

The Effect of Activity-Based Behavioral Training Program on the Assertiveness

Chander Shekhar

(MA Psychology Gold Medalist, IGNOU)

(M.Phil Psychology HPU)

Abstract- What if our boss denies for sanctioning the leave? What if the situation is worse and we need to cope with it? We face so many circumstances where the decisions are needed to choose wisely. A wrong decision can affect our future and even may be very horrible. One person who had aggressive behavior with his workplace may be impeded by officers due to his misbehavior. The present research paper, try to understand the effect of Activity Based Behavioral Training Program on the Assertiveness. This paper helps us to find out the factors responsible for the assertiveness. The intervention was given to the 8th to 10th-grade students. The investigation is inferred from pre-test and post-test with t-test statistical calculation.

Index Terms- Activity-Based, Behavioral Training, Program, Assertiveness

1. INTRODUCTION

Assertiveness is one of the important traits that modify the time management, self-esteem and the interaction power of an individual with others.

According to the definition of Radwan M.F(KNOW MYSELF), "*Assertiveness is the ability to express your emotions and needs without violating the rights of others and without being aggressive. People who are not assertive do their best to please others while violating their own rights or sacrificing their own needs*".

The Activity Based Behavioral Training Program at School enhances the strategic dealing capacity of the student with their problems. In this investigation, the focus was on the specific dealing capacity of the students with criticism, confusion, social interaction, and expressing no for unwanted behavior without harming the feelings of others. In the assertive behavior, one is neither pessimistic nor aggressive in the interactions. The pessimistic trait, determine the persons' inferiority complex, whereas the aggressiveness ascertains the ill-defined dealing in the social context.

2. LITERATURE REVIEW

The academic performance of the students was improved with the assertiveness training. It has also increased decisiveness, reduced academic anxiety without medication (Mohebi S. et al., 2012). The assertiveness programs are commonly used in the advanced countries. Such programs, made the improvement in communication, acting according to interest, decreasing anxiety, and the expression of

feeling without harming the rights of others (Sahebalzamani et al., 2009).

According to a study of Sullivan (1993), in the mental health hospital, the nurses were examining their clients' responses and improved the mental health and maladaptive behavior. The need of the person is to identify his potentiality, coping capacity, and awareness for inter-relationship that will affect the working conditions (Stewart Gw, Sundeen IJ, 1995).

The factors responsible for the management of coping with adverse situations are self-esteem, optimistic thoughts, and awareness of the strength (Stewart Gw, Sundeen IJ, 1995; Oting DA, Kongable G., 1996). The coping with situation means to understand the demand and to find out the solution from given environment (Sarafino Ep, 1994; Haper J, Miller BK, McMahon AI, and Hoskins, Barry PD, 1994).

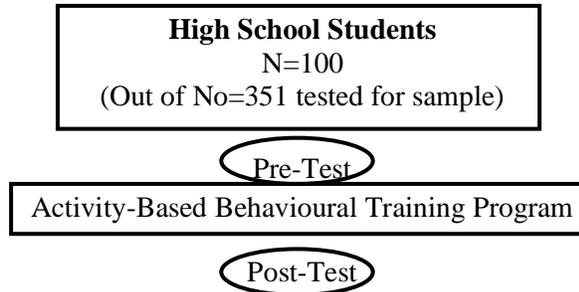
The coping has some value when it helps to empower the individual to face adverse situations (Jackson, 1997). The augmented coping capacity of the nurses helps to improve their health, goodness and social interactions. During, coping with situations they need to express their situational anxiety and also to help co-workers (Boyd MA, 2002).

Without assertiveness in behavior creates the stressful situation in working conditions (Seaward BL., 1997)

3. METHODOLOGY

This investigation was conducted to test the Effect of Activity-Based Behavioral Training Program on Assertiveness.

3.1. Research Design



3.2. Dependent Variable: Assertiveness

3.3. Independent Variable: Activity-Based Behavioral Training Program (23 days)

3.4. Sample Selection

The sample participants were the students no=100 (out of No=351, Assertiveness) students of 8th -10th grade enrolled in the High School Theog, Shimla HP. The following table reveals sample detail:

Variable	Question naire	Statistical Criteria	Mode of Sample Selection (Obtained Score in pre-test assessment)
Assertiveness	Assertiveness Scale	Mean - ½ SD	Below

The students selected were with the personality traits of lower Assertiveness.

