

A Study on Assertiveness of B.Ed., Students

Venkataraman S

*(Department Education, Annamalai University, Annamalainagar-608002

Email: karaivenkat@gmail.com)

Abstract:

The objective of this study is to find out the B.Ed., Students' level of Assertiveness. The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time. The present study consists of 200 B.Ed., Students studying at B.Ed., Colleges located in Nagappattinam district of Tamil Nadu. The sample was selected by using simple random sampling technique. For the present investigation, the researcher used the tool constructed and validated by Robert E. Alberti & Michael L. Emmons (2000), Assertiveness Inventory to asses the Assertiveness of B.Ed., Students. The calculated mean score of entire sample indicates that the B.Ed., Students have high level of Assertiveness.

Keywords —: Assertiveness, B.Ed., Students.

I. INTRODUCTION

Assertiveness is a social skill that is primarily reliant on efficient communication while still respecting others' opinions and desires. Assertive people convey their wants, needs, positions, and boundaries to others in a clear and courteous manner. There's no doubt about where they stand on any given issue. Even when under stress, assertive people have fewer worried thoughts from a cognitive standpoint. Assertive people are firm without being impolite from a behavioral aspect. They are able to respond to both happy and negative emotions without becoming angry or passive. Individuals with high assertiveness don't mind defending their beliefs or aims, or trying to persuade others to understand their point of view. They are also receptive to both positive and negative feedback. Assertiveness is frequently linked to increased self-esteem and confidence. Practical activities and experience can help people enhance their assertiveness. It will be useful to assess future teachers' assertiveness in order to change the teacher education curriculum. Accordingly, the research problem may be described as "A Study on Assertiveness of B.Ed., Students."

Cam and Ibrahim (2015) compared high school seniors' assertiveness levels. 312 high school seniors from five different high schools in Manisa center make up the study group. The Rathus Assertiveness Inventory, which was established by Rathus (1973) and translated into Turkish by Voltan in 1980, was used in this study to assess assertiveness. The participants' demographic data was collected using the "Personal Information Form." The T-Test, one-way analysis of variance, and Tukey Test were used to evaluate the data collected from the test subjects in this study. At the conclusion of this study, statistically significant disparities in the students' assertiveness scores were discovered based on their schools. When the kids' demographic data was examined, statistically significant disparities in assertiveness ratings were discovered in relation to their parents' educational degree. There were no statistically significant differences in assertiveness scores based on the gender of the pupils, their participation in sports, or their parents' work. In 2014/2015, Ismael Al-Nabrawi, et al., investigated the impact of university skills training on students' psycho-social and cognitive skills of male students in the preparatory year deanship at the University of Dammam. With the control group, a quasi-experimental pre-post-test design was adopted in

this investigation. The study included 150 participants who were randomly allocated to one of two groups: experimental or control. The experimental group received four days of training. ANOVA, MANOVA, and MANCOVA results revealed that the training program had a favorable and substantial impact on self-confidence, assertiveness, responsibility tolerance, and problem solving. Furthermore, the findings revealed that students' self-assertiveness and self-awareness differed significantly depending on their study route. Thus, a comprehensive training program is needed in the field of university life to help students adjust and success.

OBJECTIVE OF THE STUDY

The objective of this study is to find out the B.Ed., Students' level of Assertiveness.

METHODOLOGY

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time.

SAMPLE OF THE STUDY

The present study consists of 200 B.Ed., Students studying at B.Ed., Colleges located in Nagappattinam district of Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

TOOL USED

For the present investigation, the researcher used the tool constructed and validated by Robert E. Alberti & Michael L. Emmons (2000), Assertiveness Inventory to asses the Assertiveness of B.Ed., Students.

In order to find out the Assertiveness of B.Ed., Students, the mean and S.D have been calculated.

Table No.1
The Mean and Standard Deviation of Assertiveness scores of B.Ed., Students

Demographic variables	Sub sample	N	Mean	SD
Group of Study	Arts	106	80.32	15.81
	Science	94	89.84	14.05
Gender	Male	103	80.42	15.08
	Female	97	90.56	14.65
Locality	Rural	122	85.21	15.29
	Urban	78	84.53	16.45
Community	OC	16	93.49	13.71
	BC	44	82.61	15.75
	MBC	68	83.62	15.24
	SC/ST	72	90.36	16.18
Type of family	Joint	92	84.29	15.94
	Nuclear	108	85.39	15.52
Entire Sample		200	84.99	15.64

Entire Sample

It is evident from the above Table that the calculated mean score of entire sample indicates that the B.Ed., Students have high level of Assertiveness.

Group of Study

The mean score of Arts and Science Group B.Ed., Students' Assertiveness indicate that all the B.Ed., Students have high level of Assertiveness. Further the mean scores indicate that Science B.Ed., Students are having higher level Assertiveness than Arts Group B.Ed., Students.

Gender

The mean score of Male and Female B.Ed., Students' Assertiveness indicate that both Male and Female B.Ed., Students have high level of Assertiveness. Further the mean scores indicate that Female B.Ed., Students are having higher level Assertiveness than Male B.Ed., Students.

Locality

The mean score of Rural and Urban B.Ed., Students' Assertiveness indicate that both rural and urban B.Ed., Students have high level Assertiveness.

Further the mean scores indicate that Rural B.Ed., Students are having higher level Assertiveness than Urban B.Ed., Students.

Community

The mean score of OC, BC, MBC and SC/ST B.Ed., Students' Assertiveness indicate that all the B.Ed., Students have high level of Assertiveness. Further the mean scores indicate that OC B.Ed., Students are having higher level Assertiveness than all other B.Ed., Students.

Type of family

The mean scores of Joint family and Nuclear family B.Ed., Students indicates that both the Joint family and Nuclear family B.Ed., Students have high level Assertiveness. Further the mean scores indicate that Nuclear B.Ed., Students are having higher level Assertiveness than Joint family B.Ed., Students.

Recommendations

The present study gives a clear-cut view about the present position of B.Ed., Students' Assertiveness. Based on the important findings stated earlier the following recommendations are suggested.

- ✓ B.Ed., Students are the future teachers; they should learn to be assertive, hence further psychological training should be provided to enhance it.
- ✓ To strengthen individuality and to establish their presence, assertiveness should be encouraged.
- ✓ Along with assertiveness, flexibility and neutral character also should be inculcated to make them good personality.

CONCLUSION

The present study made on B.Ed., Students' Assertiveness. The findings of the study reveal that the recent position of B.Ed., Students' Assertiveness is high. The B.Ed., Students should be developed in all dimensions, hence, Teacher Educators should provide proper training and counseling to enhance assertiveness and also reduce

the social anxiety and other related negative factors of assertiveness.

REFERENCES

- [1] Al-Nabrawi, Ismael; et al., (2015) Towards a Better Investment of University Students in Light of the Twentieth Century Challenges, *International Education Studies*, 8, 6, 113-123.
- [2] Cam, Ibrahim (2015) An Investigation of High School Seniors' Assertiveness Levels Based on Their Demographic Characteristics, *Educational Research and Reviews*, 10, 5, 615-621.
- [3] Manivannan S and Venkataraman S (2018), A Review on studies related to anxiety of higher secondary students, *International Journal of Human Resource Management and Research* 8(5), 81-92.
- [4] Venkataraman S and Manivannan S, (2018), Inferiority complex of High school students in relation to their Academic achievement, *International Journal of Communication and Media Studies*, 8 (5), 55-62.