

The Effect of Social Skills Training (Assertiveness) on Assertiveness and Self-Esteem Increase of 9 to 11 Year-old Female Students in Tehran, Iran

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Abstract: The objective of the present research has been determining the effect of social skills training (assertiveness) on assertiveness and self-esteem increase of 9 to 11 year old female students in Tehran. 20 students from third to five grades of primary school, who had the least assertiveness, were chosen by semi-experimental research method and they were randomly placed in two experiment and control groups. The design of the research was pre test-post test kind with control group. Gambrel and rich's inventory was used to measure the student's self-expression amount and cooper smith's inventory was applied to measure this student's self-esteem amount. After pre test performance, assertiveness training program me was performed for ten weeks, one session a week and each session for one and a half hour and post test was performed at the end and both groups were tested once more after 25 days. The results were analysed by spss software and descriptive statistic and two factorial variance analysis methods with repeated measurements on one factor were used. The results demonstrated that the tester's assertiveness and self-esteem amount increased at the end of treatment program me. The results were also confirmed in exploration period. Social skills training (assertiveness), in creased the amount of assertiveness and self-esteem in the students who were less assertive.

Key words: Social skills • Assertiveness training • Self-esteem

INTRODUCTION

Self-image and self-esteem of a child depends on the skills that he or she has in communication with the same aged children and adults. A child who has good social skills, is successful in creating satisfactory relation ship and can receive proper reactions by the others (goldard & goldard) translated by Parniani [1]. In general, social skills are the learned behaviors which are accepted by the society. Behaviors that an individual can communicate mutually so that in leads to positive responses existence and negative responses prevention.

Social skills are a collection of learned abilities that enables an individual to communicate with a proper capability and form, in a social aspect. Some most common known social skills are self-expression, coming to an agreement, communicative skills, finding friends, solving inter personal problem and ability of regulating knowledge's, emotions and behaviors of a person [2]. Self-esteem and social skills are variables which have very close relation. Poop believes that a child should have necessary skills of being with others to have a positive

sense about himself/ herself. A child who is not confident of himself/ herself gets closer to others with doubt and uses less social skills. When children can have a successful communication with the others, this new capability causes their social self-esteem increase [3].

One of the important items of social relations and social skills is self-expression (assertiveness). An assertive person not only insists on his or her logical request and shows disagreeable behavior to defend the requests, but also considers the other people's rights and tastes and avoids extorting other's rights and does not spoil them [4]. Self expression (assertiveness) is a person's ability in stating beliefs and defending them, expressing interests and emotions in a worthy and without anxiety way [5]. An assertive person accepts his or her behaviors' or selections' responsibility.

He or she has enough self-esteem, has a positive emotion, thoughts and attitudes about himself/ herself and the others and his/ her behavior is frankly and honestly with himself/ herself and the others [6]. An assertive person uses the communicative methods that enable him/ her to maintain his/ her self-respect and

follow his/ her happiness and meeting his/ her requests [7]. The people who have self-expression show high degrees of self-confidence and self-respect [8]. Some children have not learnt assertive behaviors' and can not say no and cannot behave assertively with their associates [9]. There fore it is obvious that self-reception and self-esteem is low in these children [10]. The behaviors which are contrary to assertiveness create some disorders in people's social relations and lead them towards passively behaviors such as being shy, depressed and anxious or guide them towards anger or criminality [11]. Less assertive people tend to avoid conflict in all conditions. They internalize the worries in order not to take risks. The fundamental belief of these people is that other people's needs are more important than their owns and if they meet their own need, the others will reject them. A less assertive person can show his/ her thoughts and emotions in a hostile or fury form. These people use threat and control in meeting their needs [12]. Some characteristics of these people are: speaking loudly and with fury, looking hostilely at others, speaking accompanied with blaming and belittling about past events, harsh and selfish expression of emotions and beliefs in a fanatic pattern, considering their own values more important than others damaging the others to avoid personal damage [13]. So to adjust these kinds of behavioral and emotional disorders, performing assertiveness training programmers is necessary.

Assertiveness training is a method that warty to increase the effectiveness power of an individual and his/ her supervision on the environment using various learning methods and regulating a deliberate and practical programmed. So we can spread the necessary needs for enhancing ideal behavior. Assertiveness training is used to defend effectively against the conditions and remove anxiety confronting the difficulties [14]. Vehr & Kaufman [15] tested self-expression training on timid teenagers and the results showed that self-esteem was increased in them and fury and anxiety were decreased. Soltani [16] applied assertiveness training to treat abstention from school and seclusion and observed positive results. Abasi Nia [17] tested self-expression training on 18 male and 12 female teenagers with agemean of 12.89 for 6 sessions. On the basis of related scales to self-expression and conditional anxiety, they lacked assertiveness and they had high social anxiety. They had a significant improvement compared to control group. It was done immediately and also a month after treatment.

