

Assertiveness Level of Students Studying at School of Physical Education and Sports

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ABSTRACT

The aim of the study is to evaluate assertiveness level of students studying at School of Physical Education and Sports. Totally, 230 students (145 male, 85 female) have taken part in this research. Data is gathered through Rathus Assertiveness Inventory (RAI). Rathus Assertiveness Inventory has been translated to Turkish Language by Voltan Acar (1980). In evaluation part for questionnaires answered by participants, frequency analysis, percentage analysis, Independent Sample T-test, One Way ANOVA analyses are used.

According to the results, it has been statistically determined that there are not significant differences on genders and ages ($p>0,05$); but there are significant differences on analyses done for the places, participants have lived for the longest time ($p<0,05$).

Keywords: Assertiveness, The School Of Physical Education and Sports, student

INTRODUCTION

An individual should be thought as integrated with, his physical and emotional specialities, the society he lives with. The individual needs some preconditions on interpersonal interactions and communications, to be able to display healthy social and psychological features. It can be said that there are three main behaviours while people express themselves. These behaviour types may be shown on a scale, placing shyness on one edge, aggressiveness on the other and assertiveness in the middle (Bal, 2006).

When speaking about the relations, it can be said that the individual reacts choosing one of the four main behaviours; submissive (passiveness), offensive (aggressiveness), router (manipulativeness) or assertiveness (Oksuz, 2004).

The word "assertiveness" in English literature, (translated as "atılganlık" to Turkish language), is defined as a behaviour type which enables the human relations and interactions to be healthy, including showing respect to others thoughts and expressing own feelings, beliefs and thoughts to others directly, truly and clearly to others (Bayraktar, 2007).

The term assertiveness which takes place in the middle of the scale, came up in the second half of the 20th century in USA, defining a personal characteristic, a behaviour type and has been well researched. In the late 1970's, being considered as an appropriate word, the translation of "assertiveness" has been accepted as "atılganlık" in Turkish language. However, through the late 1980's it has been decided that the translation of assertiveness can be "güvengen", derived from the word "güven" (trust, confidence) just as the other words in Turkish which are derived with the appendixes -gen, -gan, -ken, -kan (Acar, 2008).

Alberti and Emmons described the assertive individual as a person who is really interested in other people, moreover who knows his rights well (Bicer, 2009, Cam 2010, Efe, 2007, Efe 2008, Kutlu 2009, Ozsaker 2010).

Assertiveness is used in the meanings, "displaying yourself effectively", "behaving effectively", "confident behaviour", "being self-starter" (Dincyurek, 2010, Karatas 2009).

According to İnceoğlu and Aytar, assertiveness is a healthy way of behaviour on interpersonal interactions and communications also described as the individual expressing his feelings, needs, thoughts and protecting his own

rights, considering the other people too.

Wolpe describes assertive behaviour as, a feeling being expressed to the others in a proper way (Ozcivanoglu, 2010).

Assertiveness is a main behavioral feature, which might regarded as one of the most important behaving types and forming the basis of social development. Assertive individuals know their own rights, as well as showing respect to others' rights and express their own positive and negative thoughts clearly and honestly in addition to taking responsibility on their behaviours, feelings and thoughts (Kutlu, 2009).

The feature of assertiveness aims to smooth the way to success and remove the threatening powers. Moreover, it removes the obstacles which cause increases or decreases on self-achievement and realization of the thoughts(6).

Lazarus described four items of assertive behaviour. These are; Being able to say no, being able to make demands, being able to express positive and negative thoughts, being able to start a communication, sustaining it and ending it (12).

