, there must be a proper balance of excitatory and inhibitory processes in the brain. According to Andrew Salter, the neurotic always suffer from an excess of inhibition.

Therapy serves to build and strengthen the excitatory processes, creating a new balance, where they can dominate the brain functioning. This is achieved by having the patient deliberately act in an excitatory manner. His actions increase the extent of the excitation
in the cerebral cortex until a new spontaneous balance occurs between excitation and inhibition, and the new behaviour becomes a "natural" part of the person. Thus, at first there is a change in behaviour, which in turn changes the biology of the brain, which in turn influences the entire psychology and personality of the patient. Salter describes the excitatory person as "....direct. He responds outwardly to his environment..... He makes rapid decisions and likes responsibility. Above all, the excitatory person is free of anxiety. He is truly happy."

Dr. Joseph Wolpe, defined assertive behaviour as "The proper expression of any emotion other than anxiety towards another person." By reason of interpersonal fears, anyone may be unable to complain about poor service in a restaurant, contradict friends with whom he disagrees, get up and leave a social situation that has become boring, chastise a subordinate, or express affection, appreciation, or praise. Wolpe's aim was to reduce the interpersonal anxieties and fears that keep you from doing these things. He did this through the clinical application of his "reciprocal inhibition principle", which has become one of the cornerstones of behaviour therapy. The principle states, "If a response inhibitory
of anxiety can be made to occur in the presence of anxiety evoking stimuli, it will weaken the bond between these stimuli and the anxiety".

Thus, in Assertiveness Training therapeutic treatment, Dr. Wolpe taught his patients to respond to social situations with anger, affection, or any other emotion that inhibits or counters anxiety. In Assertiveness Training sessions, Dr. Wolpe has the patient simulate the tension-provoking situations with role-playing. He then trained the patient to express feeling other than anxiety during the role playing. Each time the patient performed a scene successfully, he weakened the bond between the social stimuli and the anxiety response, until the anxiety completely disappears. As the patient learned to do this, he carried over the training to the life situation and his behaviour became more assertive.

From the sociopsychological approach, Dr. Annold Lazarus stressed "emotional freedom" as "recognition and appropriate expression of each and every affective state". Knowing what you feel is not enough, you must express it
and express it appropriately. Assertive behaviour emerges as that respect of "emotional freedom" that concerns standing up for your rights. This involves (1) knowing your right; (2) doing something about it; (3) doing this within the framework of striving for emotional freedom. Assertiveness Training consists of teaching them to know their legitimate rights, how to stand up for them and prevent them from being usurped. Dr. Lazarus also believes that part of recognition of your rights involves the recognition of and respect for, the right of others.

1.4 Models of teaching

In the earlier stages of the development history of formal teaching Kilpatrick, John Dewey, Armstrong Stenvenson and others developed "Teaching Method Approach" based on Gestalt view. Later on the concept of "Teaching Techniques" was evolved have some differences to teaching method. With the development of science and technology accompanied by its impact on various facets of human activities, analytical approach to teaching featured. It was skill based "Micro Teaching Approach". But it was loaded too heavily with the automization of teaching skills. This over automization in teaching skills resulted in a little dissatisfaction which led to development of objective based "Teaching Model Approach".
The models approach to teaching was first described by Joyce & Weil (1985) who defined a model as "a pattern or plan which can be taken up to shape a curriculum or course to select instructional materials and to guide the teacher's actions". Models differ from general teaching strategies and are designed to reach specific goals. Eggen et al. (1979) defined models "as the prescriptive teaching strategies designed to accomplish particular instructional goals". A teaching model, can be considered as a type of blueprint for teaching.

Thus, a model of teaching consists of guidelines for designing educational activities and environments. The models of teaching are meant for creating suitable learning environments. They provide specifications for constructing learning situations.

1.5 Families of Models

Bruce Joyce and Marsha Weil (1985) have drawn together a number of models of teaching. They have analysed these models according to their purpose and in what way they are good and have grouped them into following four families:
a. Information Processing Models

b. Social Interaction Models
c. Personal Models

a) Information Processing Models:

Information processing Models share an orientation toward the information processing capability of pupils and the ways how they can improve their ability to master the information.

Information processing refers to way people handle stimuli from the environment, organise data, sense problems, generate concepts and solutions to problems and employ verbal and non-verbal symbols. Some information processing models are concerned with the attitudes of the learner to solve problems and thus emphasise productive thinking; others are concerned with general intellectual ability. In this family, the models included are: Inductive Thinking Model, Inquiry Training Model, Science Inquiry Model, Concept Attainment Model, Developmental Model and Advance Organizer Model.

b) Social Interaction Models:

These models emphasise on the relationships of the
individual to society and other persons. They focus on the process by which reality is socially negotiated, consequently, with respect to goals. Models from this orientation give priority to the improvement of the individual's ability to relate to others. In this family the models, Group Investigation Model, Classroom Meeting Model, Social Inquiry Model, Laboratory Method Model, Jurispurdential Model, Role Playing Model, Social Simulation Model are included.

c) Personal Development Models:

These models share an orientation towards the individual and the development of selfhood. The emphasis is on the processes by which individuals construct and organise their unique reality. Frequently, they focus on the emotional life of the individual. It is expected that the focus on helping individuals to develop a productive relationships with the environment and to view themselves as capable persons will produce richer interpersonal relation. Non-directive Model, Awareness Training Model, Synectics Model and Conceptual System Model are included in this family.

d) Behaviour Modification Models:

The models of this family are related to behaviour
modification theories. These models have evolved from an attempt to develop efficient systems for sequencing learning tasks and shaping behaviour by manipulating reinforcement. More precisely operant conditioning has given birth to most of the models belonging to this family. Contingency Management Model, Stress Reduction Model, Desensitization Model and Assertiveness Training Model belong to this family.

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