



The Effect of Emotional Self-Regulation Training on Assertiveness Skills and Motivational Beliefs in Students

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Article Info

Article type:

Research Article

Article history:

Received: 6 March 2025

Accepted: 20 March 2025

Published online: 12 April 2025

Keywords:

Emotional Self-Regulation,
Assertiveness Skills, Motivational
Beliefs

ABSTRACT

The purpose of this research was to determine the effect of emotional self-regulation training on assertiveness skills and motivational beliefs in students. The research method was a semi-experimental pre-test-post-test type with a control group. From the statistical population, which included all sixth grade female students of Mirjaveh in the academic year of 1997-1998, using the purposeful sampling method, 40 people were randomly replaced in two experiment and control groups. The tools used were Gambrill and Ritchie's Daring Questionnaire (1975) and Motivational Strategies for Learning Questionnaire (1990). Covariance analysis method was also used to analyze the data.

The results of the research showed that emotional self-regulation training was effective on students' assertiveness skills and motivational beliefs ($p < 0.01$). Also, the effect of emotional self-regulation training on the components of motivational beliefs such as increasing self-efficacy and reducing exam's anxiety has also been positive and significant ($p < 0.01$). But the results of the effect of emotional self-regulation training on internal valuation were not significant ($p < 0.05$). Considering the negative consequences of weak motivational beliefs and assertiveness skills in students; Therefore, in order to strengthen these variables, it is suggested that emotional self-regulation be taught to students by teachers and education planners in the form of class discussions or empowerment workshops.

Cite this article: Keikha, R., & Pourghaz, A (2025). The Effect of Emotional Self-Regulation Training on Assertiveness Skills and Motivational Beliefs in Students. *Iranian Journal of Applied Educational Research*, 1(1), 50-58. DOI: [10.22111/ijaer.2025.51347.1011](https://doi.org/10.22111/ijaer.2025.51347.1011)



Publisher: University of Sistan and Baluchestan

Introduction

After the ending of childhood, one enters a stage whose conditions are quite different from the conditions of the previous period, this period is known as adolescence, which is associated with a profound evolution in the body and the power of visualization and imagination. Adolescence begins approximately 12 years of age and continues until the end of the second decade of human life and is a key step in human evolution that provides the basis for physical, psychological and social changes in the individual and leads to a stable role in adulthood. This period of life is not only a crossroads between adolescence and adulthood, but also a period of critical evolution. During this period, new behaviors are formed and new ways are opened in the areas of communication, socioeconomic and academic ([Fouladchang et al.,2020](#)). One of the major problems of adolescents, which has a deterrent effect to their self - efficacy and dynamics and prevents the formation of the healthy identity as well as the flourishing of their talents and intellectual and emotional powers, is the problem of establishing social relationships and lack of social skills ([Mehrabizadeh Honarmand, 2009; Quoted by Yousefi Vesal, 2015](#)). Social skills are a set of learned abilities that enable the individual to interact with the right capability in a social context. A child with good social skills is successful in creating satisfying relationships and can receive good feedback from others. One of the most common known social skills is the assertiveness skill and expressing existence, cope, communication skills, dating, solving interpersonal problems, and the ability to regulate one's knowledge, feelings and behaviors ([Khodaverdian,2015; Quoted by Yaghoobi et al .,2022](#)). And one of the most important social skills, in the meantime, is the assertion.

Wolpe was the first person to use the term " assertiveness ". The assertiveness skill means the ability to express self in the correct, explicit, direct, and valuable way to his emotions, thoughts and understanding his strengths and weaknesses ([Ataei et al, 2019](#)). This expression of their thoughts and feelings is positively and with respect to the rights of others. Thus, the individual obtains his rights in interpersonal relationships with considering the rights of others ([Alberti & Amones, 2011; quoted by Yaghoobi et al, 2022](#)).

Other important goals of education that researchers have always taken into account is the nurturing of motivated, purposeful, progressive and efficient learners ([Delawarpour,2008](#)). Motivational behaviors are associated with the beliefs that students have about themselves and homework.

