

A DESCRIPTIVE STUDY TO ASSESS THE ASSERTIVE BEHAVIOUR AMONG ADOLESCENTS (13-16 YEARS) IN SELECTED SCHOOLS, BHOPAL

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Abstract: Assertiveness is a vital psychosocial skill that enables adolescents to express their thoughts, emotions, and beliefs confidently while respecting the rights of others. During adolescence, individuals face numerous challenges such as academic pressure, peer influence, and emotional changes, which can significantly affect their ability to communicate effectively. Inadequate assertiveness may lead to low self-esteem, anxiety, poor decision-making, academic stress, and vulnerability to negative peer pressure. Schools serve as crucial environments for nurturing life skills like assertiveness, making it essential to assess assertive behavior among school-going adolescents. The present study aimed to assess the level of assertive behavior among adolescents aged 13–16 years and to determine its association with selected socio-demographic variables. A quantitative, descriptive research approach was adopted for the study. The research was conducted at Campion Higher Secondary School, Bhouri, Bhopal. A total of 100 adolescents were selected using a non-probability purposive sampling technique. Data were collected using a structured socio-demographic questionnaire and the standardized Rathus Assertiveness Scale (RAS). The findings revealed that 68% of adolescents demonstrated assertive behavior, 32% showed aggressive behavior, and none were categorized as non-assertive. The mean assertiveness score was 19.81 with a standard deviation of 18.699, indicating a statistically significant level of assertive behavior among the participants ($p < 0.001$). Chi-square analysis was performed to assess the association between assertive behavior and selected demographic variables. The results showed a statistically significant association between assertive behavior and fathers' education, mothers' education, and fathers' occupation. However, no significant association was found between assertive behavior and other variables such as age, gender, religion, family income, year of study, stream of study, residential status, type of family, mothers' occupation, and source of previous knowledge. The study concludes that parental educational and occupational status plays a significant role in shaping assertive behavior among adolescents. The findings highlight the need for structured assertiveness training programs in schools to strengthen adolescents' communication skills, self-confidence, and emotional well-being. Early identification and intervention can contribute to healthier interpersonal relationships and improved psychosocial development among adolescents.

Keywords: Assertive behavior, Adolescents, Rathus Assertiveness Scale, Socio-demographic variables, School students, Communication skills, Self-esteem, Aggressive behavior.

INTRODUCTION

Assertiveness is the ability to express one's thoughts, feelings, and beliefs confidently, honestly, and respectfully without violating the rights of others. It lies in between passivity and aggression, enabling an individual to maintain healthy interpersonal relationships, resist peer pressure, and cope with stressful situations. Inadequate assertiveness, however, can lead to problems such as low self-esteem, poor decision-making, anxiety, depression, academic stress, and susceptibility to bullying or substance abuse. Adolescents today are exposed to increasing academic demands, peer influences, and social challenges. Many of them struggle to express themselves appropriately, leading to maladaptive behavioral patterns. Schools, being the primary centers of socialization, play a crucial role in fostering life skills, including assertiveness.

Assessing the level of assertiveness among adolescents will help in identifying gaps and designing interventions to enhance their psychosocial well-being.

Assertiveness or social boldness is the ability to be legitimate and honest in terms of one's rights, interests, and beliefs, while not denying or ignoring the rights of others (Rathus, 1973). Rakos (1991) divides assertiveness into two categories, positive and negative. Positive assertiveness includes behaviors like expressing positive feelings, giving and receiving compliments along with admitting to personal mistakes and shortcomings whereas negative assertiveness includes expressing unpopular opinions, refusing reasonable requests and requesting behavior changes in other people.

REVIEW OF LITERATURE

REVIEW OF LITERATURE RELATED TO ASSERTIVE BEHAVIOR

A study was conducted an experimental study was carried out to assess the effectiveness of training on assertive behaviour and self-esteem among adolescent girls of South Side Girls' High school, Kharagpur, West Bengal. 80 participants were selected by non-probability convenience sampling. Quasi-experimental one group pre-test post-test research design was adopted. Rathus assertiveness schedule (1973) was used for assessing assertive behaviour, Rosenberg self-esteem scale (1965) used for self-esteem. Data were collected by using paper-pencil test. After administering the training on assertive behaviour and self-esteem, 66% students were assertive (previously 10%), 6% were very non-assertive (previously 30%) and 8% remained aggressive (previously 25%) and 71% had higher self-esteem (previously 14%), and only 9% remained problematic low self-esteem (previously 26%). The obtained mean/SD of post-test score on assertive behaviour and self-esteem are 26.46/18.35, 25.25/4.2. Calculated 'r' is 0.58; related 't' value on pre- test on assertive behaviour/self-esteem 6.28; i.e., significant, P.

