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**THE EFFECTIVENESS OF ASSERTIVENESS TRAINING ON SHYNESS AND
COMPATIBILITY IN FEMALE STUDENTS LIVING IN DORMS**

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ABSTRACT

The current study aims at determining the effectiveness of assertiveness training on shyness and compatibility of female students who are live in dorms. A quasi-experimental pretest-post test design with control group was used in current study as research method. Among female students living in one of dormitories located in Karaj city Islamic Azad University, 30 students were selected using simple random sampling and were assigned in two experimental (n1=15) and control (n2=15) groups. Using Samooei's shyness and Bell's compatibility questionnaires, baseline shyness and compatibility were measured. Then interventions related to assertiveness were conducted in 8 sessions, for experimental group. In the end of interventions, shyness and compatibility level in subjects were measured at post-treatment and follow-up phases and data were analyzed using One-Way Analysis of Covariance (ANCOVA). The results showed that assertiveness training can significantly reduce Shyness and significantly increase level of compatibility in the emotional and social dimensions. The results suggest evidence that assertiveness training is a good technique for reducing shyness and increasing levels of compatibility. So, in order to reduce shyness and increase levels of compatibility, applying this program is proposed.

Keywords: Assertiveness Training, Shyness, Compatibility

INTRODUCTION

Shyness disorder is a certain kind of biological distress with psychological presentations or a behavior with significant distress and impaired socio-psychological functioning that is evaluated in terms of deviation from a norm of place (DSM-IV). There are clear symptoms and signs in a shy person. Practically in 1972 and when shyness was introduced as a strange quality in brain by Darwin and called it false shame, this kind of disorder was considered. Shyness is characterized with main symptoms such as feelings of rejection and avoidance of eye contact and often looking at head down, speaking in a low voice, passiveness, and avoid frightening situations, increased heart rate, dry mouth and tremor are the main syndromes of this disorder. Sweating, weakness, dizziness, upset stomach, fear of losing control, negative evaluation of self, others and situations of concern, preoccupation, perfectionism, self-blame, negative beliefs about themselves and others, embarrassed, ashamed, less self-esteem, loneliness, sadness, dead heart, anxiety and depression are other characteristics of shy people (Bani-asadi and D'Souza, 2010). Shyness can have adverse consequences and will lead to loneliness. Loneliness is one of predictors of social anxiety and depression

(Mounts, Valentiner, Anderson & Boswell, 2006) and if not controlled will become a vicious cycle that at higher episodes causes critical experiences from others that in turn cause more retreat in future decisions and even and even about the new problems (Montazer-Gheib and Ahghar, 2010).

The rapid and complex social changes such as unemployment, pressure caused by homework and academic activities, being away from family and permanent interaction with ethical standards and cultural norms contrary to the family ones may be leads to inconsistency and maladaptive behaviors in students (Malekitabar, 2010). Rapid physical, cognitive and emotional changes in this period engage individuals in different crisis. Individual insight to their world has changed and the expectations of others around him will change that imposes pressure on people that have to be compatible with them. Student life has created new conditions for students that bring their own stress. Students, especially girls, are faced with many cultural and educational challenges in the dorms. Acceptance of new roles, the demands of school, financial problems, loss of self-confidence, assertiveness and anxiety in social interactions and stress can affect the health of

students. One method containing principles that positively associated with compatibility and negatively associated with shyness as well as many mental disorders is assertiveness training. You can teach these skills to increase the probability of success and academic and social growth and consequently reduce inhibitions and increase compatibility (Jasemi, 1392). Assertiveness accompanies with a sense of self-confidence for a person and causes them to receive a better respect from their peers and friends and increase the opportunity to create rapport with others in order to feel better and improve their control on daily life situations. It also increases the ability to make decisions and the probability of achieving some positions in life (Rahimzadeh, 2011).

METHODS

The study population included all students living in the dormitory of the Islamic Azad University of Karaj city and the total number of students was 105. Of these, 30 with the lowest score on the compatibility and shyness questionnaire were selected and randomly were assigned into two groups of experimental and control. The experimental group received 8 sessions of 90 minutes assertiveness training but no training was given to the control group. At the end of study, shyness and compatibility

questionnaires were conducted on subjects in both groups and data related to shyness and compatibility of subjects between pre-test and post-test were collected and were analyzed by SPSS-19 software and analysis of covariance. Shyness and compatibility questionnaires were used to collect data.

1. Shyness questionnaire has been developed by Samooyee which has 44 items. Reliability of it through Cronbach's alpha was reported 0/86 for female students, 0/8 for male students and 0/83 for the total population of students. Instrument reliability using halving method (even, odd) has been significant at $P < 0/01$. Test-retest reliability was assessed with a 3-weeks interval and resulted in 0/97 and significance at $P < 0/0001$.
2. Bell compatibility questionnaire has 160 items and also has three sub-scales of adjustment at home, emotional adjustment and social adaptation. Reliability coefficients of test for emotional adjustment, adjustment at home and social adaptation have been reported 0/88, 0/90 and 0/86 respectively. Also convergent validity of the questionnaire with Schafer adjustment scale has been reported for emotional adjustment ($r = 0/76$, $p < 0/001$), for social adjustment ($r = 0/86$, $p < 0/001$) and for total score ($r = 0/83$, $p < 0/001$) that all three coefficients are statistically significant.

