

THE EFFECTIVENESS OF ASSERTIVENESS TRAININGS ON THE LIFE SATISFACTION AND IRRATIONAL BELIEFS AMONG THE PHYSICALLY MOTOR HANDICAPPED MALE INDIVIDUALS AGED 18-40 YEARS OLD IN TEHRAN ON 2014

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ABSTRACT

The present study aims to determine the effects of assertiveness trainings among the physically motor handicapped boys aged 18-40 years of old in Tehran city. For this reason, in the frame works of the methodology there were 14 physically motor handicapped boys selected who received individual assertiveness training programs for 12 sessions of 45 minutes twice a week. The present study is quasi experimental in the method that it employs to evaluate the effect of assertiveness trainings on the life satisfaction and irrational beliefs. The study plan is of pre-test, post-test nature without considering any control groups. Jones' questionnaire of irrational beliefs and Diner's questionnaire of life satisfaction are employed. The results showed that assertiveness trainings increase significantly the degree of life satisfaction among the physically motor handicapped. They either showed that assertiveness trainings decrease significantly the irrational beliefs among the physically motor handicapped. Also, these results have shown that the assertiveness trainings are influential on the decrease of irrational belief among the physically motor handicapped individuals.

KEYWORDS: Assertiveness, Irrational beliefs, Life Satisfaction, Physically Motor Handicapped.

INTRODUCTION

Assertiveness is one of the major life skills that lead to the increase of self-esteem and to catch the respect of other people. Many people show disabilities to manage the life problems. In contrast, some others solve these problems very easily and become those whom others recognize as successful humans. Assertiveness is the ability of self-expression and reclaiming of the private rights without damaging the others' rights. The assertiveness increases the possibility to make loyal relationships. Also, it helps the people to have a better feeling about them. Further, it helps them to have a better command of the daily events (Bastani, 2007).

The assertiveness skill aims to alter within the individual, nor to change the others such that he can express his needs, feelings and thoughts and he can avoid possible damages. So, the physically motor handicapped who own the assertiveness skills make the primary change within themselves in order to be able to recognize their needs and feelings and to communicate them to the others. As the foremost step, having grown this ability and changes within him, the physically motor handicapped individual is able to communicate his needs and feelings to the people of his society such that they can recognize his needs and feelings (Yousefnejad and Peyvastehgar, 2012). The assertiveness skill is a way of self-efficiency and self-control among people, which leads to reinforcing their self-esteem and self-reliance. This skill being of the important skills against anger, and being the best way in establishing satisfactory relationships with others, it, like other communicative skills, needs knowledge, council, discussion, and flexibility; assertiveness means defending self- rights and expressing self- thoughts and self- feelings in a direct, loyal, and appropriate manner. Assertive people respect themselves and other people as well. They are not passive; while as they respect others wants and needs, they do not admit being abused by others; in this case they behave them by establishing a violent relationship (Bastani, 2007). Mehr Ara and et al (2012), in their study "The Effect of Assertiveness on the Self-expression and Self-esteem among the Male Students of the Junior High School" showed that training assertiveness skills increased the self-expression of the experiment group; while as, this effect was not observed in the control group.

The evidences indicate that the happier students seem to be more creative and more favorable. Even they appear to enjoy a loner life time and are more intelligent. After all, the tendency of happiness or life satisfaction seems implicit. Besides, there are successful humans who are not benefiting from the art of «life satisfaction» (Khishtan dar, 2006). During the two decades ago, in the evaluations of psychological model of the feeling of intrinsic welfare, the three dimensional model of virtual welfare feeling was taken in to account which involves positive feelings, negative feelings and the feeling of satisfaction. The virtual idea of the life satisfaction differs from the other two dimensions. The life satisfaction is more a cognitive trend; while as, the negative and the positive feelings are more emotional and sentimental trends and are parts of the emotional intelligence (Diener, 1984; Edmons and Diener, 1985; cited from Greenspoon and Sacklofsky, 1998).

In general, the life satisfaction belongs to the indicators that have a mutual relationship with different factors such as education, personality, and genetically factors, and financial and job factors, the social relationships and the community life. All these factors show sometimes insignificant and some other times significant relationships with life-satisfaction. Even, when all these factors are combined, they cannot explain that why an individual enjoys life satisfaction for a given level while the same individual does not enjoy life satisfaction for a different level (Yousefnejad and Peyvastegar, 2011). The feeling of life satisfaction is of the indicators of positive theories people hold about the world they live in. The life satisfaction is in close but complex contact with the values. The basic criteria of virtual cognition are the evaluation of welfare differences in the individuals. The individual in possession of the irrational cognition holds predetermined statues and suffers from frenetic temperaments such as depression, anxiety and indifference. The irrational feeling bearing no relation to reality causes conflict and abides the individual to successfully confront the events and commitments of life (Heydari and et al, 2005). So, training the critical and logical cognition can be an influential guideline to improve the irrational beliefs.