A study was Conducted a comparative survey study to assess and compare assertiveness, self-esteem and leadership potentiality between 64 (sixty-four) 3rd year B.Sc. nursing students of College of Nursing, Medical College & Hospital, Kolkata; Government College of Nursing, S.S.K.M. Hospital, Kolkata and 60 (sixty) General college students of Brahmananda Keshab Chandra College, Bon Hooghly, Kolkata, West Bengal. Non-probability purposive sampling technique was adopted. The tool consisted of socio-demographic profile, standardized tool for assessment of assertiveness and self-esteem and 30 item structured questionnaire for assessment of leadership potentiality. The study findings reveal that assertiveness (mean difference -0.74), self-esteem (mean difference-3.47) and leadership potentiality (mean difference>7.19) among general college students are higher than those of nursing college students. The results also indicate that assertiveness is positively correlated with self-esteem [t df (58) =2.00; $p<0.05$] and leadership potentiality [t df (58) =2.00; $p<0.05$] among general college students.

A study was conducted with the aim to relate the assertiveness with academic performance. Non-experimental descriptive study was chosen to conduct a study in selected arts and Science College with 60 samples. The tools used for the study was Assertiveness scale and Academic performance scale. Out of 60 samples, 4(6.7%) were situationally assertive, 26(43.3%) were somewhat assertive, 30(50%) were assertive. In assessing the academic performance 23(38.3%) had good performance, 34(56.7%) had moderate performance, and 3(5%) had poor performance. The study finding also shows that there is

a positive relationship between the level of assertiveness and academic performance. The present study concluded that there is a lack of assertiveness among students which directly or indirectly affect their academic performance of the students. It is necessary that every school or college should provide the assertive training program to face the challenges and cope up with the current situation in the world.

A study was conducted a study to assess the level of assertiveness among B.Sc. Nursing students studying in Chettinad College of Nursing, Kelambakkam, Kanchipuram district, Tamil Nadu, India. In this study the researcher assessed the level of assertiveness by distributing the demographic variables proforma and assertiveness inventory schedule to the samples. The samples were instructed to fill the inventory schedule and the schedule was collected from the samples by the researcher. The study results stated that majority (40%) of the samples belongs to the age group of 18-19 years, whereas only (10%) were in the age group of 16-17 years. A large proportion (63%) of the samples belongs to the gender of female, (36%) were in the gender of male. Most (60%) of the samples belongs to the religion of Hindu, whereas only (7%) were in the religion of Muslim. Almost (83%) of the samples belongs to the board of study during schooling of state board, whereas only (7%) were in the board of schooling of CBSE. Among the samples (37%) of the parents have primary education, whereas only (10%) were in the parents were illiterate. Majority (40%) of the samples belongs to the family monthly income of Rs 10000 above, whereas only (17%) were in the family monthly income of Rs < 5000 It also reveals that majority (53%) of the samples belongs to the type of personality of dependent, shy, reserve, asocial, introvert, whereas only (47%) were in the type of personality of independent, open, social, extrovert.

STATEMENT OF THE PROBLEM

A descriptive study to assess the assertive behaviour among adolescents (13- 16 years) in selected schools, Bhopal.

OBJECTIVES:

- To assess the level of assertive behaviour score among adolescents
- To find out the association between the level of assertiveness among adolescents and their selected demographic variables.

RESEARCH METHODOLOGY

RESEARCH APPROACH- In this study, the quantitative Research approach was used.

RESEARCH DESIGN- In this study, descriptive research design was used.

SETTING OF STUDY- This study was conducted at Campion higher secondary school in Bhouri, Bhopal.

TARGET POPULATION- In this study the target population comprised of all adolescence studying in campion higher secondary school in Bhouri, Bhopal.

ACCESSIBLE POPULATION-The accessible population in this study was the adolescents in campion higher secondary school in Bhouri, Bhopal.who are fulfilling the inclusion criteria.

SAMPLING TECHNIQUE- Non-Probability-purposive sampling was used in this study.

SAMPLE SIZE - The sample consists of 100 adolescences in a selected school Bhouri, Bhopal.

CRITERIA FOR SAMPLE SELECTION

INCLUSION CRITERIA

- ✓ Adolescence who are cooperative and able to provide informed consent.
- ✓ Adolescence who are available during the time of data collection.
- ✓ Adolescence both male and female.
- ✓ Adolescence who are ready or eager to participate for in this study.

EXCLUSION CRITERIA

- ❖ Adolescence who are not available during the time of data collection.
- ❖ Adolescence who are having any chronic illness.
- ❖ Reluctance to participate in the study

- ❖ Adolescent undergoing behavioral or assertiveness training/counseling
- ❖ Adolescent who attended any previous research study.

DESCRIPTION OF THE TOOL

The tools consisted of two parts.

