

## **Investigation of the Relationship between Self-assertiveness and School's attitude**

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### **Abstract**

The aim of the present research is the investigation of the relationship between attitude to school and strength of self-assertiveness. Type of research method is correlation between 1812 high school students, from all three grades, both boys and girls. 400 students are selected by random group sampling. The students, by confidence level of 99 percent, answered to assertiveness questionnaire by Albert and Emmons and scale of school's attitude. For data analysis, two methods are used, descriptive statistic and inferential statistic. First hypothesis, there is logical relation between student's attitude towards school and the strength of assertiveness, is rejected. Second hypothesis, girl students' attitude to school in every grade is different, is rejected. Third hypothesis, boy students' attitude to school in every grade is different, is rejected. Fourth hypothesis, the strength of assertiveness in girl students in every grade is different, is rejected. Fifth hypothesis, the strength of assertiveness in boy students in every grade is different, is confirmed. Sixth hypothesis, student's attitude to school in girls and boys is different, is confirmed. Seventh hypothesis, the strength of self-assertiveness in girls and boys is different, is confirmed too.

**Key words:** attitude to school, self- assertiveness, methodology.

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## 1. Introduction

Assertiveness is a skill that involves speaking and acting with power while maintaining respect for others. Instead of passively giving up power or aggressively demanding it, assertiveness enables youth to positively and authentically influence others. This skill is particularly helpful when youth are faced with situations of potential conflict. Similar to other social skills, assertiveness is best learned through modeling and practice (Wesley, Mark & Mattaini, 2008). "Assertiveness is all about being present in a relationship," according to Randy Paterson, Ph.D, a clinical psychologist and author of *The Assertiveness Workbook: How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships* (Tartakovsky, 2012); In other words Assertiveness is the ability to represent to the world what you really are, to express what you feel, when you feel it necessary. It is the ability to express your feelings and your rights, respecting the feelings and rights of others (pipas and Jaradat, 2010). Those who have mastered assertiveness are able to reduce interpersonal conflicts in their lives, thus removing a major source of stress for many of us. Assertive behavior demonstrates respect for self and others, promotes self-disclosure, self-control and positive appreciation of self-worth (Elizabeth Scott, 2006).

Educational achievement during adolescence is an important predictor of educational attainment in adulthood (Huurre, Aro, Rahkonen, & Komulainen, 2006), which is related to career status, income level, and other factors that often define success in society. These associations underscore the importance of understanding and assessing correlates of academic achievement during the teenage years. Intellectual ability is typically the strongest predictor of scholastic achievement (for a review, see Sattler, 2001); however, this construct shows little utility in educational intervention planning because of its static nature. Other predictors of academic achievement include learning behaviors such as attention and persistence and strategy and flexibility (see the Learning Behaviors Scale; McDermott, Green, Francis, & Stott, 1999) and academic enablers such as study skills and engagement (see the Academic Competence Evaluation Scales; Diperna & Elliot, 2000). Adolescents' beliefs about personal achievement and general attitudes toward school, which inevitably influence motivation to expend effort on academics, are an understudied but important group of predictors. Achievement is related to students' perceptions of their academic abilities (Bouchey & Harter, 2005), feelings of belonging to and pride in their school (Wei & Williams, 2004; Narrated by Suldo et al., 2008), and perceived relationships with teachers (Needham, Crosnoe, & Muller, 2004). The desire to set goals and regulate behavior to work toward and maintain these goals (i.e., motivation

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and self-regulation) is also related to achievement, in part by intervening in the relationship between perceived academic competences and grades (Bouchey & Harter, 2005). Motivation to perform well at school is influenced by the extent to which students value schooling in general; recognizing the value of education and identifying clear long-term career goals are protective factors against school failure, particularly among minority populations (Phalet, Andriessen, & Lens, 2004). Most existing research has studied one or a few school-related attitudes in isolation; an integrated assessment of school attitudes and motivation may provide the best means for measuring beliefs predictive of scholastic achievement. The School Attitude Assessment Survey–Revised (SAAS-R; McCoach & Siegle, 2003) is one instrument that purports to provide a comprehensive assessment.

## **2. Methodology**

The purpose of this research is study of circumstances relation between school's attitude and self – assertiveness. Research method is correlation and descriptive type. Statistical universe of this research are students in all three grades, both girls and boys, in Ghaemshahr City. Between these 1812 students (56% girls and 44% boys), 400 students are selected by random grouping sampling. Number of samples are determined based on *Krejcie & Morgan's* table (1970).

### **Data collection method**

- a) Self-assertiveness questionnaires of Albert –Emmonds are designed in 1976. This questionnaire has 35 items and five likert items, which implemented by using split – half method. Reliability coefficient and Cronbach's coefficient alpha have been 84 % .To investigate, the test' validity, content validity and constructs validity were used. From 35 items of this questionnaire, 28 items were in the way of construct assertiveness and others not.
- b) Self-attitude to school has 25 items correlation coefficient of index was 51% by confidence level of 99 percent. Test reliability with split- half method was 81% and Cronbach's coefficient alpha was 74%.

In this research for data analysis, two methods are used, first descriptive statistic (percent determination and table creation) and second, inferential statistic. First hypothesis is tested by Pierson's correlation coefficient. Second, third, forth and fifth hypothesis are tested by analysis of variance and finally sixth and seventh hypothesis are tested by t-test.

### 3.Results

#### First hypothesis

There is a significant relationship between students' attitude to school and assertiveness power.

