



Assertiveness of Post Graduate Students

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Abstract

When an individual stands up for his or her legitimate rights in such a way that the rights of others are not violated, he or she is being assertive. The main objective of this study is to find out the level of assertiveness among postgraduate students and also to find out whether there is any difference in their assertiveness among postgraduate students based on few personal and demographic variables. Sample for this study consist of 100 PG students (50male 50 females) from government and private college in and around Aurangabad. Collected data was analyzed using SPSS software. The investigator found that the level of assertiveness among postgraduate students is moderate in nature. The researcher also found that there is significant difference in their assertiveness with respect to Gender, Stream of study, Medium of instruction, Place of living and Sibling constellation.

Keywords : Assertiveness, Post Graduate students

Introduction

For the successful negotiation of any transaction whether political, business, social or exchange of intimacy and pleasure. Prerequisite thing is the absence of aggression and tolerance for others individuality. As pointed by G C Sharma (1982) “individuals whose mode of relating to others, if based solely on submissiveness and self sacrifice, will in the long range are likely to feel angry, frustrated and chronically depressed since they postpone meeting their own feelings. On the other hand, the aggressive individual shows no regards for the needs and the feelings others and consequently end up alienating others and thus failing to meet his personal and

interpersonal needs. Fortunately, the option of being assertive is available to those who choose to avoid extreme and have deep rooted faith in the rights and responsibilities of others.”

Assertiveness involves recognizing one's right to let others know how their behavior affects you and asking them to change that behavior. By behaving assertively, it's the way for honest communication with others and for the possibilities of negotiation and compromise. Assertiveness is an interpersonal communication skill that can be learned and practiced in an ongoing way. Assertiveness is a personal and social character which needs to value competition, success, and progress; communicate directly and unambiguously; control over the environment; expect subordinates to take initiative; build trust on basis of calculation. Students are the pillars of nation and they are contributing much for social development, so each student should have the tendency of assertive behavior to achieve more in their education and future life with more courage and self-confident. Assertive behavior are different in nature such as self, communicative, interpersonal and social assertiveness. Student stage is the period for learning and to become meaningful human beings in the society. Assertiveness can develop social skills as a result of personality development, so the study is needful for students. Qadir, A. et al. (2013): The study was conducted with an aim to study the assertiveness level of adolescents with reference to their gender and locality. The samples were taken from schools in Chennai city for urban sample and schools in Cumbum, Madurai District, and Tamil Nadu for rural samples. A random sample of 100 adolescents was chosen for the study. They were divided as 50 boys and 50 girls. The 50 boys were further divided as 25 from urban area and 25 from rural area. The same division was followed for the 50 girls also. The Rathus Assertiveness Schedule (1967) was used to study the assertiveness of the selected adolescents. The data was subjected to statistical analysis and the following results were revealed. The result of the study showed no significant difference in assertiveness level between the adolescents based on gender. But when assertiveness was studied based on locality it was found that the urban adolescents had better assertiveness scores than the rural adolescents both among boys and girls.

Objective: The following objectives were formulated for the present study:

1. To find out the level of assertiveness among postgraduate Students.

2. To find out whether there is any significant difference in their Assertiveness based on the following personal and demographic variables:

- 1) Gender 2) Stream of study 3) Medium of instruction 4) Place of living
- 5) Sibling constellation

Hypotheses: There is no significant difference in their Assertiveness based on the following personal and demographic variables.

1. Gender
2. Stream of study
3. Medium of instruction
4. Place of living
5. Sibling constellation

Method: In the present study the investigator used the following statistical techniques:

1. Descriptive Analysis (Mean, Standard Deviation)
2. Differential Analysis (t-value)

Sample and Collection of Data : hundred Post Students (Male 50 and Female 50) studying in Arts and science colleges in and around Aurangabad the sample for this study. Sample includes Government & Private Post graduate students. The investigator personally visited all the institutes for collecting the data. The students were given the copies of the tool and requested to respond to all parts of the questionnaire without omitting any single question.

Measure:

The Assertiveness inventory by Dr. Tasmeem Naqvi. It measures assertive behavior. The scale contains of 35 items, And having the four multiple choices answer with score 0, 1,2,3,4 which mean No, Some What, Average, Usually, Practically Always . The reliability of the scale is 0.82.

