1.0.0 Introduction

The significance of assertiveness training has been emphasized by a number of researchers (Galassi, et. al.1974; Rotheram and Armstrong 1980; Buell and Snyder 1981; Kazdin and Mascitelli 1982; Rotheram, et. al.1982; Tanner and Holliman 1988; Lee and Crockett 1994; Firth 2001; Gupta, et. al. 2002; Kim 2003; Nota and Soresi 2003; Sert 2003; Lina, et. al. 2004; Flowers 2006; Rezan 2009; Tavakoli, et. al. 2009; Kashani and Bayat 2010; Nnodum 2010; Makhija & Singh 2010; Agbakwuru and Stella 2012; Akbari, et.al., 2012; Niusha, et.al., 2012; Asrowi and Barida, 2013; Babayi and Rahmati, 2014; Makinde and Akinteye, 2014; Noghabae and Nikoogoftar, 2014; Tavakoli, et.al., 2014; Abed,et.al., 2015; Chinwe, 2015; Tannous, 2015; Yusefi, 2015 etc.).

It has been pointed out that training in assertiveness helps in increasing the level of assertiveness, improves self-esteem, helps in lowering stress, enhances social skills of even the isolates. It leads to significant increases in goal clarity, which in turn promotes ability to gather information for making choices, and, thus, improving level of decision making in addition to decrease in level of discomfort in social situations.

Assertiveness training is also reported to be effective in case of indecisiveness. Improved level of self-concept, higher academic achievement, reduction in test anxiety and examination phobia, enhancement in progress motivation and higher popularity among students were also analyzed in groups that were given training in assertiveness. Giving assertiveness training to children leads to acquisition of behaviours which are viewed as interpersonally effective and assertive, hence, enhancing social competency and interpersonal adjustment. Being a behaviour modification programme with such a wide range of implications, it emphasizes the need to undertake research on different facets of
assertiveness training and its consequences on various aspects of life. In the field of education, it also puts an obvious demand for initiating more research activity to understand assertiveness training outcomes in different populations of students and teachers.

Present study was designed in view of this felt research need, and attempted to study the effect of assertiveness training programme on assertiveness, self-acceptance and academic achievement motivation among female teacher-trainees. The research work was carried out and presented in five chapters viz. Background of the Study, Review of Related Studies, Method of Research, Data Analysis and Interpretation and Findings and Conclusions of the Study.

1.1.0 Title of the study:

The title of present study may be stated as:

“A STUDY OF EFFECTIVENESS OF ASSERTIVENESS TRAINING PROGRAMME ON ASSERTIVENESS, SELF-ACCEPTANCE AND ACADEMIC ACHIEVEMENT MOTIVATION OF FEMALE TEACHER-TRAINEES”

In accordance to the problem of study following aims and objectives were identified to guide the research work.

2.0.0 Aims and Objectives of the Study:

The present study broadly aimed to investigate the effect of assertiveness training programme on assertiveness, self-acceptance and academic achievement motivation of female teacher-trainees. This broad aim was, however, subdivided into following objectives:
2.1.0 To survey the level of assertiveness of female teacher-trainees.

2.1.1 To analyse and compare level of assertiveness of female teacher-trainees across sub-groups identified on the basis of their personal and socio-demographic characteristics. This was further divided into following objectives:

i To analyze and compare caste wise groups of female teacher-trainees on their level of assertiveness.

ii To analyze and compare income wise groups of female teacher-trainees on their level of assertiveness.

iii To analyze and compare groups of female teacher-trainees, identified on the basis of occupational background of their family, on the level of assertiveness.

iv To analyze and compare groups of female teacher-trainees identified on the basis of educational status of their family, on the level of assertiveness.

v To analyze and compare academic achievement wise groups of female teacher-trainees on their level of assertiveness.

2.1.2 To study the effect of a specifically designed assertiveness training programme on level of assertiveness of female teacher-trainees.

2.1.3 To study the effect of a specifically designed assertiveness training programme on level of self-acceptance of female teacher-trainees.
2.1.4 To study the effect of a specifically designed assertiveness training programme on level of academic achievement motivation of female teacher-trainees.

2.1.5 To explore the effect of assertiveness training on level of assertiveness in groups of female teacher-trainees identified on the basis of:

i Caste
ii Family income
iii Occupational background of family
iv Parent’s educational status and
v Academic achievement

As a concomitant objective, the study also attempted to standardize a qualitative assertiveness questionnaire into an Assertive Behaviour Assessment Scale (ABAS) for teacher-trainees.

