

Effect of Integrative Awareness Training in Enhancing Assertiveness among School Girls

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ABSTRACT

The objective of this study is to know the Effect of Integrative Awareness Training In Enhancement of Assertiveness level among school going (sexually abused). In order to carry out the research, the sample of 100 sexually abused girls were taken from different school of U.P. The Assertive scale by was used as a tool. The design used was the single group, before and after and follow up. The analysis of the data was done by using Mean, ANOVA ,and Post-hoc. In the result it was found that training was effective in enhancing Assertiveness after getting training. So, it is concluded that training plays important role in enhancing the assertive level of the students.

KEYWORDS- *Assertiveness ,Sexual- abuse, Integrative Awareness Training*

Prevention programmers are relevant even if they have to be seen as a small-albeit important-part of a more comprehensive approach to protect children from sexual abuse and its result. Child centered programmers are necessary and effective when dealing with strangers because the rules for dealing with strangers require less interpretation than those with family members: do not enter into a conversation, do not go too close, get away as soon as possible.

G. Caplan's (1964) has given a prevention model in the year 1964, which is used all over the world. The model is as follows:-

Primary prevention preventing the child's sexual abuse by eliminating its causes, by developing positive competence in the children by increasing awareness among parents, teacher, and other caretakers of the child that child abusers are to be found at all levels and classes of society and in all ages, by recognizing that little boys are as much at risk as girls by establishing a more conspicuous solid vigilance about C.S.A. so that potential abuses might be deterred.

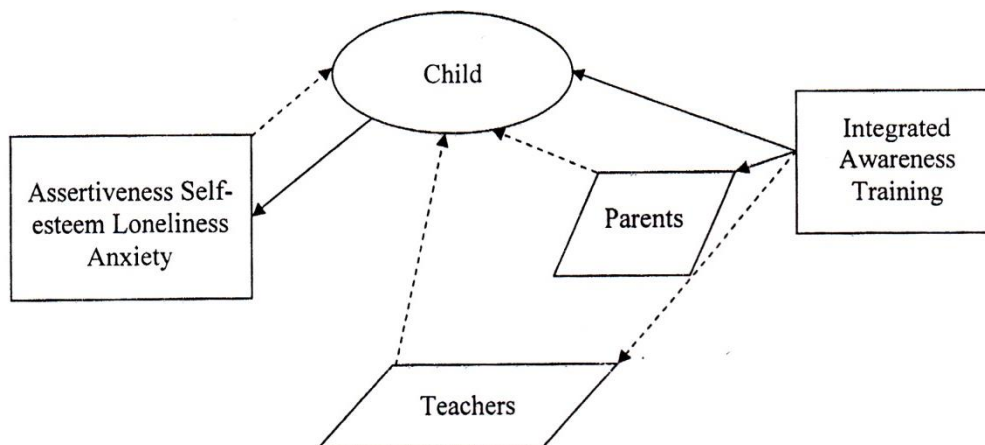
Secondary Prevention- by identifying abuse sufficiently early for effective intervention to put a stop to it, by creating an atmosphere in school and families through formal and informal means which would make children feel able to report abuse, by provide them with a vocabulary for at least the parts of their own body so that they disclose what they are experiencing by removing that offender from the child's home; by understanding with a very clear recognition, that children lie about sexual abuse.

Tertiary Prevention: by developing treatment programme so as to reduce the possibility of future psychological impairment which would include communicating with the child that the blame and responsibility are not theirs even if they 'co-operated' or consented that is to minimize the consequences of the abuse without minimizing the abuse itself through formal interviewing and 'treatment' ch is maintained at a minimally intrusive level by people who a sympathetic and undramantic yet supportive response to the disclosure: it would include the police, the courts and mental health professionals.

Parents plays the most important role in "primary prevention" and the "secondary prevention".