One of the most important components of motivation that is important in the process of learning and progress and has emerged as an important variable in the education system in the last two decades is the component of motivational beliefs (Kavita, 2014; quoted by [Samsami et al.,2022](#)). Motivational beliefs refers to individual beliefs that guide and direct learner's educational activities. In the course of the work, it is possible to say that motivational beliefs are personal and individual reasons for doing or avoiding a task or educational activity (Pintrich, P.R & De Groot, E.V. 1990; quoted by [Alaei et al., 2021](#)). Motivational beliefs are actually derived from a social-cognitive model of motivation, which includes three components of self -efficacy, internal valuation and test anxiety.

According to this model, self - efficacy is a set of students' beliefs about their abilities to do things ([Afshari et al., 2023](#)) and includes students' answers to the question: "Can I do this?" The component of evaluation is focused on the reasons why students are involved in an academic task. Inner valuation is defined as the importance of the student gives to a particular task or lesson ([Afshari et al., 2023](#)).

The component of test anxiety is a specific emotional state experienced in formal exams or evaluation situations ([Afshari et al., 2023](#)) and answering the question: "How do I feel about this task?"

One way to enhance students' level of assertion as well as factors affecting their motivational beliefs is to utilize cognitive skills such as emotional self -regulation education.

Self - regulation is a widespread structure of cognitive and behavioral processes that allow individuals to maintain an optimal level of emotional, motivational and cognitive arousal for positive emotional adjustment and adaptation ([Portiela et al., 2014; quoted by Sardari, 2021](#)). Emotional self – regulation training also includes the ability to identify their personal emotional experiences and other people and

strategies used to managing emotional experience (Mikad et al., 2019; quoted by [Sardari, 2021](#)). Children can restrain their thoughts, behaviors and emotions in the situations of everyday life through the emotional self-regulation. Sonnetag and Barent say self-regulation refers to a complex process of starting, restraining and adjusting the conscious aspects of emotions to effective achievement to one's goals ([Sonnetag & Barent, 2011; quoted by Sardari,2021](#)). Also, emotional self-regulation training includes things like introducing emotion regulation, natural and problematic emotions, proper treatment and causes of emotional disorder, introducing cognitive errors and inefficient beliefs, problem solving skills training, investigating and understanding automatic thoughts, mindfulness technique, changing and modifying interpretations, Identifying false cognitive evaluations, cognitive reconstruction, change of behavioral consequences, re-evaluation and planning for the application of educations (Pashaabadi, 2017; quoted by [Sardari, 2021](#)).

Therefore, given that emotional self-regulation skills for elementary students can play an effective role in the positive development of psychological functions of children with emotional-behavioral problems. Studies also show the high prevalence of behavioral emotional problems, especially in girls; But despite this fact, research in Iran has not yet studied the effectiveness of emotional self-regulatory training on assertiveness skills and motivational beliefs. Therefore, given the importance of emotional self-regulation role as a affecting factor on assertiveness skills and motivational beliefs in students and the existence of a remarkable research vacuum in this field, especially in the interaction of this education with the gender of the girl, In this study, will try to determine the impact of emotional self-regulation training on the assertiveness skills and motivational beliefs of the students, be given valuable suggestions to educational officials and designers and executives in education.

Method

Sample and Sampling Method

Given the study's subject which is the effect of emotional self-regulation training on assertiveness skills and motivational beliefs in Mirjawa students, the present research method is a semi-test from type of pre-test-post-test with the control group.

Tools Used

Gambril and Richey's assertiveness Questionnaire (1975)

In this study, Gambril and Richey's assertiveness questionnaire (1975) was used to identify the level of assertiveness of students. The assertiveness questionnaire is based on Gambril and Richey's assertiveness test. This questionnaire has 40 materials. Each test material shows a position that requires assertiveness behavior. From the subject is wanted to act on a 5-choice scale to answer the questions. This test has several questions: starting interacting with others, encountering others, giving negative feedback, responding to criticism, rejecting demand, accepting your own restrictions, and defining others. Gambril and Richey (1975) reported the validity coefficient of this test "0.39 to 0.70" by factor analysis method (Gambril & Richey, 1975). The differential validity of the questionnaire was also proved to be the ability to differentiate between individuals with top and down assertiveness. The total credit coefficient of this questionnaire was reported by Cronbach's alpha and two half-scoring methods by Gambril and Richey (1975), 0.81 and 0.83 respectively (quoted by Ghobari Bonab & Hejazi,2007). The credit coefficient calculated by the Cronbach's alpha method has also been reported by 0.82.