**Table 1 – summary of statistical analysis of 1<sup>st</sup> hypothesis**

Statistical index	N	d.f	R	$\alpha$
First hypothesis	400	395	-0.01	5%

In this research, correlation coefficient is -10% with confidence level of 95% and degree of freedom is 395, that is lower than critical correlation coefficient (98%), so first hypothesis is rejected and it concluded that there is no meaningful relation between attitude to school and self-assertiveness power.

#### Second hypothesis

Respect to boy students, the girl student's attitude to school in the first, second and the third grades are different.

**Table 2 – summary of statistical analysis of 2<sup>nd</sup> hypothesis**

Statistical index	F	d.f	N	$\alpha$
Second hypothesis	0.258	222	24	5%

The results shown in Table 2, revealed that Value of F is 0.258 with confidence level of 95% ( $\alpha = 0.5$ ) and degree of freedom is 222, that is lower than critical amount (3.04); so second hypothesis is rejected and it concluded that girl students' attitude to school in the first, second and the third grades is not different.

#### Third hypothesis

The boy students' attitude to school in the first, second and the third grades is different.

**Table 3- summary of statistical analysis of 3<sup>rd</sup> hypothesis**

Statistical index	N	d.f	F	$\alpha$
Third hypothesis	175	173	1.59	5%

The results shown in Table 3 indicated that Calculated F is 1.59 with confidence level of %95 ( $\alpha = 0.5$ ) and degree of freedom is 173, that is lower than critical value; so third hypothesis is rejected and it concluded that the boy students' attitude to school in the first, second and the third grades is not different.

#### Fourth hypothesis

The girls student self –assertive power in the first, second and the third grades is different.

**Table4 - summary of statistic analysis of 4<sup>th</sup> hypothesis**

Statistical index	N	d.f	F	$\alpha$
Fourth hypothesis	224	222	2.29	%5

The results shown in Table 4 indicated that F is 2.29 with confidence level of %95 and degree of freedom is 222, that is lower than critical amount (3.04), so fourth hypothesis is rejected and it concluded that the girls students' self-assertiveness power in the first ,second and the third grades is not different.

#### Fifth hypothesis

The boy students' self-assertiveness power in the first, second and the third grades is different.

**Table 5-summary of statistical analysis of 5<sup>th</sup> hypothesis**

Statistical index	N	d.f	F	$\alpha$
fifth hypothesis	175	174	3.15	%5

The results shown in Table 5 indicated that Calculated F is 3.15 with confidence level of %95 and degree of freedom is 174, that is higher than critical value ,so fifth hypothesis is confirmed and it concluded that the boy students assertiveness power the first the second and the third grades is different.

#### Sixth hypothesis

The students' attitude to school among girls and boys is different.

**Table 6 - summary of statistical analysis of 6<sup>th</sup> hypothesis**

Statistical index	N	d.f	F	$\alpha$
Sixth hypothesis	397	395	2.216	%5

The results shown in Table 6 indicated that Calculated F is 2.216 with confidence level of %95 and 395 for degree of freedom, sixth hypothesis is confirmed and it concluded that the students' attitude to school between girls and boys is different.

#### Seventh hypothesis

The students' self- assertiveness power among girls and boys is different.

**Table7-summary of statistical analysis of 7<sup>th</sup> hypothesis**

Statistical index	N	d.f	F	$\alpha$
Seventh hypothesis	397	395	0.207	%5

The results shown in Table 7 indicated that Calculated F is 0.207 with confidence level of %5 ( $=0.5$ ) and 395 for degree of freedom that is higher than critical value (1.96),so seventh hypothesis is concluded that the students` self-assertiveness power girls and boys is different.

#### **4. Discussion& conclusion**

The results of this study indicated that according to the first hypothesis, there is a significant relationship between students` Attitude to school and self - assertiveness power. This hypothesis is rejected, so we conclude that there is no logical relationship between students` attitude towards school and self – assertiveness power. Result of this research is not compatible with there sults of Darabi (1998) and Afrooz` researches (2001). According to second hypothesis, the girl students` attitude to school in the first, second and third grades is different. Calculated (F) is lower that critical value, so research hypothesis is rejected; thus the girl students` attitude to school in the first, second and third grades is not different. According to the third hypothesis, the boy students` attitude to school (in the first, second and the third grades is not different, because calculated F is lower than critical F. This obtained result aren`t in agreement with those of the studies by Hoseini (1998)and Karamy(1996). The results of the analysis of data as to the fourth hypothesis revealed that the girl students` self assertiveness power in the first ,second and the third grades is not different which is not compatible with Rathus` research (1972).The results of the analysis of data as to the Fifth hypothesis revealed that the boy students` self – assertiveness power in the first, second and the third grades is different; calculated F is higher than critical F; so this hypothesis is confirmed; thus we conclude that the boy student's self- assertiveness power in the first, second and the third level is different. Result is not consistent to Rathus` research (1972) that boys in all grades have more self-assertiveness. According to sixth hypothesis, the students` attitude to school among girls and boys is different; Calculated F is higher than critical F; so this hypothesis is confirmed and thus we conclude that the students` attitude to school among girls and boys is different. Neisi (2002) also came to the same conclusion. According to seventh hypothesis, it was revealed that the students` self- assertiveness power among girls and boys is different; calculated F is higher than critical F; so this hypothesis is confirmed and we conclude that the students` assertiveness power among girls and boys is different. As a conclusion, being assertive is a core communication skill. It can help us to express ourselves effectively

and stand up for our point of view, while also respecting the rights and beliefs of others. Being assertive can also help boost our self-esteem and earn others' respect.

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