The present research deals with the Secondary and Tertiary prevention training programme among the grade school girls (Sexually abused).The Integrated Awareness Training for Girl Children to create simultaneous impact on the three different target groups such as Children, Parents and Teachers.

Conceptual Framework



Children will be educated to know about the good and bad touch and children's and assertiveness Programme will be enhanced by Integrated Awareness Training.

Multi Level Integrated Awareness Training Activity

LEVEL I: CHILD- In order to create the awareness of Good and Bad Touch among the girl children. The Assertive level of the students need to be assessed and training to enhance the Assertiveness among the girl need to be done. So, that they can face adverse situation well and to feel good about themselves.

i) Training for Children - Specific Skill Development Intervention

Avoiding Activities- Teaching Children to avoid Child Sexual Abuse will involve:	Module	Time
The concept of 'private zones' and what parts of the body are considered 'private'	1. Skills Practice/Rehearsal or Role Play 2. Shaping and Reinforcement 3. Modelling 4. Films, Books or Posters 5. Lectures	2 Hrs per activity per day X four weeks
The different kinds appropriate and inappropriate touching that a child can experience		
That it is possible that a person whom the child knows and likes may try to hurt them		
To trust their intuition about people and situations		
About healthy sexual development		

Skill to Repel Activities		Time
The right to decide who can and who cannot touch their body	1. Skills Practice/Rehearsal or Role Play 2. Shaping and Reinforcement	2 Hrs per activity per day X four weeks
That in a situation when someone touches them against their will or in a way that makes them uncomfortable, they can say "no" or leave/run away and tell a trusted adult	3. Modelling 4. Films, Books or Posters 5. Lectures	
Develop self-protective strategies and skills		

RESEARCH HYPOTHESIS-

H₁: “Integrated Awareness Training” will help the school girl to differentiate between good and bad touch.

H₂: There will be a significant difference in “Assertiveness” among school girl children after getting the “Integrative Awareness Training Programme”

“Assertiveness” is the learnable skill through which the person tells confidently to others about their likes and dislikes without being aggressive or submissive.

Dornald’ Medical Dictionary defines assertiveness as “a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof, this affirms the person’s right or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one’s right or point view.”

Therefore assertiveness is about self –confidence which means having a positive attitude towards yourself and others. It is an art of dealing with your problem and the person who is responsible for that particular problem without being aggressive.

Majority of the children and people do not stand up for their right, emotion, feelings etc. and keep silence and let the things happen to them. So, in order wake the person aware and to speak up for their right assertive training is given.

The main target of the assertive training is to teach children about right methods for identifying and acting on the desires, needs, and opinions while remaining respectful to others. **Andrew Salter (1961)** introduced Assertiveness Training whose main goal include:

- increased awareness of personal rights
- differentiation between non-assertiveness and assertiveness
- differentiation between passive–aggressiveness and aggressiveness
- learning both verbal and non-verbal assertiveness skills.

What Are The Characteristics Of Assertive Children

- They feel free to express their feelings, thoughts, needs like/dislikes.
- The assertive children know their rights very well.
- The assertive children are able to initiate and maintain healthy relationship with other.
- They have control over their anger. The child used to discuss their problems without being aggressive.

- Assertive children are willing to compromise with other according to the requirement.
- They give importance to themselves as well as to others.

“Assertive communication of personal opinion needs, and boundaries has been conceptualized as the behavioural middle ground, lying between ineffective passive and aggressive response. (William, 2008)

WHAT ASSERTIVENESS MEANS

- Saying ‘No’ without feeling guilty.
- Speaking up for someone else.
- Putting forth your ideas and suggestion
- To disagree respectfully
- Asking for what you need & wants
- Free to give opinion or your feeling.

What are the characteristics of non assertive children's

- The children do not feel free to express their feelings, thoughts, needs etc
- The non- assertive children's do not know their rights.
- Non-assertive children's are unable to maintain healthy relationships with others.
- They either do not have control over their emotions, or do not share their emotion, feelings in case of passive personality.
- Non assertive children's are not willing to compromise with other.

