



Assessment of Self-Assertiveness and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

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Abstract: *This study assessed self-assertiveness and teachers' job performance in public senior secondary schools in Rivers State. Three research questions were posed, while three hypotheses guided the study. The study adopted the correlational survey research design. The population of this study was 650 selected senior secondary school teachers in Rivers State. The Taro Yamene formula was used in drawing a sample size of 247 teachers using the simple random sampling technique in selection of the teachers. A self-structured questionnaire titled "Self-Assertiveness and Teachers' Job Performance Questionnaire" (SATJPO) with a four point rating scale, was used in generating data for the study. The instrument was validated by two experts in the field of Measurement and Evaluation, while a reliability coefficient index of 0.72 was obtained using the Cronbach Alpha Statistics. The Pearson's Product Moment Correlation was used in answering the research questions and in testing the formulated hypotheses at 0.05 alpha level. The study found that there is a significant relationship between honesty, interpersonal relationship, effective communication and teachers' job performance in public senior secondary schools in Rivers State. Given the above, it was therefore recommended among others that teachers should exhibit absolute honesty in all their dealings especially in teaching and learning in order to improve their job performance, and that interpersonal relationship among teachers, students, and other staff should be encouraged as it ensures and provides for good job performance.*

Keywords: *Self-Assertiveness, Teachers, Job Performance, Senior Secondary Schools*

Introduction

To facilitate the learning process, learners' emotional growth should be taken into consideration to understand the relationship between emotions and learning better. One of the main factors, neglected in the educational procedures, with which students are encountered is inability to express emotions and self-assertion. According to Lizarrage (2013), self-assertion refers to an individual's ability to express and defend his/her ideas, interests and feelings in a worthy matter and without anxiety. He further established that it entails the expression of feelings, ideas, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. Morris (2015) opined that self-assertiveness involves both positive and negative expressions, as such seeks to achieve personal and/or instrumental goals.

In the view of Lang and Jakowbdki (2018), self-assertiveness include the ability to defend your rights, express your thoughts, emotions, and beliefs in an appropriate, direct, and honest ways such that others' rights do not violated. The method of interacting with others is an important factor in social interactions. Poor communication can establish unhealthy relations and increase

mental pressure. One of the key factors in interpersonal communications is the ability to use self-assertiveness properly. Poor self-assertiveness can create several problems for the individual and others. It is a structured method of intervention which is used to improve the effectiveness of social relations and is applied to treat anxiety disorders and phobias in children, adolescents and adults. An assertive person can establish close relationships with others, avoid himself/herself from being abused and express a wide range of needs and positive and negative thoughts without guilt and anxiety or violating others' rights (Aghaei, 2013).

Teachers' self-assertiveness consists of the various skills which can empower the teenagers' self-efficacy and positively impress their interactions with others to cause their trust and self-esteem. The defects in this skill can result in many problems for young people. Self-assertiveness is relevant to adolescents due to their age and peer group pressure. In Furtherance, it protects adolescents against the factors threatening their health. Self-assertiveness is closely associated with teachers' self-confidence, self-esteem, anxiety (Ghodrati, Tavakoli, Heydari, & Akbarzadeh, 2016). Though different scholars explain the concepts of assertiveness in different ways, conceptually the notion of their definition is well-nigh similar.

The psychological concept of self-assertive behaviour covers three major principles of human expression: behaviour, cognition, and emotion. From the behavioral aspect, assertiveness is the skill that enables a person to freely express his feelings, defend his objectives and goals in ordinary and special circumstances, and have a sense of accomplishment and success in interpersonal relationships (Townend, 2017). In terms of affectivity, self-assertive individuals are able to express and respond to their positive and negative feelings without anxiety and unnecessary anger. Considering complexity and display of psychological and behavioral problems among students, the necessity to learning of life skills and practical solution in this group feels any more than the others.

The indices of self-assertiveness applied in this study include: honesty, interpersonal relationship, effective communication. Honesty implies accurate inevitably an attachment to the truth that surpasses any kind of personal intent. Honesty according to Sarkova (2016), is a value, vital and core to be able to live in the society which orients all actions and strategies of our activity, to be honored in the words, in intention and in acts. Honesty make teachers to honor, aspire to honesty is to seek greatness. When a teacher lies, steals, deceives or cheats, his spirit comes into conflict, peace of mind disappears and this is something that others perceive because it is not easy to hide. Dishonest teachers can be recognized easily because they deceive others to improperly get a benefit, thus generating mistrust. The application of honesty is vital for healthy coexistence among teachers, and involves respect not only to the individual who is honest, but to all persons to it is around. Living honestly requires a detachment to personal desires, since many times the truth cannot be entirely beneficial to our person. However, this detachment toward personal gain is needed to maintain good relationships family, social and even work. It can be concluded that when a human being is honest it behaves in a manner transparent with their peers; i.e., it does not hide anything, and that gives you peace of mind. Who is honest does not take anything alien, neither material nor spiritual: is an honest person. When you are honest people any human project can be and

collective confidence turns into a force of great value. Be honest requires courage to always tell the truth and act in a straight and clear way.

