Effect of Assertiveness Training Methods on Self-Esteem and General Self-Efficacy Female Students of Islamic Azad University, Anzali Branch

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ABSTRACT

In fact assertiveness training is one original problems girl’s students on their interpersonal relationships. Research objective is determining of efficacy assertiveness training on increasing self-esteem and general self-efficacy girls’ students. Study method was two experiment groups and control group with pretest and posttest. This study statistical population was students Anzali(female) that randomly 40 people were selected that they have lower scores on self-esteem and self-efficacy and were conducted in two groups of 20 people in training programs, assertiveness training in 90 minutes to 8 sessions of group practices, and at the session end analyzed collected data for test hypothesis by multivariable covariance analysis statistical test(Moncova). According final findings of research the first and second hypothesis was confirmed, and the third hypothesis was rejected. Assertiveness training is effective to increase self-esteem and general self-efficacy female students.

KEYWORDS: Assertiveness Training, Self-Esteem, General Self-Efficacy.

1) INTRODUCTION

Individuals are trying to learn how Compatible successfully with potential problems of difficult living that has not experienced in them. Success of this transition step between childhood and adulthood depends on personal trust in to person's abilities, whatever this feeling is higher; cope with the specific demands of this course is easier for a person (Bandura, 1994). Schultz (2000) believes early adulthood requires more compatible with phenomena such as marriage, parents and the promotion job and sense of empowerment and self-confidence is an important factor in determining success or failure in all phases of human life (Rio, 2005). The individual judgments about their capabilities to organize and run a function can effect to various ways on a person health and function. People who lack a fixed and clear vision of themselves and their world, they know world as set of full of chaos, unpredictable, and lack of management and haven’t commitment to clear goals and criteria relating to own, in How effective adaptation and ordering behaviors of person (Bali,2003).

Now interactive skills for many people are necessary part because according to various reasons, some people do not have the ability to communicate properly with others (Fergas, 1986; Persian translate: Beige & Firozbehjat, 1994).

Volpi (1990) Showed that many patients who have social anxiety, do not dare.in Volpi idea in this people don’t have dare in to say no and insisting on their correct wishes. Lazarus is believed that it isn’t enough to know what is feeling, rather individuals should express as appropriate. Assertiveness training is including training them legal rights, how standing to gain them and guard them from the aggression. Stressful life today is such that people are constantly faced with different situations between social and individual. In such situations it is always the fear that the legitimate demands and rights of the individual is affected, it is inevitable that the person accepts force. For example can’t express his/her demands clearly, supposedly to say no in force time and in time intrinsic tendency to say yes and accept, with courage enough to declare its readiness(Reiss; Graham, 1948;translate to Persian Shahn Yelagh & Rezaei,2000).

Jahan Maleki,(2009) in his study with titled the relationship between knowledge level of life skills with self-efficacy in students shahid Beheshti University, 384 students from a multi-stage cluster sampling method was selected and their self-efficiency and Schwartz and Jerusalem (1982) that awareness of the life skills Ahadi, (2007), demographic data were used. Result in level 95% confidence level showed that between dimensions of life skills, self-awareness skills, communication, problem solving, decision making, critical thinking and to cope and deal with stress and among life skills with knowledge levels and apply self-efficacy of student has a meaningful relationship. But significant relationship wasn’t observed between interpersonal empathy skills “assertiveness”, creative thinking, and coping with emotions and understands level with students' self-efficacy. Also between dimensions of life skills, only skills of self-awareness, communication, decision making, critical thinking and coping with stress is good predictors for self-efficacy.

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Zarar (2008) in study investigated the relationship between emotional intelligence and self-efficacy and mental health compared with them in the city Oshnavieh honor and normal student that result showed there is significant relationship between emotional intelligence and self-efficacy and mental health in two group, also there is significant different emotional intelligence with self-efficacy with mental health in two group.

Assertiveness is ability themselves express directly and properly, valuing their feelings and thinking in identifying strengths and weaknesses. In fact assertiveness means respecting themselves and others (Shahni Yelagh & Rezaei 2000).

