



ASSERTIVENESS, EMOTIONAL INTELLIGENCE AND SUBJECTIVE WELL-BEING OF COLLEGE STUDENTS

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Abstract

This study examines the relationship between assertiveness, emotional intelligence and Subjective well-being of college students. 346 college students are participated in this study from various senior colleges from Marathwada region of Maharashtra. Multiple regression analysis revealed that emotional intelligence is more contributed to decide subjective well-being than assertiveness of college students; simultaneously this study indicates that assertiveness also leads subjective well being of college students. Similarly, good emotional intelligence also leads subjective well being of college students. This research indicates the need to emphasis positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

Keywords: *Assertiveness, emotional intelligence, Subjective Well-Being, College Students*

Introduction

The behavior of individual is an important factor to achieve success or become failure. Assertiveness is one pattern of behavior. Assertiveness is a trait linked to self-esteem and considered as an important communication skill. Assertive behavior is that type of interpersonal behavior in which a person stands up for her or his legitimate in such a way that the rights of others are not violated. Assertive behavior is an honest direct and appropriate expression of one's feelings, beliefs and opinions. It involves behavior, language, and personal confidence and self-esteem. It is clearly distinguished from aggression or aggressive tactics and it is about effective achievement of needs and rights, taking into account the needs and rights of others. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others. They are also willing to defend themselves against aggressive incursions. Assertiveness is an essential capability that is required of students who wish to achieve academic and professional success. It is found that students who are aiming to achieve college success, Achieving Success through Academic Assertiveness. Jennifer Moon creatively explores the importance of this emerging topic and asserts that how assertiveness is linked to the process of learning and overall student development, critical thinking, and academic achievement.

Emotional intelligence also shapes our behavior. How we manage ours and others emotions rightly is an important aspect of success. Assertiveness and emotional intelligence are the core values of subjective well being.

The field of subjective well being comprises the scientific analysis of how people evaluate their lives both at the moment and for longer period such as for the previous year. This evaluation includes people's emotional reaction to events, their mood and judgment they form about their life satisfaction, fulfillment and satisfaction with domain such as



education, marriage and work (Diener, Oishi & Lucas, 2003). Subjective well being (SWB) is one measure of the quality of life of an individual and of societies.

Psychologists avow that there are number of demographic variables such as income (Diener & Oishi, 2000) age, (Diener & Suh, 1997), marriage (Diener, Suh, Lucas & Smith, 1999) and religion (Myers & Diener, 1995) which influence the SWB.

The above studies reveal that some positive traits are related with SWB. But there are dearths of such type of studies in Indian context, therefore in the present study an attempt has been made to study the subjective well being in relation to emotional intelligence and assertiveness of college students.

According to above description following questions are knobbed for investigation.

- 1- Whether assertiveness predicts the subjective well being of college students?
- 2- Whether emotional intelligence predicts the subjective well being of college students?

Statement of problem:

Present investigation is planned with the following statement of problem 'To Study the relationship between Assertiveness, Emotional Intelligence and Subjective Well-Being of College Students'

Objectives:

- 1: To examine the relationship between assertiveness and subjective well-being of college students.
- 2: To assess the relationship between emotional intelligence and subjective well-being of college students.
- 3: To study the major contributory factor of making subjective well-being of college students.

Hypotheses:

Based on the analysis of research studies conducted in the past on various aspects well being the following hypotheses are formed.

- 1: Assertiveness is positively associated with subjective well-being of college students.
- 2: Emotional intelligence is positively associated with subjective well-being of college students.

Method

Sample:

The sample for the present study consisted of 346 male and female senior college students. All the students and graduate colleges are from Marathwada region. Random sampling method was used for the present study.

Research method:

This is a survey method of descriptive research. In this method researcher has used readymade and standardized psychological tests and collects firsthand information from the college students. On the basis of data analysis researcher would be able to reveal the behavioural pattern of college students.

**Tools:****1: Assertiveness scale**

This scale is constructed and standardized by Tasneem Naqvi. This test is divided in two parts. The first part of this inventory has **35** items and part two has **12** items only.

Reliability:

The reliability of the inventory was calculated by Spearman-Brown (split-half .82 for part one and .78 for part two) and Kuder-Richardson (rational equivalence .76 for part one and .70 for part two.) formula. (N=100)

Validity:

Point bi-serial correlation is the test validation in which the criterion of validity is considered to be internally consistent; an item by item computation of point bi-serial correlation was calculated by using the formula, suggested by Garrett (1967) which shows the test is valid for the measures of assertive behavior.

