SUMMARY
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Person to person communication is an essential part of human activity. Most people in their day-to-day lives experience a wide variety of interpersonal situations. Communication with others involves both giving messages to another person and receiving and interpreting messages from him. It is a continuous two-way process in which the response also acts as feedback as to the effect of the message.

People interact with others for a variety of purposes, and each person will have his own aims or goals in a situation. Some goals of social interaction may be explicit and clearly defined and some may be implicit and less apparent. The interaction involves both verbal and non-verbal behaviour. The effectiveness of expression and communication depends on both of these.

A person who is able to express his views, desires, opinions, clear messages about intentions, feelings and emotions clearly, honestly, with spontaneity, and straightforwardly, without any hesitation is called an assertive person. Galassi and Galassi expressed assertion as "direct expression of one's feelings, preferences,
needs or opinions in a manner that is neither threatening nor punishing towards another person. In addition, assertion does not involve an excessive amount of anxiety or fear".

There are many people in our society who lack in communicational skills, expression of views, feelings, emotions and sharing of ideas with others. These pent up emotions steadily changes the behaviours of such persons. In course of days, they become non-assertive or aggressive in social situations, which is reflected in their social relations and adjustment in the society. Some people believe that being assertive means you will get what you want all the time. This is not only unrealistic but also means that every interaction automatically becomes a question of winning or losing. This is competitive and aggressive which may be appropriate in other contexts but it is important to understand how different this is from being assertive. And as always, we have a choice. Choosing to behave assertively may mean not getting exactly what you want but having to negotiate a compromise, instead. The tension and effort needed to win downs not allow you to develop a genuine respect for the
needs, feelings or rights of others or yourself. This principle of equality is one of the most important hallmarks of assertive behaviour.

Assertive behaviour is one of the social skills, which may be gradually acquired like others. But the people who have not such skill are not able to express themselves in social situations. As described earlier they suppress their feelings and emotions which in turn produces tension, anxiety, depression, frustration and other psychological problems in them. This is highly found in adolescent age. So, it is imperative to train or give guidance to such adolescents so that their behaviour and attitude towards their own life and society may be made positive. One of the methods for this, is assertiveness training.

There have been various studies abroad to see the effect of assertiveness training on variables related to cognitive and affective domains. But in India, this has remained unexplored up to yet. In India and even abroad, there has been no study to see the effect of assertiveness training through microteaching and model approach on students' anxiety, self-concept, achievement-motivation and risk-taking behaviour. The present study is an humble
effort made by the investigator in this direction. Hence the study "Effect of assertiveness training on students' anxiety, self-concept, achievement motivation and risk-taking behaviour". It is hoped that the present study will open new vistas in the field of assertiveness training.

Statement of the Problem

EFFECT OF ASSERTIVENESS TRAINING ON STUDENTS' ANXIETY, SELF-CONCEPT, ACHIEVEMENT-MOTIVATION AND RISK-TAKING BEHAVIOUR

Operational definition of the terms

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 other 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.

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 differed 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 dead-centre.
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 loving or the fear of being physically hurt some way—broadly devoted by the symbolic concept of "castration anxiety".

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 experience 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 Fitt'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.

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.

5. Risk - Taking Behaviour

Generally, the term 'risk' means a dangerous element of factor, where an individual is put in willingly/unwillingly in what 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.
Objectives

1. To study the effect of assertiveness training on students' anxiety.

2. To study the effect of assertiveness training on students' 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.

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.

\( H_2 \)
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.

$H_3$

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.

$H_4$

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.

$H_5$

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 student of control group.

$H_6$

At the end of the experimental treatment the students of experimental group will attain a significantly 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.

Delimitation of the study

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

Sample

The sample comprised of 48 students studying in S.P.B.V.T.C. Rohtak. All the students have passed their tenth class. 24 students were assigned to experimental group and 24 students were assigned to control group randomly.

Tools used

For the purpose of collecting data related to different variables covered in this study four tools have been employed. They are:

1. Sinha Comprehensive Anxiety Test (SCAT) a test of anxiety, (Dr. A.K.P. Sinha and Dr.L.N.K.Sinha) to measure level of anxiety of students,

2. Self-Concept Questionnaire(SCQ) a test of self-concept (R.K.Saraswat) to measure the level of self-concept of the students.
3. Achievement Motive Test (ACMT) by Dr. V. P. Bhargava to measure achievement motivation of the students;

4. Risk Taking Questionnaire (RTQ) a test of risk-taking behaviour (Dr. Virendera Sinha and Dr. Prem Nath Arora) to measure the risk-taking behaviour of the students.