3.0.0 Hypotheses of the Present Study:

A broad review of related research was undertaken to indicate different populations covered under the research effort initiated by earlier researchers, which pointed out effectiveness of assertiveness training programme in improving assertiveness and different desirable characteristics among the recipients of training. A review of different researches, exploring assertiveness as a function of individual’s varied characteristics and research seeking to find out different correlates of assertiveness in behaviour was also carried out extensively. With the perspective provided by this broad review of research, following null hypotheses were proposed to be tested.
3.1.0 There is no significant difference in level of assertiveness among sub-groups of female teacher-trainees identified on the basis of their personal and socio-demographic characteristics:

i Caste wise groups of female teacher-trainees do not differ in their level of assertiveness.

ii Income wise groups of female teacher-trainees do not differ in their level of assertiveness.

iii Groups of female teacher-trainees identified on the basis of occupational background of family do not differ in their level of assertiveness.

iv Groups of female teacher-trainees identified on the basis of educational status of parents do not differ in their level of assertiveness.

v Academic achievement wise groups of female teacher-trainees do not differ in their level of assertiveness.

3.1.1 There is no significant effect of assertiveness training on level of assertiveness of female teacher-trainees.

3.1.2 There is no significant effect of assertiveness training on level of self-acceptance of female teacher-trainees.

3.1.3 There is no significant effect of assertiveness training on level of academic achievement motivation of female teacher-trainees.

3.1.4 There is no significant differential effect of assertiveness training on level of assertiveness in groups of female teacher-trainees identified on the basis of:

i Caste

ii Family income

iii Occupational background of family

iv Parent’s educational status, and

v Academic achievement
4.0.0 Research Design

With reference to above stated objectives, the overall research work was conducted in two stages i.e. (i) The Survey Stage and (ii) The Experimental Stage. These two stages were carried out in the following manner:

4.1.0 Description of Survey Stage

Survey research method was adopted at survey stage for the purpose of data collection and a sample of 394 female teacher-trainees of B.Ed. level were selected from eight institutions of Kumaun University, Nainital through a multistage random sampling method. Sampling at survey stage is described as under:

4.1.1 Sampling at Survey Stage

Forty-seven B.Ed. training institutions affiliated to Kumaun University, Nainital in session 2012-13, functioning under four different administrative setups—(i) the campus of the university, (ii) government colleges, (iii) government colleges, running B.Ed. course in self-financed mode, and (iv) self-financed institutions managed by private sector were categorized into government and private institutions. The investigator then selected four institutions from each category in random manner to finally select eight institutions. Within each of the selected B.Ed. training institution, seventy percent of female-trainees, from the total female teacher-trainees present on the day of data collection, were finally selected in a random manner to constitute a sample of three hundred and ninety four trainees.
4.1.2 Research Tools for Data Collection at Survey Stage

Following research tools were employed for data collection at survey stage of present study:

- Personal Information Schedule.
- Assertive Behaviour Assessment Scale.
- Self-Acceptance Inventory (KSAI-K) developed by Kakkar (2010).
- Academic Achievement Motivation Test (AAMT) developed by Sharma (2010).

4.2.0. Description of Experimental Stage:

The experimental research method was adopted at experimental stage to assess the effect of assertiveness training programme on level of assertiveness, self-acceptance and academic achievement motivation among teacher-trainees by employing Pretest- Posttest Equivalent-Groups Design.

4.2.1. Sampling at Experimental Stage:

Two B.Ed. teacher-training institutions from previously selected eight institutions (at survey stage) affiliated to Kumaun University, Nainital were randomly selected for assigning to control and experimental group treatment, wherein a group of thirty-five (35) subjects were randomly assigned to both experimental and control groups. A test of statistical equivalence between control and experimental groups was carried out at pretest stage.
4.2.2. Conduction of Assertiveness Training Programme (Experimental Treatment):

The experimental group was provided assertiveness training as the experimental treatment by a specifically designed assertiveness training programme adapted by Dhoundiyal (2005) in congruence to Bishop (1996). Assertiveness training was provided to selected thirty-five female teacher-trainees in experimental group by the investigator herself for a period of six days extended into twelve technical sessions. The pretest and posttest data were collected with the help of selected research tools from same group of trainees in control and experimental groups.

4.2.3. Research Tools for Data Collection at Experimental Stage:

The following research tools, used at survey stage were employed again for the purpose of data collection at experimental stage:

- Assertive Behaviour Assessment Scale (ABAS)
- Self-Acceptance Inventory (KSAI-K) developed by Kakkar (2010).
- Academic Achievement Motivation Test (AAMT) developed by Sharma (2010).

4.3.0. Method of Data Analysis

Analysis of data in two stages was guided by the objectives of the study as well as the specific hypotheses proposed to be tested. The process of data analysis in two stages is carried out in the following manner:
4.3.1. Survey Data Analysis

Data obtained in survey stage were analyzed by making use of descriptive and inferential statistical methods. Under descriptive approach, frequency distribution, percentage analysis as well as calculation of mean and median values was undertaken to describe nature of distribution of different variables. However, one-way analysis of variance was carried out to find interaction between selected independent and dependent variables within inferential approach.

4.3.2. Experimental Data Analysis

In the light of aims and objectives of study, data obtained at posttest stage were analyzed by making use of inferential statistical methods. A Chi-square test was employed to establish statistical equivalence between control and experimental group at pretest stage. Here, t-test was used to compare mean difference among control and experimental groups of female teacher-trainees on selected dependent variables. One-way analysis of variance was carried out to find interaction between selected independent variables on measure of assertiveness within experimental group.