To reduce the irrational beliefs of individuals with disabilities who are sometimes suffering from extreme unrealistic beliefs and sentiments, it is necessary to change their beliefs, attitudes, opinions, emotions and theories with the aid of cultural and instructional methods, and with communicative studies. Then, we are to help them with a more whole some self- recognition in order to make stable, meaningful, and sometimes significant changes in their thinking, behaviors, and deeds. This is due to the importance of the case for the minority physically motor handicapped people who are living in the society and is because of the fact that upon violation of (primary-secondary) precautions, there is the possibility that every healthy individual may be afflicted. The physically motor handicapped involve 4.2 percent of the total population in Iran, while it is in comparison to the statistics from the census, population and domiciles statistics on 2005 which showed that the country population is 70495782 people. According to the organization of Well- Being, it is estimated that physically motor handicapped population (4.2) is 2960822people of which 9779people with neurological disability live in Tehran a (Information Bank of Well-Being, Tehran County, summer of 2010). If these individuals are not taken into account, the society will be undoubtedly enraptured with a big problem.

The irrational beliefs are the exaggerated, absolute, irrational and inflexible beliefs (Alice, 2003). The irrational beliefs are not in accordance with reality, but are based on surmise. The individual in possession of irrational thinking holds predetermined statues and shows frenetic temperaments such as depression, anxiety and indifference. Bearing no relation to reality, irrational beliefs cause conflict and they abide the individual to successfully confront the events and commitments of life (Heydari and et al, 2005). The humans usually want to derive pleasure from their solitudes, social relationships, and sexual relationships or from their jobs and their hobbies (Alice, 1991) but their defective beliefs abide them to reach their goals (Sharff, translated by Firoozbakht, 2002).

According to all of the content mentioned above, the goals of this research are answer to these questions: whether the assertiveness training influences the life satisfaction and whether the assertiveness training *can reduce the irrational beliefs among the physically motor handicapped male individuals aged 18-40 years of old.*

The research methodology

This study with respect to methodology concentrating on the evaluation of the effects of assertiveness trainings on the life satisfaction, and irrational beliefs, belongs to the quasi-experimental studies. The study plan also includes mono group pre-test, post-test according to which data from two questionnaires (in two innings of pre-test, post-test) are provided, and the method of data acquiring is quantitative. The statistical population is composed of all the physically

motor handicapped boys aged 18-40 years of old in Tehran city on 2014, while according to the census on 2011, about 1050000 people are afflicted with some disabilities, of which, 600 thousand individuals are physically motor handicapped of which, 9597 individuals are physically motor handicapped people aged 18-24 years of old who live in Tehran city, and 7353 physically motor handicapped people aged 18-24 years of old, disregarding their sexuality, live in the rural Tehran (the Website of the Statistical Center in Iran, the Census on 2011).

The sample selection was so that the test population was selected from the instructive and aiding centers to help the physically motor handicapped people, especially, the charity center of Raad Alghadir. From the 48 physically motor handicapped people, 14 people who were more able of learning and instruction were selected in an accessible manner and were trained. To execute the program Jones' questionnaire of life satisfaction, and irrational beliefs were presented to these physically motor handicapped people. Prior to filling out the test questionnaires, the absolute privacy of the data was explained and assured. Expressing agreements to participate in the study, the physically motor handicapped were given explanations on the procedure of answering, and then the questionnaires were completed by the researcher. The assertiveness training was carried out for every one of the 14 individuals on 12 sessions for 45 minutes. The final results of the test for Crown Bach's α and retest method were 0.83 and 0.69, respectively. The justifiability of the model scale of life satisfaction was estimated through isotropic justifiability using the Oxford Catalogue of Welfare and Beck's Catalogue of Depression. The model showed a positive correlation with the Oxford Catalogue of Welfare and it showed a negative correlation with the Depression catalogue. According to the results of this study, the life satisfaction scale is a useful scale for performing psychological studies in Iran. To classify, to analyze, to abbreviate, to describe, to interpret, and to connect the gathered data, the questionnaires of pre-tests, and post-tests the descriptive and deductive statistical methods were employed as the following manner: the descriptive statistics was employed to derive the diagrams; the mean scores and the standard deviation were calculated so that the findings be interpretable. On the deductive statistical manner, Lowing's test was employed to verify the presumption of the variance equality; the T-test was employed for the associate groups to testify the effect of the independent variable (the training of assertiveness skills) on the dependent variables (the irrational beliefs and the life satisfaction).