Assertiveness training teaches to person that show respond appropriately in social situations to express their opinions and to reach their goals. Assertiveness training is relevant to the decisiveness. But also deals with a variety of real-life duties, such as buying food, job search, interact with others and Find dominated to shyness(Sadock, Persian translate Pourafkari, 2007).

Lazarus (1971) finds assertiveness in the four components: 1- rejects demand 2 - to attract the love of others 3- positive and negative expressing emotions 4 - Start and continue and end of dialogue (Shahbazi, 2005). Basis of assertive training is enabling of the people in controlling their life. Assertiveness training to help people avoid stereotypical and repetitive behavior and In any case, the appropriate response occurred to current situation (Robert Bolton, translate to Persian Sohrabi & Haiat Roshanaee, 2009).

New research shows that there is significant relationship between self-efficacy, self-esteem, previous performance and student academic performance and self-Efficacy have the mediator role between previous performance and the current performance (Laneh et al, 2004, say from bali 2003). People who assertiveness in them is as one component of effective communication, can discovered many solutions with the problem stated in the shadow of their connections and are receive social support. Certainly if person is able to clearer the problem stated, planning and the use of solutions more useful is more possible (Ford 1992, say from Moazeni 1996).

William (2008) showed that high emotional intelligence (assertiveness, self-awareness) has been linked with better performance in the field of self-regulation, assertiveness, empathy independence with others, optimism control, and self-efficacy.

Therefore present study will look for the following purposes:
1 - Determine the effectiveness of assertiveness training on self-esteem and general self-efficacy.
2- Determine the effectiveness of assertiveness training on self-esteem female students.
3 - Determine the effectiveness of assertiveness training on general self-efficacy female students.

2) METHOD RESEARCH

Research plan is experimental study with a pretest -posttest plan with two groups of experiments. Present study society is all female students studying in Azad University of Anzali, in year is 2010-2011 that their age is 18-40 years old. In order to select the sample, 200 students under 40 years simultaneously completed Schwartz and Jerusalem general self-efficacy questionnaire and self-esteem Cooper smith. After initial screening, 100 individuals have gained a score of 1 to 3, then 60 individuals in mentioned questionnaires had gained low self-esteem and general self-efficacy and simple random selected and simple randomly were replaced in three groups of 20 people, two experimental groups and one control group but the control group don’t received no training. After completing training course, both groups simultaneously complete self-esteem and self-efficacy questionnaire. In current study for survey self-efficacy in general areas is derived from Schwartz and Jerusalem questionnaire in 2000 by Nezami has been translated into Persian under the supervision Schwartz and Jerusalem That in 2001 by Hassan abadi were used in Tabatabai University. This questionnaire included 10 phrases that is set in Likert scale of 5 degrees which respondents express rate their agreement or disagreement of phrase. Score of each individual in the rating scale is equal total individual’s score in in all questions divided the number of questions.

Hassan Abadi parallelism underside scale in general self-efficacy has reported in male students 9/94, female student 9/70 and in their study internal consistency has reported on male students, 0/91 and female students 0/90. Likert scale reliability is usually about 0.85(Lofti, 2002). Internal consistency general self-efficacy questionnaire, based on Cronbach's alpha is 75% to 90%. The resulting validity coefficients indicate that the scale is valid. Addition to reliability, scale has convergent validity and clean. This scale in sub-samples is relatively one-dimensional and self-efficacy questions shows high factor loadings (Bali, 2003).

Self-esteem inventory (SEI) is consisting 58 items that describes feeling, belief or reactions individual. Participants respond to each item on a 2-point scale as like me or unlike me. items of sub-scale include: general scale 26 items, social items 8 items, family scale 8 items, school scale 8 item, lie scale 8items, score sub-scales and also total score provides possible to determine the field that in it individuals have a positive image of itself (Coopersmith,1967). Studies in Iran and outside Iran indicate that the test has acceptable validity and reliability.
Harz Gulen has been reported Coefficient alpha / 88 for the total scores test. Also evaluating validity between the test total score with neuroticism subscale Eysenck personality test and significant and negative divergent validity and with subscale extroversion has obtained a significant positive convergent validity. Also Edmund Suen (2006) has been reported internal consistency coefficient of 0/86 to 0/90 for self-esteem test Coopersmith. Coopersmith and others (1990) have been reported the coefficient of retest after five weeks of 0/88 and after years of 0/70.