Procedure

The purpose of the present study is to find out the effect of assertiveness training on students' anxiety, self-concept, achievement-motivation and risk-taking behaviour. In this study pre-test post-test control group design was used. It involved two groups of students - the experimental group was given assertiveness training and the control group was given no training.

The design consisted of three stages. The first stage involved pre-testing of students on anxiety, self-concept, achievement-motivation and risk-taking behaviour. The second stage involved training for three months. The assertiveness training to experimental group was given in two phases. The first phase consisted of training of different assertive skills (verbal and non-verbal) which was completed through microteaching
approach. The second phase consisted of assertiveness training through phases of assertive training model (Adaptation of model proposed by Joyce & Weil, 1985) in different behavioural situations. The third stage, the stage of post-testing, included testing of students' anxiety, self-concept, achievement-motivation and risk-taking behaviour of both groups.

Statistical Analysis

Mean, SD and 't' values were computed for testing the significant difference between the means of students' anxiety, self-concept, achievement-motivation and risk-taking behaviour at pre-post stages and gain scores of experimental and control groups.

The following findings emerged out of the present study:

A. Findings related to the effect of assertiveness training on students' anxiety

1. The directional hypothesis $H_1$, "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," is retained. The statistical inference indicates that students of
experimental group showed lower mean score of anxiety than the students of control group.

2. The directional hypothesis $H_2$, "At the end of the experimental treatment the students of the experimental group will show a significantly lower mean gain score on anxiety as compared to the students of control group;" is retained. The statistical inference indicates that the students of experimental group scored lower mean gain score on anxiety than the students of control group.

This means assertive training is helpful and effective in reduction of anxiety of the students.

B. Findings related to the effect of assertiveness training on students' self-concept

1. The directional hypothesis $H_3$, "At the end of the experimental treatment the students of the experimental group will attain a significantly higher mean score on the test of self-concept than the students of control group," is retained. The significant value of 't' indicates that the students of experimental group showed high level of self-concept than the student of the control group.
2. The directional hypothesis \( H_4 \), "At the end of the experimental treatment the students of the experimental group will attain a significantly higher mean gain score on the test of self-concept than the students of control group," is retained. The statistical inference indicates that the students of experimental group showed higher mean gain score on the test of self-concept than the students of control group.

C. Findings related to the effect of assertiveness training on students' achievement-motivation

1. The directional hypothesis \( H_5 \), "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 than the students of control group," is retained. The statistical inference indicates that the students of experimental group scored higher mean score on the test of achievement-motivation than the students of control group.

2. The directional hypothesis \( H_6 \), "At the end of the experimental treatment the students of experimental group will attain a significantly higher mean gain score on the test of achievement-motivation than the students of
control group," is retained. The statistical inference indicates that the students of experimental group scored significantly higher mean gain score on the test of achievement and motivation than the students of control group.

On the basis of these results, it is concluded that the assertiveness training was found to be effective for enhancement of achievement-motivation of the students.

D. Findings related to the effect of assertive training on students' risk-taking behaviour

1. The directional hypothesis $H_7$, "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 the control group," is rejected. The students of experimental group scored higher on the test of risk-taking behaviour than the students of control group, but the difference was not found to be statistically significant.

2. The directional hypothesis $H_8$, "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 than the students of control group," is also rejected. The students of experimental
group scored higher mean gain score than the students of control group, but the difference was not found to be statistically significant.

On the basis of these results, it is concluded that the assertiveness training is not found to be helpful and effective in promotion and enhancement of risk-taking behaviour of the students.

Conclusions

The following conclusions emerged out of the present study:

1. The assertiveness training is effective in reduction of level of anxiety of the students.

2. The assertiveness training is helpful in enhancement of self-concept of the students.

3. The assertiveness training is effective measure in enhancement of achievement-motivation of the students.

4. The assertiveness training is not helpful in promotion of risk-taking behaviour of the students.