



# The Effectiveness of an Assertiveness Training Programme on Adolescents' Assertiveness Level<sup>1</sup>

A.Rezan Çeçen-Eroğul<sup>2</sup>

Mustafa Zengel<sup>3</sup>

**ABSTRACT:** The purpose of this study is to investigate the effectiveness of an assertiveness training programme on adolescents' assertiveness level. To select subjects for experimental and control groups, it was considered some criteria such as "Rathus Assertiveness Schedule (RAS)" scores, voluntariness, teachers' opinion, and permission of students' parents. The data was collected through "Rathus Assertiveness Schedule". For the experimental group assertiveness enhancing programme as an independent variable was carried out by the school counsellor, during 50-70 minutes lasting 12 weeks. During this period the control group did not receive any treatment. The ANCOVA analysis results have shown that assertiveness training program was effective on adolescents' assertiveness level. The results were discussed in the light of related literature.

**Key Words:** Assertiveness training, adolescents, quasi experimental study

## Introduction

Adolescence is defined as the period during which physically, mentally, socially and emotionally the biggest changes happen. The use of assertiveness training as a part of program to enhance social skills has been shown to have positive benefits for adolescents' self concept (Stake, DeVille & Pennel, 1983), lowered self-abasement and improved locus of control (Jackson, 1979; Waksman, 1984b). Assertiveness training which emphasizes self-expression in socially acceptable ways, is particularly appropriate at the beginning of adolescence (Wise, Bundy, Bundy, Wise, 1991).

Assertiveness training was found to be effective in improving the social coping skills of general populations of adolescents (Rotheram ve Armstrong, 1980; Howing, Wodarski, Kurtz, & Gaudin, 1990) and unassertive adolescents (McNeilly & Yorke, 1990), modifying adolescents' aggressive behavior (Huey, 1988), and preventing adolescents from using alcohol, tobacco, and other drugs (Metz, Fuemmeler, Brown, 2006). Eskin (2003) characterized assertiveness as "an important social skill that promotes personal well-being" (p.7). Korsgaard, Roberson, and Rymph (1998) reported that the acquisition of assertion skills enhances personal relationships and interactions between people. Assertiveness training can improve individuals' social skills and emotional health (Eskin, 2003; Glueckauf & Quittner, 1992). Dwairy (2004) viewed assertiveness training as a process of learning to stand up for one's rights and cope assertively, not passively or aggressively.

*Assertion;* standing up for your rights without violating the rights of others. Assertion takes into account the other person's feelings and is not a negative confrontation. Assertion is an appropriate expression of one's feelings, beliefs and opinions (Morganett, 1990; Vernon, 1989). *Aggression;* Stating your position in a dominating humiliating way. Aggression doesn't take into account the other person's feelings or rights. It is an attack on the other person (Morganett, 1990; Vernon, 1989). *Nonassertion;* Being afraid to stand up for your rights or express your opinions. Nonassertive people want to avoid conflict. They keep their feelings bottled up inside but are often very angry because they are allowing themselves to be stepped on by others (Morganett, 1990; Vernon, 1989).

According to Bandura (2003), "Humans have evolved an advanced cognitive capacity for observational learning that enables them to shape and structure their lives through the power of modeling" (p. 167).

Social learning theory (Bandura, 1986) offers the explanation that people learn by observing others and then imitating that behavior. Bandura suggests that people use symbols as internal models to guide their behaviour and as a means for estimating outcomes of their actions (Bandura, 1986;

<sup>1</sup> This paper was presented "The International Conference Affective Education in Action"

<sup>2</sup> Assoc.Prof. Cukurova University Education Faculty, Psychological Counseling and Guidance Department

<sup>3</sup> School Counselor, MA., Ticaret Borsasi Secondary School.

Wise, Bundy, Bundy, Wise, 1991) and through practices and experiences they can facilitate self-efficacy.