3.5. Assessment Tools Used

An adapted Hindi version of NDI (National Democratic Institute, Washington) Scale for the survey study personal leadership exercise: Assertiveness Survey was used (Sharma & Sharma, 2016). There are fourteen (14) paired statements with options of yes/no response.

4. AIMS AND OBJECTIVES

To assess Effect of Activity-Based Behavioral Training Program on Assertiveness.

5. INTERVENTION

(Activity Based Behavioral Training Program)

The meditation and other micro-level activities were comprised in this program. The major list of activities day by day (about 50 minutes) is as follows:

1. Introduction to Activity Based Behavioral Training Development Program. Analyzing good and bad personality traits.
2. Introduction to Locus of Control.
3. Comparison between well-prepared interview and less prepared the interview.
4. Goal Focus.
5. Jump in and Jump out activity.
6. Knee Tag.
7. Zip-Zap-Zop.
8. Zombie Tag.
9. Cup Blowing.
10. Jar of Life.
11. Ball filling with two Sticks.
12. Importance of body language.
13. Story Passing.
14. Question paper solving activity.
15. Luck Game
16. Books Management.
17. Floating Candle.
18. Back Flip
19. Separation Anxiety.
20. Group Discussion on Internal Locus of Control and finding out the methods to improve the personality trait quality of the individual.
21. Imagination Power.
22. Snake Managerial Development.
23. Testing the Activity-Based Behavioral Training Program and Feedback.

6. RESULTS

The present investigation was conducted to know the Effect of Activity Based-Behavioral Training Program in the augmentation of assertiveness of High School students with the 8th to 10th class. The paired t-test was applied to measure the significant difference between the said means. Means were calculated for pre-test (n=100) and post-test (n=100).

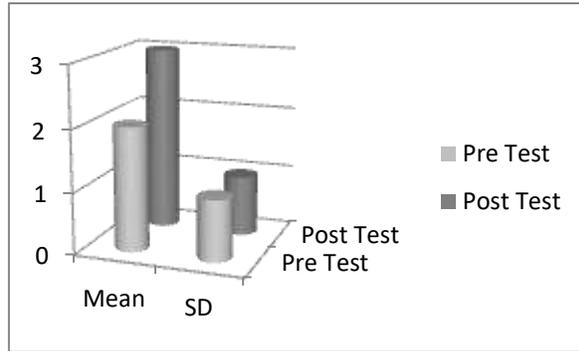
6.1. Table: Total Sample t-test for Assertiveness.

	Mean	SD	t (N=200)
Pre Test	2.01	1.00	7.615
Post Test	2.99	0.980	

The table shows the significant impact of Activity Based Behavioral Training Program on assertiveness as the t value has turned up to be significant at $\alpha=0.01$

level ($t=7.615$, $pc .01$). This reveals that there is a sharp increment in assertiveness of post-test ($\bar{x}=2.99$) from that of pre-test ($\bar{x}=2.01$).

6.2. Mean Difference of Assertiveness Caused by Activity Based Behavioral Training Program



7. CONCLUSION

The Activity Based Behavioral Training Program significantly affects the assertiveness of the student. The students were much efficient to cope with study anxiety and to communicate with their teachers about their problem instead of tolerating the adverse situations.

8. RECOMMENDATIONS

The major recommendations from this study are as follows:

8.1. There should be the awareness programs at the high school level for the assertive behavior. That will definitely result in the betterment of the students.

8.2. The interpersonal relationship of students can be improved with activity based behavioral training program. The student can reduce their test anxiety and can improve academic performance.

8.3. The stressors can harm the future of the students and can be solved through interventions. The students should be prepared at the high school level for the professional engagement and proficiency.

8.4. The behavior in developing country like India is needed due to the life struggle with the higher population. The medication or hospitalization expenses are not affordable with leaving the working hours. There is also the shortage of scientific hospitals for behavioral treatment and the school level interventions

are imperative to conduct, that can reduce the problems of people.

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