

Research Article

THE EFFICACY OF THE TEACHING GROUP METHOD SELF – ASSERTIVENESS SKILLS ON BLIND STUDENTS SELF –ESTEEM

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ABSTRACT

The existing study s aim was to investigate the efficacy of the teaching self – assertiveness skills on blind girl students. The statistical population in this research was the blind students of Shiraz city, Fars province. 24 students with the lowest score of self – esteem were chosen as the research sample. There were 12 girls in control group and also in experimental group. The results suggested that the teaching of self – esteem of the total blind students were positive and significant. There were significant differences in evidence group of post and pretests. The teaching of the self – assertiveness skills had significant effect on general and social aspects of self – esteem and resulted in its enhancement. However, there was not any significant effect in teaching self – assertiveness on blind student s educational dimension.

Keywords: *Blind Students, Self–assertiveness Skills, Self–esteem*

INTRODUCTION

Self –esteem is considered as an important, effective, and psychological factor in people’s health and life quality. The individual s feeling of being more powerful and valuable will be increased by the improved self- esteem further, such positive changes as educational achievement, the enhanced effort toward the achievement, having high self-confidence and ambition, as well as having tendency toward better health will reveal I people (Aghajnejad *et al.*, 2013).

Vision injury creates more impairments than the other handicaps. There aren't many definitions about it in pathology; however the existence of the failure in an organ or more is called sense disorder. The blindness disorder is also considered as sense disorder barge has divided vision disability levels into three groups.

A: Deep vision disability – having problem in reading the large words and being able to do intricate activities.

B: severe vision disability that requires more efforts to do visual tasks.

C: General disability (Namni *et al.*, 2003)

Vision disorder is a general term, it indicates the disability in seeing according to the ophthalmologists, it can be mild and improved such as myopia and presbyopia, yet it cannot be improved such as blindness and the severe vision failure. It causes more failures than the other disabilities (Milanifar, 1999).

In order to educate the severe blind people, it is necessary to train them to use and read Braille line through headphones method. Semi-blind people can read the letters, therefore, the revised and edited books with thee large letters are required for them (Nadi, 2006).

Problem Expression

The most important period in students’ self-esteem growth and self-esteem is positive self –image. The student s compares their real ego, what they are, with their ideal ego, what they like to be. In addition, they judge themselves according to meet the social standards and expectations, for example their teacher s expectations and also to perform correctly. The positive self-image and self-esteem are the happiness and success keys in the life span. This issue can prevent these student s from possible social hazards and abuse to keep them in addition to their future and health (Afrooz, 2000).

In assertiveness training, an individual learn how behaves assertively. The person tries to solve and to define the problem , follows the aims assertively, repeats the roles effectively, changes them to form the pleasant behave ours constantly, and learns appropriate methods to express her (his) wildlings

Research Article

assertively. Self-assertiveness is the relationship key among people, and also a method to express in appropriate, suitable, and direct manners (Torkaman and Malayeri, 2003). Some children and adolescents have not learned to behave courageously. They don't interact with the other people assertively. Further, they can not respond in a negative way and say clearly (No). They feel being at fault, lack of self-confidence, and being under someone else's dominion in their social relationship. They show anxiety, depression and fear in their conduct. Therefore, their self-esteem and self-approval is low and they may sometimes show maladaptive, aggressive, and bothersome behaviors (Biyabangard, 2004). Hence, the programs of training self-assertiveness should be conducted among blind children and adolescents in dually or collectively in order to remove such conduct disorders and emotional abnormalities and to acquire required skills there are some various factors involving in their abilities, conformity, as well as their educational and rehabilitation training methods:

1: The age of blind appearance 2- how it appeared 3- The quality of the failure

Each of these factors helps the blind to make mental and emotional adjustment, to apply pleasant cognitive abilities, and to make mental images (Somayeh, 2001).