Assertive individual, expresses what he wants to express in a direct way, is a listener who gives the impression that he cares, can look into others' eyes, uses proper gestures with a natural way of talking and the toning of a mature as well as using the appropriate face expressions, is self-confident, doesn't let others to threat or scare him with their behaviours, doesn't underestimate others or try to take them under his influence and doesn't threat them, when feels there's something wrong asks questions and asks for explanations, doesn't let others use him, can overcome the stressors, can express his feelings and thoughts without anxiety, accepts he may not have the same ideas with everyone, can express his opinions positively leaving space to argument, while making a decision can properly say "yes" or "no", is polite but when needed is definite and can argue useful results, sets up close relationships, determines the needs between people and covers them, takes his own decisions on life and realizes his aims, can express his positive and negative feelings honestly and properly, develops him-self constantly, his performance satisfaction and work satisfaction are high (Efe, 2007).

Considering these explanations it is possible to define assertiveness as the ability of the individual to express his feelings, thoughts, demands and complaints in a democratic way, as well as having the ability to say "no" when needed (Tekin, 2010).

In this research the assertiveness level of the students who are studying at School of Physical Education and Sports has been searched related on their gender, age, the places they have lived for the longest period of time.

MATERIAL AND METHOD

Sample Group

The sample of the research is described as "230 students (145 male, 85 female) studying Department of Physical Education and Sports Teaching, Department of Sports Management, Department of Coach Training in Sports and Department of Recreation at School of Physical Education and Sports in Dumlupinar University"

Data Gathering Means

To gather the data for the research, the demographic information forms and "Rathus Assertiveness Schedule (RAS)" have been used. It is an easy to implement scale which the individuals can answer by themselves. The scale has been thought to the sampling group and it has been filled by the group in accordance with the principle of voluntary participation.

At what degree, the thoughts and behaviours written in the scale match with theirs, has been asked to the participants. The options have been selected as; very much like me, rather like me, slightly like me, slightly unlike me, rather unlike me, very much unlike me (Voltan, 1980).

Statistical Analysis

The data gathered from the participants have been evaluated with the statistics package program SPSS 17.0. To be able to determine if the average points of assertiveness shows any statistical difference related to the demographic

variables, t-test and one-way analysis of variance (ANOVA) has been applied. And in the case of important differences of average points assertiveness is found, Tukey HSD multiple comparison test is used to be able to find the source of the difference. The tolerance of error has been accepted as .05 in the research.

FINDINGS

Table-1. Distributions of The Personal Informations of the research group

FACTOR	VARIABLE	f	%
Gender	Female	85	37
	Male	145	63
	Total	230	100
Age	17-20	47	20,4
	21-23	146	63,5
	24-27	32	13,9
	28 and over	5	2,2
	Total	230	100
Studies	Physical Education Teaching	67	29,1
	Sports Management	69	30,0
	Coaching	64	27,8
	Recreation	30	13,0
	Total	230	100
Year of Study	1.00	57	24,8
	2.00	55	23,9
	3.00	79	34,3
	4.00	39	17,0
	Total	230	100
Type of the places that the participants have lived for the longest period of time	Village	2	,9
	County borough	52	22,6
	Province	65	28,3
	Metropole	111	48,3
	Total	230	100

In Table 1 the distribution of the personal information on the participants have been given. According to the datas it can be seen that 63% of the students who have participated in the research are "male" and 37% are "female" (M=85).

Four different age intervals are used. When evaluated it can be seen that as a big mass, 63.5% of the students are at the age between "21-23" have participated in the research and "28 and over" aged students have been the

lowest number of students who took place in the research with a rate of %2.2.

It has been determined that 34.3% of the students who participated in the research on 3rd year of their study and with a rate of 24.8% of the students participated in the research on 1st year of their study".

It can be seen that the 48.3% of the sample group have lived in a metropole while 28.3% have lived in a province for the longest period of their life.

Table-2. Analysis of T-Test to determine the assertiveness levels related to the variable of "gender" of the participants.

Variable	N	\bar{X}	s.s	T	P
Female	145	121,4828	13,16567	,140	,26
Male	85	121,2235	14,19035		

P=0.05

An meaningful statistical difference of assertiveness points related to genders hasn't been determined in Table-2 ($p>0.05$).

Table-3. ANOVA Analysis to perform comparison of assertiveness points related to ages of the participants.

