



A STUDY ON ASSERTIVENESS AMONG B.ED., TRAINEES

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ABSTRACT

To identify the relationship between a study on Assertiveness among B.Ed., Trainees of the present study was carried out. The sample size was 280 and the focused group was B.Ed. Trainees students. The sample was selected using simple random sampling technique. Variables included in the study were Assertiveness among B/Ed., Trainees . Standardized and revalidated psychological tools were used to assess the assertiveness inventory by Dr.(Smt.) Tasneem Naqvi (1988). Results among other thing include that there is no significant difference between male and female students with regard to Assertiveness among B.Ed., Trainees .



KEY WORDS : Assertiveness and B.Ed., Trainees.

INTRODUCTION

Assertiveness is in general a desirable way of being - especially when it is defined as being the appropriate non-aggressive, non-passive response. It builds trusting relationships (you know where you are with an assertive person) and also fosters respect (the assertive person respects themselves and the people they interact with). It helps builds what Stephen Covey would describe as "win-win agreements" and "win-win thinking". But it isn't always the right occasion to be assertive. Examples where assertiveness would not be recommended include- when someone else cannot be reasoned with and are potentially violent (a good time for the flight response to take action).

Expressing your thoughts, feelings, and opinions and standing up for your rights is important. You are your first and biggest supporter, so it's important that you speak up for yourself. Whether your behavior is unassertive (passive) or overassertive (aggressive), it is possible to change. But it is also important to understand the difference between expressing yourself in a self-confident manner (being assertive) and forcing your ideas on others and intimidating them (being aggressive). This course is intended to help you express yourself in a way that will earn people's respect without alienating or hurting them.

NEED AND IMPORTANCE OF THE STUDY

Life is general and for a student in particular has become highly competitive. A student with an ambition to secure admission in the college courses should have a dedicated and methodical approach towards the examinations the B.Ed. trainees has become very crucial since those two years shape the entire future of a student. Educationists, teachers and parents are all equally concerned about problems of assertiveness. College plays an important role in the assertiveness of students. Therefore the investigator strongly felt the need to study the assertiveness among B.Ed. trainees.

STATEMENT OF THE PROBLEM

"Assertiveness is a skill taught by many personal development experts and psychotherapists and the subject of many popular self-help books. It is linked to self-esteem and considered an important communication skill." (Wiki). Assertiveness is a way of relating that can be helpful in relationships, dealing with anger management, and boosting self-esteem. Assertiveness can be taught, though assertiveness is better thought of as a way of being than a technique that one puts into place when one feels like it. Assertiveness can also be characterised as the golden mean between aggression and passivity. It is one answer to Aristotle's famous about being angry in the right way, at the right time - though it's more like calm anger than hot anger. Expressing your thoughts, feelings, and opinions and standing up for your rights is important. You are your first and biggest supporter, so it's important that you speak up for yourself. Whether your behavior is unassertive (passive) or overassertive (aggressive), it is possible to change. But it is also important to understand the difference between expressing yourself in a self-confident manner (being assertive) and forcing your ideas on others and intimidating them (being aggressive). The topic selected for the study is entitled as "A study on assertiveness among B.Ed. trainees".

OBJECTIVES

To find out if there is any difference among the following sub-samples with respect to the assertiveness of B.Ed. trainees.

- **Community**

HYPOTHESIS

There is no significant difference between the assertiveness among B.Ed. trainees on the basis of community.

TOOLS USED

In the present study the following tools has been used assertiveness inventory by Dr.(Smt.) Tasneem Naqvi (1988).

METHOD OF STUDY

Methodology is an important aspect of any kind of research work. Each research study has its own objectives. The procedure adopted by the research works for the realization of these objectives is known as methodology. In this study the normative survey method of research is followed.

SAMPLE OF THE STUDY

A finite small subset of units a population is called a sample. The number of units in a sample is called sample size. The process of selecting a sample is known as sampling. Every member of a sample is called sample unit. L.R. Potti defines that a sample is the finite subset of a population. For the purpose of the present study 280 B.Ed. trainees have been selected in the manner described in the following paragraphs. To fix the size of the sample for the study, the investigator has followed the guidelines given by the sampling technique. The total number of trainees who are studying various subjects in college during the year 2017-2018. The minimum size of the sample fixed for this study as per considering the geographical conditions involved in the present study. The investigator decided to take a sample of 280 trainees based on random sampling. The data of the 280 trainees were analyzed.

RESULT AND DISCUSSION

Table -1
Showing Mean and Standard Deviation for assertiveness among B.Ed. trainees on the basis of community

| Community | N | Mean | SD |
|------------------|----------|-------------|-----------|
| BC | 158 | 80.03 | 12.98 |
| MBC | 39 | 80.42 | 17.34 |
| SC/ST | 83 | 78.60 | 13.68 |
| Total | 280 | 79.69 | 13.77 |

In the case of different community groups, MBC community (80.42) scored higher mean value than other community groups. So, MBC community group of students have high assertiveness than other community groups.

CONCLUSION

The present study aims to find out the assertiveness among B.Ed. trainees. The researcher framed objectives and hypotheses. The research was carried out on 280 teacher trainees selected randomly. After collecting the data they were analyzed using statistical techniques such as t-test and ANOVA. The result concluded that B.Ed. trainees have average level of assertiveness

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