Accordingly, the aim of this study was to reveal scientifically whether three training of self-assertiveness skill was effective on the blind student's self-esteem. School years is the most important period of the exceptional student's self-esteem growth and self-worth feeling. Self-esteem is an individual's self-image and positive self-appraisal. The student compares their factual ego (what they like to be). Further, they judge themselves according to the extent of meeting social standards and expectations (and to perform accurately. The self-image of the blind student about themselves has more effects their personality growth. The positive self-image and self-esteem is the key of happiness and success in the life span. These issues can exclude them of the probable hazards and abuses in the community and maintain their health and future life.

The blind student compares themselves with the other people and because of their special and physical traits in addition to their mental and emotional characteristics, they always have negative evaluation of their internal values that results in the reduction of their self-esteem and the appearance of their negative feeling.

However, they need to be considered and helped by the others. Their successful experiences help them to change their negative self-appraisal. The self-esteem approach will be increased when the suitable conduct pattern is used. It's essential for the blind student to create stable ideal ego which is appropriate with the values of the society and school, so that they can finally deal with their responsibilities. These successful opportunities will be created by their teacher's program, psychologist's recommendation, and parent's support. It can cause to increase this student's self-confidence (Taheri and Eraghi, 1989).

Self-assertiveness

One of the signs of mental health is that an individual is able to feel human affections and to express them assertively as well as to control and manage them rather than surrender them. Assertiveness is the resistant expression of one's rights, feelings, and thoughts clearly and honestly in appropriate to the situation. A person who conducts positively not only considers her (or his) rights but also respects other people's rights is the Assertiveness knowing of others needs and trying to adapt accurately (Lachman, 2003).

Assertiveness will increase the sense of self-efficacy and having required internal control. This feeling, in turn will enhance the sense of self-confidence and self-worth with other people's relationship. The decisive people are flexible and they don't merely follow their willingness, since their decisive behavior is along with the attention to the other people and respect to people's needs. The decisiveness is very important in ordinary life so that it can be considered as a kind of skill. If you achieved your light once in the life and also respected other people's right, you could perform positively in your life. You must just generalize this performance in different stressful situations. On the contrary, if you don't remember any assertive reaction, you interesting to know that people respect decisive responds but don't necessarily interesting it. They more interest in passive behavior, however, they neither respect nor interest in aggressive behavior (Denna, 1997).

Research Article

Theoretical and Operational Definitions of Research Variables

Self- esteem Theoretical Definition

Self –esteem is the aspects of effective and worth concept of an individual about himself (or herself) and about his (or her) self-image. Namely, it can be defined as self worth and respect towards ones self-image (Setoodeh, 1997).

Self –assertiveness

Theoretical Definition

The behaviors which enables someone to perform in favors of himself (to herself) and to be self-reliance with no anxiety. In addition, he (or she) can express his (or her) real feeling honestly and receive his (or her) rights with the regards toward the other people (Hargie, 2005).

Long (1976) believed that the self-assertiveness skill includes receiving ones rights and expressing the feelings and beliefs appropriately and honesty with the consideration of others rights (Rahimi *et al.*, 2006).

The Theoretical Definition of the Blind Theoretical Definition

The visual injury results in in ore handicaps then the other injuries. It does not have much definition in pathology, however, the injury is called the existence of the failure or disorder in an organ or more sensory organs, one of these disorders is the blindness sense. Barge has divided vision disability levels into three groups A- Deep vision disability that means having problem in reading the large words and being able to do intricate activities. B- sever vision disability (Namni *et al.*, 2002).

The vision disorder is a general word and it indicates a vision disability. According to the ophthalmologists, it can be mild and improved such as myopia and presbyopia, or otherwise, it can't be improved such as blindness and the severe vision failure. It results in more failures than the other disabilities (Milanifar, 1999).

The Operational Definition of Self-esteem

The grade or quantity that the students get according the coppersmith s scale indicates their self-esteem. The test range is from zero to 50. Moreover, the higher marks show more self-esteem.

The Operational Definition of Self-assertive Mess

The aim of this study was to investigate the training of self- assertiveness skills in all technique and strategies coping with nonassertive behaviors.

