



Assisting The Assertiveness of Secondary School Students in Relation to Their Academic Achievement

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Abstract

In the present investigation an attempt has been made to assess the assertiveness of secondary school students in relation to their Academic Achievement. The stratified sampling technique is used. The sample size is 240. Rathu's Assertiveness scale and total percentage of marks of previous year of secondary students considered as the Academic Achievement. The results show that the secondary school students are having the high assertiveness. There is a significant difference boys and girls, rural and urban students, Kannada and English medium students in their assertiveness. There is a significant relationship between Assertiveness and Academic Achievement of all secondary school students.

1) Introduction

Assertive behaviour involves many things, the expression of one's genuine feelings, standing up for one's legitimate rights and refusing unreasonable request (Rathus, 1978). It means withstanding undue social influences, disobeying arbitrary group standards. Since many of our feelings are positive such as love and admiration assertive behaviour also means expressing them. Assertive people also use the power of social influence to achieve desired ends. That is, they influence others to join them in worthwhile social and political activities.

Alternative to assertive behaviour include submissive, or non-assertive, behaviour and aggressive behaviour. When we are submissive, our self-esteem plummets. Aggressive behaviour includes physical and verbal attacks, threats and insults. Sometimes we get our way through aggression, but also earn the condemnation of others. And unless we are unfeeling, we condemn ourselves for bullying others.

There are four methods to become more assertive : (a) self-monitoring (b) challenging irrational belief (c) Modeling, and (d) Behaviour rehearsal.

Self-monitoring of social interaction can help to pinpoint problem areas and increase one's motivation to behave more assertively, like keeping a diary for a week or so. Note down brief description of any encounter that leads to negative feelings such as anxiety, depression, or anger.

Challenging irrational belief :

While monitoring behaviour, try to observe irrational beliefs that may lead to non-assertive or to aggressive behaviour. These beliefs may be fleeting and so ingrained that one no longer pays any attention to them. But by ignoring them, one may deny oneself of the opportunity to evaluate them, and to change them if they are irrational.

Modeling :

Much of our behaviour is modeled after those of people we respect and admire. People who have seemed capable of coping with situation that posed some difficulty for us. Therapists who help clients become more assertive use extensive modeling.

Behaviour Rehearsal :

At first it is a good idea to try out new assertive behaviour in non threatening. Situation such as in front of a mirror or with trusted friends. This is behaviour rehearsal. It will accustom one to the sounds of assertive talk as they re born in one’s throat.

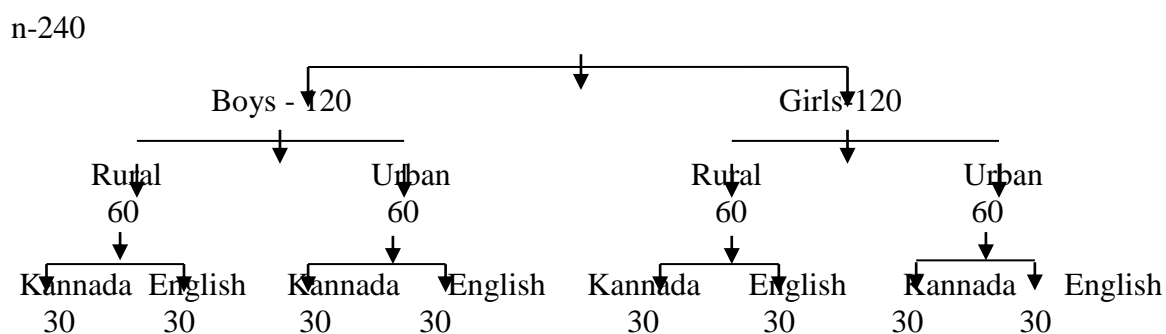
Problem :

To assess the assertiveness of secondary school students in relation to their Academic Achievement.

Methology

a) Sample :

For the present stratified random sampling technique is adopted the sample design is as follows :



b) Materials :

Rathu’s Assertiveness schedule (1973). Answer sheet, scoring key and Norms.

Results and Discussion

Null hypothesis No. 1 :

The secondary school students are not having Assertiveness.

Sample	N	Mean	SD
Secondary School Students	240	152.57	30.59

The above table reveals that the mean score of the secondary school students is very high. Hence, the framed null hypothesis is rejected infavioeur of alternative hypothesis. So, it was concluded that the secondary school students are having high Assertiveness.

Null Hypothesis No. 2

There is a significant difference between the sub-groups in their Assertiveness.

