CHAPTER IV

METHOD AND PROCEDURE
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The Present study aims at testing the effectiveness of Assertive Communication Training Programme on teaching skills in relation to self-esteem and locus of Control among pupil teachers. The exact statement of the problem is:

4.1. STATEMENT OF THE PROBLEM

“Effect of Assertive Communication Training Programme on Teaching Skills in relation to Self-Esteem and Locus of Control among Pupil Teachers.”

4.2. OPERATIONAL DEFINITIONS

4.2.1. Teaching Skills

Skill is the ability to use one's knowledge effectively or one being able to use knowledge both the intellect and the physical. Teaching skills are set of inter-related teacher behaviours aiming at producing pre-decided desirable learning outcomes. These behaviours should be definable, observable, measurable and trainable (Passi, 1981). Teachers need to cultivate skill in teaching in order to effectively communicate messages and make these messages accessible to the students. Teaching is effectively conveying message in creative and understandable terms so that students can gain from the information.

Six teaching skills, namely, skill of introducing lesson means proficiency in the use of verbal and non-verbal behaviour, teaching aids and appropriate device of making the pupil realize the need of studying the lesson by establishing cognition and affective rapport with them. The skill of fluency in questioning is to form well-structured question grammatically correct, concise, relevant to the topic and specific. The questions are asked in an audible voice, pleasing tone with accurate speed. The skill of explaining is engendering comprehension of some process, concept or generalization. The skill of illustrating with examples helps the teacher in taking learners from known to unknown. The skill of silence and non-verbal cues is to maintain relevancy in teacher’s verbal and non-verbal behaviour and short
pauses to stimuli thinking and skill of reinforcement is to influence the responses or behaviours of the learners, have been taken in this study.

4.2.2. Assertive Communication

Assertive communication is the ability to express positive and negative ideas and feelings in an open, honest, direct and tactful way. It recognizes one’s rights whilst still respecting the rights of others. It allows one to take the responsibility for oneself and one’s actions without judging or blaming other people.

4.2.3. Self Esteem

Self esteem is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself as measured by Coopersmith Self-Esteem Inventory Adult Form (2002). High scores in this inventory indicated high self-esteem and low scores indicated low self-esteem of the pupil teachers.

4.2.4. Locus of Control

Locus of control is a personality construct referring to an individual's perception of the place of events as determined internally by his/her own behaviour against luck, fate or external forces as measured by Rotter’s locus of control scale by Dr. Anand Kumar and Dr. S. N. Srivastava (1985) in which high scores indicated internal locus of control whereas low scores indicated external locus of control of the pupil teachers. People with “Internal” locus of control feel that the outcome of events is generally under the control of the person. On the other hand, people with “external” locus of control tend to feel that events in the environment are beyond the control of the individual and they blame their failure on events outside themselves.

4.3. DESIGN OF THE STUDY

In the present study, pre-test and post-test design was employed to study the effectiveness of assertive communication training programme on the teaching skills
in relation to self-esteem and locus of control. In this study assertive communication training was manipulated and termed as treatment variable. Self-esteem and locus of control were used as classifying variables and teaching skills was the criterion variable. All the 8 groups were assessed before and after the assertive communication-training programme, which was carried out for four months. Pictorial form of the design has been given in Figure 4.1.

Figure 4.1
Pictorial form of the Design
Pupil teachers
| Streams
  | Humanities
  | Science
Locus of control
27% External Internal External Internal
Self-Esteem
27% High Low High Low High Low High Low

Assertive Communication Training

1. Pre Test: on teaching skills of all the 8 groups
2. Assertive communication training programme of four months (one sitting per week)
3. Post Test: on teaching skills of all the 8 groups

Gain Score = Post Test – Pre Test

The analysis was replicated as many times as the number of teaching skills.
4.4. SAMPLE

4.4.1 Initial Sample

All the 500 pupil teachers of two educational colleges situated in the Union Territory of Chandigarh were taken as the initial sample of the present study. Self-Esteem Inventory of Stanley Coopersmith (2002), Rotter’s Locus of Control scale by Dr. Anand Kumar and Dr. S. N. Srivastava (1985) and Rathus Assertiveness Schedule (1973) were administered on all the 500 pupil teachers. Out of total sample of 500 pupil teachers 451 had completely filled in the tests administered on them. Forty-nine pupil teachers had returned incomplete tests in one way or the other. Hence, initial sample comprised 451 pupil teachers out of which 235 belonged to Humanities and 216 to Science stream.