Motivational Strategies for Learning Questionnaire (MSLQ) (1990)

In this study, a part of the Pintrich & De Groot's motivational strategies for learning questionnaire was used to measure the variable of motivational beliefs. This questionnaire has 47 items consisting of two parts: motivational beliefs (25 items) and self-regulatory learning strategies (22 items), which was used in the present study from part of the 25 items of motivational beliefs. Motivational beliefs have three components of self-efficacy (9 items), internal evaluation (9 items) and test anxiety (7 items) and responded to the extent of their status with its content on the five-degree Likert spectrum from 1 (fully disagree) to 5

(fully agreeing.) Specifically .Therefore the score will be between 25 and 125 for each person. It is worth noting that there is not reverse scoring for any of the gadgets.

Pintrich and De Groot (1990) used factor analysis method to survey the validity of the motivational learning strategies questionnaire. Pintrich and De Groot (1990) also used Cronbach's alpha coefficient for determining the credit and the Self -efficacy scale (0.83), internal evaluation (0.87), test anxiety (0.75) and total test credit coefficient (0.82) have reported. In Iran too, Piri and Ghobadi (2012) used the confirmation factor analysis to survey the validity of this questionnaire, which indicated the structural validity and used the Cronbach's alpha method to evaluate the credit and they reported alpha coefficients for the self -efficacy component of 0.75, internal valuation of 0.74, test anxiety 0.76 and for the total of scale 0.80.

Procedure

In this study, which was conducted on a sample of 40 elementary sixth grade female students in the age of 11 to 13 years studying Mirjawa in the academic year 97-98, were used to describe the data, the average calculation and standard deviation and for the significant examination between the mean difference of groups in the two dependent variables from inferential statistics methods (single -variable covariance analysis and multi - variable covariance analysis).

Results

Table 1) Statistical description of assertiveness scores and motivational beliefs in two stages of measurement by separating experiment and control group

Group	Variable	Pre-test		Post-test	
		Mean	Standard Deviation	Mean	Standard Deviation
Control	Assertiveness	67/98	14/180	68/65	13/758
	Self - efficacy	21/60	5/500	22/01	5/351
	Inner Valuation	20/48	5/175	21/50	4/932
	Exam Anxiety	16/50	4/371	16/14	3/819
	The Total Score of Motivational Beliefs	58/58	10/541	59/65	9/992
Experiment	Assertiveness	68/85	13/800	70/84	13/291
	Self - efficacy	22/55	5/135	24/59	4/515
	Inner Valuation	21/85	4/196	23/24	4/023
	Exam Anxiety	15/80	4/479	14/49	4/326
	The Total Score of Motivational Beliefs	60/20	10/395	62/32	9/877

Table 1 shows the descriptive statistics on the mean and the standard deviation of the assertiveness variable scores and motivational beliefs and its components separately for the students of the experiment and control group in two stages of the measurement (pre - test and post - test).

Table 2: Multi - variable covariance analysis results to compare the assertiveness and motivational beliefs in the experiment and control group

Effect	Tests	Values	F	The degree of freedom of error	The degree of freedom effect	Significant level	Effect Size
	Pilai Effect	0/623	28/951	2	35	0/001	0/623
Group	Lamboday Wilks	0/377	28/951	2	35	0/001	0/623
	Hetling Effect	1/654	28/951	2	35	0/001	0/623
	The Largest Root	1/654	28/951	2	35	0/001	0/623

As observed, the significant level of all four relevant multi-variable statistics, namely: "Pilai Effect, Lamboday Wilks, Hetling Effect, The Largest Root" are smaller than 0.01 ($p < 0.01$). Thus, it is clear that there is a significant difference in post - test between the assertiveness and the motivational beliefs of the two groups of experiment and control. Accordingly, emotional self - regulation training has been effective. The second hypothesis of the study was that emotional self-regulation training is effective on the self-efficacy of elementary sixth grade female students. One variable covariance analysis test was used to survey this hypothesis. Results of analysis of being identical of the slope of the regression line as the main default of covariance analysis showed that the significant level of the group's line of interaction and pre - test (0.074) is greater than 0.05 ($P > 0.05$). Therefore, the parallelism regression hypothesis is accepted. Also, Levin's test results ($p = 0.296$) are not significant. Therefore, our zero hypothesis is confirmed by the variance parallelism of variables.