Lazarus (1971)-identified 4 kinds of habits which assertive people have:-

- Openly talking about own feelings and needs.
- They have the ability to say “No”.
- The ability to openly talk about positive and negative feelings.
- Initiating and maintaining healthy conversation with others.

Tips for Teaching Assertiveness Skills To Children – (Kati 2012 , Jan 13)

- Say ‘no’
- Be treated with respect
- Express my needs, feelings, thoughts and ideas
- Be proud of my accomplishments
- Disagree in a respectful manner.
- Feel and express anger
- Get help when I need it.
- Feel supported

Assertion Theory

Assertion theory proposes that everyone has fundamental human rights and can avoid violating their integrity by compromising between each other’s needs in a way that leaves everyone feeling that they have been “heard”, There are many different types of behaviours, aggressive behaviour, manipulative behaviours and a mixture between them all. Assertiveness could be found in verbal and non-verbal communication, through society. Assertive behaviour consists of making sure that one’s own needs are heard and respected, rather than disregard. (Pagin, Peter, 2016)

‘Assertion theory’ is the behavioural model for the promotion of personal rights without violating the rights of others.

RESEARCH METHODOLOGY

This chapter deals with the stepwise procedure through which the research was carried. The research methodology is as followed-

RESEARCH HYPOTHESIS-

- H1: “Integrated Awareness Training” will help the school girl to differentiate between good and bad touch.
- H2: There will be a significant difference in “Self- Esteem” among school girl children after getting the “Integrative Awareness Training Programme”

Research Methodology-

(a) Coverage- Single group- Before after and follow up research design is used to find the effects of Integrated Awareness Training Programme in enhancing the Self-Esteem.

Sample-

Hundred school girl children along with their parents and teachers are selected from Meerut, U.P. State to conduct the research. Since the sample belongs to school population and consent has to be/was/is met prior to the intervention, purposive sampling method is used for sample selection. Various school of Meerut District U.P. State are screened for girl children. The sample would be restricted to the age group ranging 10 to 13 years. These groups before, after and follow-up research design with integrated training is used to conduct the research.

