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STUDY THE EFFECT OF ASSERTIVENESS SKILLS FAVORITES ON SELF – CONCEPT IN FIRST YEAR HIGH SCHOOL STUDENTS WITH LOW SELF-ESTEEM IN THE CITY OF MAHABAD

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ABSTRACT

The aim of this study was Study the effect of assertiveness skills favorites on self –concept in first year high school students with low self-esteem in the city of Mahabad. Recent research methods used to study the correlation pattern (semi- experimental pretest -test -Ps) is to evaluate the effect or lack of effect of self- assertiveness skills, problem solving skills and self -concept questionnaire Carl Rogers the first high school class of 30 students of secondary schools in the city of Mahabad who had low self-esteem test score in the 93-92 school year stratified multistage cluster sampling method selected randomly in two groups (an experimental group and a control group) were placed , was conducted . Eight sessions for having the courage to practice the skills experimental group participated. The control group received no intervention. At the end of the intervention, the experimental group and the control group were evaluated together again. The results indicate that the effect of assertiveness skills, problem solving skills and self- interest of the components are statistically significant.

Keywords: Assertiveness Skills, Enjoyment, Self-Concept

INTRODUCTION

Children and adolescents through the acquisition of important social skills such as cooperation, compromise, communicate and make friends within their peer group and set up your social life by radically [1]. Professor Gilbert Bvtvayn (1977) life skills training program designed for the first time. The main objective of this program was to prevent

smoking by teenagers [1]. His view of the origin of the program to the etiology of smoking and drug abuse by children and adolescents [1]. His view of the origin of the program to the etiology of smoking and drug abuse by children and adolescents [1]. Other studies showed that the program can be used in the prevention of alcohol and other drugs, violence, AIDS and.... used. The effectiveness of the assessment as a result of this program , international organizations such as the "World Health Organization" (WHO) to convince it as a comprehensive program of prevention of social pathologies in the world to introduce . Several explanations have been proposed for the World Health Organization, life skills, life skills are defined as follows: To increase the capacity of psychosocial skills that can be taught to people and enable people to effectively face the challenges of life. One of assertiveness skills, life skills that a particular communication style that can be learned and applied. Assertiveness skills and one of the most important variables affecting the mental health and Wolpe who first used the term in psychology, he finds that the person is unable to experience the emotional state contradictory at a time. Hence, the same cannot lie and say they are worried that the principle of mutual inhibition [2]. Assertiveness skills will enable a person to

thoughts, feelings and values about a situation openly and directly with respect to other people express feelings and values . The skills of individual rights and the rights of others due to stress [2]. So dare to benefit in situations where a person is under pressure is an important skill. So dare to benefit in situations where a person is under pressure is an important skill. Mandy courage or self-important and most basic social skills that are part of the broad concept of interpersonal skills and behavioral forms [3]. This means that people dare Mandy positive and negative feelings without violating the rights of others to express their ways to acknowledge and respect the protection of others is your character [3]. In fact, assertiveness means to defend their rights to direct expression of thoughts, feelings, honest and appropriate. Who dares receive respect to themselves and others, they are not passive, and they do not allow others to take advantage of them, on the other hand, individuals are asked to respect the needs of others and to communicate with them in a judicious manner [4]. Courage, skill acquisition and enjoyment for young people is vital. Adolescence is the most important and yet most complicated stage of human life. Issues, challenges and problems of adolescence and youth of this generation so that it can be stated as the period of crisis and

pressure [3]. Obviously, given the life skills alone without considering the psychological dimensions -personalities not seem like a logical concept. Concept includes attitudes, feelings and knowledge about the abilities, skills, and social acceptability. All aspects of the concept of cognitive, perceptual, emotional and assessment procedures it covers [5]. In view of contemporary self is considered a cognitive schema. In fact, the concept of the act is to create a schema for organizing perceptions, feelings and attitudes that a person has about themselves [4]. Rather, self -organized knowledge structure that includes attributes, appraisals, semantic and episodic memory and processing relevant information about their own controls [6]. Each person has their own minds, the image of the self, in other words, a person's overall evaluation of his personality self -concept or self- refer. The exchange evaluation from subjective evaluation is usually to get their behavioral characteristics. Consequently, the concept may be negative or positive. His concept of a dynamic organization, first by Leckie (Leckey) was introduced. His view of human behavior and motivation to show that aims to stabilize the situation is unstable. Scholars believe that a major part of the personality traits, attitudes and behavioral

characteristics of each individual in his mind the idea of self depends [5].