5.0.0 Findings of the Study

The findings obtained through analysis of survey and experimental data are summarized as under:

5.1.1 There exists no significant difference in level of assertiveness among different Caste groups (General, OBC, SC and ST) of female teacher-trainees.
5.1.2 There exists no significant difference in level of assertiveness among female teacher-trainees belonging to different income groups.

5.1.3 Groups of female teacher-trainees identified on the basis of occupational background of family did not differ significantly in their level of assertiveness.

5.1.4 There exists no significant difference in level of assertiveness among female teacher-trainees belonging to fathers educated to different levels.

5.1.5 Academic achievement wise groups of female teacher-trainees did not differ significantly in their level of assertiveness.

5.2.0 There exists significant effect of assertiveness training on level of assertiveness of female teacher-trainees.

5.3.0 There exists significant effect of assertiveness training on level of self-acceptance of female teacher-trainees.

5.4.0 There exists significant effect of assertiveness training on level of academic achievement motivation of female teacher-trainees.

5.5.1 There exists no significant differential effect of assertiveness training on level of assertiveness in groups of female teacher-trainees identified on the basis of caste.
5.5.2 There exists no significant differential effect of assertiveness training on level of assertiveness in groups of female teacher-trainees identified on the basis of family income.

5.5.3 There exists no significant differential effect of assertiveness training on level of assertiveness in groups of female teacher-trainees identified on the basis of occupational background of family.

5.5.4 There exists highly significant effect of assertiveness training on level of assertiveness of trainees belonging to fathers either ‘illiterate’ or educated up to primary level in comparison to trainees belonging to fathers educated higher than primary level among experimental group trainees.

5.5.5 There exists highly significant effect of assertiveness training on level of assertiveness of trainees with ‘low’ academic achievement than the trainees with ‘average and high’ academic achievement in experimental group.

6.0.0 Conclusions

The conclusions that emerged through findings of present study may be summarized as:

6.1.1 Findings of present study concluded that caste group membership, family income, occupation carried out by father, educational status of father and academic achievement factors do not play a significant role in shaping level of assertiveness among female teacher-trainees. Mother’s educational status, however, tend to be
particularly important in this respect, as it influences assertiveness level of female teacher-trainees in a significant way.

6.1.2 The specifically designed assertiveness training programme influences level of assertiveness, self-acceptance and academic achievement motivation among female teacher-trainees at B.Ed.level in a positive manner.

6.1.3 The effect of assertiveness training provided to female teacher-trainees during experiment did not vary across teacher-trainees of different caste groups, income groups and father’s occupational group. However, assertiveness training was found to differentially affect subgroups based of educational status of father and trainee’s academic achievement status. It has been observed that effect of assertiveness training was significantly more positive among trainees belonging to fathers with low educational status and those who had poorer academic achievement.

In general, it may be stated that Assertiveness Training Programme is important for teacher-trainees at B.Ed. level because this tend to enhance their Assertiveness, Self-acceptance and Academic-achievement Motivation. Enhancement of these characteristics is presumed to add to the overall functioning of teacher-trainees as teachers in classrooms.

7.0.0 Implications

Significant implications for further research in the area could be derived through the findings and conclusions of present study. Direct implications for B.Ed. training programme and policy making, have also been derived. Implications of present study for further research in the area
and for the improvement of teacher training programme and policy making are indicated in following subsections.

### 7.1.0 Implications for Further Research in the Area:

Following research areas ensue directly from the findings and conclusions of present study-

(a) Study of effect of assertiveness training programme on the classroom behaviours of in-service teachers.
(b) Study of effect of assertiveness training programme on teaching effectiveness of in-service teachers.
(c) Study of effect of assertiveness training programme on the improvement of teaching skills of pre-service teachers.
(d) Study of effect of assertiveness training programme on teacher-pupil relationship of in-service teachers.
(e) Comparative study of effect of assertiveness training programme on the level of assertiveness of in-service teachers at primary and secondary level.
(f) Comparative study of effect of assertiveness training programme on level of assertiveness among students at primary and secondary level.
(g) Study of effect of assertiveness training programme on communication skills of pre-service and in-service teachers.
(h) Study of effect of assertiveness training programme on the social skills of pre-service and in-service teachers.
7.2.0 Implications of Present Study for Classroom Practice and Policy making:

Findings of present study indicated positive consequences of assertiveness training on level of assertiveness, self-acceptance and academic achievement motivation among female teacher-trainees. This was also supported by a number of studies. Thus, positive consequences of assertiveness training on trainee's psychological characteristics emphasize that this practice needs to be nurtured through organization of specially designed assertiveness training programmes for benefit of pre-service and in-service teachers as well as students. Lack of organization of assertiveness training programmes in Indian teacher education system highlights the need to introduce such components within the training institutions as well as in the school settings. For this, selected teacher educators within each training institution need to be trained for organizing suitably developed assertiveness development programme. Teacher education policies, needs to be evolved so that, the development of assertiveness among prospective teachers becomes an integral part of teacher-training process.