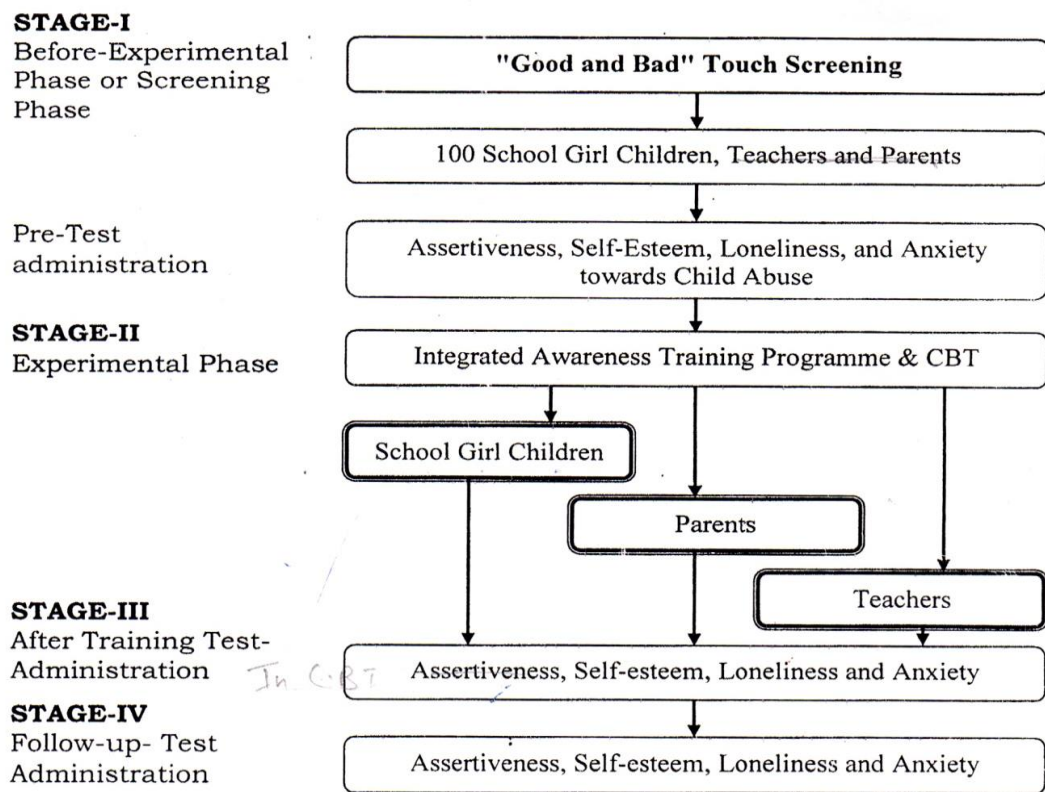


Figure 1: Before, After and Follow-up Experimental Research Design with Integrated Awareness Training

Sampling Frame-

The sample of 100 girl children with child abuse is taken from Meerut, U.P. State. The age group of girl children ranges from 10 years to 13 yrs. Based on the sampling frame,

100 Girl Children with Child abuse along with their parents and Teachers are Selected randomly from Meerut District, U.P. State to conduct the research.

Sampling Technique-

A purposive sampling technique based on the age group ranging from 10 years to 13 years is used to pick up the sample from the sampling frame.

Inclusion Criteria-

The following criteria is strictly taken into account while selecting the school girl children.

1. The Girl Children with Child Abuse be should be attending schools.
2. The Girl Children with Child Abuse should be in the age range of 10 years to 13 years.
3. The children who have not attended any sort of intervention will be included in re-study.

Exclusion Criteria-

1. Children with other co-morbid psychological disorders such as depression, anxiety etc. will not be the part of training.
2. Children with Autism, or any other Childhood disorder will not be the part of training.

Data Collection-

The primary data is obtained from the sample through standardized questionnaire and schedules. The data collection for the present study conducted in four phases.

Stage I- Various school of Meerut District, U.P. State is be covered for screening the school girl children who were abused with the following tools.

- i) Personal Information Schedule
- ii) Good and Bad Touch Schedule

Stage II :

After the selection of the School Girl Children who had undergone child abuse the following measures a is used before administering the Integrated Awareness Training

STATISTICAL ANALYSIS STATISTICAL ANALYSIS OF ASSERTIVENESS

In order to find the “Effect Of Integrated Awareness Training On Assertiveness” the data were analyzed separately by using “Analysis of Variance technique (ANOVA). This technique is useful in testing the difference of all the means at the same time ,the F- test furnishes a comprehensive test of significances of differences among means but it fails to locate as to which of the mean differ significantly. So, for the mean comparison the Newman - Keuls test has been selected and the procedure prescribed in the standard text – books Ferguson (1971, pg. 271-274) and K.D Broota (1989) has been followed to apply the Newman- keuls test.

Table No. 1 indicate that F ratio for the independent variable i.e “Integrative Awareness Training On Assertiveness” is found to be 51.9 and is highly significant at .01 level of confidence ($p>01$).It leads us to conclude that training session is an important influential factor in enhancing the assertive level of the students. The null hypothesis is therefore rejected and the researches hypothesis is confirmed that there would be a significant difference in the assertive level of the subject after receiving the “Integrative Awareness Training” So, it is concluded that training effect the assertive level of the sexually abused school going girls.

