CHAPTER III

CONCEPTUAL FRAMEWORK

3.1 Need of the study

The interaction of a person with others depends not only on the goals and messages a person wishes to convey, but also on the situation he is in, his own personality, past experiences, what he observes of the other person and the consequent impression he forms of him. As described earlier, the communication itself involves the verbal or semantic content of speech, the words and sentences used and, equally important, the non-verbal aspects of the interaction, such as posture, use of eyes, tone of voice and facial expression. Verbal and non-verbal behaviour are therefore the means by which people communicate with others and they constitute the basic elements of social skill.

All of us learn different social skills through peer group, friends, family members and others. We learn by initiating others. Parents, teachers, peers and relations provide models on which a child basis his own behaviour. In between, there are also such type of people who lack in different social skills e.g., initiation, joining and closing a conversation, paying and receiving compliments on some success, expression of feelings and emotions etc. This lack of learning of appropriate social behaviour may
be impaired for a variety of reasons, including lack of models or learning opportunities, or poor instruction. A deficit in social skills can in turn lead to the development of anxiety, depression and psychological problems.

For effective interaction and communication, it is necessary for someone to express himself confidently, smoothly, without any hesitation and effectively. A person who expresses himself honestly, directly, openly and forthrightly, without depressing his feelings and emotions, is termed as 'assertive person'. Such type of people who lack these qualities in their behaviours are either non-assertive or aggressive. It is imperative to train such type of persons through assertiveness training skills in order to enable them to become worthy and effective members of the society.

The assertiveness training is very helpful to students in increasing cohesiveness and better adjustment in society. As is clear from the review of the related literature, researches have been conducted in foreign countries only to see the effect of assertiveness training on assertion anxiety, self-concept, achievement-motivation, risk-taking behaviour and other variables separately and jointly. However, no study has been conducted in India and even abroad to study the effectiveness of microteaching and
model approach combined in the form of assertiveness training model. The investigator considered it worthwhile to study the effectiveness of these approaches (micro-teaching and model) for imparting assertiveness training and see its effect on anxiety, self-concept, achievement motivation and risk-taking behaviour of the students.

Statement of the Problem

"Effect of assertiveness training on students' anxiety, self-concept, achievement-motivation and risk-taking behaviour."

3.2 Operational Definition of the terms

The key terms used in the statement of the problem are Assertiveness, Anxiety, Self-concept, Achievement-Motivation and Risk-taking Behaviour. The investigator followed the following operational definitions.

3.2.1 Assertiveness

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 others...
people (and ourselves) of how we feel. It is characterized by openness, directness, spontaneity and appropriateness. 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.

3.2.2 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 of anxiety - Freud, Goldstein's 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 objectless. Special characteristics of anxiety are the feelings of uncertainty and helplessness in the face of danger.

Anxiety is also viewed as a drive like other emotional tensions. Mild anxiety like mild hunger may also be useful drive. The drive of an intense anxiety tends to dominate a person's behaviour. Slight anxiety is good for man and moves him off the the dead-centre. Total anxiety leads man to utter confusion and renders him incapable of
intelligent action. Individuality is manifested in the way people meet their anxiety.

Freud hypothesized that fundamentally all anxiety comes out of the fear of losing or the fear of being physically hurt some way—broadly devoted by the symbolic concept of "castration anxiety".

To measure anxiety level of students, the Sinha's Comprehensive Anxiety Test prepared by Dr. A.K.P. Sinha and Dr. L.N.K. Sinha was used.

3.2.3 Self-Concept

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 attitude towards self, and by, Paderson (1965) as an organized configuration of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of himself. Rogers (1951) defined self-concept as "An organized configuration of perceptions of the self which are admissible to awareness. It is compared to such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in
relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and ideas which are perceived as having positive or negative valence."

Saraswat and Gaur (1981) described self-concept as "the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving."

Lynche, Norem-Hebeisen and Gergen (1981) have quoted William Pitt's suggestion that attention should be shifted from global measures of the self-concept to configuration of the responses across self-concept dimensions. Such configurational patterns should be merely sensitive to environmental effects.