RESULTS

The results and findings of the study to analyze the study hypotheses, considering their nature, the associate T-test was employed. Since the presumption of employing T-test involves the equality of the variances, for initiation Lowing's test was employed to evaluate the presumption of the equality of the variances.

Table1- Lowing's test results for the presumption of the variances equality

indicator	variable	F coefficient	P coefficient
Total score for the irrational beliefs		0.13	0.72
Total score for the life satisfaction		0.856	0.077
Self-reproach tendency		2.002	0.16
Frustration to make changes		1.56	0.22
Avoiding problems		0.38	0.54
The dependency		0.51	0.47

The results in table1 show that for the study variables, the f scores are not significant on the level of 0.05; so, the presumption of the variations equality is confirmed. Also, since all the other hypotheses (the presumption of the linear ship and equality of the slopes), the associate t-test can be performed to analyze the data.

The assertiveness training influences the life satisfaction among the physically motor handicapped.

The results from analyzing the data are shown on table2. Since the t-score (-4.89) on the level of significance of 0.001 with the degree of freedom score of 26 is significant, it can be concluded that the assertiveness training with the probability of 0.99 has decreased the life satisfaction among the physically motor handicapped.

The assertiveness training reduces the irrational beliefs among the physically motor handicapped.

The results from analyzing the data are shown on table 2. Since the t-score (2.4) on the level of significance of 0.001 with the degree of freedom score of 26 is significant, it can be concluded that the assertiveness training with the

probability of 0.99 has reduced the irrational beliefs among the physically motor handicapped and the study hypothesis is confirmed.

Table2-the associate t-test for differential scores of the pre-tests and post-tests

variables	The differential of the mean scores	Standard deviation	t-test	Degree of freedom	Level of significant
Pretest and post test score for life satisfaction	-7.85	1.60	-4.89	26	0.000
Pre test and post test scores for irrational beliefs	23.28	9.63	2.41	26	0.023
Pre test and post test scores for self-reproach tendency	8.28	1.51	5.47	26	0.000
Pre test and post test scores for frustration to make changes	9.35	1.74	5.36	26	0.000
Pre test and post test scores for avoiding problems	7.35	1.39	5.28	26	0.000
Pre test and post test scores for the dependency	7.92	1.39	5.83	26	0.000

The assertiveness training reduces the self-reproach tendency among the physically motor handicapped

The results from analyzing the data are shown on table 2. Since the t-score (5.47) on the level of significance of 0.001 with the degree of freedom score of 26 is significant, it can be concluded that the assertiveness training with the probability of 0.99 has reduced the self-reproach tendency among the physically motor handicapped, and the study hypothesis is confirmed.

The assertiveness training reduces the tendency of frustration to make changes among the physically motor handicapped.

The results from analyzing the data are shown on table 2. Since the t-score (5.36) on the level of significance of 0.001 with the degree of freedom score of 26 is significant, it can be concluded that the assertiveness training with the probability of 0.99 has reduced the of frustration to make changes among the physically motor handicapped, and the study hypothesis is confirmed.

The assertiveness training reduces avoiding the problems among the physically motor handicapped.

The results from analyzing the data are shown on table 2. Since the T-score (5.28) on the level of significance of 0.001 with the degree of freedom score of 26 is significant, it can be concluded that the assertiveness training with the probability of 0.99 has reduced avoiding the problems among the physically motor handicapped, and the study hypothesis is confirmed.

The assertiveness training has reduces the dependency of change among the physically motor handicapped.

The results from analyzing the data are shown on table 2. Since the T-score (5.83) on the level of significance of 0.001 with the degree of freedom score of 26 is significant, it can be concluded that the assertiveness training with the probability of 0.99 has reduced the dependency rate among the physically motor handicapped, and the study hypothesis is confirmed.

DISCUSSION

The assertiveness training increases life satisfaction among the physically motor handicapped.