Table No.-1
Summary of Analysis Of Variance Of Assertiveness

Source of Variations	Ss	Df	Ms	F
Between Ss	6559.2	2	3279.6	51.9**
With Ss	26730.9	99	270	4.3**
Interaction	12497.9	198	63.1	-

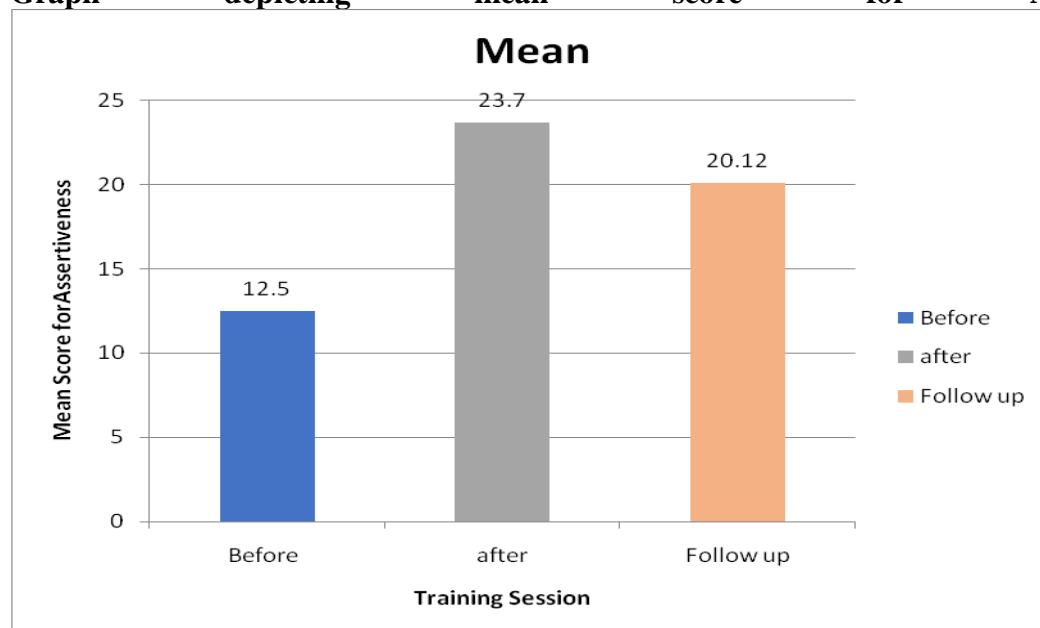
And in order to know Ss of which treatment had maximum and minimum mean, the mean score were calculated for before, after and follow up. The mean score for variable B is given in table no.2 from the table no.2. It is clear that there is difference among mean of assertiveness-before the training, after the training, and the follow up. But is order to find out the significance of differences of three means (before, after, follow-up) of assertiveness-the “Newman keuls” (1939, 1952) multiple comparison test was applied to analyzed the data.

Table No-2
Mean Assertive Score For Different Levels

Variable (Training)	Level	Mean
Before	B ₁	12.5
After	B ₂	23.7
Follow-up	B ₃	20.12

The mean and S.D score for “Assertiveness” before the training were found B₁=12.5,S.D.+16.2 after training B₂=23.7,S.D 12.6 and follow-up (B₃) is 20.12 and SD 45.9. The difference in the mean and S.D at the three levels (B₁, B₂, B₃) shows that training found to be effective in enhancing the assertive level of the students and the result get confirmed by the bar diagram.

Graph depicting mean score for Assertiveness



The F value found to be significant, so in order to locate the significance among the means Newman-Keuls was applied and the result and are presented in table no-3.

Table No. 3

Newman-Keuls Test

Summary of Newam-Keuls Test for Main Effect of “Integrative Awareness Training on Assertiveness”

Group compared	B ₁	B ₂	B ₃
Order mean	12.5	20.2	23.7*
12.5	-	7.7*	11.7*
20.2		-	3.5

* Significant at .05 level

** Significant at .01 level

It is clear from the table no. 3, that out of three comparisons two are found significant. The research hypothesis thus stand confirmed in part that “Integrative Awareness Training for Good and Bad Touch Among Girls have significant effect in enhancing the assertive level of the students”.

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