Table -2

Significant difference between the sub-groups in their Assertiveness

Variable	Sub-groups	N	Mean	SD	t-value at 0.05 level	Level of significance
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Gender	Boys	120	88.13	18.1	25.60	Significant at 0.05 level
	Girls	120	71.09	10.3		
Location	Rural Boys	30	104.35	15.00	50.32	Significant at 0.05 level
	Urban Boys	30	109.60	14.50		
Medium	English Medium Urban Boys	30	100.40	10.15	78.95	Significant at 0.05 level
	English Medium Rural Boys	30	88.10	8.9		
Gender	Rural Girls	30	99.14	15.15	10.91	Significant at 0.05 level
	Urban Girls	30	67.50	20.3		
Medium	Kannada Medium Rural Girls	30	66.40	16.90	15.30	Significant at 0.05 level
	Kannada Medium Urban Girls	30	70.12	11.11		
Medium	English Medium Rural Girls	30	101.40	14.31	25.30	Significant at 0.05 level
	English Medium Urban Girls	30	103.50	18.12		
Medium	Kannada	60	76.9	8.83	18.3	Significant at 0.05 level
	English	60	90.9	13.8		
Location	Urban	60	100.3	10.8	13.11	Significant at 0.05 level
	Rural	60	80.81	8.12		

The above table-2 reveals that obtained t-values 25.60, 50.32, 78.95, 10.91, 15.30, 25.30, 18.3 and 13.11 are greater than the table t-values at 0.05 level of significance. Hence, the framed null hypothesis was rejected, in favour of alternative hypothesis. So, it was concluded that there is a significant difference between the sub-groups in their assertiveness.

Null Hypothesis No. 1 :

There is no relationship between Assertiveness and Academic Achievement of secondary school students.

Table-3 Relationship between Assertiveness and Academic Achievement of Secondary school students.

Group	n	Variable	Mean	SD	r-value at 0.05 level	Level of Significance
Boys	120	Assertiveness	209.21	18.10	0.851	Significant at 0.05 level
		Academic Achievement	202.23	19.12		
Girls	120	Assertiveness	206.81	21.01	0.660	Significant at 0.05 level
		Academic Achievement	201.24	10.42		
Rural	60	Assertiveness	216.22	17.41	0.815	Significant at 0.05 level
		Academic Achievement	198.25	20.31		
Urban	60	Assertiveness	10.45	11.09	0.673	Significant at 0.05 level
		Academic Achievement	17.51	20.26		

Kannada	60	Assertiveness	20.31	18.13	0.781	Significant at 0.05 level
		Academic Achievement	19.38	17.14		
English	60	Assertiveness	8.89	15.08	0.453	Significant at 0.05 level
		Academic Achievement	111.61	16.15		
Kannada Medium Urban Boys	60	Assertiveness	114.37	12.3	0.359	Significant at 0.05 level
		Academic Achievement	20.30	19.90		
Kannada Medium Urban Girls	60	Assertiveness	40.38	22.14	0.881	Significant at 0.05 level
		Academic Achievement	115.62	23.50		
Kannada Medium Rural Boys	60	Assertiveness	114.37	24.31	0.789	Significant at 0.05 level
		Academic Achievement	118.46	37.40		
Kannada Medium Rural Girls	60	Assertiveness	109.12	33.12	0.888	Significant at 0.05 level
		Academic Achievement	105.31	9.4		
English Medium Urban Boys	60	Assertiveness	105.39	11.80	0.886	Significant at 0.05 level
		Academic Achievement	102.40	12.90		
English Medium Rural Girls	60	Assertiveness	100.10	13.10	0.861	Significant at 0.05 level
		Academic Achievement	98.11	15.12		

Table-3 reveals that obtained r-values 0.851, 0.660, 0.815, 0.673, 0.781j, 0.453, 0.359, 0.881, 0.780, 0.889, 0.888, 0.888, 0.886 and 0.861 are greater than the table r-values at 0.05 level of significance. Hence, the framed null hypothesis was rejected in favour of alternative hypothesis. So, it was concluded that there is a significant relationship between Assertiveness and Academic Achievement of secondary students of all groups.

Findings and conclusions :

- 1) The Secondary school students are having high Assertiveness.
- 2) There is significant difference between boys and girls, Urban and Rural students, and Kannada medium and English medium students in their Assertiveness.
- 3) There is a significant relation between Assertiveness and Academic Achievement of boys, girls, urban students, rural students, Kannada medium and English medium students.

References

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