# ASSESSING 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.

**KEYWORDS:** students, People, Secondary school, Academic Achievement

## 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 behavour 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 dairy 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 bad to non-assertive or to aggressive behaviour. These beliefs may 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 infront 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.
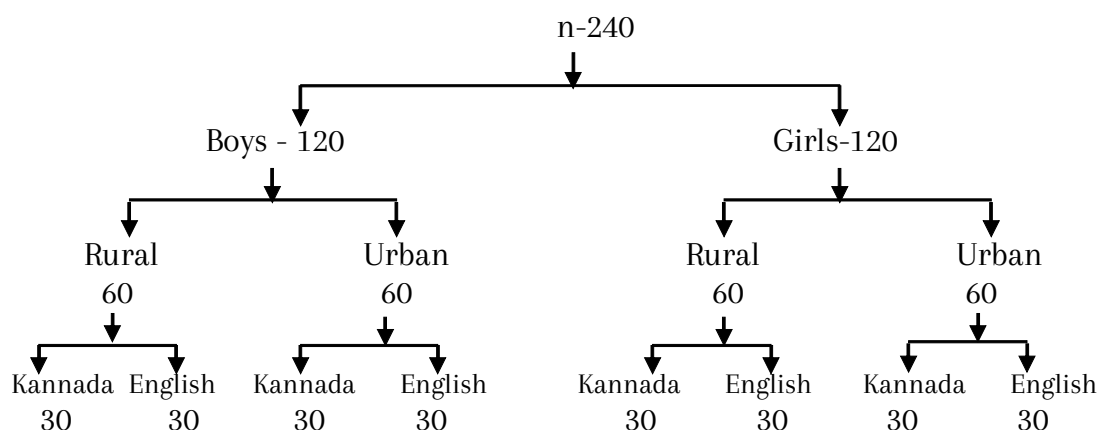
## PROBLEM

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

## METHODOLOGY
### a) Sample:-

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

n-240

Boys - 120

Girls-120

Rural 60 | Urban 60

Rural 60 | Urban 60

Kannada 30 | English 30 | Kannada 30 | English 30 | Kannada 30 | English 30 | Kannada 30 | English 30

### b) Materials :-

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

## RESULTS AND DISCUSSION
### Null hypothesis No. 1 :

**Table-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 infavour 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 |
|---|---|---|---|---|---|---|
| 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 faviourof 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, 0.886 and 0.861 are greater than the table r-values at 0.05 level of significance. Hence, the framed null hypothesis was rejected in saviour alternative hypothesis. So, it was concluded that the 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.

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