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A Study on Assertiveness of Higher Secondary Students

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Abstract:

The present educational scenario makes one seriously reflect about the reasons and find the solutions to improve the standard of all the higher secondary school students. Hence the present investigation is undertaken to find whether there is any significant influence of assertiveness among Higher Secondary students. Assertiveness is distinguished from aggression and passivity. How people deal with personal boundaries; their own and those of other people, helps to distinguish between these three concepts. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others. Assertiveness is expressing our thoughts, feelings and beliefs in a direct, honest and appropriate way.

1. Introduction

Assertiveness is a trait taught by many personal development experts. It is linked to self-esteem and considered an important communication skill. Assertiveness is an attitude and a way of relating to the outside world, backed up a set of skills for effective communication. To be truly assertive, you need to see yourself as being of worth and as having a right to enjoy life. At the same time respecting their right to an opinion and to enjoy them. This view allows you to engage respectfully with other people, whilst also respecting your own needs. Assertiveness ensures that you are not hurt, used or violated. At certain times, most people find it difficult to communicate honestly, directly and openly with other people. Assertive behavior means standing up for your rights and expressing your truths in a way that neither shrinks what you want to communicate nor assumes that they are the only valid truths. Assertiveness is expressing our thoughts, feelings and beliefs in a direct, honest and assertive person effectively influences, listens and negotiates so that others choose to co-operate willingly. The assertiveness helps the persons appropriate strategies for identifying and acting on their desires, needs and opinions while remaining respectful of others. Assertiveness is a broad approach that can be applied to many different personal, academic and work situations.

2. Objectives of the Study

1. To find out the level of assertiveness of higher secondary students.
2. To find out whether there is any significant difference between boys and girls higher secondary students in their assertiveness
3. To find out whether there is any significant difference between the rural and urban higher secondary students in their assertiveness.
4. To find out whether there is any significant difference between the first born, middle born and last born higher secondary students in their assertiveness.
5. To find out whether there is any significant difference among the higher secondary students whose parental educational status are Illiterate, School Level and College level.

3. Hypotheses of the Study

1. The level of assertiveness of higher secondary students is average in nature.
2. To find out whether there is any significant difference between boys and girls higher secondary students in their assertiveness
3. To find out whether there is any significant difference between the rural and urban higher secondary students in their assertiveness.
4. There is no significant difference between the first born, middle born and last born higher secondary students in their assertiveness.
5. There is no significant difference among the higher secondary students whose parental educational status is Illiterate, School Level and College level.

4. Tools and Techniques Used

The present study mainly concerned with 295 XI standard students studying in the Higher Secondary Schools in Government, Government aided and private schools, Chennai. Sampling technique that was used for the selection of the sample was stratified random sampling. Assertiveness questionnaire constructed by Martha Davis and associates.

5. Statistical Analysis and Interpretation

The collected data were analyzed using the relevant statistical procedures, the details of which are given in the following tables.

Groups	Assertiveness Scale Range	Number of Students	Percentage (%)
Low	0 to 96	64	21.7
Moderate	97 to 141	167	56.6
High	142 to 185	64	21.7
Total		295	100

Table 1: Showing the categorization of students into low, moderate and high assertiveness groups

From the above table, it is seen that the level of assertiveness of XIth standard students is moderate in nature.

Group Comparison	N	Mean	S.D.	S.E.	't' Value	Level of Significance
Boys	148	121.0405	25.094	2.063	1.63	N.S.
Girls	147	116.1361	26.654	2.198		

Table 2: Showing the significant difference between the mean scores of assertiveness of higher secondary Students of boys and girls

From the above table, it is inferred that gender does not influence assertiveness of students.

Group Comparison	N	Mean	S.D.	S.E.	't' Value	Level of Significance
Rural	71	124.3662	24.212	2.873	2.26	0.01
Urban	224	116.7679	26.272	1.755		

Table 3: Showing the significant difference between the mean scores of assertiveness of rural and urban students

From the above table, it is clear that rural students are more assertive than urban students.

Group Comparison	Sum of Square	Mean Square	D.F	'F' Value	LS
Between Groups	656.113	328.056	2	1.184	0.05
Within Groups	81721.021	277.021	295		
Total	82377.399		297		

Table 4: ANOVA showing the significant difference between the mean scores of assertiveness of higher secondary students based on birth order

As the obtained 'F' value 1.184 is higher than the table value at 0.05 level, there is significant influence of birth order on Assertiveness of higher secondary students. The data has been subjected to further analysis, the details of which are given below.