It has conducted during twelve ninety – minute sessions to the blind students for four weeks. The structure of self –assertiveness of on s existence (Nisi and Yilagh, 2001).

The training of decisiveness (Fensterhaim, Chinese translation, 2007), group counseling of self-assertiveness (Shin, 2007) and seven spiritual rules of success (Dipak, 1998).

The Operational Definition of Thee Blind Student

In this research the blind student is one who has problem in vision, cognitive skills and so on. The semi blind student is one who cannot read large script word books and has problem in cognitive skills. These two groups are both called blind students that are studying in the exceptional schools, they use Braille line and books to study and use pen and tofle with Braille paper to write as well as nailed tofle and arithmetic tofle for math concept. These tools are specified to the blind students. They are utilized to recognize the trainings through touching rather than the vision.

The Research Importance and Requirement

The assertiveness training is a cognitive behavior al approach which has been common nowadays. It is particularly useful for the people who have problems in self-assertiveness of social relationship and interpersonal situations. These kinds of instruction usually are conducted in group occasions. In addition, it emphasizes how the clients learn to communicate. The other people without ignoring their rights and to defend perfectly of themselves reported by Azari (2011).

The aim of this instruction is learning of self- assertiveness in communicational skills as well as having mastery of ordinary and social interactions. Further, they can clearly carry out the following acts in an effective manner:

1-The expression of their heeds, feeling, opinions, and preference.

Research Article

2-Criticizing without aggression

3-Having challenge and discrepancy in the negotiations (Psychiatry Association, 2000).

This group concentrates on both verbal and nonverbal aspects of communication. The enhancement of interpersonal and communicational skills is an appropriate purpose for those who want to improve their mood and relationships or to decrease the anxiety and also to control critical and stressful factors in their life (Psychiatry Association, 2000).

Although this skill has been considered for a long time, it is at the first steps in the field of the exceptional students training and rehabilitation.

This skill can be considerable and positive origins of the changes among different groups of the exceptional students. Due to direct and strong relationship between self –assertiveness and self-esteem as well as self-reliance, it can evolve these children s rehabilitations in various aspects.

Therefore, the importance and necessity of this theory is that it can help the blind student s by offering the instructions and improving their self-confidence and eventually enhancing their mental health. As result, the aim of this study is to investigate the efficacy of self-assertiveness skill training on the blind student s self- esteem.

It is important to mention that this issue hasn't been inquired about blind students so far the review of the existing researches suggests that there are a few researches about exceptional children s self-assertiveness training in Iran.

In addition, there isn't any information about the influence of the group self-assertiveness programs on the enhancement of the blind students compare with the normal people become more sensitive and feel inferiority because of their impairment.

So, it affects their mental health, performance, and interaction with others. There are many blind children and adolescents lacking adequate self – esteem and suffer from little courage and creating suitable relationships with their peers and the others. Hence, the performance of such researches has special importance and the attained results can offer the counselors along with educational and training practitioners the correct strategies and educational methods. In the other hand, these kinds of research make the parents pay much attention to their unable children and offer them adequate cognition. In addition, they can recognize the signs of little courage and self – confidence about them. So, they can conduct required strategies (researcher).

Research Background

In a research about the effect of training the movability, orientation, self-esteem, and mental health of the blind students in guidance school. Etrati (2011) concluded that compare with the control group, the program of movability and orientation resulted in increasing the mental health and self-esteem of experimental group which was received this program.

Bahri (2009) in a research about the effect of the training the self-assertiveness f a girl student s self-esteem in a group counseling method concluded that there were significant differences between the different stages of the test before the training of self-assertiveness and after that in the follow up stage in the next month. The total results of an investigation about the study and comparison of self- assertiveness, anxiety, depression, and stress among the blind and sighted people suggested that the self-assertiveness of the bqlind was less than the sighted people. This issue can create the depression among them. Further, it may result in more stress for the blind in inevitable situations (Asadi, 2009). Graupmann and Frey (2014) investigated that after had watched a documented film about the experience of obedience, responsibility, self-assertiveness and the social commitment, a student show edanincrease in the perception of personal responsibility and self-assertive desire and courage.