The concept of "self- organization" stability theory of Rogers himself, the figures are much attention from researchers. "Aligning himself "the homogeneity and stability of the self, is the absence of conflict between the perception of self and life experiences of real people who are interested they behave in a manner that is consistent with their own ideas. Otherwise , the experiences and feelings are threatening, so that whatever is the inconsistency and lack of compatibility, as well as the gap between himself and the person becomes more profound reality, as long as the person is caught in the conflict it is not aware of their potential exposure to the anxiety .

MATERIALS AND METHOD

The entire first year high school students in the city of Mahabad in the current school year , (1394-1393) and of those students who had low scores on the Self Esteem Test The population of the we are . In this study, a semi-experimental pretest -posttest control group design was used. Therefore, in this study, two groups of 15 subjects each (a test for assertiveness training, and a control group) were present.

Assertiveness Skills: Assertiveness training tool for our intended use of the training

package contains a complete description of assertiveness training and education manual (for consultation) (Mohammad Khani, 1383), the World Health Organization (UNICEF) translates the optical R. Qasim Abad butterfly Mohammad Khani is designed.

Self – Concept: In this study, a questionnaire measuring self-Cooper Smith has six separate. The concept of physical, social, intellectual, moral, educational, and temperament. The total number of them achieved the overall concept that has six separate self-Cooper Smith. The concept of physical, social, intellectual, moral, educational and Mood. The total number of them achieved an overall score of self –concept.

RESULTS AND DISCUSSION

Hypothesis 1

The self-concept of students who have received training assertiveness assertiveness skills with students who have not received training there.

Statistical hypothesis test for equality before training and after training concept itself firmly rejected the inclusion of self -education has a positive impact.

Hypothesis 2

Between physical self-concept of students who have received training assertiveness assertiveness skills with students who have not received training there.

Statistical hypothesis test for equality before training and after training in physical rejected this means having the courage education has a positive effect on physical self-concept.

Hypothesis 3

The social dimension of the self-concept of students who have received training assertiveness assertiveness skills with students who have not received training there. Statistical hypothesis test for equality before training and after training in the domain of social exclusion And dare to enjoy the social aspect of self -education has a positive impact.

Table 1: Presents summary statistics on the number of observations, mean, standard deviation, standard deviation from the mean for variable interest dare skills training before and after the show

		Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	After training	2.0167E2	15	12.92101	3.33619	
	Before training	1.4993E2	15	22.61626	5.83949	

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before training and After training	5.17333E1	13.60392	3.51252	44.19973	59.26693	14.728	14	.000

Table 2: Summary statistics include the number of observations, mean, standard deviation, standard deviation from the mean for the variable domains of physical self-concept before training and after training Mandy dare show

		Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	After training	33.7333	15	3.15021	0.81338	
	Before training	25.9333	15	4.80278	1.24007	

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Before training and After training	7.80000	2.98089	0.76966	6.14924	9.45076	10.134	14	0.000

Table 3: Summary statistics include the number of observations, mean, standard deviation, standard deviation from the mean for the social aspect of self-concept variables before training and after training dare to enjoy the show

		Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	**After training**	32.3333	15	2.63674	0.68080	
	Before training	22.7333	15	3.63449	0.93842	

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Before training and After training	9.600	2.35433	0.60788	8.29622	10.90378	15.792	14	0.000

DISCUSSION

Many research studies and the self-concept and impact of training is undertaken dare and the results of the research on the effectiveness of the training offered by the courage component of personality and self-concept, especially with the results of this study are consistent. Studies have shown that improving assertiveness training assertiveness, self-esteem, interpersonal interactions and communication skills to lead and to reduce social anxiety [7]. According to the results Nvta and sewers (2003), Peterson *et al*. (2002), shoes (2000) in a group of pupils and students who suffer from high anxiety and assertiveness , assertiveness training has been shown to influence the experimental groups was higher than the control group and decreased anxiety and increased interest has been firmly [7, 8].

Brilliant, tried and Yazdi (1385) Effect of low zinc assertiveness skills of adolescents studied and found that assertiveness skills training to reduce shyness students [9]. In another study it was shown that assertiveness skills training are an effective way to increase the adaptability of students [9]. According to the findings of this research and their statistical analysis by t-test, this hypothesis with certainty the level of confidence 0.5 were approved.

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