CHAPTER V

SUMMARY AND CONCLUSIONS
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Three personality traits studied in the present research are as follows:

1) Assertiveness: Assertiveness was defined as "standing up for personal rights, and expressing thoughts, feelings and beliefs in direct, honest and appropriate ways".

2) Neuroticism: Neuroticism may be defined as "broad dimension of individual differences in the tendency to experience negative, distressing emotions and to possess associated behavioural and cognitive traits."

3) Internal-External locus of control: I-E locus of control was defined as "the degree to which the individuals perceive the events in their lives as being a consequence of their own actions, and thereby controllable (internal control) or as being unrelated to their own behaviours and, therefore beyond personal control (external control)."

To obtain the scores of assertiveness, the self prepared test was used. To obtain neuroticism scores Kundu's neurotic personality inventory was used and for locus of control Rotter's Internal-External scale of locus of control was used.
All the three tests were translated in Marathi and were bound in the same booklet. Tests were administered to the women either individually or in very small groups of 3 to 5 with the help of volunteers. The time required for data collection was about 1.5 to 2 years.

In the present study the sample consisted of 340 women from different parts of Maharashtra. The sample was classified in seven groups according to seven regions. The sample was further divided according to their employment position (i.e. employed-unemployed), according to their education levels (i.e. matriculation, graduation, post-graduation and professional education), and according to their age levels ranging from 16 years to 55+ years.

For male-female comparison Gambril and Richey test of assertiveness was used which was translated in Marathi. The sample consisted of 50 men and 50 women from Aurangabad city who could read and write Marathi. They were in age range from 20 to 40 years and having different education and employment status.

The detailed results were presented in tabular and graphical forms in Chapter-III with their proper descriptions. Figures were drawn to show frequency distributions and interactional effects of independent variables.
Correlations, means, and standard deviations and quartile deviations were calculated and presented in tables. Contingency tables were formed to observed interactional effects of age, education, employment and region. 't' test was applied to measure significant difference between means of assertiveness of male and female samples.

The results presented in Chapter-III are discussed in detail in Chapter-IV in the light of previous research done in the field. On the basis of analysis and interpretation of data following broad conclusions were drawn:

CONCLUSIONS

1) There is negative relationship between assertiveness and neuroticism.
2) There is negative relationship between assertiveness and external locus of control.
3) Neuroticism and external locus of control are positively correlated but the correlation is very low.
4) Majority of women show normal assertiveness and very few show extremities.
5) Majority of women show medium locus of control and very few show large deviations from the normal.
6) Majority of women are within normal limits specified by Kundu as far as neuroticism scores are concerned. Very few cases show extreme neuroticism.
7) Employed women show more assertiveness in general. At the same time they show more external locus of control and more neuroticism.

8) With education, there is an increase in assertiveness and decrease in mean neuroticism scores.

9) With the advancement of education, external locus of control seems to be increasing.

10) Unemployed professional women show tendency towards less assertiveness and more external locus of control.

11) Professionally educated women in the age range from 26 to 35 years show high assertiveness and internal locus of control but more neuroticism than women in age range from 16 to 25 and 36 to 45 years.

12) Women in age range from 46 to 55 show less assertiveness, more neuroticism and more external locus of control.

13) Women 55+ years age show more assertiveness, less neuroticism but larger external locus of control than all other age groups.

14) Women are becoming more assertive.

15) Men are significantly more assertive than women.

16) Mean external locus of control in present study is considerably larger than that observed by Rotter in various samples in America.
In the light of discussion in Chapter-IV following hypotheses were evaluated:

1. The hypothesis that "there is negative relationship between assertiveness and neuroticism" was supported.

2. The hypothesis that "there is negative relationship between assertiveness and external locus of control" was supported.

3. The hypothesis that "there is positive relationship between neuroticism and external locus of control" was partially substantiated.

4. The hypothesis that "as the education level increases, assertiveness goes on increasing" was supported.

5. The hypothesis that "employed women show more assertiveness than unemployed women" was supported.

6. The hypothesis that "women might be becoming more assertive" was supported.

7. The hypothesis that "Indian women are likely to show less amount of assertive tendency as compared to men" was substantiated.
ASSERTIVENESS TRAINING

In view of the activity about women, both in the society at large and within professional disciplines, it is easy for some people to overestimate the actual changes that have occurred, and for others to underestimate their importance and long range implications. While many people are questioning traditional attitudes about women and about sex differences, many social practices have not changed sufficiently to alter markedly the "average" picture.

