

Abstract

The purpose of this study was to design an assertion training (AT) group guidance for primary six students in Macao, explore the effects of AT on self-concept of primary six students and to know if primary six students accept this AT group guidance.

The measure of this study was “Elementary School Students Self-concept Scale”. Twenty four primary six students were the subjects, including twelve boys and twelve girls. The subjects were divided into experimental group and controlled group by random assignment. There were six boys and six girls in experimental group, and then six boys and six girls in controlled group.

The study employed the pretest-posttest equivalent-group experimental design. The experimental group was treated by AT group guidance ten sessions in ten weeks, but the controlled group was not given any treatments. All the subjects were measured by “Elementary School Students Self-concept Scale” before 、 after and one month after AT group guidance. In the Study, group guidance was independent variables, and self-concept was dependent variables. The data analyzed by paired-sampes t-test and one-way analysis of covariance and the pretest become covariance. Moreover, the study also collected feedback from the numbers of experimental group and their parence.

The findings of the study indicated the following:

- (1) In immediate phrase, by paired-sampes t-test , there was significant influence in hole self-consept family self-consept and emotion self-consept. By paired-sampes t-test and one-way analysis of covariance and the pretest, there was significant influence in hole self-consept and physical self-consept. There was no significant influence in school self-consept and appearance self-consept.
- (2) In maintaining phrase, there was no significant influence in hole self-consept and family, school, appearance, physical and emotion self-consept.
- (3) This AT group guidance was accepted by the numbers of experimental group.

Thesis conclusion included some practical suggestions in accordance to the

findings:

- (1) Teachers, parents and counsel should work together
- (2) Choose suitable counseling time
- (3) Modify AT group guidance
- (4) Design special group guidance only focus to family, school, appearance, physical or emotion self-concept
- (5) Organize a counseling team

There were also some suggestions about research design, subjects, research tools, counseling and research approach for further research uses.

Key Words : assertion training, self-concept, primary six students