According to Morganett (1990) the group-based intervention programs are beneficial especially for adolescents. Counseling groups provide an atmosphere of acceptance, encouragement and safe experimentation for new behaviors. In addition since peers strongly influence the young adolescent, group counseling enhances the possibility that youths will attempt new behaviours practiced and modeled by their peers and significant others (Gazda, 1989). If group members provide good models for assertive behaviour, they can learn assertive behaviour from their peers easily. So that the peers strongly influence the young adolescent, group counseling enhances the possibility that youths will attempt new behaviours practiced and modeled by their peers and significant others (Gazda, 1989). This study was designed more heavily on social learning theory.

Because assertiveness training is potentially beneficial for adolescents, it is important to demonstrate its effectiveness is worthwhile (Wise et al., 1991). If we investigate the Turkish literature it can be seen that there are limited assertiveness training studies on children and adolescents (Aydın, 1991; Görüş, 1999; Kapıkıran, 1993; Uğurluoğlu, 1996; Yatağan, 2005). In the light of the literature, the purpose of this study was to investigate the effects of an assertiveness training programme on middle school students' assertiveness levels. The following hypothesis was proposed for testing within the present study. Subjects who received treatment have significantly higher score on the assertiveness schedule than the subjects who did not receive.

## METHOD

### Subjects

In this study subjects were selected from Ticaret Borsası Middle School in Adana, Turkey. The Rathus Assertiveness Schedule applied to 140 students who were attending 7th grade to determine the assertiveness levels. To assign subjects for experimental and control groups some criteria such as Rathus Assertiveness Schedule scores, voluntariness, teachers' opinion, and permission of students' parents were considered. In the related literature, it is indicated that all group members should not be nonassertive or aggressive for adolescents group process. (Morganett, 1990; Jacobs, Harvill, Mason, 1987; Corey, 1995). Thus, three assertive students were assigned for modeling to experimental group and totaly 15 subject were assigned to experimental (9 female, 6 male) and control group (10 female 5 male). Since the subjects groups were not assigned to experimental and control groups randomly, a control grouped pretest- posttest quasi experimental design was used. To determine between experimental and control group pre-test scores whether significantly differentiated "t" test was used. There was no significant difference between two groups. Subjects mean age was 13.6, and the age range was 12-14.

### Procedure

For the experimental group, assertiveness training programme as an independent variable was carried out by the school counsellor, during 50-70 minutes lasting 12 weeks. The session's topics and contents were determined based on reviewing related literature by the researchers (such as Altınay, 1999; Akkök, 1999; Cartledge & Milburn, 1995; Langelier, 2001; Morganett, 1990; Öğülmüş, 2001; Vernon, 1989; Voltan, 1980).

Rathus Assertiveness Schedule was administered to experimental and control group as a pretest. The an assertiveness training program was consisted of twelve sessions. The first session includes structuring, group rules, confidentiality, the goals of program and goals of group members, second session includes feedback, "I" sentences, discrimination of thinking, feeling and behaving, third session includes our essential personal rights, fourth and fifth session includes identification and discrimination assertive, aggressive and passive behaviours, sixth-seventh session includes the barriers for assertive behaviours, recognizing alternative thinking, the members' experience related to assertive, aggressive and passive behaviour, eight-nine session includes developing communication skills including body language, ten-eleven session includes developing self-worth and social skills and twelve session includes evaluation of all sessions and graduation from assertiveness training program. Role playing, behaviour rehearsal, feedback, modeling, scenarios, debate, homework assignments,

self-reinforcement, self-monitoring techniques were used through sessions. At a posttraining session, students were presented with certificates for successful completion of the program and encouraged to behave in a responsible, assertive way in the future.

During this period the control group has not received any treatment and after training program post test was applied to both groups. One of the group members from experimental group dropped out. Thus, the Analysis of Covariance (ANCOVA) technique was applied on 14 subjects obtained from experimental and control groups. If random assignment is not possible to assign experimental and control group, ANCOVA technique should be preferred (Tabachnick ve Fidell,1996).

## Measurement

*Personal Demographic Information Questionnaire:* This questionnaire designed to describe the students' demographic information, such as gender, age and class.

*Rathus Assertiveness Schedule(RAS):* The Rathus Assertiveness Schedule (RAS; Rathus, 1973) consists of 30 statements describing assertive behaviour. Subjects respond on a six point scale from +3 (strongly charecteristic of me) to -3 (strongly uncharecteristic of me) yielding a total assertiveness score between -90 (least assertive) and + 90 (most assertive). A positive score indicates assertiveness and a negative score indicates nonassertiveness.

