

Determine the Effectiveness of Assertiveness Training on Student Achievement and Happiness

Bahman Akbari¹; Shina Zinali²; Shahram Gilaninia³; Seyyed Javad Mousavian⁴

¹Department of Psychology, Rasht Branch, Islamic Azad University, Rasht, Iran

²Master of Psychology, Guilan University, Rasht, Iran

³Department of Industrial Management, Rasht Branch, Islamic Azad University, Rasht, Iran

⁴Department of management, Astara Branch, Islamic Azad University, Astara, Iran

ABSTRACT

The purpose of this study was to determine the effectiveness of assertiveness training happened and achievement of student second grade boy Amlash city was an experimental science. sample of 30 students from community 400 randomly selected people in both experimental and control groups were replaced. Equipment used in this study are: Oxford happiness Questionnaire and rang of the average student (20-0) is. Statically analysis was performed by statistical multivariate analysis of covariance using computer software spss18 evaluated the results of a significant difference in happiness scores and academic achievement pretest and posttest in the experimental group showed. Therefore considering the significant different between average ,with 99/0 expressing confidence we research hypothesis regarding assertiveness training on the academic achievement of happiness and second grade boys empirical science is effective be approved.

KEYWORDS: Self-Expression, Happiness, Achievement.

1- INTRODUCTION

Dynamic man who needs to provide physical, mental and emotional, always in interaction with their fellows, and no association with others, not their abilities in order to develop personal and social obligations (Zavareh, 2009). It is mainly the young person to live in the community should be prepared and learns good social adjustment (Nejad, 2007). Communication skills training programs in schools can have positive effects on the future lives of teenagers and young people leave behind. Communication skills will lead to more people express their needs and the needs of others and to understand better the psychological health (Foladi, 2005). This is how the teacher and instructor training courses that will transfer their child to develop his creativity and change and learn to be self-dependent on "effective communication" (Foladi, 2005). The ability to express themselves clearly, directly and decent, and I think honoring his respect for their dignity and self-respect and understand the strengths and limitations are. Assertion is based on the belief that ideas, beliefs, thoughts and feelings, we and others equally important, and this is also true in others (Amal, 2008). The assertiveness training is to teach clients to be violating the rights of others without the right to defend themselves, this way meant to defend their rights, when a person feels that others of his exploits (Omidifar, 2009) . View of Schneider (1991, quoted Porzaree, 2005) Happiness is the attitude in which people deal with difficult events in the drop vortex indifference, hopelessness and depression, making resistance. The family as the site of the \neg character, the - most causes "differentiation" or emotional independence of individuals. The concept of family systems theory is that the ability to discriminate between rational and emotional processes. Thus, differentiated individuals define themselves and their opinions of certain people can make choices for their lives and emotional situations that many people, leading to involuntary behaviors and decisions are unsuccessful, do not lose control of reason, and considering and logic of their decision. In contrast, the identity of individuals not defined, the existing tensions and interpersonal problems, families with emotional wave motion, resulting in chronic anxiety are highly experienced and are prone to psychological problems and symptoms of illness (Goldenberg, 2000, oxidann, 2006).

2- RESEARCH METHOD

The present design of the experimental research that aims to review the bid and will investigate any manipulation of variables and data collection is the questionnaire. The study of 43 male students are experimental

*Corresponding Author: Bahman Akbari, Department of Psychology, Rasht Branch, Islamic Azad University, Rasht, Iran

science in the academic year (90-89) are enrolled, if the sampling and questionnaires were randomly selected, were tested.