4.4.2. Final Sample

On the basis of pre-test scores, the sample was divided into Internal and External Locus of Control on Kelley’s criterion of taking top 27% cases and bottom 27% cases of Humanities and Science stream each. Further four groups (two internal and two external Locus of control) were divided into two groups each consisting of High Self-esteem and Low Self-esteem pupil teachers based on again Kelley’s (1939) criterion of taking top 27% cases and bottom 27% cases. Each of the 4 groups of science stream consisted 16 pupil teachers except group with Internal Locus of Control and Low Self-Esteem, which consisted of 15 pupil teachers. Further, 2 groups of humanities stream consisted of 16 pupil teachers each with external Locus of Control with High Self-Esteem and 2 groups consisted of 17 pupil teachers each with internal Locus of Control and Low Self-Esteem. The Pictorial figure of the final sample has been given in Figure 4.2.
4.5. HYPOTHESES

On the basis of the close perusal of related literature and objectives of the present study, the following hypotheses were formulated:

1. There would be significant difference between pupil teachers belonging to humanities and science stream with regard to teaching skills.

2. There would be significant difference between pupil teachers belonging to humanities and science stream with regard to locus of control, self-esteem and assertiveness.

3. Assertive communication training programme would be effective in improving the teaching skills of pupil teachers.

4. There would be significant difference in the effectiveness of assertive communication training programme on teaching skills between the pupil
teachers belonging to humanities and science stream.

5 There would be significant difference in the acquisition of teaching skills between the pupil teachers with different levels of assertiveness.

6 There would be significant difference in the acquisition of teaching skills of pupil teachers in relation to their locus of control and self-esteem.

4.6. TOOLS USED

To test the above-mentioned hypotheses, the following tools were used:

1. Rotter’s Locus of Control Scale by Dr. Anand Kumar and Dr. S.N. Srivastava, 1985.


4. Assertive Communication Training Module (developed by the investigator).

5. Teaching Skills Check List (developed by the investigator).

4.7. DESCRIPTION OF TOOLS

4.7.1. Rotter’s Locus of Control Scale

Original Rotter's I-E Scale was based on contributions of many people, including Phares, James, Liverant, Crowne and Seeman. The final version was developed on college students. It consisted of 23 items and 6 filler items that sampled widely from different life situations, where locus of control attitudes might be relevant to behaviour. Each item was given equal weight and it was hoped that the content of the various items would provide an adequate sampling of situations in which internal external attitudes might be expected to affect behaviour. This is a forced-choice instrument, which consists of 29 pairs of statements, 23 of which are scored, each alternative keyed as to a belief in either internal or external control of reinforcing event. High score indicates belief in external control (luck, chance, others etc). Strong evidence is provided by Rotter (1966) for the high reliability and
validity of scores obtained with the I-E scale.

Hindi adaptation by Kumar and Srivastava (1985) was taken in its original English form and given to 10 Indian Psychologists knowledgeable in both English and Hindi Languages for translation into Hindi Language. For the purpose of selecting the most suitable version of the items, all the ten Hindi versions along with one copy of the scale in English were given to twenty five experts knowledgeable in both Hindi and English well for their opinion. Finally, the most favoured items were included in the Hindi version of the scale by the experts who selected the final translation as the most accurate and equivalent (Appendix I).

Reliability: Hindi version of Rotter's Locus of Control Scale was administered on randomly selected sample of 500 undergraduate students (250 males and 250 females). The age range of the subjects was from 18 to 25 years with a mean age of 21.24 years. In order to obtain test-retest reliability, it was re-administered to the same groups after an interval of 4 weeks. However, only 345 subjects were available for the purpose.

The split half reliability of the test is .78 and test-retest reliability is .73. With a view of ascertaining the relationship between the English and Hindi versions of the Rotter's Locus of Control Scale, both versions were administered on 60 post-graduate students of Psychology (30 males and 30 females) between the age of 20 to 23 years with a mean age of 21.22 years. Scores obtained by the subjects on the Hindi and English versions of the scale were correlated and correlation was found to be .89, which was significant at or beyond .01 level of confidence. Hence, the results approve of the fact that the Hindi version of the Rotter's Locus of Control Scale is an adequate parallel form.

Rotter's Locus of Control Scale is a self-administering test and can be administered individually or in groups. The instructions given on the test form are sufficient to take care of the statements that are given.
Scoring and Interpretation: This scale is a forced choice instrument, which consists of 29 pairs of statements, 23 of which are scored. Item No.1, 8, 14, 19, 24, 27 are filler items that are not scored.

High score indicates external locus of control on internal-external dimension of the scale. In scoring, only external alternatives are endorsed. The maximum possible score on Rotter's Locus of Control Scale is 23 and minimum being 0.

4.7.2. Self-Esteem Inventory (Adult Form)

The SEI is designed to measure/evaluate attitudes toward the self in social, academic, family, and personal areas of experience.

The SEI was developed in conjunction with an extensive study of self-esteem in children (Coopersmith, 1967). The major basis for the study was the widely held belief that self-esteem is significantly associated with personal satisfaction and effective functioning.