The RAS had acceptable evidence of internal consistency and stability. Split half reliability was .77, test retest reliability over an 8-week period was .78. The RAS has good criterion validity as scores on the instrument have been shown to correlate with measures of boldness, outspokenness, assertiveness, aggressiveness, and confidence. Strong concurrent validity is seen in the correlation between RAS scores and trained raters' rankings of assertiveness. The RAS was adapted into Turkish sample by Voltan (1980) and she reported the scale is reliable and valid for the Turkish adolescent sample. For validity; the scale applied to both students and the teachers who know the students very well. The correlation between students' rate and teachers' rate was found .70. Voltan (1980) also reported RAS test-retest reliability over an 2-week was .92. In the Turkish literature the RAS has been used in many different studies and adolescents(Çulha ve Dereli, 1987; Gökalan, 2000; Kaya, 2001; Kılıç,2005; Örgün, 2000; Şahiner, 1994; Tataker, 2003; Yatağan, 2005). In this study cronbach alpha coefficient was computed and found .69.

## RESULTS

Table1 has shown means and standart deviations of experimental and control groups' Rathus Assertiveness Schedule.

**Table 1:** *Experiment and Control Groups' Pretest-Posttest Assertiveness Schedule Scores.*

Experimental Group				Control Group			
Pre-test N = 15		Post-test N = 14		Pre-test N =15		Post-test N =14	
X	SD	X	SD	X	SD	X	SD
-12.66	14.3	25.60	17.49	-15.00	8.83	8.81	20.88

When we investigate Table 1 it can be seen experimental and control groups pre-test scores mean were close to eachother [ experimental group (X = -12.66; SD=14.30), control group (X = -15.00; SD=8.83 )]. Experimental group post-test Rathus Assertiveness Schedule mean scores (X=25.60; SD=17.49) were higher than control group mean scores (X=8.81; SD= 20.88). However control group post test scores (X=8.81; SD=20.88) were also higher than than pretest control group scores(X= -15.00; SD=8.83).

The Covariance technique was applied to investigate whether these differences were significant or not. The findings have shown on Table 2.

**Table 2:** Covariance Analysis Results Related To Experiment and Control Groups' Post-test Assertiveness Schedule Scores

Source of Variance	Sum.Squares	df	Mean Square	F	p
The Variable controlled ( pretest scores)	18.653	1	18.653	.047	0.830
Main Effect	1930.56	1	1930.56	4.8	0.03*
Intercept	2017.52	2	1008.76	2.53	0.099
Error	10362.44	26	398.556		
Total	12379.97	28			

\*  $p < .05$

As it can be seen from Table 2 group main effect was significant ( $F = 4.84$ ;  $p < .05$ ). The students' scores who attended assertiveness training programme were significantly higher than the control group scores.

## DISCUSSION

The results of this study indicated that the group experience based on the assertiveness training programme had a significant positive effect on adolescents' assertiveness levels. When considered assertiveness levels of both experimental and control groups the research hypothesis was accepted as expected direction. This is consistent with previous findings that indicated the assertiveness training programme had a significant effect on experimental group (Çulha, 1987; Englander-Golden, 1984; Huey, 1988; Lee, Hallberg, & 1985; McNeilly & Yorke, 1990; Pentz, 1980; Rotheram & Armstrong, 1980; Voltan, 1980; Yatağan, 2005). It is important to note that besides experimental group, control group post-test scores were also increased. This means that some changes occurred independently from any intervention. The control group students may exhibit more assertive behaviour because they are developing cognitively and socially, that is not a result of the treatment. This situation can be interpreted that adolescents change and they develop skills naturally through maturation over time however experimental group scores still higher than control group. This result was similar to Yatağan's (2005) experimental study result that 7th grade control group assertiveness scores slightly increased at the post test (Yatağan, 2005).