3- RESEARCH TOOLS

Questionnaire to collect data in the study of happiness and achievement of students in grades (0-20) is used. Oxford Happiness Questionnaire: The questionnaire assessed happiness by (Arjil & lu and Lu, 1989 quoted Noorbala and Alipour, 2009) has been prepared and is included in Matrial 29, the five domains, including satisfaction (11 Matrial), positive mood (8 Matrial), health (6 Matrial) efficiency (4 Matrial) and self-esteem (2 Matrial) to incorporate. Among the questions in Matrial 8 and Matrial No. 4 sub-scales of satisfaction and health sub-scales of satisfaction and positive mood are jointly determined. Likert scale questionnaire form is provided that (a score of zero at all the options, select a low score, average score of the two options and a high score option 3) is granted. In addition, the minimum and maximum inventory fluctuates between zero and 87. The high score on this questionnaire indicate more happiness and less happiness scores are indicated below. Arjil & lu (1992, quoted Noorbala and Alipour, 2009) Cronbach's alpha coefficient Oxford happiness questionnaire 347 on 90 / 0, and Bryvng Farnham (1990, quoted Karimi, 2003) on 101 87 / 0, light (1993, quoted Noorbala and Alipour, 2009) on 84 180 / 0 and Francis (1998, quoted Noorbala and Alipour, 2009) on 92 240 / 0 to win.

4- RESULTS

Findings from this survey data will be discussed:

Table 1 - Results of covariance test group and control group for the variable expression of Education

	sum of square	df	Mean of square	F	Sig
Happiness Post test	611/605	1	611/605	95/736	0/001
Error	1660/100	26	6/388		

Table 2 - Mean differences between experimental and control groups for assertiveness training

	D.M	S.D	P
Training excremental (assertiveness) & control	9/128	0/933	0/0001

According to the results calculated according to ($f=95/736$, $p<0/001$ ($df=26$ and 1)) f is calculated in terms of statistical significance. Thus, we conclude that education is an effective expression of happiness. And comparing the mean difference between the two groups that happiness is determined by the experimental group (assertiveness training) and the control group (128 / 9) that this difference is statistically significant difference in the level 0 / 01 is significant.

Table 3 - Results of covariance between experimental and control groups for academic achievement

	sum of square	df	Mean of square	F	Sig
Achivment Post test	4/374	1	4/374	15/550	0/001
Error	7/313	26	0/281		

Table 4 - Evaluation of the mean difference between experimental and control groups for assertiveness training

	D.M	S.D	P
Training excremental (assertiveness) & control	0/722	0/933	0/0001

According to the results calculated according to $t(15/550, p < 0/001, df = 1 \text{ and } 26)$. f is calculated in terms of statistical significance. Thus, we conclude that education is an effective expression of happiness. And comparing the mean difference between the two groups that happiness is determined by the experimental group (assertiveness training) and the control group (0/722) is the difference statistically significant difference in the level 0 / 01 is significant.

5- CONCLUSION

Teaching of assertiveness skills including nonverbal and verbal behavior causes that communication becomes more pleasant because they after received assertiveness skills training can expressed their requests as appropriate expressions and verbal more easily. Students who have received training learn correct approach expressing negative and positive emotions and as phrases and appropriate words in form non-verbal and practical tackle in contrast better and constructive criticism (Alberti, Amoz, 1982) They can pay better to their relationships management. With expressing emotions found probably better friends due to having assertiveness skills, such as negative expressing emotions, and constructive criticism and to say no timely and appropriate as a constructive and easily, with more knowledge are able to put in conflict and these factors result in the relationship more friendly and consequently leads to happiness in people. Especially in adolescence which friends are playing an important role in persons' life, they are more interested in their friends and relatives and have a good effect (delvati, 1981). On the other hand environmental factors include family environment, subject of study, teaching approach evaluation methods, the teacher's role and how his relationship with students, the content of books, school administrators and staff, and many other factors. Due to these effective factors even if the train of assertiveness is able to effect on personality factors (for example, the character, deeds, attitudes, etc.) of students significant influence on the environment (teachers, friends, family, etc.). In addition, assertiveness is a skill that requires repetition and practice until become as normal behavior. This requires that students for time after training are internalized assertiveness skills in communicating with teachers and school staff and in general education environment.

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