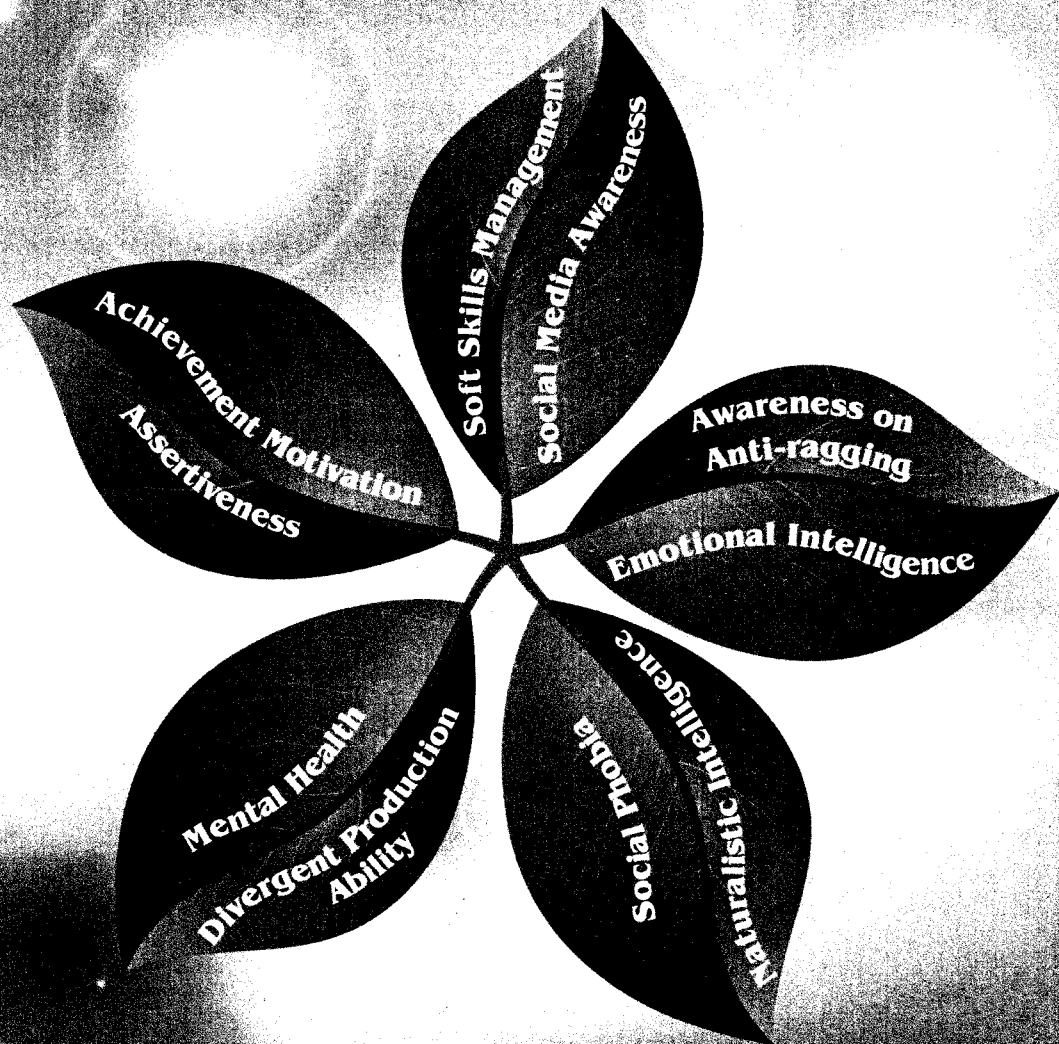




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LIGHT HOUSE JOURNAL OF EDUCATIONAL REFLECTIONS



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ASSERTIVENESS OF HIGH SCHOOL TEACHERS

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Abstract

This paper makes an attempt to assess the assertiveness of the high school teachers with respect to their marital status and locality. The investigator employed a validated assertive scale on 250 randomly selected high school teachers. The result of this investigation revealed that the married high school teachers are better than unmarried high school teachers in their assertiveness; further, the urban teachers are better than rural teachers in their assertiveness. To conclude, the teachers have to practice the assertive behaviour academically and socially which would be a good practice to boost up the self-esteem of the students.

Keywords: Assertiveness, High School Teachers

Introduction

Assertiveness is the open, honest and appropriate expression of our true feelings, needs and desires. It is the ability to express the emotions and needs without violating others rights and in the same time without being aggressive. The individuals who are not assertive do their best to please others while violating their own rights or sacrificing their own needs. For the sake of avoiding rejection those individuals become overly nice to win their friends but end up losing their self-confidence. In the present context, the teachers need to be assertive and educate the students to be assertive too.

Significance of the Study

Being assertive does not mean that one will get what one wants and wishes. Rather, to be assertive means to stand up for one's own-self, beliefs, and for ones own opinion without demanding others' support or even an insistence to agree with him. The assertive person is not pushy, selfish or rule. This attitude is a reflection of maturity and good self-esteem. So the assertive person has the strength of character to respect his/her own feelings and thoughts and then show the same respect to others. This strength of character will enable everyone to be a better communicator in any environment. The present study focuses on Assertiveness. To narrow down, the teachers preacher directly the content and teach their characters indirectly. So they need to be assertive to teach the same to the students to find their self-identity as a human being. Hence this study is the need of the hour to bring out the desirable change in the minds of the teachers and students to respect every one with courtesy and love.

