

## EVALUATING THE IMPACT OF TEACHING THE COMPONENTS OF RE-DECISION-MAKING ON REDUCING EDUCATIONAL SELF-HANDICAPPING AND INCREASING ASSERTIVENESS OF FEMALE STUDENTS

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### **Abstract:-**

**Background:** The current research objective was to evaluate the effectiveness of teaching the components of re-decision-making on reducing educational self-handicapping and increasing the assertiveness of female third-year students studying at art school of Lar city.

**Material and Methods:** This research was applied in terms of objective and experimental type of interventional study in terms of method of investigation. The research population included all the female third-year students studying at art school of Lar city. Sample size of the research was determined to be 100 people, selected using random sampling method. The measurement tool was educational self-handicapping questionnaire and students' assertiveness questionnaire.

**Results:** research results revealed that teaching the components of re-decision-making affects the educational self-handicapping and assertiveness of the students, so that this kind of teaching reduces the self-handicapping of students and increases their assertiveness.

**Conclusion:** based on findings of this research, it is recommended that counselors and therapists use this strategy to reduce the self-handicapping of the students.

**Keywords:-** Assertiveness, Education, Re-Decision Making, Self-Handicapping, Students



Adolescence is a complex period of human growth, which its range extends from 12 to 19 years (Bazrafshan, Sharif et al. 2015). In fact, with except for infancy period, no change takes place in any period of life as much as adolescence period (Rafi Bazrafshan, Sharif et al. 2016; Bazrafshan, Jahangir et al. 2017). Adolescent faces with important developments and he should adapt to new roles in the social environment. Adolescence experience may be associated with stress. At that age, adolescents are interested in their experiences and have no open-minded view, and they may experience conflicts and failures, indicating their mental disturbances rather than normal responses of adolescents to growth (Bazrafshan, Sharif et al. 2015; Bazrafshan, Sharif et al. 2016; Rafi Bazrafshan, Sharif et al. 2016; Bazrafshan, Jahangir et al. 2017). To cope with such problems, it is essential to achieve some abilities and skills (Jahangir, Bazrafshan et al. 2009; Bazrafshan, Jahangir et al. 2014). One of these abilities is assertiveness. Assertiveness involves defending your rights, expressing your thoughts and ideas, and feelings in an appropriate and direct way, in a way that rights of others are not violated, and also the behavior enabling the person to act for his interest, without any behavioral anxiety, and expressing his real feelings honestly, and defending your right with respect to rights of others (Chambers 2009). Without doubt, the area of treatment for human suffering is one of the most challenging areas (Bazrafshan, Sharif et al. 2015; Poorkiani, Sheikhalipour et al. 2016), and psychotherapy is considered among the most important of them due to direct relationship with physical and mental health (Jahangir, Bazrafshan et al. 2009; Bazrafshan, Jahangir et al. 2014; Bazrafshan, Sharif et al. 2015; Bazrafshan, Sharif et al. 2016). Psychotherapy area has a long history as much as human life and the life of psychiatrist and psychologist fields of studies. Treatment of re-decision-making is based on the concepts such as initial decisions and new decisions. Treatment of re-decision-making is a form of exchange analysis, providing a useful framework to understand the way childhood learning is developed into adulthood learning. This approach assumes that adults make decisions based on past assumptions that were once appropriate for meeting their vital needs, but they not valuable anymore. This approach stresses the capacity to change the initial decisions and it has been directed to enhance one's awareness to empower clients to change their life courses. In treatment of re-decision-making, clients are taught how the rules that they have learnt and combined in the childhood affect their actions (Joines 1986; Gladfelter 1992; Goulding and Goulding 1997). Using self-handicapping academic strategies is one of the important barriers for achievement of students and school is one of the places where students spent several years of their life, and after schooling, they enter new period of life (university, workplace, marriage), where there face with many stressful situations, which should find solutions logically and calmly without being surrendered. In addition, solutions should be provided for students so that they can become people adopting new decisions and finally they can be useful and constructive humans for their life and their society (Goulding 1990; Lennox 1997; Tarsafi, Aryan et al. 2016).

### Purpose

Thus, by teaching the re-decision-making skills to reduce academic self-handicapping, researchers aim to help to academic achievement and improve the assertiveness skill to cope with adolescence stresses.

### Material and Methods

The current research was a semi-experimental research. The research population included all female third-year students studying at art school of Lar city in the academic year of 2016-2017. The research sampling method was random cluster sampling. Among the female schools, one school was selected and the self-handicapping questionnaire and Gambler and Ridge assertiveness questionnaire were distributed among 200 third-year female students. Among them, two classes obtained the low score in the Gambler and Ridge assertiveness questionnaire and the high score in the self-handicapping questionnaire were selected and they were randomly assigned to two groups of control and experiment. In general, 100 people met the criteria of the study, which 50 of them were placed in the experimental group and 50 of them were placed in the control group. The experimental group received re-decision-making strategy components for 8 sessions of 90 minutes, while the control group did not receive any teaching. The tool used in this research was Gambler and Ridge assertiveness questionnaire (Mirzakhany, Kangarani Farahani et al. 2016; Podine, Jenaabadi et al. 2016). The assertiveness questionnaire has been developed based on assertiveness test (1975) and it includes 21 items, in which each item assesses one situation that requires assertive behavior. The original version of self-handicapping also has 25 questions, whose reliability and validity have been reviewed and approved in Iran (Kale, Dyer et al. 2002; Draulans and Volberda 2003; Kale and Singh 2007).