FINDINGS

In the pre-test "the difference between the scores in the experiment and control groups was small. After training including interventions related to assertiveness training such as individual preparation and guidance, expression of group requirements and objectives, evaluation assignments and give feedback, speak training, how to apply and how to improve self-confidence with assertiveness the levels significant were significant. So, in all the "variables" the difference between the scores in the experiment and control groups after training is significant. Before analysis of covariance the assumption of normality of the data was

investigated. Based on the results since F value at 0/5 was not significant, so the studied data were normal and the use of parametric Kolmogorov-Smirnov test to check data normality is allowed. Another assumption is homogeneity of variances that evaluated by Levene test. Levene's hypothesis test for equality of variance of the dependent variable among different groups (experiment and control) shows covariance of variable dependent among these groups is the equal, so the analysis of covariance to examine the effect of shyness and assertiveness training on compatibility of students can be used.

Table 1: Summary results of analysis of covariance

Eta coefficient	Significance	F value	Mean square	Degrees of freedom	Total squares	
0/37	0/01	24/6	1580/51	1	1580/51	Pre-test
	0/01	10/10	64/65	1	64/65	Groups
			6/39	27	172/24	Error
				29	395/42	total

According to the results, effectiveness of the intervention (groups) (with $f=10/10$) is significant ($P < 0.01$). Based on the results, we can say: this test will contribute to improving

the overall compatibility. Also Eta coefficient for effectiveness of the intervention is 0/37.

Table 2: Summary results of the multivariate analysis of covariance to compare the social and emotional compatibility post-tests

Test power	Eta coefficient	Significance	Error freedom of hypothesis	Degrees of freedom of hypothesis	F values	Effects	
0/95	0/58	0/003	26	3	7/37	Pillai's trace	group
0/95	0/58	0/003	26	3	7/37	Wilk's lambda	p
0/95	0/58	0/003	26	3	7/37	Hotelling's T-squared	
0/95	0/58	0/003	26	3	7/37	Roy's largest root	

Assertiveness training improved overall compatibility in the group experiment. The results in Table 6 show that between intervention and control groups in at least one of the dependent variables (social and

emotional adjustment) there are significant differences. To search for point of difference, analysis of covariance was conducted in the context of MANCOVA on dependent variables.

Table 3: Results of analysis of covariance in context of MANCOVA to compare post-test social and emotional compatibility with pre-tests

Test power	Eta coefficient	P	F	Mean square	df	Total squares	Dependent variable	source
0/698	0/276	0/017	6/87	980/00	1	980/00	Social compatibility	group
0/901	0/396	0/003	11/78	832/05	1	832/05	Emotional compatibility	

Considering results of the above table, effect of group) has a significant impact. On social compatibility(87/6), ($p < 0/05$) and the emotional compatibility(11/78), ($p < 0/01$).

DISCUSSION AND CONCLUSION

Results showed that assertiveness training has a significant impact on shyness and social and emotional dimensions of compatibility. If for any reason the students do not have this feature (i.e. positive assertiveness) in themselves, would have trouble in their relationships with others and resulted in outcomes such as academic failure, depression and anxiety, etc. Assertiveness training is a systematic intervention to improve the effectiveness of communication methods and to train people to be allowed to express their barred feelings and to guide people in order to compensate for the lack of information, shaping and provision of necessary instructions. Understanding the psychological and social benefits and effects of assertiveness and inhibiting factors of it to

achieve compatibility and lower shyness power has an important role that suggest adolescents and young people with adequate power of reasoning and problem solving and assertiveness have a good mental health and compatibility. Statistical results done about this hypothesis showed that assertiveness training has an effect on compatibility at home. The results showed that self-awareness and assertiveness skills training had a positive significant effect on overall compatibility and its components (social compatibility, coping at home and emotional compatibility). Explaining the results of the compatibility at home regardless of other factors affecting compatibility, including biological and personality factors can bring different results. In the present study, the results

showed that if female students have assertiveness skills. Hence an overview of the cultural components of biological variables to a compatible personality dimensions may be revised. In explaining the effectiveness of assertiveness techniques it can be pointed out that students using this program learn the process of social relations. Assertiveness means individuals defending the rights and positions of their own and carte blanche to choose their own point of view and emotions. They may want to think differently or have different mood, this is their own business only. Students who are trained in assertiveness skills, with trust in others and proper and timely demands enjoy from social interaction. The students who have received these skills, learn the correct way to express positive and negative emotions, and whether through appropriate words and terms or verbally and non-verbally have a better and more constructive deal with criticism. According to behavioral symptoms of shyness, including preventing express feelings and passivity, disgust and hatred of staring, to avoid situations of fear, low tone of voice, limited body movements, improper use of gestures, a limited facial expressions, non-fluent speech, nervous behavior, such as touching the face or hair, Non-verbal communication training with more focus on

observable behaviors and direct practices, could have a positive impact on reducing the behavioral symptoms of shyness. According to the physiological symptoms of shyness that include: rapid heartbeat, dry mouth, tremor, sweating, weakness and dizziness, upset stomach or nausea experienced as unrealistic or improbable situations, fear of losing control, going crazy or having a heart attack, non-verbal communication skills to reduce this aspect of shyness as well as cognitive and behavioral aspects were effective.

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