Review of Related Studies

Parray and Kumar (2016) conducted a study on assertiveness among undergraduate students of the university. The results of the study revealed no significant difference between students in their level of assertiveness with respect to gender. Valliammal Shanmugam and Kathyayini (2017) conducted a study on assertiveness and self-esteem in Indian adolescents. The findings revealed that a significant positive correlation was found between the assertive behaviour and self-esteem of the adolescents. Galata Sitota (2018) conducted a study on assertiveness and academic achievement motivation of adolescent students in selected secondary schools of Harari Peoples Regional State, Ethiopia. Findings indicated that Harari peoples regional state adolescent student's participated in present study were scored low on the assertiveness; male adolescents were found to be better in their levels of assertiveness than their female adolescent counterparts. With pertaining to the relationship between assertiveness and academic achievement motivation was concerned, there was a statistically significant positive relationship between them. Parray, Ahirwar and Kumar (2018) conducted a study on assertiveness among rural adolescents. The findings of the study revealed that there was significant difference in the score of assertiveness among rural students. In addition to that, results showed no significant difference in their assertiveness with respect to gender.

From the studies reviewed, it is inferred that the assertiveness of high school teachers has not been studied so far so deeply. So the investigator chose the topic 'Assertiveness of High School Teachers'.

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Operational Definitions of the Terms

By the term assertiveness, the investigator means that it is standing up for one's own rights and it is the activity to express our emotions and needs without violating others rights and in the same time without being aggressive. The high school teachers are those who are working in high or higher secondary schools in Thoothukkudi revenue district handling classes from standard VI to X.

Objectives

1. To find out whether there is any significant difference in the assertiveness of high school teachers with respect to marital status.
2. To find out whether there is any significant difference in the assertiveness of high school teachers with respect to locality of the teachers.

Null Hypotheses

1. There is no significant difference in the assertiveness of high school teachers with respect to marital status.
2. There is no significant difference in the assertiveness of high school teachers with respect to locality of the teachers.

Methodology

As the study aims to assess the assertiveness of the high school teachers, the investigator selected 250 high school teachers from selected schools randomly from Thoothukkudi District. Among them, 7.2% of them are unmarried and 92.8% of them are married; and 39.6% of them are from rural and 60.4% of them are from urban locality. The Scale of Measuring Assertiveness developed and validated by Rethus (1975) was adopted for the present study to assess the Assertiveness of High School Teachers which has 32 items. After establishing face validity, the reliability of the Scale of Measuring Assertiveness was found to be 0.785.

Analysis of Data

Null Hypothesis 1: There is no significant difference between married and unmarried high school teachers in their assertiveness.

Table 1: Difference between the Mean Scores of Married and Unmarried High School Teachers in their Assertiveness

Variable	Married (N=232)		Unmarried (N=18)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Assertiveness	96.86	5.850	92.50	10.733	2.824	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above Table 1 that there is significant difference between married and unmarried high school teachers in their assertiveness. While comparing the mean scores of married and unmarried high school teachers, married (mean=96.86) teachers are better than unmarried (mean=92.50) teachers in their assertiveness.

Null Hypothesis 2: There is no significant difference between rural and urban teachers in their assertiveness.

Table 2: Difference between the Mean Scores of Rural and Urban Teachers in their Assertiveness

Variable	Rural (N=99)		Urban (N=151)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Assertiveness	95.40	8.492	97.29	4.398	2.039	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above Table 2 that there is significant difference between rural and urban teachers in their assertiveness. While comparing the mean scores of rural and urban teachers, urban (mean=97.29) teachers are better than rural (mean=95.40) teachers in their assertiveness.

Findings

1. There is significant difference between married and unmarried high school teachers in their assertiveness..
2. There is significant difference between rural and urban teachers in their assertiveness.

Interpretations

The 't' test result reveals that the married high school teachers are better than unmarried high school teachers in their assertiveness. This may be due to the fact that the experience, responsibilities, situations and wisdom make oneself to be good and consistent in taking a decision. This may come out as their assertive behaviour. Since the married are coming across relationship issues by which they may develop the skill of resolving it without hurting self and others. So they may be better in their assertive behaviours.

The 't' test result reveals that the urban teachers are better than rural teachers in their assertiveness. This may be due to the fact that urban teachers meet a range of students, stakeholders and neighbours in their day to day life. They need to be adjusted with these range of people without sacrificing their rights while respecting everyone. The rural teachers may have a few people to be fine-tuned with whereas the urban teachers may have a lot. This may make a difference in their assertive behaviour.

Conclusion

Every citizen of this country must be equally respected and accepted as well. As per the Indian Constitution, no citizen is superior or inferior in front of the law. But, we are conditioned by number of factors like locality, customs, practices, caste, creed, religion and region around us and need to think over it in order to overcome. So that, the dignity of everyone is assured this is possible by practicing assertive behaviour without hurting others. As teachers, we have to practice it and educate the youngsters for better society.

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