

SUMMARY

Introduction :

Assertive training is one of the main techniques of reciprocal inhibition therapy. It is used as a counter conditioning techniques to overcome anxiety.

Assertive behavior is an honest and direct expression of thoughts, beliefs and feelings in an interaction between two or more individuals. Namely, it is self-expression without stepping on the rights of others.

Assertiveness requires us to accept responsibility for our thoughts, feelings and behavior as well as to respect the thoughts, feelings and behavior of others and also thinking assertively and behaving positively.

Assertiveness plays an important role in our life. When a person becomes assertive he finds that he is able to stand up for his own rights because when he stands up for him self and expresses his honest feeling and thoughts in directly. He gains both self-respect and respect from others. On the other hand, when he frequently lets down his rights and denies his personal feelings, he permits others to take advantage of him.

In fact, assertion problems are due to a lack of self-confidence and irrational thinking which can be overcome

by expressing opinions, feelings, and changing irrationale patterns of thoughts to more rational ones. Thus the learning of assertiveness is not limited to any particular age but any one can learn to be more assertive and thus enhance feelings of self-esteem.

In training on assertive behavior, an assortment of various procedures are frequently used (e.g. role-playing role reversal, modeling, feedback homework assignments, cognitive restructuring).

The problem of the study :

The problem of the study can be defined in the following questions :

- 1) Will adofescent's self-conception be improved after asertive training?
- 2) Will assertiveness be increased in adolescents after assertive training?

Purpose of the study :

The present study is designed to evaluate the effects of assertive training upon self-cônception and assertiveness with adolescents.

Hypotheses of the study :

To determine the effects of assertive training upon self-conception and assertiveness with adolescent students the following hypotheses were tested :

- 1) There are statistically significant mean differences between male of the experimental and control group after treatment on "The Tennessees self-concept scale (TSCs) in favour of the experimental male.
- 2) There are statistically significant mean differences between female of the experimental and control group after the treatment on the (TSCs) in favour of the experimental female.
- 3) There are no statistically significant mean differences between male and female of the experimental group after treatment on the (TSCs).
- 4) There are statistically significant mean differences between male of the experimental and control group in the follow-up of the treatment in favour of the experimental male on the (TSCs).
- 5) There are statistically significant mean differences between female of the experimental group and control group in follow-up of the treatment in favour of the experimental female on the (TSCs).
- 6) There are no statistically significant mean differences between male and female experimental group in follow-up of the treatment on the (TSCs).
- 7) There are statistically significant mean differences between male of the experimental and control group after the treatment on the Assertiveness scale in favour of the experimental male.

- 8) There are statistically significant mean differences between female of the experimental and control group after the treatment on the Assertiveness scale in favour of the experimental female.
- 9) There are no statistically significant mean differences between male and female of the experimental group after the treatment on the Assertiveness scale.
- 10) There are statistically significant mean differences between male of the experimental group and control group in the follow-up of the treatment in favour of the male of the experimental group on the assertiveness scale.
- 11) There are statistically significant mean differences between female of the experimental group and control group in the follow-up of the treatment on the assertiveness scale in favour of the experimental female.
- 12) There are no statistically significant mean differences between male and female of the experimental group in the follow-up of the treatment on the assertiveness scale.

Sample of the study :

The sample of this study were 40 adolescent students who have a low self-conception as well as low assertiveness they were 16 to 18 years of age. They were

randomely divided into four groups as follows :

- 1- Ten male for the experimental group.
- 2- Ten female for the experimental group.
- 3- Ten male for the control group.
- 4- Ten female for the control group.

The tools of the study :

The researcher used the following tools :

- 1- The Tennessee Self-concept Scole, developed by W-fitts and translated into Arabic by Abd Rihem Bekheet.
- 2- The Assertiveness Scale, developed by Samya El-Kattan.
- 3- Personal Interniew List, developed by Salah Mekheimar
- 4- Therapeutic Program of Assertive Training, developed by the researcher.

The statistical method :

The researcher used the following methods :

- 1- Analysis of variance (ANOVA).
- 2- Tukey's test.

The results of the study :

The results of this study were as follows :

- 1) There were statistically significant mean differences between male of the experimental and control group after treatment on "The Tennessees self-concept scale (TSCs) in favour of the experimental male.

- 2) There were statistically significant mean differences between female of the experimental and control group after the treatment on the (TSCs) in favour of the experimental female.
- 3) There were no statistically significant mean differences between male and female of the experimental group after treatment on the (TSCs).
- 4) There were statistically significant mean differences between male of the experimental and control group in the follow-up of the treatment in favour of the experimental male on the (TSCs).
- 5) There were statistically significant mean differences between female of the experimental group and control group in follow-up of the treatment in favour of the experimental female on the (TSCs).
- 6) There were no statistically significant mean differences between male and female experimental group in follow-up of the treatment on the (TSCs).
- 7) There were statistically significant mean differences between male of the experimental and control group after the treatment on the Assertiveness scale in favour of the experimental male.
- 8) There were statistically significant mean differences between female of the experimental and control group after the treatment on the Assertiveness scale in favour of the experimental female.

- 9) There were no statistically significant mean differences between male and female of the experimental group after the treatment on the Assertiveness scale.
- 10) There were statistically significant mean differences between male of the experimental group and control group in the follow-up of the treatment in favour of the male of the experimental group on the assertiveness scale.
- 11) There were statistically significant mean differences between female of the experimental group and control group in the follow-up of the treatment on the assertiveness scale in favour of the experimental female.
- 12) There were no statistically significant mean differences between male and female of the experimental group in the follow-up of the treatment on the assertiveness scale.

These findings demonstrated that assertive training can improve adolescent's self-conception as well as modify their social and interpersonal behavior and it is a successful methods in developing assertive behavior and reducing anxiety.