To measure self-concept, the Self-Concept Inventory prepared by R.K. Saraswat was used.

3.2.4 Achievement Motivation

Experimental investigations in the field of learning, personality concerning the motivational behaviours have been done by Murray, Atkinson, associates of Atkinson and by McClelland. The findings of such studies have thrown considerable light on the various variables (personal and socio-cultural) influencing the motivational behaviour of the person and the persons belonging to
certain groups. Various motives like hunger, sex, power, dependency, affiliation Achievement Motive; emotions like fear; aggression, anxiety and rivalry have been studied.

McClelland and Atkinson described achievement motivation as "the generalized tendency to strive for success and to choose goal-oriented, success/failure activities."

Atkinson noted that individuals may be motivated to achieve in either of two ways; to seek success, or to avoid failure.

To measure achievement-motivation of students the Achievement Motive Test prepared by Dr. V.P. Bhargava, was used.

3.2.5 Risk-Taking Behaviour

Generally, the term 'risk' means a dangerous element of factor, where an individual is put in willingly/unwillingly in that situation. Horbin (1974) is of the opinion that 'risk' is a condition where there is a possibility of occurrence of loss or a result of deviation from the intended or expected situation. Kogan & Wallach (1967) described the risk-taking behaviour on the basis of such kind situations in which it is likely to be elicited.
They stated that behaviour reflective of risk-taking disposition occurs in situations where there is a desirable goal and lack of certainty that can be attained. Wallach & Kogan (1964), in their book, "Risk-Taking: A study on Cognition & Personality" concluded that the risk element is based on subject's assessment of his own tolerance and is clearly explicit whether the decisions occur in a hypothetical success-failure context or in a situation involving gain-loss consequences. Ben & others (1962) also endorsed the term 'risk' to the extent at which the decision maker is willingly to expose himself to possible failure in the pursuit of a desirable goal.

Chaubey (1974) believed that 'risk' is a condition where both the aspects of a thing are clearer to individual and the outcome clearly defines the success and failure. Knight & Shackle (1977) in the 'Insurance Theory' explored a distinction between 'measurable' & 'non-measurable risk'. According to them the 'measurable risk' is that situation which can be fairly and accurately estimated as it can be predicted on the basis of past experiences. The 'Non-Measurable Risk', on the other hand can not be predicted with any degree or accuracy.
The Risk Taking Behaviour of the students was measured with the help of Risk Taking Questionnaire prepared by Dr. Virendra Sinha and Dr. R.N. Arora.

3.3 Objectives

The main objectives of the study are:

1. To study the effect of assertiveness training on students' anxiety.
2. To study the effect of assertiveness training on student's self-concept.
3. To study the effect of assertiveness training on students' achievement-motivation.
4. To study the effect of assertiveness training on students' risk-taking behaviour.

3.4 Hypotheses

In order to realise the objectives of the study, the following hypotheses were formulated for testing:

\[ H_1 \]

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.
At the end of the experimental treatment the students of the experimental group will show a significantly lower mean gain score of anxiety as compared to the students of control group.

At the end of the experimental treatment the students of experimental group will attain a significantly higher mean score on the test of self-concept than the students of control group.

At the end of the experimental treatment the students of experimental group will attain a significantly higher mean gain score on the test of self-concept than the students of control group.

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 as compared to the students of control group.

At the end of the experimental treatment the students of experimental group will attain a signifi-
ficantly higher mean gain score on the test of achievement motivation than the students of control group.

**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 control group.

**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 as compared to the students of control group.

### 3.5 Delimitation of the Study

The study has different ramifications. Due to limitation of time and resources, it is delimited to following respects:

1. The study was limited to students of adolescent age group studying in eleventh class.

2. The study was conducted in some particular stances.

3. The study was limited to investigate the effect of assertiveness training only on few parameters such
as anxiety, self-concept, achievement-motivation and risk-taking behaviour.

4. Assertiveness training could be given to students for a limited period of three months.

5. The experimental group consisted of limited number of students.

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