The Adult Form of Self-Esteem Inventory (Appendix II) is used with persons aged sixteen and above. It consists of twenty-five items adapted from the School Short Form. The correlation of total scores on the Adult Form exceeds .80 for three samples of high school and college students (N = 647). Self-Esteem Inventory can be administered on groups as well as on individuals.

Scoring: The SEI can be scored in a few minutes by using the scoring keys for the form that has been administered. In the absence of scoring key, the general rules listed below should be followed when scoring the self-esteem items:

1. Negative items are scored correct (for example, “I get upset easily at home”) if they have been answered “unlike me.”

2. Positive items are scored correct (for example, "I'm pretty sure of myself") if they have been answered “like me.”

3. To get a Total Self Score, number of self-esteem items answered correctly are
added and multiplied by four which results in a maximum possible Total Self Score of 100 so that results of the different forms are readily comparable.

**Interpretation:** There are no exact criteria for high, medium, and low levels of self-esteem. A high score on the Lie Scale may indicate that the examinee responded defensively or though he or she understood the "intention" of the inventory and was attempting to respond positively to all items. In such instances, the inventory may be invalid if a supplemental observational rating or teacher report indicates low or medium self-esteem for the examinee. Hence, further evaluation is warranted.

**Reliability:** Spatz and Johnston (1973) administered the SEI to over 600 students in grades 8, 9 and 12 in a rural school district. From each grade, 100 inventories were selected, and Kuder Richardson (1937) reliability estimates (KR20s) were calculated. Obtained coefficients are .81 for grade 8, .86 for grade 9, and .80 for grade 12. The coefficients indicate adequate consistency for students in all three grades. In other studies, Fullerton (1972) reported a split-half reliability coefficient of .87 for 104 students in grades 5 and 6.

**Stability:** In a three-year longitudinal study of 380 children aged nine, twelve, and fifteen, Rubin (1978) found that children tested at the age of twelve and again at the age of fifteen showed greater test-retest consistency \( (r = .64) \) than children tested at the earlier ages of nine and twelve \( (r = .42) \). Correlations between SEI and Stanford Achievement Test (Reading and Arithmetic Computation) subtests also increased over the age ranges (.24 to .42). The author concluded that self-esteem becomes more stable as young people move into early adolescence.

**Alternate Forms Reliability:** Test form reliability, that is, the relationship between one form and another of the same test, was represented by the study of Battle (1977). Since the Canadian SEI was constructed to approximate the Coopersmith SEI, the two tests may reasonably be considered as alternate forms. For 198 children in grades 3 through 6, correlations range from .71 to .80.
Validity: A study of SEI construct validity was reported by Kokenes (1974, 1978). Her investigations included over 7600 school children in grades 4 through 8 and were designed to observe the comparative importance of the home, peers, and school to the global self-esteem of pre-adolescents and adolescents. Her study confirmed the construct validity of the subscales proposed by Coopersmith as measuring sources of self-esteem.

Simon and Simon (1975) correlated the SEI and SRA Achievements Series scores of eighty-seven children in grade 4 and obtained coefficient of .33 (p<.01). The children's SEI scores were also correlated with their scores on the Lorge Thorndike Intelligence Test. The obtained coefficient was .30. The authors suggest that this data may be reasonably interpreted as providing concurrent validity for the SEI.

Regression analysis of SEI sub scale scores on MAT GES (Donaldson, 1974) indicated that the SEI is a fair predictor of reading achievement (predictive validity). The Lie Scale is generally the best predictor. Correlation of SEI subscale scores with Reading GES (N = 643) score was .35; Lie Scale, .39; Lie Scale and General Self sub scale multiplier, .53 (p<.01).

4.7.3. Rathu's Assertiveness Schedule

Rathus (1973) Assertive Schedule (Appendix III) is designed to identify and indicate specific verbal behaviour that differentiates between assertive and non-assertive persons or to assess assertiveness of an individual.

There were 30 items in the scale and the students were to mark any one out of the choice of six options regarding the items i.e. (1) very characteristic of me (2) rather characteristic of me (3) somewhat characteristic of me (4) somewhat uncharacteristic of me (5) rather uncharacteristic of me (6) very uncharacteristic of me giving 6 to 1 numbers as codes of description. The scores of item number 1, 2, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 26 and 30 were reversed while calculating the scores.
4.7.4. Teaching Skills Checklist

For the qualitative analysis of the teaching skills of the pupil teachers a check list (Appendix IV) was prepared by the researcher. Only six teaching skills naming Skill of introducing a lesson, Skill of fluency in questioning, Skill of explaining, Skill of illustrating with examples, Skill of silence and non-verbal cues and Skill of reinforcement were taken in the study using 5 tallies from ‘Not at all to Very Much’. There are 4, 7, 5, 6, 6 and 6 items in skill of Introducing Lesson, skill of explaining, skill of illustrating with examples, skill of silence and non-verbal cues, skill of reinforcement respectively. The maximum scores of respective skills are 20, 35, 25, 30, 30 and 30 making the total of all the skills to 170. The components of each skill were examined and verified by three experts.