According to Morganett (1990) the group-based intervention programs are beneficial especially for adolescents. Counseling groups provide an atmosphere of acceptance, encouragement and safe experimentation for new behaviors. In addition since the peers strongly influence the young adolescent, group counseling enhances the possibility that youths will attempt new behaviours practiced and modeled by their peers and significant others (Gazda, 1989). If group members provide good models for assertive behaviour, they can learn assertive behaviour from their peers easily. The curriculum for this program was carefully planned, focusing exclusively on peer interactions. It emphasized the concept of responsible assertion, which focuses on equal regard for the rights of self and others. It can be thought that positive group atmosphere, role play activities, modeling, immediate feedback, scenarios, debate, homework assignments which emphasized praise and encouragement rather than criticism, was given by peer observers as well as the instructors and self reinforcement, self monitoring techniques contributed to increasing the experimental group assertiveness scores.

This study results are limited on this sample. Assertiveness training program can be applied on different samples and different age groups. Further studies are necessary to determine which variables contribute to enhance assertive behaviour. It is important to note that another limitation is related to instrument. In this study reliability of The Turkish version of Rathus Assertiveness Schedule was not

very high. Thus, for future research and researcher who wants to use this study results need to consider this situation.

As a conclusion an assertiveness training could be beneficial for developing adolescents' assertive behaviours and this enhancing program could be incorporated into everyday curriculum in middle schools.

## REFERENCES

- Acar, N.V. (2003). *25 years in Psychologic Counseling and Guidance [PDR'de yirmibeş yıl (Makaleler)]*, Ankara Nobel Press
- Aydın, B. (1991). Investigating gender and gender roles according to assertiveness levels. [Cinsiyet ve Cinsiyet Rollerini Açısından Atılganlık Seviyesinin İncelenmesi] *M. Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 3: 25-36.
- Akkök, F. (1999). *Developing social skills in elementary schools settings teacher handbook [İlköğretimde Sosyal Becerilerin Geliştirilmesi Öğretmen El Kitabı]*, İstanbul, Özgür Yayınları.
- Altınay, D. (1999). *Psychodrama, group psychotherapy 300 game for ice breaking [Psikodrama, grup psikoterapisi, 300 ısınma oyunu.]* 2.Basım, İstanbul: Sistem Yayıncılık.
- Bandura, A (2003). On the psychosocial impact and mechanisms of spiritual modeling. *International Journal for the Psychology of Religion*, 13(3), 167-174.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Cartledge, G., & Milburn, J. F. (1995). *Teaching social skills to children and youth: Innovative approaches*. Boston, MA: Allyn & Bacon.
- Corey, G. (1995). *Theory and practice of group counseling*, Brooks/Cole Publishing Company.
- Çulha, M., Dereli, A.A. (1987). Assertiveness Training Programme [ Atılganlık Eğitimi Programı.] *Psikoloji Dergisi*, 6 (21), 124-127.
- Dwairy, M. (2004). Culturally sensitive education: Adapting self-oriented assertiveness training to collective minorities. *Journal of Social Issues*, 60(2), 423-436.
- Eskin, M. (2003). Self-reported assertiveness in Swedish and Turkish adolescents: A cross-cultural comparison. *Scandinavian Journal of Psychology*, 44, 7-12.
- Englander-Golden, P. (1984). Assertive/leveling communication and empathy in adolescent drug abuse prevention. Stillwater, OK: Oklahoma State Department of Mental Health. (ERIC Document Reproduction Service No. ED 259 242).
- Gazda, G. M. (1989). *Group counseling: A developmental approach (4th Ed.)*. Boston: Allyn & Bacon.
- Glueckauf, R. L., & Quittner, A. L. (1992). Assertiveness training for disabled adults in wheelchairs: Self-report, role-play, and activity pattern outcomes. *Journal of Clinical and Consulting Psychology*, 60(3), 419-415.
- Gökalan, Z.B.(2000). The Relationship between primary school students self-concept, assertiveness and self-disclosure and their academic succes. Unpublished Master Thesis. [İlköğretim okulu öğrencilerinin (12-14 yaş) benlik tasarımı, atılganlık ve kendini açma düzeyleri ile akademik başarıları arasındaki ilişki. Yayınlanmamış Yüksek Lisans Tezi]. Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü.
- Görüş, Y. (1999). Assertiveness and coping styles among high school students Unpublished Master Thesis. [Bir Grup Lise Öğrencisinin Atılganlık Düzeyi ile Stresle Başa Çıkma Yolları Arasındaki İlişkinin İncelenmesi. Yayınlanmamış Yüksek Lisans Tezi] İzmir: D.E.Ü. Sosyal Bilimler Enstitüsü.
- Howing, P. T., Wodarski, J. S., Kurtz, J. S., & Gaudin, J. (1990). The empirical base for the implementation of social skills training with maltreated children. *Social Work*, 35(5), 460-467.
- Huey, W. C., & Rank, R. C. (1984). Effects of counselor and peer-led group assertive training on black adolescent aggression. *Journal of Counseling Psychology*, 31, 95-98.