With retest method of validity coefficient in Iran with Interval four weeks and twelve days have been reported respectively 0/77, 0/80. Internal consistency coefficients were reported among 0/89 to 0/83 that it is varied in different studies. Pourshafei (1991) have been reported 0/87 with Split-half method. In investigated validity of test Cooper smith, Sabet (1996) and Naeinifard (2003) has obtained positive convergent validity between cooper smith test and Eysenck self-esteem test. In study of Sabet and Nayeifard has been 0/80 and 0/78 also reliability coefficients has been reported respectively 0/90 and 0/92 with retest method for girls and boys.

Independent variable in this study is assertiveness training and the dependent variable is self-esteem and general self-efficacy. Each program was performed in 8 session 90 minutes for 2 month, every week 1 session to group method. Assertiveness training sessions are as follows.

3) Assertiveness Training

The first session: Introduce and familiarize group members with each other, determine perceptions, goals and expectations of group members, mention establish rules based on collaboration relationships, expression choice and selection of members and determine sample of work done, and the introduction and expression necessity of assertiveness, how to create assertiveness of positive, discuss about the benefits and functions of assertiveness.

Second session: report of homework previous session and give feedback, familiarity with passive behavior of forms, submissive, review the advantages and disadvantages, exercise to recognize assertive behavior.

Third session: play role and exercise of situations

Fourth session: discussion on how to say no with the assertiveness and a request in the field of individual and social rights, the ability to say yes and no.

Fifth session: Presentation assignments before and discuss session on critical, and deal effectively with criticism and ways to cope with criticism, How to act against intimate criticism, tactics to deal with malicious criticism.

Sixth session: Presentation report of assignments before and feedback session, what is communication? Verbal communication.

Seventh session: Non-verbal communication, body language, open and closed body language

Eighth session: Discussion and conclusion and review the content and review assignments and surveys of assertiveness training class.

In this study, for examine and test hypotheses has been using SPSS computer software, for data analysis of this research were described data, means, standard deviations. And then for test the hypotheses was used analysis of covariance test (Manova).

4) RESULT

After adjusting the scores of the experimental and control groups after controlling effect of pre-test following test is different in the mean self-efficacy and self-esteem. For check that this difference is significant or not and due to effects of training, mancova analysis was conducted by bonferroni correction technique (α=0.025).

First hypothesis: group assertiveness training is effective on self-esteem and general self-efficiency.

Table 1: mean adjusted self-esteem and general self-efficacy

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Group</th>
<th>Mean</th>
<th>Standard error</th>
<th>approximately mean of population with 95% confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower limit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper limit</td>
</tr>
<tr>
<td>general self-efficacy</td>
<td>assertiveness</td>
<td>60/22</td>
<td>5/98</td>
<td>66/78</td>
</tr>
<tr>
<td>Control</td>
<td>68/48</td>
<td>3/11</td>
<td>44/34</td>
<td>56/33</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>assertiveness</td>
<td>2/67</td>
<td>0/13</td>
<td>2/45</td>
</tr>
<tr>
<td>Control</td>
<td>3/42</td>
<td>0/18</td>
<td>2/79</td>
<td>3/44</td>
</tr>
</tbody>
</table>

Table 2: Test of effect size based on Wilk's Lambda

<table>
<thead>
<tr>
<th>effect</th>
<th>VALUE</th>
<th>F</th>
<th>df</th>
<th>error degrees of freedom</th>
<th>Sig</th>
<th>effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilk's lambda</td>
<td>0/724</td>
<td>6/29</td>
<td>4</td>
<td>78</td>
<td>0/001</td>
<td>0/36</td>
</tr>
</tbody>
</table>
As is observed in above table, effect of training in combined variable self-efficacy n=0/36 partial щение of Wilk’s lambda=0/724, p≤ 0/001, F (4, 78) have significant effect. Means that assertiveness training was effective in increasing self-efficacy and self-esteem and Eta squared intensity of this effect (0/36) shows that the represents the intensity is very high.