Variable	N	\bar{X}	s.s	F	P
17-20	47	117,8298	13,08554	2,57	0,55
21-23	146	121,9589	13,26592		
24-27	32	122,1250	14,00403		
28 and over	5	133,4000	15,99375		
Total	230	121,3870	13,52316		

P=0,05

When the assertiveness points are compared considering the ages of the participants it has been seen that there's no meaningful difference between the age groups.

Table-4. ANOVA Analysis to perform comparison of assertiveness points related to the type of places that the participants have lived in for the longest period of their life.

Variable	N	\bar{X}	s.s	F	p	Tukey
Village	2	110,0000	,00000	8,74	.000	2-4*
County borough	52	116,9423	12,05773			3-4*
Province	65	117,7077	13,30733			
Metropole	111	125,8288	13,06409			
Total	230	121,3870	13,52316			

P=0,05

As a result of the variance analysis which has been performed to find the differences of the assertiveness points related to the type of the places that the participants have lived for the longest period of their life, a meaningful difference has been found ($p>0,05$).

To find the groups which cause the difference Tukey test has been performed. According to this, meaningful differences between the students who have lived in a county borough and the students who have lived in metropole for the longest period of their life, between the students who have lived in a province and the students who have lived in a metropole for the longest period of their life, have been determined ($p<0,05$).

DISCUSSION AND CONCLUSION

In this research which is thought to be an example for the researches on assertiveness, the assertiveness levels of the students who are studying at The School of Physical Education in Dumlupınar University have been evaluated.

In Table-1 it is seen that 63% of the participants are "male", 37% are "female"; the biggest mass of the participants with a rate of 63.5% are at an age between "21 and 23" and the lowest number of participants are "28 and over" with a rate of 2.2%. What is more, 48.3% of the participants are studying in the 3rd class while 28.3% are studying in the 1st class and 48.3% of the participants have lived in a "metropole" while 28.3% of them have lived in a "Province" for the longest period of their life.

When analysed, in Table-2 it is seen that there's no meaningful statistical differences on the assertiveness level related to the genders of the school of physical education and sports students and that both of the gender groups gathered average points.

According to Table-3 although the students at the age of "28 and over" are determined as more assertive than the students in other age groups, there's no meaningful statistical difference between the age groups ($p> 0,05$). In researches like this one, Erşan and his friends have found the assertiveness levels of students at the age of "21 and over", higher than the assertiveness levels of students younger than 21; Çam and his friends have found the assertiveness levels of students at the age of "24 and over", higher than the students younger than 24. Çam and his friends think that the reason that difference couldn't be found because all of the students do sports and the ages are close to each other (Ersan, 2009, Cam, 2010)

Taking a look on the Table-4, it's determined that there is a meaningful difference between the students who have lived in a county borough and the students who have lived in a metropole for the longest period of their life in addition to the meaningful difference between the students who have lived in a province and the students who have lived in a metropole for the longest period of their life. ($p<0.01$) There's no data why this difference accrued. For sure the type of the place that the individual has lived for the longest period of his life would effect the level of his assertiveness. However, to determine why this difference accrued, a new research is needed.

The average of assertiveness points of the students studying at School of Physical Education and Sports in Dumlupınar University is determined as 121.4 meaning an average level of assertiveness. As well as the educations on assertiveness, it is thought that habit of doing sports would increase the level of assertiveness.

By all means, sports cause the individual to become more social, help him adapt himself to the society and improve him psychologically as well as physically. The individual can get rid of the negative effects caused by the monotonous conditions seen at the school or at work, by doing sports.

By the researches done with the people doing sports and the people not doing sports, it has been determined that the ones who do sports are more active, more extrovert, more hardworking, more patient, more ready to set up social relations and it is easier for them to adapt themselves to a new situation, and they are more balanced in emotional orientation. In one of the researches it has been determined that the level of assertiveness of the students studying at the School of Physical Education and Sports are higher than the level of assertiveness of the students studying in other departments (Arslan, 2010, Camliyer, 2002, Ersan, 2009).

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