- Jackson, C. L. (1979). The effect of assertiveness training on the personality characteristics of high school girls (Doctoral dissertation, Pennsylvania State University, 1980). *Dissertation Abstracts International*, 40, 1282A.
- Jacobs, E. E., Harvill. R. L., & Mason, R. L. (1988). *Group counselling strategies and skills*. Brooks/Cole Publishing Company Pasific Grove California.
- Kapıkıran, Ş. (1993). Assertiveness levels according to locus of control. Unpublished Master Thesis. [İçten ve Dıştan Denetimliliğe Sahip Ergenlerin Atılğanlık Düzeyinin Saptanması, Yayınlanmamış Yüksek Lisans Tezi.] İzmir: D.E.Ü. Sosyal Bilimler Enstitüsü.
- Kaya,Z.(2001). A Research on the comparison of the degree of assertiveness and trait anxiety of the vocational school students. Unpublished master thesis. [Meslek lisesi öğrencilerinin atılğanlık ve sürekli kaygı düzeylerinin karşılaştırılması üzerine bir araştırma, Yayınlanmamış Yüksek lisans Tezi]. Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü.
- Kılıç, G. (2005). The investigation of the assertiveness levels of primary school 7th and 8th grade students according to social anxiety and parents attitudes. [İlköğretim 7. ve 8. sınıf öğrencilerinde atılğanlık düzeylerinin sosyal kaygı ve anne-baba tutumları açısından incelenmesi, Yayınlanmamış Yüksek Lisans Tezi] Mersin Üniversitesi, Sosyal Bilimler Enstitüsü.
- Korsgaard, M. A., Roberson, L., & Rymph, R. G. (1998). What motivates fairness? The role of subordinate assertive behavior on managers' interactional fairness. *Journal of Applied Psychology*, 83(5), 731-744.
- Langelier C.A (2001). *Mood Management: A Cognitive Behavioral Skills Building Program for Adolescents*, Sage Publication.
- Lee, D. Y., Hallberg, E. T., & Slemon, A. G. (1985). An assertiveness scale for adolescents. *Journal of Clinical Psychology*, 41, 51-57.
- McNeilly, R.A.& Yorke, C.( 1990). Social skills training and the role of a cognitive component in developing school assertion in adolescents. *Canadian Journal of Counseling*, 24, 217-228.
- Metz,E.E., Fuemmeler, F.F., Brown, R.T. (2006) Implementation and Assessment of an Empirically Validated Intervention Program to Prevent Tobacco Use Among African-American Middle-School Youth, *Journal of Clinical Psychology in Medical Settings*, 13, 3, 229-238.
- Morganett, R.S.(1990). *Skills for Living. Group Counselling Activities for Young Adolescents*, Research Press, Illinois, USA.
- Öğülmüş, S. (2001). *The problem solving and training in interpersonal settings (Kişilerarası sorun çözüme ve eğitimi)*, Nobel Yayın Dağıtım, Ankara.
- Örgün, S.K. (2000). The Purpose of this research is to examine the relationship between the perceived attitudes and self esteem and assertiveness of the eighth grade students. Unpublished master thesis. [Anne baba tutumları ile 8. sınıf öğrencilerinin benlik saygıları ve atılğanlıkları arasındaki ilişki. Yayınlanmamış Master Tezi]. Marmara University, Social Science Institute.
- Pentz, M. A. W. (1980). Assertion training and trainer effects on unassertive and aggressive adolescents. *Journal of Counseling Psychology*, 27, 76-83.
- Rotheram, M.J. & Armstrong, M. (1980). Assertiveness training with high school students. *Adolescence*, 58, 267-276.
- Stake, J. E., DeVille, C. J., & Pennell, C. L. (1983). The effects of assertive training on the performance self-esteem of adolescent girls. *Journal of Youth and Adolescence*, 12,435-440.
- Tabachnick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics* (3rd ed.)New York: Harper Collins.
- Şahiner, B.(1994) The Relationship between assertiveness and self-concept. Unpublished master thesis. [Atılğanlık düzeyi ve benlik kavramı arasındaki ilişki. Yayınlanmamış Yüksek Lisans Tezi]. Middle East Technical University. Social Science Institute.
- Uğurluoğlu, M. Y. (1996). The investigation of relationship between self esteem and assertiveness levels among high school students, Unpublished master thesis. [Lise öğrencilerinde özsaygı düzeyi ile atılğan kişilik özelliği arasındaki ilişkinin incelenmesiYayınlanmamış Yüksek Lisans Tezi.] Trabzon: K.T.Ü. Sosyal Bilimler Enstitüsü.