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.

Table 1: Level of Assertiveness

Variable	Level	Range	No.of Student	Percentage
Assertiveness	Low	39-59	12	12
	Moderate	60-98	82	82
	High	99-117	6	6

Table 2: Showing the ‘t’ – Value on Assertiveness with respect to Gender

Variable	Background Variables	Category	N	Mean	S.D	‘t’ Value	Level of Significance
Assertiveness	Gender	Male	50	9.20	13.71	2.3504	0.05
		Female	50	91.00	16.77		
		Total	100				

Table 2 shows that there is significant difference found between male and female students in their assertiveness with respect to gender. Calculated ‘t’ Value 2.3504 and it is significant at 0.05 level.

Table 3: Showing the ‘t’ – Value on Assertiveness with respect to Stream of study

Variable	Background Variables	Category	N	Mean	S.D	‘t’ Value	Level of Significance
Assertiveness	Stream of Study	Arts	39	97.23	14.09	5.1005	0.01
		Science	61	80.92	16.48		
		Total	100				

Table 3 shows that there is significant difference found between arts and science students in their assertiveness with respect to stream of study. Calculated “t” value 5.1005 and it is significant at 0.01 level.

Table 4: Showing the ‘t’ – Value on Assertiveness with respect to Medium of instruction

Variable	Background Variables	Category	N	Mean	S.D	‘t’ Value	Level of Significance
Assertiveness	Medium of instruction	Marathi	45	92.77	16.97	4.2862	0.01
		English	55	78.24	14.89		
		Total	100				

Table 4 shows that there is significant difference found between Marathi and English Medium students in their assertiveness with respect to medium of instruction. Calculated ‘t’ value is 4.2862 and it is significant at 0.01 level.

Table 5: Showing the ‘t’ – Value on Assertiveness with respect to Place of living

Variable	Background Variables	Category	N	Mean	S.D	‘t’ Value	Level of Significance
Assertiveness	Place of living	Rural	49	86.51	17.57	3.2356	0.01
		Urban	51	96.61	5		
		Total	100				

Table 5 shows that there is significant difference found between rural and urban students in their assertiveness with respect to place of living. Calculated ‘t’ value is 3.2356 and it is significant at 0.01 level.

Table 6: Showing the ‘t’ – Value on Assertiveness with respect to sibling constellation

Variable	Background Variables	Category	N	Mean	S.D	‘t’ Value	Level of Significance
Assertiveness	sibling	Only	21	77.14	11.87	2.8132	0.01

	constellation	son/Daughter					
		With Siblings	79	86.63	14.18		
		Total	100				

Table 6 Shows that there is significant difference found between difference found between only son/daughter and with siblings students in their assertiveness with respect to sibling constellation. Calculated 't' value is 2.8132 and it is significant at 0.01 level.

Table 7: Group difference on Assertiveness with respect to Type of Management

Variable	Background Variables	Category	N	Mean	S.D	't' Value	Level of Significance
Assertiveness	Type of Management	Between Group	2	2.4259	13.49	5.3925	0.01
		Within group	97	2.4286	250.1		
		Total	99	4.8545			

Table 7 Shows that there is significant difference their assertiveness with respect to type of management. The calculated 't' Value is 5.3925 and it is significant at 0.01 level.

Discussion : The present investigation show that the level of assertiveness of post graduate students is moderate in nature and found significant difference with respect to gender, stream of study, medium of instruction, place of living, and sibling constellation . The findings of this study are supported by previous researchers (Qadir, A, et al, 2013) which esdamined the study on assertiveness among adolescent, using 100 adolescent students. The result of the study showed no significant difference in assertiveness level between students. The result of the study showed no significant difference in assertiveness level between the adolescents based on gender. But when assertiveness scores than the rural adolescents both among boys and girls.

Ercument Erbay and Sinan Akcay (2013) conducted research on assertiveness skill of social work students: a case of turkey and found that 1st grade students are being more assertive than 4th

grade students, male students are being more assertive than female students and assertiveness level of students is reduced when the income of their families increased.

Conclusion:- The present study aimed to study the level of assertiveness among postgraduate students and found that the level of assertiveness is moderate in nature and found significant difference with respect to gender, stream of study, medium of instruction, place of living, and sibling constellation

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