

A study on Assertiveness of College Students

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Abstract : Assertiveness is a skill regularly referred to in social and communication skills training. Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'. Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves. This current investigation was to study the assertiveness of college students in relation to the background variables such as Gender, Medium of Instruction and Type of family. The sample consist of 70 undergraduate students selected from Coimbatore and Tiruppur Districts of Tamilnadu for this study. Self-constructive assertiveness questionnaire was used in this study for data collection. The collected data were subjected to suitable statistical analysis and scores of the sample were computed.

Index Terms - Assertiveness, Gender, Medium of Instruction and Type of family.

I INTRODUCTION

Assertiveness is a skill regularly referred to in social and communication skills training. Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'. Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves. Assertiveness is generally formed of open and direct and honest communicating within a suitable frame (Michael, E., A. Robert, 2008). Assertive communication is the ability to express positive and negative ideas and feelings in an open, honest and direct way. It recognizes our rights whilst still respecting the rights of others. It allows us to take responsibility for ourselves and our actions without judging or blaming other people. And it allows us to constructively confront and find a mutually satisfying solution where conflict exists.

The advantages of assertiveness in communication.

There are many advantages of assertiveness in communication, most notably these:

- Assertiveness helps us feel good about ourselves and others
- Assertiveness leads to the development of mutual respect with others
- Assertiveness increases our self-esteem
- Assertiveness helps us achieve our goals
- Assertiveness minimizes hurting and alienating other people
- Assertiveness reduces anxiety
- Assertiveness protects us from being taken advantage of by others
- Assertiveness enables us to make decisions and free choices in life
- Assertiveness enables us to express, both verbally and non-verbally, a wide range of feelings and thoughts, both positive and negative

II REVIEW OF RELATED LITERATURE

Han-Jong Lee (2014) examines the relations of children's proactive and reactive assertiveness to peer acceptance: moderating effects of social interest. A total of 441 students of fifth and sixth participated in the study. The Child Assertiveness Scale and the Social Interest Scale (C randall, 1977) was used for data collection. A hierarchical regression analysis was conducted. Results indicated that proactive assertiveness was positively related to peer acceptance regardless of social interest. By contrast, reactive assertiveness was positively related to peer acceptance but only when social interest is high. When social interest is low, it was negatively associated with peer acceptance.

Khazaie F, Shairi MR & et al (2014) conducted a study on Comparison of self-efficacy, self-esteem, social anxiety, shyness and aggression among high school students with different levels of assertiveness. The purpose of this study was to compare the self- efficacy, self -esteem, social anxiety, shyness and aggression among the high school students with different levels of assertiveness. The sample of 311 first and second grade high-school students were selected from the five regions of Tehran through cluster sampling method. Multivariate analysis (MANOVA) was used. The results showed a significance value of F for Wilks lambda (F=4.12, P=0.001) indicating the overall differences in different levels of assertiveness. There was a significant difference in self-efficacy (P<0.001, F: 13.77) and self-esteem (P<0.001, F: 4.80) in three groups of assertiveness. Moreover, a significant difference was found in aggression (P<0.001, F: 12.1), social anxiety (P<0.001, F: 5.24) and shyness (P<0.001, F: 8.65) among the high, low and moderate-assertive students. And the result was concluded that the high-assertive students had the higher levels of self-efficacy and self-esteem and lower levels of social anxiety, shyness and aggression as compared to the low and moderate-assertive students.

Statement of the problem

The present study is stated that “ A Study on Assertiveness of College students.

Operational definitions

Assertiveness : Assertiveness is a way to certify and preserve the value, dignity and respect of one’s self and others. Furthermore, the level of assertiveness presents the level of personal confidence (Gaddis 2007).

Objectives of the study

The following objectives have been formed for the purpose of the study

1. To find out there were any significant differences in the Assertiveness based on the following categories: 1). Gender 2).Medium of instruction 3). Type of Faculty

Hypothesis of the Study

To carry out the study smoothly the following null hypothesis is formed: There is no significant difference in college students’ Assertiveness with respect to the following background variables 1). Gender 2).Medium of instruction 3). Type of Faculty.