Or the people with vision injury suggested that the employer s information about how they can perform their job duties, job efficiency.

The Research Purpose

Does the training of self-assertiveness skills in a group way have significant influence on the blind student self-esteem?

Statistical Universe

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The statistical universe of the existing research was 24 blind girl students who were 8 to 13 years old and were studying in primary school in the educational year of 2013-2014.

Sample and Sampling Method

The simple random sampling method was used in this research. All of the girl students were given Coopersmith test in the school. 30 students were chosen among them. However, there students among 15 of the experimental group didn't take part in the training class. So, because the content of statistical universe was low, 24 girl students were chosen as a sample among them. At first, the cooper smith test about self-esteem was given to them. It was conducted by the researcher and one of the counselors of the school in each class. The researcher and et al read each question carefully for every student and explained it individually in order to assure that they understood the test. Then, they completed the inquiry under control of the 87researcher. Nevertheless, the experimenter, herself conducted the test individually to assure more about the subject s comprehension. Yet, some blind student s didn't want to respond orally. So, the researcher gave them the Braille paper and transferred them into vision version in the answer sheet. According to the questionnaire, 12 girls who had the lowest grade of self-esteem have been selected. Having been match accordance with the age and the educational grade, the chosen students divided into two experimental and evidence groups (each 12).

Findings: the Group Training of Self-assertiveness Skills Affects the Blind Student s Self-esteem

Investigate this hypothesis; at first the covariance analysis was used. The precondition of this test is the equality of the variances. The results are as the equality of variances. The results are as the following table.

Table 4.3: The determination of variance equality about the blind student s self-esteem grade

The amount of f	The first free degree	The second free degree	Significance level
%63	1	22	% 43

As it is showed, the amount of f was not significant with (df=22,1)and (p>% 5). Consequently, there are no significant differences between the measure of self-esteem variance group in control group in control group and experimental group at posttest. Further, this presumption is considered in the test.

Table 4-4: The investigation of the different grades in self-esteem post-test

The source of changes	Sum of squares	Free degree	Mean squares	F	Significant level
Pretest Effect	6.78	1	6.78	0.34	0.05
Independent variable effect	206.11	1	206.77	10.56	0.00
Error	411.04	21	19.57	-	-
N=24		**p<0.01	*p<0.05		

It is obvious that the amount of f was (10.56) in the second row. Its level was 99 percent significant (p<% 1 & sig=0/00). As a student s self-esteem grades in post-test after deleting the pretest effect. So, the measure of self-esteem among the blind student s that was trained the self-assertiveness skills and who were not.

Table 4-5: Mean and standard deviation of self-esteem

Group	Number	Unadjusted mean	Adjusted mean
Experimental	12	91.42	91.24
Control	12	84.92	85.08

Research Article

As it can be seen the mean of control and experimental group's self-esteem after deleting the pretest effect correspondingly were 85.08 and 91.24.

It suggested that the blind conduct of self-assertiveness skill affected the measure of student's self-esteem.

Conclusion

The blind student have many problems in the motor skills, vision, spatial conception, etc. in addition they compare themselves with others. They have personality difficulties and special neuroses such as paranoid, suspicion feeling have they negative point of view. This issue affects their total self-esteem and self-respect. Most of counselor doesn't know them. They are impatient than the other people. The girls inherently are more sensitive than the boys. The ego century's phenomenon is particularly more common among the blind.

Training of self-assertiveness was based on the principles. In all sessions, it is considerable to perform correctly and to meet their needs. As the blind girls were very sensitive, at first it was important to attract their confidence. All of the sessions were purposeful. The goals are justified. For example the aim of first one was said to become familiar with each other.

Further, purpose of the next session was also said to them at the end of previous session order to they think about it and discuss about, it.

As it was cited the interventional program (group self-assertiveness) affected the increase of the whole self-esteem. The training of self-assertive to exceptional children especially the blind who have natural intelligence quotient children. It will cause more adjustment and self-reliance in the society.

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Research Article

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