ABSTRACT

Social life is unpredictable and at times, demanding too. It may demand to just shed away one's comfort area and... evolve... If one feels that... 'I need to change', 'I need to feel less stressed', 'I need to have a greater confidence', 'I need to be able to disagree with people resolutely while retaining positive relationships with them' and 'I need to resist other people's attempts to manipulate me through bullying, flattery or emotional blackmail' then it means that one needs to imbibe-in a positive change in one's behavioural patterns and responses. The present study intends to study Assertiveness in relation to Social Anxiety, Self Efficacy and Social-Emotional Skills and to assess the impact of Assertiveness Training Programme in enhancing Perceived Social Self Efficacy and Social Emotional Skills and lowering Social Anxiety. For this purpose, the following objectives and hypotheses are framed: To study the relationship between Assertiveness and Social Anxiety, To Study the relationship between Assertiveness and Self Efficacy, To Study the relationship between Assertiveness and Social Emotional Skills, To Study the inter-relationships of Social Anxiety, Self Efficacy and Social Emotional Skills, To determine the efficacy of Assertiveness Training on Social Anxiety. To determine the efficacy of Assertiveness Training on Self Efficacy and To determine the efficacy of Assertiveness Training on Social Emotional Skills. Pearson Product Moment correlation was computed to study the relationships. A×B Mixed Design was applied with one factor (A) varying between-subjects (Experimental vs Control group) and the other factor (B) varying within-subjects (Pre vs Post intervention scores) to assess the efficacy of Assertiveness Training Programme (ATP) on Social Anxiety, Perceived Social Self-Efficacy and Social Emotional Skills. One way Multivariate Analysis of Variance (MANOVA) was applied to analyse the significance of difference between Control and Experimental groups collectively on Assertiveness, Social Anxiety, Perceived Social Self-Efficacy and Social Emotional Skills. A total of 300 female
participants with the mean age of 15.8 years were selected from various public schools of Patiala after due consent of the respective principles and the participants. The subjects were administered Assertiveness and Social Anxiety scales in the first meeting then in the next meeting, the same subjects were administered Perceived Social Self Efficacy and Social Emotional Skills scales. Standardised instructions were followed while administering all the scales. After the scoring, the subjects who came low and moderate on Assertiveness, high and moderate on Social Anxiety, low and moderate on Perceived Social Self Efficacy and Social Emotional Skills were screened out. This group comprised of N1=150. Rest of N2=150 were the participants who were high on Assertiveness, low on Social Anxiety, high on Perceived Social Self-Efficacy and high on Social Emotional Skills. The group N1=150 was divided into two equal groups n1 and n2 of 75 individuals each i.e. n1 = n2 = 75 where n1 is referred to as to the Experimental group and n2 is referred to as Control group. Subjects were assigned to n1 and n2 randomly. The study revealed that Assertiveness and Social Anxiety were significantly negatively related, Assertiveness and Perceived Social Self Efficacy (PSSE) were significantly positively related, The correlation coefficients of Assertiveness and Social Emotional Skills, Social Anxiety and Perceived Social Self Efficacy, Social Anxiety and Social Emotional Skills have not reached the levels of significance, Perceived Social Self-Efficacy (PSSE) and Social Emotional Skills were significantly positively related, Individuals, who received Assertiveness Training Programme (ATP) had a significantly lower score on Social Anxiety as compared to the no training group. Individuals, who received Assertiveness Training Programme (ATP) had a significantly higher score on PSSE as compared to the no training group and Individuals, who received Assertiveness Training Programme (ATP) had a significantly higher score on Social-Emotional Skills as compared to the no training group. As in the study, Social Anxiety, PSSE and Social-Emotional Skills are the indices of Assertiveness, so the Assertiveness scores were also put to analysis and the analysis reflected that the individuals, who received Assertiveness Training Programme (ATP) had a significantly higher score on Assertiveness as compared to the no training group.