III MATERIAL AND METHODS

This investigation adopts the survey method of research as it is most suitable for the present study.

Tool used in the Study

Assertiveness questionnaire - adopted, modified and validated by the investigator and the supervisor on the basis of questionnaire copyrighted by University of Oxford (2015).

Sample of the study

The students from selected colleges from Coimbatore and Tiruppur Districts of tamil nadu were chosen as sample for the study by using random sampling technique. Thus, a total of 70 undergraduate college students both male () and female () were selected for this study.

Collection of the Data

Collection of the Data Collection of data was done by the investigator by personally meeting with students and distributing the questionnaire by giving important directions. A proper rapport was established to collect the pertinent data.

Statistical Techniques Used

In the present study following statistical techniques were used

- Descriptive Analysis (Mean & Standard deviation)
- Inferential Analysis (t-test)

IV Analysis and Interpretation of the Data

The collected data were subjected to statistical analysis and it is analyzed using SPSS package. The mean and standard deviation for the variable Assertiveness scores were computed for the entire sample.

V Results

There is no significant difference in college students’ Assertiveness with respect to the following back ground variables: 1). Gender 2).Medium of instruction 3). Type of Faculty.

Table 1 : Significance of difference in the mean score of Assertiveness between male and female College students

Gender	Mean	SD	t-Value	LOS
Male	88.96	14.59	3.495*	S
Female	99.81	11.36		

Note ; *indicates 0.01 Level of Significance

The result of the mean score presented in table-1 revealed that female students have better Assertiveness with mean value of 99.81 than the boy students 88.96. As such our first hypothesis stating “There is no significant difference between Male and Female students in their Assertiveness is rejected.

Table 2 : Significance of difference in the mean score of Assertiveness between Tamil and English Medium College students

Medium of Instruction	Mean	SD	t-Value	LOS
Tamil	86.78	17.88	2.512	S
English	96.87	12.15		

Note ; *indicates 0.01 Level of Significance

The result of the mean score presented in table-2 revealed that English Medium students have better Assertiveness with mean value of 96.87 than the Tamil medium students 86.78. As such our second hypothesis stating “There is no significant difference between Tamil and English medium students in their Assertiveness is rejected.

Table 3 : Significance of difference in the mean score of Assertiveness between Arts and Science College students

Type of Faculty	Mean	SD	t-Value	LOS
Arts	87.08	14.54	3.801	S
Science	99.17	11.67		

Note ; *indicates 0.01 Level of Significance

The result of the mean score presented in table-3 revealed that Science students have better Assertiveness with mean value of 99.17 than the Arts students 87.08. As such our third hypothesis stating “There is no significant difference between Arts and Science students in their Assertiveness is rejected.

Major Findings of the Study

After analysis of tabulated data the investigator found out the following major findings:

- 1) Gender is influencing the overall Assertiveness. There is a significant difference are observed in the College students with reference to Gender. The Female students had better assertiveness than male students.
- 2) There is a significant difference are observed in the College students with reference to Medium of Instruction. The English Medium students had better assertiveness than the Tamil Medium students.
- 3) There is a significant difference are observed in the College students with reference to Type of faculty. The Science students had better assertiveness than the Arts students.

Suggestions for the Further Study

1. This study can also be conducted to other cities with a large sample size.
2. This study may be conducted to Post graduate students and Research Scholars too.
3. This study may be conducted to College students with more number of psychological variable.

Conclusion

The above results clearly indicates that Female students had better Assertiveness than male students, English medium students had better assertiveness than Tamil medium students and Science students had better assertiveness than Arts students which offers implications to take up and direct special efforts to improve the Assertiveness of Male students, Tamil Medium students and Arts students to strengthen their communication skills and personality development.

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