Rahimi *et al.* [18] evaluated the effect of group assertiveness training on 36 high schools students in a

research. The results showed that group assertiveness training has increased people's self-expression in playing roles. The effect of the training had been maintained some weeks after training. Perczel and Tringer [19] reported a significant progress in social skills of 19 patients bedridden in their research about the effect of self-expression training programmed on psychic health. They concluded that assertiveness training has had a significant effect on psychic health of these patients.

Temple and Robson [20] studied the effect of assertiveness on self-esteem and got the result that self-esteem in creased significantly in most of the tastes and this improvement was observed in the following explorations.

The effect of self-expression training on self-expression, self-esteem, psychic health and social anxiety was studied on social anxious male students of first grade in high school. The results showed that self-expression training increases self-expression, self-esteem, psychic health and it decreases social anxiety [21].

The role of communicative skills training and social problem solution on self-esteem and IQ of the students of third grade in primary school. Was studied in are search. The results showed that communicative skills training and social problems solution from life skills training design have a positive effect on self-esteem and IQ [22].

MATERIALS AND METHODS

Society, Sample and Sampling: The present research is a semi-experimental research with pretest post test design with control group.

The statistical population of the present research are less assertive female students with the age range of 9-11 who are studying at third to five grade of primary school in 2007- 2008. The studied people in the research were 20 less assertive female students. In this research, multistage cluster random sampling was used. At first one region was chosen randomly among Tehran's regions and then among educational areas of that region, one region was chosen randomly.

Then two schools were selected from female schools lists. Two meetings were hold with some teachers in these two schools. Less assertive children and teenagers' characteristics and observable symptoms of these people were explained. Initial and distinguishing interview (Richi & Gambriel's assertiveness test) was performed by a researcher for some protracted sessions. It was performed after recognizing less assertive students by

their teachers. Considering some characteristics such as age, average mark and education, considered sample was chosen randomly. Ten people out of twenty selected people were placed in one group and the other ten people were put in the other group. These two ten people group were appointed as control and experiment groups.

Tool: In the present research, Richi & Gam brill's assertiveness Inventory (1975) was used to measure tastes assertiveness and Cooper Smith's self-esteem.

Per Formed Method: After choosing the sample people using multistage cluster random sampling and forming two control and experiment groups randomly that each consisted 10 people and considering age, average mark and etc.

Variables, a pre-test was taken by both control and experiment groups. Then assertiveness training programmed was performed for 10 weeks, one session a week and each session for one and a half hour in experiment group. But control group did not receive these trainings and skills. At the lost session, both groups took post test exam and both groups were tested after 25 days. The results obtained from pre tests. Post tests and explorations in both control and experiment groups were analyzed after collecting the inventories. Interventionist programmed was provided and performed using various references.

RESULTS

Does assertiveness skills training (self-expression) for less assertive students increase their self-esteem?.

The effect of line (experiment and control groups) considering the fact that calculated F (0.773) is smaller than F (0.05) with 1 and 18 (4.41) freedom degrees, so zero hypothesis on the base of average mark equality of the tastes in both control and experiment groups is confirmed. It is without considering repeated factor in the column (three times test performance) with 95 percent assurance on the other hand there is no significant difference between total marks average of experiment group (34.600) and control group (33.067) without considering three times performance.

The effect of column (pre-test, post-test 1 and post-test 2).

Considering the subject that the calculated F (15.689) is bigger than F (0.01) with 2 and 36 (5.25) freedom degrees, the hypothesis of zero on the base of all tastes average marks equality in three times test performance is rejected with 99 percent assurance without considering placed factor in the line (control and experiment groups) does assertiveness training (self-expression for less assertive students, increase their assertive behaviors?.