The second hypothesis: assertiveness training is effective on general self-efficacy.

Table 3: result of effect test assertiveness on general self-efficacy

<table>
<thead>
<tr>
<th>Changes resources</th>
<th>Sum of squared (SS)</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>general self-efficacy</td>
<td>312/04</td>
<td>1</td>
<td>422/03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>622/91</td>
<td>40</td>
<td>16/05</td>
<td>331/79</td>
<td>0/0001</td>
</tr>
</tbody>
</table>

Table 4: Post Hoc test between assertiveness for general self-efficacy

<table>
<thead>
<tr>
<th>sig</th>
<th>Standard error</th>
<th>Mean difference</th>
<th>Education Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/0001</td>
<td>6/33</td>
<td>312/04</td>
<td>assertiveness</td>
</tr>
<tr>
<td>0/0001</td>
<td>8/784</td>
<td>control</td>
<td></td>
</tr>
</tbody>
</table>

Considering above table results on assertiveness has been effective on general self-efficacy F (40,1), P ≤ 0 / 0001 also post hoc tests comparing mean of assertiveness training group and also control group shows that the mean difference (9/84) is a statistically significant. Therefore can be concluded that the research hypothesis is confirmed and assertiveness training is effective in general self-efficacy.

Third hypothesis: group assertiveness training is effective in increasing self-esteem.

According to the results of above table assertiveness training is not effective on self-esteem, with P ≤ 0 / 25, F (1, 40) in the above hypothesis because P isn’t smaller than 0 / 25, our result is not meaningful. Therefore can be concluded that research hypothesis is not confirmed and group assertiveness training isn’t effective in increasing self-esteem.

Table 5: Test results of effect test assertiveness training on self-esteem

<table>
<thead>
<tr>
<th>Changes resources</th>
<th>SS</th>
<th>df</th>
<th>square Mean</th>
<th>sig</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>3/04</td>
<td>1</td>
<td>3/05</td>
<td>0/25</td>
<td>6/48</td>
</tr>
<tr>
<td>Error</td>
<td>16/03</td>
<td>40</td>
<td>0/476</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5) DISCUSSION AND CONCLUSION

Research findings showed that assertiveness training on self-esteem and their general self-efficacy is significantly effective. Assertiveness skills training in adolescence and youth develop reducing disability and confusion, the methods of solving problems, resolve conflicts, methods of decision making and behaviors associated with assertiveness in individuals of a society. New research shows that there is significant relationship between self-efficacy, self-esteem, previous performance and student academic performance (Laneh et al, 2004; says from Bali, 2003).


Jahan Maleki (2009) in his research in titled the relationship between Knowledge level of life skills and self-efficacy in students shahid Beheshti University and Zarar (2008) has examined the relationship between emotional intelligence and self-efficacy and mental health compared with them in the city Oshnavieh honor and normal student that results showed that there is significant relationship between emotional intelligence, self-efficacy, and mental health in both groups of students.

Cacipoppo, J.T and et al.(2006) have found that more anxiety and assertiveness in single people and non-single people necessarily isn’t differ in their reports.

Also results showed that assertiveness skills training in adolescence and youth are caused reducing disability and confusion of, ways to solve problems, resolve conflicts, and develop ways of making decisions and behaviors associated with assertiveness in people in a community. It is recommended due to behavioral problems in youth and students in universities to be more use of consultants for to help in solve problems. In case training and support from consultants in universities, and using assertiveness techniques can be hoped that will substantially reduce behavioral - emotional problems in students and can be promoted mental health of students. Perform this research requires support of beneficiary organizations that can be done in a broader level by their support especially in university. To Next researchers recommended that if possible sample of investigation use broader and longer process for assertiveness training.
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