



Adolescence Students and their Group Behavior with their Self Assessment with Reference to Higher Secondary School Students in Dehradun

Dr Reecha Singh¹, Dr Ritesh Upadhyay²

¹Associate Professor, Department of Management, MAYA Group of Colleges, Dehradun, India, (U.K)

Email : reecharanjansingh@gmail.com

²Assistant Professor, Department of management, Graphic Era University, Dehradun, India, (U.K)

ABSTRACT

-Adolescence is a vital period in social development, because adolescents can be easily influenced by the people they develop close relationships with. Peer groups provide an opportunity to develop social skills such as empathy, sharing, and leadership during adolescence. The development of pro-social and antisocial conduct in children and adolescents is also linked to a number of family variables. In order to benefit others, pro-social behavior aims to build positive, empathic, cooperative, and socially responsible connections. Children and society benefit from pro-social behavior because it creates favorable attributes. Similarly, their self-concept develops into something far more complicated and substantial than it was as a child. Self-concept represents how a teenager views himself in domains (or regions) where he or she feels success to be significant. Acting in a pro-social and altruistic manner has been shown to improve a person's self-concept in the past.

Introduction

Inability to communicate emotions and assert oneself is one of the key concerns overlooked in educational procedures with which pupils are confronted. In general, self-assessment refers to a person's ability to communicate and defend his or her ideas, interests, and feelings in a dignified and anxiety-free manner. A person with self-assuredness accepts responsibility for his or her own actions and decisions, has adequate self-esteem and positive ideas and attitudes toward himself and others, and acts in a forthright and honest manner with himself and others. Peer pressure to comply was essentially identical across adolescent peers, and because they had always identified with one another, a stage of adult responsibility was more easily accomplished. As a result, the teenager becomes increasingly isolated as a member of a group, and he is socialized out of the family and into the group and society before he can develop appropriate adult behavior standards.

Need of the Study

Assertive behaviors are convergence to and correlated with positive self concept, self confidence and non assertive behaviors are preventive and avoidant and are highly correlated with fears, phobias, social anxiety and a variety of internal aggression. Groups of a large number of people in a given area may act simultaneously to achieve a goal that differs from what individuals would do acting alone...The investigator has taken this topic to know the group behavior of Adolescence higher secondary students and their self Assertion; this gives the measure the Behavior of Adolescence higher secondary students and their self Assertion.

Statement of the Problem

Self-assertion is the act of putting forward your own opinions or to express your needs, rights and wishes. In this way person represents his own demands and express his own wishes. Generally higher secondary students are having fear of expressing his/her views or wishes. So the investigator intended to study the group behavior and self assertion of Higher Secondary school of students

Objectives-

1. To find out the self Assertion of Higher secondary school students
2. To find out the Adolescent Group behavior of Higher Secondary school
3. To find out the relationship between self assertion and Group Behavior of Higher Secondary school students

Hypothesis

- 1-The level of self –assertion of higher secondary school students is average
- 2-The Adolescent group Behavior of Higher secondary school students is average
- 3 –There is a positive relationship between self assertion and Group Behavior of Higher secondary school students

Methodology

The investigator followed the normative survey method. The investigator conducted a tool of self assertion and Group Behaviour. The reliability of tool is 0.791 and 0.71 which reveals the tools are reliable enough for data collection

Population

The 11th standard students studying in higher secondary schools in and around Dehradun.

Sample

The investigator randomly selected 6 from each school; the investigator has taken 45-50 students. They were selected through purposive sampling technique. The 300 standard students form the sample of the present study.

Data Analysis

The collected data were put into the following statistical analysis: percentage analysis, Differential analysis, and correlation analysis

Hypothesis Testing

Table -1

Variable	N	Mean	SD
Self assertion	300	16.89	2.83
Group Behavior	300	143.89	16.64

Table 1 shows the Mean and standard deviation of self assertion and Group Behavior of Higher secondary school students

Hypothesis 1

Table -2

The level of the self assertion of higher secondary school students

Level of self assertion	Total	Low		Average		High	
		NOS	%	NOS	%	NOS	%
	300	144	48	43	14	113	38

From the Table 2 it is inferred that 48% of higher Secondary students falls under low category, 14% falls under average category, 38% falls under high category in their level of self assertion. Hence the hypothesis that the level of self assertion of higher secondary school students is average is not accepted.

Hypothesis 2

Table 3

The level of the Group behavior of Higher Secondary school students

Level of Group Behavior	Total	Low		Average		High	
		NOS	%	NOS	%	NOS	%
	300	150	50	7	2	143	48

From the Table 3 it is inferred that 50% of higher secondary student's falls under low category, 2% falls under average category and 48%, falls under high category in their level of Group behavior. Hence the hypothesis that the level of Group behavior of higher secondary school students is average is not accepted.

Hypothesis 3

There is a positive relationship between self assertion and Group behavior of higher secondary school students

Table 4

Relationship between self –Assertion and Adolescent Group Behavior of Higher Secondary school students

Self assertion vs. Group Behavior of Students	N	Calculated 'r' value	Remarks
	300	-0.079	NS*

NS* Not significant at 0.05 level

The calculated correlation co-efficient value (r) is -0.079 shows that there is a negative relationship between self assertion and Adolescent Group behavior of Higher Secondary school students and is not significant at 0.005 level. Hence the hypothesis that there is a positive relationship between self assertion and group behavior of Higher secondary school students is not accepted.

Findings of the study

1. As a small percentage of higher secondary school students (14%) falls under average category and their level of self assertion is stated to be low.
2. As a small percentage of higher secondary school students (2%) falls under average category and their level of Group behavior is stated to be low
3. There is a negative relationship ($r=0.079$) between self assertion and Group behavior of higher secondary school students

Interpretation

From the percentage analysis, it is found out that the Higher Secondary School students have low level of self assertion and Group behavior. This may be due to the fact of higher Secondary School students do not much aware their self assertion and group behavior. This shows the lack of the supporting system to the higher secondary school students. However, little scientific attention has been given to the complex interactions between higher secondary students and the school environment

Implication of the study

1. The government should order to all types of schools should motivate the students by giving group exercises
2. Parents and school should motivate the students and make them aware by involving them in social welfare activities.

Conclusion

Adolescent problem behavior, including substance use, school misconduct and delinquency, is a national concern. Implicit in the concept of school is the recognition that students who develop positive social bonds with their school are more likely to perform well academically, and refrain from misconduct and other antisocial behavior. However, little scientific attention has been given to the complex, interactions between higher secondary students and the school environment.

References

- [1] Bahmaah Allahyari and hossein Jenaabadi (2020)-The role of assertiveness and Self Assertion in Female High School Student's Emotional Self Regulation
- [2] Bearden, W.O and Etzel, M.J. (2019)- Reference Group influence on product and purchase decisions, Vol.9, pp.83-194
- [3] Gerald Holton (4th Dec 2020)-"Robert Merton- Biographical Memoirs" Proceedings of the American Philosophies 148(4): 506-517
- [4] Jex, Steve and Britt, Thompson (2018)-The Organisational psychology .A science Practitioner Approach (second edition). Hobert New jersey : John wiley & sons Pp.341-365
- [5] Schacter, Daniel L. (2021)-Psychology Catherine woods p.511