4.7.5. Assertive Communication Training Module

Assertive Communication Training Module was developed by the investigator for the enhancement of communication skills among the teacher trainees on the lines of Teaching Model given by Joyce and Weil (1985).

Assertive Communication Training Module has been prepared on the general behaviour assumption that learned behaviour can be unlearned and secondly actions serve as basis of self concept and self-esteem as one asserts one self and moves towards the goal, one’s self concept is enhanced.

The detailed development of module has been given in Chapter V.

4.8. PROCEDURE OF DATA COLLECTION

Phase I

All the 500 pupil teachers of two educational colleges i.e. Government College of Education and Dev Samaj College of Education situated in the Union Territory of Chandigarh were taken as the initial sample of the present Study. Rotter’s Locus of Control scale by Dr. Anand Kumar and Dr S.N. Srivastava (1985), Self- Esteem Inventory by Stanley Coppersmith (2002) and Rathus Assertiveness Schedule (1973) were administered on all the pupil teachers of these
two institutions.

On the basis of pre-test scores, the pupil teachers with Internal LOC and high & low self-esteem and External LOC and high & low self-esteem of both science and humanities stream were taken for training as experimental groups. Assertive communication training module was prepared by the researcher on the lines of *Joyce and Weil* (1986).

**Phase II**

During their first teaching practice six teaching skills of the pupil teachers were recorded in the Teaching Skills Checklist prepared by the researcher. Since only six teaching skills namely Skill of Introducing a lesson, Fluency in questioning, Explaining, Illustrating with examples, Silence and non-verbal cues and Reinforcement had been taken in the study, so the researcher recorded these six skills in the checklist using tallies from not at all to very much.

**Phase III: Intervention**

Assertive communication training was provided through self-monitoring, modeling and behaviour rehearsal. The subjects were asked to keep a record of upsetting social encounters in order to pinpoint instances of social avoidance, clumsiness and feelings of frustration (self-monitoring). The researcher demonstrated more effective social behaviour (modeling), then encouraged the subjects to rehearse or practice this behaviour while the researcher provided feedback. The researcher attended to the subjects’ posture, facial expressions and tone of voice as well as to the content of what the subjects were saying. The lesson plans of assertive communication training with regard to different assertive communication skills were prepared. (Appendix V).

The following sequence of activities was followed while providing assertive communication training:

- Identifications of target behaviours
- Setting priorities for situations and behaviours
- Enacting the situations
- Re-enacting
- Transfer to real life situations

Identifications of target behaviours

The investigator and students discussed situations in which they had difficulty in expressing feelings. The kinds of feelings, which were difficult to express, were identified.

Setting priorities for situations and behaviours

The most frequent and most acute situations and events were listed. The list included both situations and feelings that they had difficulty in expressing. The list provided the basis for the students and teacher to select the situations and feelings they were to concentrate on first.

Enacting the situation

(i) Initially the enactments were carried out through purposeful expression of non-assertive or aggressive behaviours.

(ii) The observers and role players then discussed the enactment, determining its fidelity to real life and the ways in which feelings were actively suppressed.

(iii) The role-playing was then modified so that expressions of feelings were both adequate and socially acceptable.

(iv) The enactment was repeated but this time it was done with some expression of feelings.

(v) Several other enactments were followed in which students and the investigator modeled for one another in various ways in which feelings could be expressed in the situation.

Re-enacting

Further enactments were undertaken. Students practiced new behaviours and
observed a variety of assertive styles. They watched and provided feedback on ways to be more effective. Gradually the elements of clear expression of feelings and assertiveness were made explicit.

Transfer to real life situations

Specific situations in day-to-day life were identified. A try out of the expressive responses were carried out followed by discussions. The subjects were advised to note down the specific situations where they faced difficulty in dealing earlier and try out the learned responses. In the next session these situations and the responses with the results were discussed.

Phase IV: Post Test

Rotter’s Locus of Control Scale by Dr. Anand Kumar and Dr. S. N. Srivastava (1985), Self-Esteem Inventory by Stanley Coopersmith (2002) and Rathus Assertiveness Schedule (1973) were administered to the final sample consisting of 129 pupil teachers as post test after finishing assertive communication training. The teaching skills were also recorded in the teaching skill checklist in the Month of May, 2004 during their second teaching practice.

4.9. STATISTICAL TECHNIQUES USED

Following statistical techniques have been used to analyze the data:

1. Descriptive statistics namely, mean, SD.
2. Inferential statistical techniques, namely, ANOVA and t-test.
3. Graphic representation wherever necessary.