



Impact of Assertiveness Training on Self-Esteem of B.Ed. Students

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Abstract:

Self-esteem is a significant psychological factor influencing the academic performance, professional competence, and interpersonal relationships of prospective teachers. Assertiveness training has emerged as an effective intervention for enhancing self-confidence and positive self-perception among students. The present study investigates the impact of assertiveness training on the self-esteem of Bachelor of Education (B.Ed.) students. A pre-test and post-test experimental design was employed on a sample of 60 B.Ed. students. The assertiveness training was given to experimental group for four weeks and no any intervention given to control group in the same duration. Rosenberg Self-Esteem Scale were used for data collection. After statistical analyses, researcher found a significant improvement in the self-esteem scores of students of experimental group. The findings suggest that assertiveness training can be effectively incorporated into teacher education programs to develop self-esteem and professional competence among teachers in new era.

Keywords: Assertiveness Training, Self-Esteem.

Introduction:

Teacher education aims not only at developing pedagogical skills but also at nurturing personal and professional qualities among prospective teachers. There are three types of therapies viz Psychotherapy, Clinical therapy and behaviour therapy. Skinner and Lindsley originated behaviour therapy called S-R therapy or conditional therapy. This theory is useful to change the behaviour of individual. Self-esteem is useful for an individual in shaping his confidence, decision-making ability, communication skills, and overall effectiveness in teaching. Students with high self-esteem participate actively in classroom activities, communicate effectively, and also shows leadership qualities.

Assertiveness related to the ability to express one's thoughts, feelings, opinions, and rights in a direct, honest, and appropriate manner without violating the rights of others. Assertiveness training helps individuals develop self-confidence, effective communication, and positive interpersonal relationships. Since many B.Ed. students face challenges related to confidence and classroom interaction, by considering this situation researcher assume assertiveness training may contribute significantly to enhancing their self-esteem. In the present study researcher examine the effect of structured assertiveness training can positively influence the self-esteem of B.Ed. students.

Review of Related Literature:

After finalizing the research topic, researcher takes review of related researches. Researcher found that, several studies have reported a positive relationship between assertiveness and self-esteem. Alberti and Emmons (2008) emphasized that assertiveness training enhances self-respect and interpersonal effectiveness, Sharma (2018) found that assertiveness training significantly improved confidence and communication skills among



teacher trainees, Kaur and Singh (2020) reported that self-esteem levels increased significantly after participation in personality development and assertiveness programs.

Need and Significance of the Study:

B.Ed. students are future teachers. So, they must have confidence, communication skills competence, and positive self-perception to perform effectively in educational systems. Many student teachers hesitate to express their views and experience low confidence during teaching practice. Many faces class control issues, cannot perform activities that they planned. Therefore, there is a need to find the effectiveness of assertiveness training in improving self-esteem among B.Ed. students.

The findings of the research may help teacher education institutions incorporate psychological skill-development programs into their curriculum.

Title of the Study:

Impact of Assertiveness Training on Self-Esteem of B.Ed. Students

Objectives of the Study:

1. To measure the self-esteem level of B.Ed. students before assertiveness training.
2. To measure the self-esteem level of B.Ed. students after assertiveness training.
3. To Find the impact of assertiveness training in enhancing self-esteem among B.Ed. students.
4. To compare the self-esteem scores of students in experimental and control groups.

Null Hypotheses:

1. There is no significant difference between the pre-test and post-test self-esteem mean scores of B.Ed. students receiving assertiveness training.
2. There is no significant difference between the post-test self-esteem mean scores of experimental and control groups.

Variables of the Study

Independent Variable: Assertiveness Training

Dependent Variable: Self-Esteem of B.Ed. Students

Methodology of Research:

The title of research ‘Impact of Assertiveness Training on Self-Esteem of B.Ed. Students’, clearly suggest that the problem is related to future tense. Hence experimental research method is selected for the study.

Research Design:

Pre-test Post-test Control Group Experimental Design was selected to find the effectiveness of self-esteem.

Sample:

The sample consisted of 60 B.Ed. students of GES College of Education, sangamner were selected using random sampling method. Two groups were prepared and labelling them experimental Group (30 students) & Control Group (30 students).

Research Tools:

1. Rosenberg Self-Esteem Scale was used to measure self-esteem.

2. Assertiveness Training Programme

The training programme was conducted for four weeks and it included: Understanding assertive behaviour, Communication skills development, Self-expression exercises, Role-playing activities, Refusal and negotiation skills, Positive self-talk techniques, Confidence-building activities, Group discussions and feedback sessions.

Procedure:

First Pre-test were administered to both groups. Then Assertive programme was developed and training given to experimental group for four weeks. Control group continued with regular academic activities. After four weeks post-test administered to both groups. Collected data was analysed using Mean, Standard Deviation, and t-test.

Data Analysis and Interpretation:

Table 1: Comparison of Pre-test and Post-test Self-Esteem Scores of Experimental Group

Test	Mean	SD	t-value	Significance Level	Result
Pre-test	20.45	3.12	10.37	0.05	Rejected
Post-test	28.60	2.96			

Table1 clearly shows that calculated value is more than that of table value at 0.05 significance level. Hence null hypothesis is rejected. It indicates a significant increase in self-esteem scores after assertiveness training.

Table 2: Comparison of Post-test Self-Esteem Scores of Experimental and Control Groups

Group	Mean	SD	t-value	Significance Level	Result
Experimental	28.60	2.96	9.50	0.05	Rejected
Control	21.10	3.15			

Table 2 clearly shows that calculated value is more than that of table value at 0.05 significance level. Hence null hypothesis is rejected. It indicates a significant higher self-esteem in students of experimental group than the control group after assertiveness training.

Findings:

1. Assertiveness training significantly improved self-esteem among B.Ed. students.
2. Students in the experimental group showed more confidence and positive self-perception.
3. The post-test self-esteem scores of the experimental group were significantly higher than those of the control group.
4. Assertiveness training is effective for personality development among B.Ed. students.

Conclusion:

The assertiveness training has a significant positive impact on the self-esteem of B.Ed. students. The training programme increases confidence, self-expression, and positive self-perception of B.Ed. students. Hence, assertiveness training may be incorporated in to teacher education Curriculum to prepare competent and confident future teachers.



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