- Waksman, S. A. (1984b). A controlled evaluation of assertion training with adolescents. *Adolescence*, 19(74), 277-282.
- Wise, K., Bundy, A.K., Bundy, A.E & Wise, A.L (1991) *Social Skills Training for Young Adolescents*, 26,(101), 233-241.
- Vernon, A. (1989) *Thinking, feeling, behaving*, Research Press, USA.
- Volcan, N. (1980) Rathus atılganlık envanteri geçerlik ve güvenilirlik çalışması. *Psikoloji Dergisi*, 10, 23-25.
- Volcan, N. (1980) Grupla atılganlık eğitiminin bireyin atılganlık düzeyine etkisi *Hacettepe Üniversitesi Sosyal Bilimler Dergisi*, 3-62-66.
- Yatağan, T. (2005). *The effect of assertiveness training programme on middle school seventh grade students assertiveness level*, Unpublished master thesis. [Atılganlık eğitimi programının ilköğretim 7. sınıf öğrencilerinin atılganlık düzeyine etkisi, Yayınlanmamış Yüksek Lisans Tezi]. Ankara University, Educational Science Institute

## Ergenlere Uygulanan Girişkenlik Eğitimi Programının Ergenlerin Girişkenlik Düzeyleri Üzerindeki Etkisi

**ÖZ.** Bu çalışmanın amacı ergenlere uygulanan girişkenlik eğitimi programının ergenlerin girişkenlik düzeyleri üzerindeki etkisinin sınanmasıdır. Bu amaç doğrultusunda araştırmanın hipotezi “deney grubunda bulunan atılganlık eğitimi alan öğrencilerin girişkenlik düzeyi puan ortalamaları, kontrol grubunda bulunan girişkenlik eğitimi almamış öğrencilerin girişkenlik düzeyi puan ortalamalarından anlamlı bir şekilde daha yüksektir” şeklinde kurulmuştur. Deney ve kontrol grubuna deneklerin atanabilmesinde Rathus Atılganlık Envanterinden alınan puanlar, öğretmen görüşleri ve gönüllülükle ilgili kriterler dikkate alınmıştır. Deney grubuna 12 hafta süreyle 50-70 dakika arasında değişen müdahale programı uygulanmıştır. Bu süreçte kontrol grubuna herhangi bir müdahalede bulunulmamıştır. ANCOVA analizi sonuçları uygulanan programın ergenlerin girişkenlik düzeyleri üzerinde etkili olduğu bulunmuş ve sonuçlar ilgili literatür doğrultusunda tartışılmıştır.