Table 3: Results of covariance analysis to compare self -efficacy in the Experiment and control group

Source of changes	The sum of the fabrications	The degree of freedom	The average of the fabrications	Value F	Significant level	Effect size
Pre-test	910/147	1	910/147	1581/811	0/001	0/977
Self - efficacy	28/868	1	28/868	50/172	0/001	0/576
Error	21/289	37	0/575			
Total	998	39				

In table 3 were shown covariance analysis test results in the post -test stage for comparing self - efficacy scores in experiment and control groups. The value of F obtained is 50/172 and its significant level also is smaller than 0.01 ($P < 0.01$). Given the significant of amount of statistics obtained and being higher the mean of the experiment group scores in the post -test, it can be concluded that emotional self -regulation training has been effective and has increased the self - efficacy of the elementary sixth grade female students, and the amount of this practical meaningfulness impact was 0.57; That is 57 % of the changes of self - efficacy scores have been related to emotional self - regulation training.

Another hypothesis of the study was that emotional self-regulation training is effective on the internal valuation of elementary sixth grade female students. One variable covariance analysis test was used to survey this hypothesis. Results of analysis of being identical of the slope of the regression line as the main default of covariance analysis showed that the significant level of the group's line of interaction and pre - test (0.949) is greater than 0.05 ($P > 0.05$). Therefore, the parallelism regression hypothesis is accepted.

Also, Levin's test results ($p=0.565$) are not significant. Therefore, our zero hypothesis is confirmed by the variance parallelism of variables.

Table4:Results of covariance analysis to compare internal valuation in experiment and control group

Source of changes	The sum of the fabrications	The degree of freedom	The average of the fabrications	Value F	Significant level	Effect size
Pre-test	750/408	1	750/408	1452/120	0/001	0/975
Internal valuation	1/960	1	1/960	3/793	0/059	0/093
Erorr	19/120	37	0/517			
Total	799/804	39				

In table 4 were shown covariance analysis test results in the post -test stage for comparing internal valuation scores in experiment and control groups. The value of F obtained is 3/793 and its significant level also is greater than 0.01 ($P > 0.05$). Given the significant lack of amount of statistics obtained, it can be concluded that emotional self -regulation training has not affected on internal valuation of the elementary sixth grade female students, and the amount of this practical meaningfulness impact was 0.09; That is only 9% of the changes of internal valuation scores have been related to emotional self -regulation training.

The last hypothesis of this study was that emotional self-regulation training is effective on the exam's anxiety of elementary sixth grade female students. One variable covariance analysis test was used to survey this hypothesis. Results of analysis of being identical of the slope of the regression line as the main default of covariance analysis showed that the significant level of the group's line of interaction and pre - test (0.109) is greater than 0.05 ($P > 0.05$). Therefore, the parallelism regression hypothesis is accepted. Also, Levin's test results ($p=0.235$) are not significant. Therefore, our zero hypothesis is confirmed by the variance parallelism of variables.

Table 5: Results of covariance analysis to compare test anxiety in experimental and control group

Source of changes	The sum of the fabrications	The degree of freedom	The average of the fabrications	Value F	Significant level	Effect size
Pre-test	614/095	1	614/095	1218/944	0/001	0/971
Exam's anxiety	10/318	1	10/318	20/481	0/001	0/356
Erorr	18/640	37	0/504			
Total	660/126	39				

In table 5 were shown covariance analysis test results in the post -test for comparing exam's anxiety scores in experiment and control groups. The value of F obtained is 20/481 and its significant level is smaller than 0.01 ($P < 0.01$). Given the significant amount of statistics obtained and being lower the mean of the experiment group scores in the post -test, it can be concluded that emotional self -regulation training has been effective and reduced the exam's anxiety of the elementary sixth grade female students, and the amount of this practical meaningfulness impact was 0.35; That is 35 % of the changes of exam's anxiety scores have been related to emotional self – regulation training.