There is some cross-cultural similarity in pressure on girls towards nurturance, obedience, and responsibility, relative to pressure on boys toward self-reliance and achievement. The more conventionally sex typed a woman is, the less likely she is to see herself as a separate person having an effect upon the world—-to feel that she is her own person, rather than one defined only through others.

Due to sex-typed socialization women lose more because of the lower valuation placed on the feminine than the masculine role and the necessity of traits considered masculine for self-development, personal expressiveness, and competence striving. The method of socializing little girls and the content of the feminine role encourage patterns of overrelatedness and overidentification and discourage the development of a firm sense of self as having separate identity. Although this seems to contribute to women’s social responsiveness, shown for example in social
sensitivity and attitudes of cooperation and caring for other people, it also promotes a sense of self-out-there rather than self-in-me.

Specifically, the typical methods of dealing with girls are more severe, inconsistent, and restrictive than those of dealing with little boys. This socialization style inhibits spontaneity and independent assertiveness and fosters continual attention to other people, even if they are non-rewarding. The typical life style of traditional homemakers further encourages self-alineation and definition of self through others, often resulting in anxiety and depression with separation or lack of acceptance from the self defining others. It is women of traditional femininity and lifestyles who show more specific symptoms such as worries and fears.

Indian studies show that although education and employment propelled greater opportunities for women, it has not brought about radical changes in societal attitudes particularly those of men in regard to women. Despite taking up jobs and working for an equal number of hours along with their menfolk, family burden, looking after children, domestic functions, all or to a large extent of them are fall on her shoulders in most of the families of educated working women. All this create tension and impose heavy physical strain on the women. Although there may be some variation in the intensity and multiplicity of functions, women invariably -- urban and rural, whether belong to middle class or lower
class -- are treated alike. Every day in the morning if we open the news paper, we find at least one case of bride burning, a suicide or rape or eve-teasing. This happens partly because women do not show assertiveness with regard to their rights.

A woman herself has to find the way out. It seems reasonable to assume that a woman who becomes aware of both her needs and her rights to have them met quickly learn enough ways of effectively asserting her newly recognized rights. Clearly, the learning of assertive behaviours requires a dramatic break with the traditional feminine role, and, in essence, the acquisition of behaviours formerly associated with the traditional masculine role. Skill training in the effective use of assertive behaviours, how to be assertive, and when to be assertive, along with reforming women of their rights, therefore, constitute the goal of assertion training programmes for women.

The seven-steps program is given below to increase assertiveness:

This program is based in part on the method suggested by Alberti and Emmons in their assertiveness training manual stand up, speak out, talk back! (1975, pp 35-38), which was presented in Calhoun and Acocella's book Psychology of Adjustment and Human Relationships, (1983).
Step 1: - Self-Monitoring

To increase assertiveness you must be able to pinpoint the people and situations that are most likely to bring out nonassertiveness in you. Are there any particular people with whom you are especially afraid to speak up? (your boss? husband? in-laws?).

Keep a record for at least one week of all occasions on which you were assertive and nonassertive. Be sure to include situations you avoided because they would have required assertive behaviour. Record what you did and how you felt on each of these occasions.

Step 2: - Modeling

Observe a person who behaves assertively. Better yet observe her behaving assertively in one of the situations in which you behave nonassertively. Again, modeling will show you not only the skills you must learn but also the fact that assertive behaviour is a matter of skills - not of magic. In fact, assertive people generally have no better speaking skills than nonassertive people. They just speak up, with whatever words come to them, and then stick to their point.
Step 3: Using Imagery

In a quiet moment, sit back, close your eyes, and imagine yourself behaving assertively in one of your problem situations. You don't have to copy your model. Imagine yourself being assertive in the way that seems most natural to you. Make sure that you imagine also the rewards of behaving assertively.

By using this type of imagery, you ease yourself in to the idea of behaving assertively and encourage yourself with the imagined rewards. Furthermore you get a rough measure of your anxiety, which will tell you need to go through step 4.

Step 4: Systematic Desensitization

This step is optional. If imagining yourself being assertive arouses serious anxiety in you, then you may do practice systematic desensitization. Desensitization is based on the fact that "if a response inhibiting anxiety can be made to occur in the presence of anxiety-evoking stimuli, it will weaken the bond between these stimuli and the anxiety."