**Anahtar Kelimeler:** Girişkenlik eğitimi, ergenler, yarı deneysel desen

**Amaç ve Önem:** Ergenlik fiziksel, zihinsel, sosyal ve duygusal alanlarda büyük değişimlerin olduğu bir dönem olarak tanımlanmaktadır. Girişkenlik eğitimi sosyal becerilerin geliştirilmesi ile ilgili beceri programlarının bir parçası olarak kullanıldığında ergenlerin benlik algıları ve benlik saygıları üzerinde olumlu etkileri olduğu (Stake, DeVille & Pennel, 1983), kendini küçük görmeyi azalttığı ve iç denetim odağının geliştirilmesine olumlu katkıları olduğu gözlenmiştir (Jackson, 1979; Waksman, 1984b). Kendini ifade etmenin sosyal olarak kabul edilebilir bir şekilde olmasını vurgulayan girişkenlik eğitimi özellikle ergenlik döneminin başlarındaki ergenler için uygundur.

Girişkenlik eğitimi, girişken olmayan (McNeilly & Yorke, 1990) ve normal popülasyondaki ergenlerin (Rotheram & Armstrong, 1980; Howing, Wodarski, Kurtz, & Gaudin, 1990) sosyal becerilerinin geliştirilmesinde, saldırganlık düzeylerinin azaltılması ve şekillendirilmesinde (Huey, 1988) ve ergenlerin alkol, tütün kullanımı ve diğer bağımlılık yapan maddelerin kullanmalarının önlenmesinde (Metz, Fuemmeler, Brown, 2006) etkili olduğunu göstermiştir. Eskin (2003) girişken olmayı bireylerin iyilik halini geliştiren önemli bir sosyal beceri olarak tanımlamaktadır. Korsgaard, Roberson ve Rymph (1998) girişkenlik becerilerinin insanlar arasındaki etkileşimi ve kişisel ilişkileri geliştirdiğini rapor ederken Eskin (2003), Glueckauf ve Quittner (1992) ise girişkenlik eğitiminin sosyal becerilerin ve duygusal sağlığın geliştirilmesinde önemli bir rol oynadığını belirtmektedirler. Dwairy (2004) girişkenlik eğitimi bir bireyin saldırgan ya da pasif davranmaksızın kendi haklarını savunabilmesi olarak tanımlarken, Morganett (1990) ve Vernon (1989) ise bireylerin başkalarının haklarını ihlal etmeden, bununla ilgili olumsuz bir durum yaşanmaksızın karşıdaki kişinin duygularını dikkate alarak bireylerin duygu, düşünce ve inançlarını ifade etmesi olarak tanımlamaktadırlar.

Saldırganlıkta birey içinde bulunduğu durumu baskın bir biçimde karşıdaki kişinin duygularını ya da haklarını dikkate almaksızın saldırganca ifade etmektedir. Girişken olmama (çekingen, pasif olma) ise bireylerin kendi düşüncelerini ve duygularını açıklamaktan korkma ve çatışma yaşamaktan kaçınma ile karakterize olarak ortaya çıkmaktadır (Morganett, 1990; Vernon, 1989).

Banduraya göre (2003) sosyal öğrenme yoluyla insanlar birbirlerinden model alma, taklit etme ve gözlem yoluyla öğrenmektedirler. Bandura insanlar kendilerinin ve başkalarının davranışlarının sonuçlarını gözlemleyerek, onların yaptıklarını model alarak ne yapacakları ve yapmayacaklarına dair bir yetkinlik geliştirmektedirler. Genç ergenleri akranları güçlü bir biçimde etkilediğinden grupla psikolojik danışma sürecinde güvenli bir grup atmosferinde ergenler akranlarından yeni davranışları gözlemleyerek, onları model alarak, etkileşim kurarak, kendi kendilerini gözlemleyerek ve kendi kendilerini pekiştirerek yeni bir beceriyi kolaylıkla öğrenebilirler (Gazda, 1989; Morganett, 1990). Bu çalışma ağırlıklı olarak sosyal öğrenme teorisi üzerine temellendirilmiştir.