The effect of line (control and experiment groups) calculated F (0.370) is smaller than F (0.05) with 1 and 18 (4.41) freedom degree, so zero hypothesis on the base of

Table 1: The summary of variance analysis with repeated measurement on a general (Less assertive tastes self-esteem mark)

Variation reference	SS	DF	MS	F	Significance Level
Interested	856.33				
R (Experiment & control group-lines)	35.26	1	35.26	0.77	0.39
S/R	821.06	18	45.61		
Interested	163.99				
C (post test1,pretest & post test2-columns)	59.73	2	29.86	15.68	0.00
C*R (Line & column's mutual action)	357.33	2	17.86	9.38	0.001
C*S/R	68.53	36	1.90		
Total (T)	1020.33	54			

Table 2: The summary of variance analyses with repeated measurement on a factor (Less assertive tastes assertiveness mark)

Variation reference	SS	DF	MS	F	Significance Level
Interested	1037.40				
R (Experiment & control group-lines)	21.60	1	21.6	0.37	0.551
S/R	1051.80	18	58.43		
Interested	279.33				
C (post test1,pretest & post test2-columns)	61.63	2	30.81	6.85	0.003
C*R (Line & column's mutual action)	55.90	2	27.95	6.21	0.005
C*S/R	161.80	36	4.49		
Total (T)	1352.73	54			

control and experiment groups' tastes average marks equality is confirmed with 95 percent assurance. It is without considering the repeated factor in the column (three times test performance).

On the other hand, there is no significant difference between the total average mark of experiment (76.967) and experiment (76.167) groups with out considering three times performance.

The effect of column (pre-test, post-test 1 and post-test 2).

With due attention to the calculated F (6.857) that is bigger than F (0.01) with 2.36 (5.25) freedom degrees. So zero hypotheses based on tastes total average marks equality in three times test performance without considering the factor in the line (control & experiment groups) is rejected with 99 percent assurance.

Considering the subject that calculated F (6.219) is bigger than F (0.01) with 2 and 36 (5.25) freedom degrees, so zero hypothesis based on six average marks equality in three times test performance is rejected with 99 percent assurance with considering the factor in the line (control and experiment groups).

DISCUSSION AND CONCLUSION

Analyzing the findings, demonstrated that independent variable performance (social skills training (assertiveness) in experiment group increases self-expression and self-esteem in experiment group' tastes. These findings indicate that assertiveness training is an effective method for increasing assertiveness and self-esteem in less assertive students. In addition to this study, non-qualities findings in the research showed that less assertive students are able to profit by assertive training programmed. Participating in these programmed has helped the people to increase their assertiveness and self-esteem when communicating with other people who are as old as themselves.

The findings of the present research correspond to Rahimi *et al.* [18], Soltani [16], Abasi Nia [17] and Nisy and Shahny Yeylag [21]. They have all reported the effect of assertiveness training programmed on assertiveness increase. A probable reason for assertiveness increase may be the fact that participating in assertiveness training programmed has helped the less assertive students to reach to the necessary self-analysis and practice assertive behaviors in communicative conditions with others in a real and natural way and use them.

As it was observed, interventionist programmed (assertiveness training) has had a positive effect on less assertive students' self-esteem increase. The findings of the present research correspond to the findings of Vehr & Kaufman [15], Temple & Robson [20] and Nisy and Shahny Yeylag [21] they have reported the effect of assertiveness training on self-esteem increase. Less assertive students' self-esteem increase may be attributed to their participation in assertiveness training programmed. Since the students can be aware of their emotions and feelings and learn how to confront. With criticism, state their dissatisfaction, how to reject a suggestion or a request, admire other people's ideal behaviors and participate in group affairs and practice them in assertiveness training programmed.

As it was discussed, assertiveness is a technique that is used to remove the anxiety resulted from social mutual communication and social fear. During assertiveness training programmed, presenting necessary information and performing proper assignments such as proper social communication, voice tone, practice, physical activities and communication using eyes, decrease anxiety and fight with non-logical expectations and valuation and ethical regards in participated people.

The students, who had participated in assertiveness training programmed, could be successful in social communications using assertive behaviors. These successes cause positive evaluation of a person and have a positive effect on self-esteem. These people find a good feeling about themselves by stating their emotions, beliefs and thoughts and they end internalizing their emotions and excitements (worry). It leads to social compatibility and self-reception by themselves.

Therefore it can be concluded that assertiveness training and self-expression training is an effective and useful way for less assertive and shy people to state their positive or negative emotions easily and express themselves and get the required self-esteem and self-esteem using necessary skills. It is suggested that the effect of social skills (assertiveness) on assertiveness and self-esteem of male students to be studied. With due attention to the matter that the participants in assertiveness training sessions participated with great enthusiasm and wanted the continuance of these kinds of trainings, it is advised that assertiveness training be considered as an extra programmed lesson course in the lesson plan of all schools especially in primary school and high school and school consultants teach them life skills in real world and prepare them for entering in to real, complicated and incompatible social world out of school.

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