PART: A [SOCIO DEMOGRAPHIC VARIABLES]:

Part- A dealt with demographic variables the socio demographic data such as age of the student, year of study, area of the residence, monthly family income, educational status of the father, educational status of the mother, occupational status of the father, occupational status of the mother, type of the family, Source of previous knowledge.

PART B (RATHUS ASSERTIVE SCALE)

The Rathus Assertiveness Scale (RAS) was designed to measure a person's level of assertiveness was used for the study. Rathus assertive scale is a self-report which included 30 items self-measure assertiveness. Each statement had six responses and it was rated on 6-point Likert scale. The maximum score ranged between -90 to 90. high positive score indicates high assertiveness.

RESULTS

Table:1 Frequency and percentage distribution of socio demographic variables of samples.

Table No. 1.1: Distribution of frequency and percentage according to age

Age	Frequency (n)	Percentage (%)
13 to 14 years	38	38%
15 to 16 years	53	53%
Above 16 years	9	9%
Total	100	100%

Table No. 1.2: Distribution of frequency and percentage according to gender

Gender	Frequency (n)	Percentage (%)
Male	40	40%
Female	60	60%
Total	100	100%

Table No. 1.3: Distribution of frequency and percentage according to religion

Religion	Frequency (n)	Percentage (%)
Hindu	38	38%
Christian	20	20%
Muslim	41	41%
Sikh	1	1%
Total	100	100%

Table No. 1.4: Distribution of frequency and percentage according to fathers education

Fathers Education	Frequency (n)	Percentage (%)
Primary	6	6%
High school	22	22%
Higher secondary	28	28%
Graduates and above	44	44%
Total	100	100%

Table No. 1.5: Distribution of frequency and percentage according to mothers' education

Mothers Education	Frequency (n)	Percentage (%)
Primary	6	6%
High school	29	29%
Higher secondary	18	18%
Graduates and above	47	47%
Total	100	100%

Table No. 1.6: Distribution of frequency and percentage according to fathers' occupation

Fathers Occupation	Frequency (n)	Percentage (%)
Coolie	3	3%
Farmer	17	17%
Government employee	26	26%
Business	54	54%
Total	100	100%

Table No. 1.7: Distribution of frequency and percentage according to mothers occupation

Mothers Occupation	Frequency (n)	Percentage (%)
Coolie	4	4%
Farmer	8	8%
Government employee	22	22%
Self-employee.	66	66%
Total	100	100%

Table No. 1.8: Distribution of frequency and percentage according to family income

Family Income	Frequency (n)	Percentage (%)
5000 to 10000/Month	6	6%
11000 to 15000/Month	13	13%
16000 to 20000/Month	31	31%
Above 20000/Month	50	50%
Total	100	100%

Table No. 1.9: Distribution of frequency and percentage according to years of study

Years of Study	Frequency (n)	Percentage (%)
9 th class	35	35%
10 th class	22	22%
11 th class	30	30%
12 th class	13	13%
Total	100	100%

Table No. 1.10: Distribution of frequency and percentage according to stream of study

Stream of Study	Frequency (n)	Percentage (%)
Maths	21	21%
Computer science	29	29%
Pure science	27	27%
Commerce	23	23%
Total	100	100%

Table No. 1.11: Distribution of frequency and percentage according to residential area

Residential Status	Frequency (n)	Percentage (%)
Rural	23	23%
Urban	77	77%
Total	100	100%

Table No. 1.12: Distribution of frequency and percentage according to type of family

Type of family	Frequency (n)	Percentage (%)
Joint family	44	44%
Nuclear family	56	56%

Total	100	100%
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Table No. 1.13: Distribution of frequency and percentage according to source of previous knowledge

Source of previous knowledge	Frequency (n)	Percentage (%)
Television	41	41%
Radio	5	5%
Newspaper	16	16%
Books and journals	38	38%
Total	100	100%

Table: 2 Association between assertive behavior with their selected socio demographic variables. (N=100)

S. NO	Demographic Variables	Non-Assertive behaviour	Assertive behaviour	Assertiveness	df	Chi square (x2)	p value	Significance
1	Age							
	13 to 14 years	0	22	16	4	6.908	0.141	NS
	15 to 16 years	0	38	15				
	Above 16 years	0	8	1				
2	Gender							
	Male	0	26	14	2	1.023	0.599	NS
	Female	0	42	18				
3	Religion							
	Hindu	0	23	15	6	10.694	0.098	NS
	Christian	0	18	2				
	Muslim	0	26	15				
	Sikkim	0	1	0				
4	Father's education							
	Primary	0	6	0	6	21.257	0.001	S**
	High school	0	15	7				
	Higher secondary	0	25	3				
	graduates and above	0	22	22				
5	Mother's Education							
	Primary	0	5	1	6	15.010	0.020	S*
	High school	0	22	7				
	Higher secondary	0	16	2				
	graduates and above	0	25	22				
6	Father's occupation							
	Coolie	0	3	0	6	20.318	0.002	S**
	Former	0	15	2				
	Government employee	0	22	4				
	Business	0	28	26				
7	Mother's occupation							
	Coolie	0	4	0	6	9.878	0.129	NS
	Former	0	6	2				
	Government employee	0	18	4				
	Self-employee.	0	40	26				
8	Family income							
	5000 to 10000/Month	0	4	2	6	11.884	0.064	NS
	11000 to 15000/Month	0	11	2				