**Yöntem:** Deney ve kontrol grubuna denekler atanırken Rathus Atılganlık Envanteri puanları, gönüllülük, öğretmen görüşleri, öğrencilerin anne-babalarının çalışmaya katılmaya izin verip vermeme durumları gibibazı kriterler dikkate alınmıştır. İlgili literatür incelendiğinde grup sürecinde tüm grup üyelerinin pasif (çekingen) ve saldırgan davranışa sahip ergenlerden oluşmaması, çalışma grubu içerisinde girişken öğrencilerin akranlarına model olabilmeleri amacıyla bulunmalarının yararlı olabileceği belirtilmektedir(Morganett, 1990; Jacobs, Harvill, Mason, 1987; Corey, 1995). Bu nedenle girişken olduğu bilinen ve atılganlık envanterinden yüksek puan alan üç öğrenci deney grubuna olumlu rol modeli olmaları için atıldığında, toplam 15 öğrenci deney (9 kız, 6 erkek ) ve 15 öğrenci (10 kız, 5 erkek) kontrol grubunda yer almıştır. Denekler deney ve kontrol gruplarına seçkisiz (rastgele) atanmadıklarından araştırmanın modeli öntest-sontest kontrol gruplu yarı-deneyssel desen (quasi experimental) kullanılmıştır. Deneklerin yaş ortalaması 13.6'dır. Deney grubunda okul psikolojik danışmanı 12 hafta süreyle toplam 50-70 dakika arasında değişen girişkenlik eğitimini bağımsız değişken olarak uygulamıştır. Araştırmacılar ilgili literatürü tarayarak (Altınay, 1999; Akkök, 1999; Cartledge & Milburn, 1995; Langelier, 2001; Morganett, 1990; Ögülmüş, 2001; Vernon, 1989; Voltan , 1980) oturumlardaki konu başlıkları ve içeriklerini belirlemişlerdir. Deney ve kontrol gruplarına random atanmanın yapılamadığı durumlarda Kovaryans analiz tekniği tercih edilmelidir (Tabachnick,1996). Araştırmada elde edilen bulgular deney ve kontrol grubundaki sontest puanlarında bir artış meydana geldiğini göstermektedir. Yapılan analizler deney ve kontrol grubundaki artışların sontest puanlarının deney grubu lehine kontrol grubuna göre  $p<.05$  düzeyinde anlamlı bir artış gösterdiğini ortaya koymuştur.

**Sonuçlar:** Bu araştırmanın sonuçları grup yaşantısına dayalı olarak verilen girişkenlik eğitiminin ilköğretim ikinci kademe öğrencilerinin girişkenlik düzeyleri üzerindeki etkisinin olumlu olduğunu ve başlangıçta kurulan araştırma hipotezinin doğrulandığını göstermektedir. Bu araştırma sonucu literatürde rapor edilen deney grubuna uygulanan girişkenlik eğitiminin olumlu etkilerini gösteren çeşitli çalışmalarla (Çulha, 1987; Englander-Golden, 1984; Huey, 1988; Lee, Hallberg, & 1985; McNeilly & Yorke, 1990; Pentz,1980; Rotheram & Armstrong, 1980; Voltan, 1980; Yatağan, 2005) tutarlılık göstermektedir.

Bu araştırmada öğrencilerin güvenli bir grup atmosferi ve cesaretlendirildikleri bir ortamda kendilerini daha rahatlıkla ifade etme şansına sahip oldukları, süreç boyunca rol oynama, davranış provaları, model alma, ev ödevleri, tartışma, yaşantıları paylaşma, kendi kendini gözleme ve pekiştirme gibi kullanılan tekniklerin öğrencilerin girişkenlik düzeylerinde bir artışa neden olduğu söylenebilir. Bu araştırma bazı sınırlılıklara sahiptir. Bu araştırma bu örnekleme sınırlıdır ve farklı yaş gruplarında ve farklı örneklerde girişkenlik eğitimi uygulanıp sonuçlarına bakılabilir. Girişkenlik özelliğini etkileyen ve olumlu katkıda bulunan başka hangi faktörlerin olduğunu belirleyebilmek için daha fazla araştırmaya gereksinim duyulmaktadır. Sonuç olarak girişkenlik eğitimi ilköğretim ikinci kademe öğrencileri üzerinde olumlu bir etkiye sahiptir. Okul psikolojik danışmanları bu tip çalışmalarını müfredat programları içerisine alarak öğrencilerin sürekli bir biçimde bu hizmetlerden yararlanabilmesini kolaylaştırabilirler.