Discussion & Conclusion

The purpose of the present study was to investigate the impact of emotional self - regulation training on the assertiveness skills and motivational beliefs of the sixth grade female students of Mirjawa. The findings showed that emotional self - regulation training by controlling the pre – test effect has been effective in improving and enhancing students' assertiveness skills and also among the components of motivational beliefs, it has been effective in increasing self - efficacy and reducing the exam anxiety of students, but it has not affected the internal valuation component.

In relation to the impact of emotional self - regulation training on assertiveness skills; The finding of this study with the findings of the researchs of [Esmori bardeh zard et al \(2017\)](#); [Grass \(2002\)](#) and Shank and Zimmerman (1997) are in one side. In explaining this claim, , it can be said that emotional self - regulation training eliminates the lack of social skills of students who have numerous problems in the environment and is effective in improving the assertiveness skills that is one of the types of social skills. These results are inconsistent with the results of research's Moradi Dalir (2014).

In relation to the impact of emotional self - regulation training on increasing self -efficacy; The finding of this study with the findings of researchs of [Mohammadi Darwish Baghal et al, \(2013\)](#), [Pashayi et al \(2009\)](#), [Yaryari et al \(2007\)](#); Kouiidbach, Barry, Hensen and Micolajzak (2010) and Radamdas and Zimmerman (2008) are in one side. In explaining this finding, it can be inferred that the arrangement of emotion as a behavioral and cognitive ability can coordinate the mental, biological and motivational processes to stabilize the individual's relationship with the environment, to make him efficient and appropriate responses in dealing with positions and therefore improves one's sense of efficiency. In fact, arrangement of excitement can increase one's sense of control over affairs and reinforce one's belief to the impact on positions and enhances their efficiency sense.

In relation to the impact of emotional self - regulation training on reducing exam anxiety; The finding of this study with the findings of researchs of [Shahriyari Ahmadi & Pazuki \(2016\)](#), [Soleimani, Babanejadi & Ghanami \(2014\)](#), [Hasanpour et al \(2014\)](#), [Mohammadi Darwish et al \(2013\)](#), [Pashayi et al \(2009\)](#), [Razaviyeh et al \(2007\)](#); Kapa Aidin (2009) and Scotz, Benson and Dajirjan Bay (2008) are in one side. In explaining this finding, it can be said that students who use more emotional self - regulation strategies try to control their anxiety and excitement before, during, and after the exam while the exam is meaningful, and reduce it by practicing these strategies. In fact, the excitement regulation is accompanied by a positive feeling toward assignments, not being stressed to do homework, planning, assisting when needed, targeting and controlling senses, thus by increasing confidence, enhancing perseverance, managing stressful conditions and the positive coping power of these people also decreases their anxiety.

And in relation to the impact of emotional self -regulation training on the internal valuation in this study, this finding is inconsistent with the findings of researchs of [Mohammadi Darwish Baghal et al, \(2013\)](#).

Since one of the important goals of education is to create a context for the comprehensive development of the individual and to education the healthy, efficient and responsible humans for playing a role in individual and social life, and students as an essential pillar of the country's education system in terms of education and education; in achieving goals and fertility and flourishing the education system as much as possible have a special role and place and since adolescents are the future hopes and assets of society, and the unparalleled role of this class in the growth, development and excellence of the country is not hidden from anyone, and given that they are confronted in their age period with problems in Interpersonal adaptation and relationships , maturity, academic, etc; Therefore, it is necessary to create the necessary competencies

to effectively and efficiently coping with the current and future challenges and any investment for this age group for growth and prosperity as a fundamental backing. So families, schools, and other education institutions should consider adolescents to be respectful and pay special attention to their education. Therefore, it is suggested that the impact of emotional self - regulation training on assertiveness skills and

motivational beliefs should be explored in future researches with more groups of students and in different age groups as well as boys to achieve wider results.

Acknowledgements

Thank you to all the people who helped us conduct this research.



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