In desensitization the anxious person is first taught to relax her whole body. This relaxation technique involves 3 steps: 1) Breath in, hold the breath, and tense the muscle group for 5 to 10 seconds, concentrating on the tense feeling
in the muscles.

2) Release the tension and breath out.

3) Concentrate on 20 to 30 seconds on the relaxed feeling in the muscles (breathe normally). Thus all that required is the progressive tensing and relaxing of various parts of the body. Once the relaxation response is learned well the anxious person subjects herself to her anxiety provoking stimuli while in the state of relaxation. The pairing of muscle relaxation with the stimuli counteracts and eventually destroys the association between these stimuli and muscle tension and with muscle tension Psychological state of anxiety also tends to give away. Instead of imagination you can go out and actually face the thing you fear. The success depends upon conditioning yourself to associate some cue words, such as "calm" or "relax", with the state of deep muscle relaxation. Then you should create hierarchy of behaviours that bring you closer and closer to the thing you fear and use in each step the relaxation technique by saying a cue word to yourself. Make the scene you imagined or an even more rattling act of self-assertion, the final item in your hierarchy and approach it in slow steps.
Step 5: Role Playing

Your next task is to practice assertiveness through role-playing. The scenes that you role play will eventually be your first real life experiments. Therefore, you must think now about what they will be. They should be scenes that you yourself can initiate. (you can not expect the assertion requiring situations to come to you). In addition, the assertion required should be only slightly difficult for you. For example, if you have mild difficulty returning items to stores, role play the act of returning something. Then you can go to a store, buy something you don't want, and return it as your first step.

In playing your role, try to be assertive not only with your words but also with your body. Face the person, look him in the eye, and speak clearly. Then ask your partner to give feedback. You may also tape record the scene, this will provide excellent feedback on your words, tone of voice, speech hesitations and so forth.

Step 6: The Real Thing

Go out and initiate the situations that you rehearsed and be as assertive as you can. If you lose your courage go back to role-playing. But if you handle the situation fairly well, feeling some anxiety but still getting through the task, then congratulate yourself and repeat the
scene again tomorrow. However you perform, keep up the self-monitoring. Record what happened, how you felt, and what the outcome was. By showing your progress and by documenting the rewards of your self-assertion, this record will provide invaluable reinforcement.

**Step 7: Keep at it**

Once you have mastered in real life the few scenes that you rehearsed in step 5, you can move up to slightly more difficult assertions. Again, you should rehearse them. If you master this second set of scenes without much difficulty, then you can drop the rehearsal step and just keep moving on to more and more demanding self-assertions. But remember the rules of shaping: make the steps gradual, reinforce yourself for every success (keep up the self-monitoring), and don't move on to the next step until you feel perfectly comfortable - even a bit bored perhaps with the present step.

The above training programme is mainly used in clinical situations but a beginning can be made at home by the parents themselves. They should take utmost care in treating their daughters at par with their sons. They can socialize the daughters in such a way that the daughters will develop greater self-confidence, greater self-importance which will eventually make them more assertive. After all,
to be assertive does not mean to be rude or aggressive. It simply implies the growing awareness of your rights and greater degree of frankness and openness in social communication. Why should be a woman be indoctrinated to be submissive, docile and sacrificing? Why should she suffer the whims and atrocites of people around her weekly? This amount to another kind of slavery which must always be abhored. A judicious use of the 'assertion training' technique will enhance the status of woman. She will be able to stand upright in the face any eventuality. What requires to be done is to prepare her mentally to be assertive. If not now, the next generations of women will certainly benefit and may be able to avoid many of the tortures they suffer now in the form of wife beating, in-law troubles, dowry deaths etc.
Limitations and Suggestions:

1) Limited size of the sample is first limitation of the present study due to which there is unequal distribution of the sample.

2) Almost all women in sample are from middle class. The picture may be different in the upper and lower classes.

3) The sample consisted of urban women. There may be different scene in rural area.

4) All women in sample were Hindus.

Keeping in mind these limitations it is suggested that the future researchers should use a larger sample of women, consisting of women from the high society and from lower class. Sample from rural area may also be studied and compared with the urban sample. Comparative study of the scores on these traits can be made using female sample from different regions and from different states in India so as to get a broader and more comprehensive picture of an Indian woman.