	16000 to 20000/Month	0	25	6				
	Above 20000/Month	0	28	22				
9	Year of study							
	9 th class	0	19	16	6	8.718	0.190	NS
	10 th class	0	16	6				
	11 th class	0	23	7				
	12 th class	0	10	3				
10	Stream of study							
	Maths	0	12	9	6	11.415	0.076	NS
	Computer science	0	22	7				
	Pure science	0	22	5				
	Commerce	0	12	11				
11	Residential status							
	Rural	0	18	5	2	2.945	0.229	NS
	Urban	0	50	27				
12	Type of family							
	Joint family	0	33	11	2	3.391	0.183	NS
	Nuclear family	0	35	21				
13	Source of previous knowledge							
	Television	0	24	17	6	11.226	0.081	NS
	Radio	0	3	2				
	Newspaper	0	15	1				
	Books and journals	0	26	12				

RESULTS

The above table showed the association between the assertive behavior level among adolescences with selected socio demographic variables such as age, gender, religion, fathers' education, mothers' education, fathers' occupation, mothers' occupation, family income, year of the study, stream of the study, residential status, type of the family and source of previous knowledge by using a non-parametric X^2 test. On applying the chi-square test demographic variable "fathers' education, mothers' education and fathers' occupation" was significantly associated with the assertive behavior among adolescences. The X^2 value of "fathers' education, mothers' education and fathers' occupation" was 21.257, 15.010 and 20.318 greater than the table value (0.001, 0.020 and 0.002) at 6, 6 & 6 degree of freedom. Hence there will be a significant association between assertive behavior among adolescences with selected socio demographic variable fathers' education, mothers' education and fathers' occupation) of among adolescences is accepted. Association between the assertive behavior level among adolescences and other selected socio-demographic variables such as Age ($X^2 = 6.908$), Gender ($X^2 = 1.023$) Religion ($X^2 = 10.694$), Mothers occupation ($X^2 = 9.878$), Family income ($X^2 = 11.884$), Year of the study ($X^2 = 8.718$), Stream of the study ($X^2 = 11.415$), Residential status ($X^2 = 2.945$), Type of family ($X^2 = 3.391$), and source of previous knowledge ($X^2 = 11.226$), were found to be statistically not significant. Hence there is no significant association between selected socio-demographics like age, gender, religion, mothers' occupation, family income, year of study, stream of study, residential status, type of family and source of previous knowledge with the assertive behavior level among adolescences is rejected.

Table No.3: Mean and SD score on assess the assertive behaviour among adolescence.

Assertive behavior	Frequency (N)	Percentage (%)	Mean	S.D.
Non-assertive behavior	00	00%	19.81	18.699
Assertive behavior	68	68%		
Aggressive behavior	32	32%		
Total	100	100%		

DISCUSSION

Based on the present study findings, the investigator found that the difference between mean and standard deviation level of assertive behaviour was statistically significant at $p < 0.001$ among adolescences of selected schools in bhouri, Bhopal.

RECOMMENDATIONS

- Schools in Bhopal can benefit from the introduction of assertiveness training programs tailored for adolescents, especially in the 13-16 age group. These programs could focus on enhancing communication skills, self-esteem, and conflict-resolution techniques.

- Parents play a crucial role in shaping assertive behaviors. Schools could collaborate with parents to organize workshops or seminars aimed at educating them on how to foster assertiveness in their children through positive reinforcement and consistent communication.
- To track the development of assertive behavior, schools should consider implementing regular psychological assessments. These assessments could help identify students who might be struggling with low assertiveness or other related issues like anxiety or depression, allowing for early intervention.
- Encouraging peer mentoring among adolescents could be an effective strategy to promote assertive behavior. Older students who demonstrate strong assertiveness can mentor younger students, providing role models and teaching appropriate ways to express themselves in different situations.
- Any assertiveness training or intervention program should be culturally sensitive, considering the socio-cultural dynamics of Bhopal and its surrounding areas. Adolescents' responses to assertiveness training may vary, and it's important to consider local values and norms while designing such programs.

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