### Results

In this section, we examine the research hypotheses and based on the proper statistical indices, the research hypotheses are analyzed.

**Table 1: the impact of teaching the components of re-decision-making on selfhandicapping**

variable	Independent samples T-Test						
	Frequency	Mean	Std. deviation	Standard Error	T-Value	d.f	Sig.
Case	50	75.05	8.80	1.05	2.13	98	0.0001
Control	50	100.60	10.90	1.30			

To investigate the impact of teaching re-decision-making components on reducing selfhandicapping in control and experimental groups, independent t-test was used. Independent Ttest results indicate that the mean self-handicapping of the experimental group is 70.05 and it is 100.60 for the control group. It means that the value self-handicapping in the

control group was more than that in the experimental group. As T value is 2.13 and as significance level is less than 0.05, this hypothesis can be confirmed. Thus, there is a significant difference between control and experimental groups in terms of self-handicapping.

**Table 2: Investigating the impact of teaching re-decision-making components on level of assertiveness**

variable	Independent samples T-Test						
	Frequency	Mean	Std. deviation	Standard Error	T-Value	d.f	Sig.
Case	50	185.09	7.80	2.06	3.15	98	0.0001
Control	50	115.63	9.60	2.85			

To investigate the impact of teaching re-decision-making components on increasing the assertiveness in control and experimental groups, independent t-test was used. Independent Ttest results indicate that the mean assertiveness of the experimental group is 185.09 and it is 115.63 for the control group. It means that the value assertiveness in the experimental group was more than that in the control group. As T value is 3.15 and as significance level is less than 0.05, this hypothesis can be confirmed. Thus, there is a significant difference between control and experimental groups in terms of assertiveness.

### Discussion

Self-handicapping means creating or claiming the barrier for successful performance, which in the case of failure, these barriers will justify the cause of failure and the person is not blamed. People who do not have enough practice before the test or claim they suffer from one handicapping problem or have not good spirit are examples of self-handicapping. Assertive behavior is an interpersonal behavior, involving expressing the thoughts and feelings honestly, so that is it is socially appropriate and emotions and comfort of others are taken into consideration. In general, assertiveness can be considered as the ability to express ideas, feelings, and attitudes honestly without feeling anxious. Assertiveness also involves one's defense of his rights, in a way rights of others are not violated. To investigate the impact of teaching re-decision-making components on reducing self-handicapping in control and experimental groups, independent T-test was used. Independent T-test results indicate that the mean self-handicapping of the experimental group is 70.05 and it is 100.60 for the control group. It means that the value self-handicapping in the control group was more than that in the experimental group. As T value is 2.13 and as significance level is less than 0.05, this hypothesis can be confirmed. Thus, there is a significant difference between control and experimental groups in terms of self-handicapping. To investigate the impact of teaching redecision-making components on reducing behavioral self-handicapping in control and experimental groups, independent T-test was used. Independent T-test results indicate that the mean behavioral self-handicapping of the experimental group is 42 and it is 55.09 for the control group. It means that the value of behavioral self-handicapping in the control group was more than that in the experimental group. As T value is 2.36 and as significance level is less than 0.05, this hypothesis can be confirmed. Thus, there is a significant difference between control and experimental groups in terms of behavioral self-handicapping. To investigate the impact of teaching re-decision-making components on reducing claimed self-handicapping in control and experimental groups, independent T-test was used. Independent T-test results indicate that the mean claimed self-handicapping is 39.06 in experimental group and it is 55.12 in the control group. It means that the value of claimed self-handicapping in the control group was more than that in the experimental group. As T value is 3.33 and as significance level is less than 0.05, this hypothesis can be confirmed. Thus, there is a significant difference between control and experimental groups in terms of claimed self-handicapping. To investigate the impact of re-decision making components on reducing self-handicapping in the two groups before and after the intervention, paired t-test was used. The results of paired t-test show that the mean self-handicapping changed from 99.80 to 75.05 in the experimental group and from 98.75 to 100.60 in the control group. It means that the self-handicapping value was reduced in the experimental group, but it showed no change in the control group. Considering the t value and the significant level, this hypothesis can be confirmed. Thus, there is a significant difference between students of control group and students of experimental group before and after the intervention in terms of self-handicapping value. To investigate the impact of teaching re-decision-making components on increasing assertiveness score in the two groups of control and experiment before and after the intervention, paired t-test was used. The results of paired t-test show that the mean assertiveness changed from 113.67 to 185.09 in the experimental group and from 114.55 to 115.63 in the control group. It means that the assertiveness value was increased in the experimental group, but it showed no change in the control group.

Considering the t value and the significant level, this hypothesis can be confirmed. Thus, there is a significant difference between students of control group and students of experimental group before and after the intervention in terms of assertiveness value. The results of current research are in line with the results of the research carried out by Gladfelter(Gladfelter 1992), Goulding(Goulding 1990), Joines (Joines 1986), Goulding (Goulding and Goulding 1997), Lennox(Lennox 1997), Kale(Kale, Dyer et al. 2002; Kale and Singh 2007), Rothaermel(Rothaermel and Deeds 2006), and Heimeriks(Heimeriks and Duysters 2007).

### Conclusion

Non-cooperation of schools in implementation of this research was one of the limitations of this research, which the researcher continuously tried to obtain and maintain the trust of relevant officials in the process of the research. The researchers recommended that a research similar to the current research to be conducted in other educational levels and

on male students. It is also recommended that the impacts of subjects' characteristics such as social class, economic status, and family background on the self-handicapping and assertiveness to be examined in future studies.

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