2: Emotional Intelligence Scale

Emotional Quotient Test was used to measure emotional intelligence. This test is developed by Rambir (2007). Five components of emotional intelligence are covered in the test. This scale contained 44 items. Each item has five response alternatives. The respondents were instructed to tick mark any one of the five choices for each item. The reliability was determined by split-half method and value was 0.61 and discriminate validity was 0.07.

Subjective well being Scale

To measure the well being of students' Subjective wellbeing Inventory was used. Subjective wellbeing Inventory is made by Sell & Nagpal, 1992. This is a very comprehensive instrument (originally in English language) for measuring positive indicators of health, admitting percept of wellbeing, life satisfaction, happiness, positive affect and feeling about social life. The Subjective wellbeing Inventory has been standardized on adult Indian population. It already been used previously in researches by other researchers (Bhogle and Prakash, 1995; Chandra, Sudha, Subbarathna, Rao, Verghese and Channabasavana, 1995; Mishra, Kumaraiah, Chandra, and Rajaram, 1998). This item pool was subjected to statistical treatment and factor analysis. The result was a 40 item version that assesses the subjective wellbeing of the subjects on 11 factorial dimensions.

Data collection:

After establishing proper rapport with college students on various occasions distributed them the set of psychological tests. After giving proper instructions they fill-up all questionnaires completely and collect all the questionnaires.

Data analysis:**Table 1: Model Summary**

Model	R	R Square	Adjusted R Square	Standard error of the Estimate
1	.568	.648	.646	3.48

**Table 2: Analysis of Variance**

Model	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7272.63	2	3636.315	148.42	.001
	Residual	8428.36	344	24.50		
	Total	15701.02	346			

Table 3: Coefficients

Model		Unstandardized coefficient		Standardized coefficient	t	Sig.
		B	Std. Error	Beta		
1	(constant)	47.56	1.03		39.18	
	assertiveness	.21	.02	.42	6.23	.001
	Emotional intelligence	.59	.07	.57	9.06	.001

Results:

According to table 1, the R value indicates that 64.8 percent variance in the subjective well being (DV) is explained by the model (which includes assertiveness and emotional intelligence). In this context this is quite a good result.

Table 2 shows the statistical significance, 148.42 $p < .001$. According to the F value it is observed that there is a good relationship between assertiveness, emotional intelligence and subjective well-being.

In this model we are going to avoid the regression equation and want to compare the contribution of each independent variable. According to table no. 3 it is found that the beta value of assertiveness is .42 and associated t value is 6.23 which is significant on 0.01 level and simultaneously the beta value of emotional intelligence is .57 and associated t value is 9.06 which is also significant on 0.01 level. The largest beta value is .57 for emotional intelligence, means emotional intelligence makes strongest unique contribution to explain the subjective well-being. The beta value for assertiveness is slightly less and indicating that it made less contribution to make subjective well-being.

Discussion:

The findings of the present study show that college students who have high assertiveness tendency and high level emotional intelligence scored significantly high on subjective well-being. The reason for this result is that high emotional intelligence students



are happier, and more successful in their relation, are capable for striking a balance between emotion and reason.

Since the persons having high emotional intelligence have skills to identify and regulate the emotions of self & others to activate emotions at the right time & place to the right degree to apply these processes adoptively in social interaction (Baron & Parker 2000) therefore they have significantly more on subjective well-being.

Emotional intelligence helps the individual to cope up with any given situation & makes the person well adjusted, psychologically balanced, which leads to competent & fully satisfied life. Yates (1997) findings supports this motion. They found that high EQ individuals are on the higher level of success and satisfaction and it is significantly & highly correlated with job performance. The present findings are in harmony with Yate's findings.

Results further reveals that assertiveness is also a good predictor of subjective well-being. Raymond Chan and Stephen Joseph (2000) found that greater extraversion and lower rated importance of financial success were associated with higher scores on happiness, self-actualization, and self-esteem. They also found that likelihood of financial success was associated with higher scores on self-esteem, likelihood of self-acceptance was associated with higher scores on self-actualization, and likelihood of community feeling was associated with higher scores on happiness.

These results are in accord with our results. On the basis of above findings it can be concluded that assertiveness traits and high emotional intelligence are important correlates of subjective well being of college students. This result has greater generalization competence and has utility to apply rest of Maharashtra.

Conclusions:

- 1: Our model which includes assertiveness and emotional intelligence explains 64.8 % of the variance in subjective well-being of college students.
- 2: There is a relatively relationship between assertiveness, emotional intelligence and subjective well-being.
- 3: Emotional intelligence is make largest unique contribution and assertiveness also made a statistical significant contribution to making subjective well-being.

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