Group compared	N	Mean	S.E	't' Value	LS
First born	123	146.89	2.287	0.997	NS
Middle born	82	149.99	2.521		
First born	123	146.89	2.373	0.392	NS
Last born	93	149.82	2.521		
Middle born	82	149.99	2.373	2.05	0.1
Last born	93	144.82	2.287		

Table 5: Showing the multiple comparisons of the mean scores of Assertiveness of higher secondary students based on their birth order.

From the first case 't' value 0.997 is found to be less than the table value at 0.05 level indicating that there is no significant difference between the mean scores of Assertiveness of students of first born and middle born. In the second case of first born and last born students 't' value 0.392 is found to be less than the table value at 0.05 level indicating that there is no significant different between the mean of assertiveness of students of first born and last born. In the third case of middle born and last born students 't' value 2.05 is found to be greater than the table value at 0.1 level indicating that there is significant difference between the mean scores of assertiveness of students of middle born and last born. From the above table we can infer that the assertiveness of middle born students significantly higher than that of first born and last born students.

Source	Sum of square	Mean square	D.F	'F' Ratio	LS
Between Group	1618.181	809.090	2	2.955	0.05
Within groups	80759.218	273.760	295		
Total	32377.399		297		

Table 6: ANOVA showing the significant difference between the mean scores of assertiveness of higher secondary students based on parental educational status

As the obtained 'F' value 2.955 is higher than the table value at 0.05 level, there is significant influence of parental educational status on Assertiveness of higher secondary students. The data has been subjected to further analysis, the details of which are given below.

Group Compared	N	Mean	S.E	't' Value	LS
Illiterate	29	144.55	4.101	0.118	NS
School Level	232	148.30	2.929		
Illiterate	29	144.55	3.259	0.485	NS
College Level	37	154.11	2.929		
School Level	232	148.30	3.249	2.35	0.1
College Level	37	154.11	4.104		

Table 7: Showing the multiple comparisons of the mean scores of Assertiveness of higher secondary students based on their parental educational status

From the first case 't' value 0.118 is found to be less than the table value at 0.05 level indicating that there is no significant difference between the mean scores of Assertiveness of parents of Illiterate and School level. In the second case of Illiterate and College level parents 't' value 0.485 is found to be less than the table value at 0.05 level indicating that there is no significant different between the mean of assertiveness of parents of Illiterate and College level. In the third case of School level and College level parents' value 2.35 is found to be greater than the table value at 0.1 level indicating that there is significant difference between the mean scores of assertiveness of parents of School level and College level. From the above table we can infer that the assertiveness of college level parents are significantly higher than that of illiterate and school level parents.

6. Findings

1. The level of assertiveness of higher secondary students is average in nature.
2. Gender does not influence assertiveness of students.
3. The rural students are more assertive than urban students.
4. The assertiveness of middle born students significantly higher than that of first born and last born students.
5. The assertiveness of college level parents is significantly higher than that of illiterate and school level parents.

7. Educational Implications

- Neutralize the anxieties that many people experience in various social situations. Learning the appropriate assertive behavior is one of the main ways by which social anxiety is now being treated.
- Learning assertiveness increases the individual's freedom.
- Very few people are aggressive nearly all the time and in all situations. Analyze these situations, observe and learn alternative ways of acting and practice more appropriate responses in easy and gradually more difficult situations.
- The following techniques are advocated by assertiveness experts.
 - Broken record technique: This consists of simply repeating your requests every time you are met with illegitimate resistance. The surface of which when scratched would lead the needle of a record player to loop over the same few seconds of the recording indefinitely.
 - Fogging: It consists of finding some limited truth to agree within what an antagonist is saying. More specifically, one can agree in part or agree in principle.

8. Conclusion

Being more assertive can lead to a more rewarding life. It can improve upon existing aspects of the life such as better relationships with friends and family and completely change or introduce other aspects such as personal or career opportunities. While the decision to develop the assertiveness is a personal one, the rewards can be much greater than the personal satisfaction that being assertive brings. Being assertive, not only improves an individual self-respect, but also earns you respect from those around him/her. The change in the behavior can positively influence those around you, both in their behavior toward them and also in their behavior toward others.

9. References

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