These studies are congenital with the results of the present study: Nisei and Shahni, Yeylugh (2001), Khishtandar (2005), Heydari (2010), In Banora's (1989) view, successful experiments of a person in his lifetime are the most important factors to increase the sense of efficiency. So, training self-expression leads to the acquiring of the early experiments of accounting personal sanctums and wants without aggression or passivity, benefiting from a deeper sense of self satisfaction and life satisfaction.

The assertiveness training reduces the irrational beliefs among the physically motor handicapped.

These studies are congenital the results of the present study: Pretzel and Tringer (1998), Dyne and et al. (1990), Lyn et al. (2004), Hussein (2008). One of the irrational beliefs that is changeable with due training is that others should always approve the physically motor handicapped individual; and, if he shows objection or if he wants to defend his rights against others, the others may get harms. This causes the individual to prefer silence. Another irrational belief that is also changeable with due training, holds the notion of Naughtiness. It means that the individual is not well-enough encouraged to incorporate his beliefs and behavior; and, he thinks to himself of no obvious reason for being right and justified not until evaluating every possible consequences, this individual is not inclined to express himself. By training self-expression, the physically motor handicapped individual learns to behave assertively in such a manner that trying to change his harmful behavior; and, consequently aggressiveness is evoked in the others. So doing, he nearly approaches the favorite conditions and extends these changes with minimum sub effects to all other aspects of his life.

The assertiveness training reduces the tendency of self-reproach among the physically motor handicapped.

These studies are congenital with the results of the present study: Barish (1997), Wolf and Racinov (1997), Woods and Lowiner (1990). In the present study the physically motor handicapped learned that although the others may be correct in their ideas and viewpoints, but the physically motor handicapped can take a different path in their lives; and, to achieve their goals take steps forward stalwartly and wishfully. Being different from others is not a cause of languor and disability; rather, individuals against the others' idea can make personal choices in accordance with their goals; and, they can enjoy satisfaction from making these choices without self-reproach.

The assertiveness training reduces the tendency of frustration to make changes among the physically motor handicapped.

These studies are congenital with the results of the present study: Chan (1985), Woods and Loonier (1990); Veys Karami (2002), Hussein (2008). Upon the first experiments of changing communication ways to others and considering private needs, the physically motor handicapped individual becomes aware of the sense of success that teaches him the lesson that if he is dissatisfied with some living subject, he can make changes to achieve his goals if he concentrates, aims, selects effective methods, and experiences required skills. This experiment reduces the tendency of frustration in the physically motor handicapped individual, enabling him to take steps forward hopefully.

The assertiveness training reduces avoiding the problems among the physically motor handicapped.

These studies are congenital with the results of the present study: Heydaripoor (2012), Hareu and Ziegler (1991), Woods and Lowiner (1990), Hussein (2008). The individuals with poor self-expression avoid the problems and they try to make use of different strategies in confronting the crises. Namely, these strategies are such as disavowal and avoidance of solving the problems although the physically motor handicapped confirm them. Confrontation of this type can lead to the decrease of self-esteem and self-credence among the physically motor handicapped, since they did not fully make use of their capabilities to optimally solve their problems; and, in a sense they believe in self-incapability and self-sufficiency. Being trained assertiveness, the individual learns that appropriate self-expression not only does not damage the relationships, but it should be noted that loyal expression of the feelings avoids internal and repressed wrath that leads to bearing self-reproach. Consequently, in the future up- comings, the possibility of confrontation with aggressive events of life and the ability to change them is enhanced.

The assertiveness training reduces the dependency among the physically motor handicapped.

These studies are congenital with the results of the present study: Martin Jennies and et al (1992), Hussein (2008). Of the irrational beliefs that can abide the autonomy of the physically motor handicapped individual in the society is the idea that he needs permanent care from others due to some disability of ambulation skills; hence, he must be ready to meet this need with the acceptance of the other's' behaviors and speech. Since due to some handicaps the physically motor handicapped benefit a lower sense of power and self-esteem they express their needs and belief not much as strong as others. They are also weaker in the capability of self-assertiveness. Having been trained this skill, they enhance their ability to express their emotions and beliefs; and, they gain the resistance strength against dissatisfactory conditions. The conclusion is that they feel more satisfaction due to the fact that considering their present condition they confronted their needs more forcefully. Of other changes due to higher self-assertiveness can refer to the

following: more autonomy, less need of approval, less self-reproach, all due to self-importance and experiencing higher positive emotions. All these happen in proper to the skill of self-assertiveness.

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