Interpersonal relationship is a close association or acquaintance between two or more teachers. Maxwell (2014) observed that a thing bring two teachers together to make them remain in the context of relationship. Such things may be common interest like desire, aspiration or a goal. When interpersonal relationship is born from any of these, if it is fed and nurtured, it grows but if neglected, it deteriorates and dies. Developing interpersonal relationship is a serious business that yields dividends to those committed to it. Teachers in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously. Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner. These entails standing up for your rights and expressing your truths without shrinking from what a student want to communicate. It also includes recognizing and expecting the equality, rights and truth of other people (James, 2018). It also means the behavior which enables a person to act in his/her own best interest to stand up for herself, without undue anxiety, to express interest, feeling, comfortable; or exercise personal rights without changing the right of others, (Alberti & Emmons, 2014).

Education is largely a matter of a learning process that involves interaction between teacher and learner. When this process works well, real learning takes place. Teacher's job performance comprises behaviours or actions that contribute to the achievement of task or goals by teachers in the organization (Campbell, 1990). Teachers with good performance can be related to specific business outcomes such as better financial performance, productive workforce, and better retention rates. Numerous studies on the relationship between self-assertiveness and teacher's job performance have been conducted (Jennings & Palmer, 2007; Sy, Tram, & O'Hara 2006). However, there is still a paucity of studies in examining the performance of teachers with reference to their self-assertiveness.

Statement of the Problem

Most teachers have social unassertiveness and/or academic unassertiveness. Social unassertiveness affect teachers' job performance. If a teacher has social unassertiveness, the teacher might not be able to complete his/her job tasks or might not feel comfortable. Social unassertiveness can go along with or even lead to academic unassertiveness. Teaching students' self-regulation can reduce unassertiveness and increase academic performance. The level of unassertiveness can fluctuate over time in response to both internal and external stimulation. Observable behaviours of unassertiveness can be noticed during the completion process of a quiz, a test or an examination. Some of those behaviours might include perspiration, excessive movement and questioning of instructions.

Despite teachers' desire to be self-assertive, many do not change their behaviour. Self-assertiveness eludes them. So what is stopping them from being self-assertive? Some teachers simply do not know what to do in order to be self-assertive. They have never had good role models, so the barrier is simply lack of knowledge as to how to behave. The other main barrier is fear or anxiety over what might happen or how people may see them if they do behave

assertively. Being self-assertive is about expressing your thoughts, feelings, needs and wants. But sometimes you do not even know what those are. Maybe you are too busy focusing on others. Maybe you are running on autopilot and rarely look within. If you are scared of asking for what you want, it might be because you are not seeing the humanity of the other person. Given the above, this study sought to assess self-assertiveness and teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. What is the relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State?
2. What is the relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State?
3. What is the relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State?

Hypotheses

The following research hypotheses were formulated for the study and were tested at 0.05 level of significant.

1. There is no significant relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State.
2. There is no significant relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State.
3. There is no significant relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Methodology

This study adopted the correlational survey research design. The population of this study was 650 selected senior secondary school teachers in Rivers State. The Taro Yamene formula was used in drawing a sample size of 247 teachers using the simple random sampling technique in selection of the teachers. A self-structured questionnaire titled "Self-Assertiveness and Teachers' Job Performance Questionnaire" (SATJPQ) with a four point rating scale, was used in generating data for the study. The instrument was validated by two experts in the field of Measurement and Evaluation, while a reliability coefficient index of 0.72 was obtained using the Cronbach Alpha Statistics. The Pearson's Product Moment Correlation was used in answering the research questions and in testing the formulated hypotheses at 0.05 alpha level.

Results

Research Question 1: What is the relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State?

Table: 1. Relationship between honesty and teachers’ job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Honesty (X)	247	11611	284208	265017	0.71	Positive (Strong)
Teachers’ Job Performance (Y)	247	10837	327781			

Source: Field Survey, 2022.

The information in Table 1 above shows the relationship between honesty and teachers’ job performance in public senior secondary schools in Rivers State. The calculated $r = -0.71$ shows a positive relationship between honesty and teachers’ job performance in public senior secondary schools in Rivers State. This implies that as honesty increases teachers’ job performance in public senior secondary schools in Rivers State also increases and vice versa.

Research Question 2: What is the relationship between interpersonal relationship and teachers’ job performance in public senior secondary schools in Rivers State?

Table: 2. Relationship between interpersonal relationship and teachers’ job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Interpersonal Relationship (X)	247	84362	247841	295258	0.77	Positive (Strong)
Teachers’ Job Performance (Y)	247	79401	305350			

Source: Field Survey, 2022.

The information in Table 2 above shows the relationship between interpersonal relationship and teachers’ job performance in public senior secondary schools in Rivers State. The calculated $r = 0.77$ shows a strong positive relationship between interpersonal relationship and teachers’ job performance in public senior secondary schools in Rivers State. This implies that interpersonal relationship improves teachers’ job performance in public senior secondary schools in Rivers State.

Research Question 3: What is the relationship between effective communication and teachers’ job performance in public senior secondary schools in Rivers State?

Table: 3. Relationship between effective communication and teachers’ job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Effective Communication (X)	247	55833	823703	951828	0.73	Positive (Strong)
Teachers’ Job Performance (Y)	247	61158	936492			

Source: Field Survey, 2022.

The information in Table 3 above shows the relationship between effective communication and teachers’ job performance in public senior secondary schools in Rivers State. The calculated $r = 0.73$ shows a strong positive relationship between effective communication and teachers’ job performance in public senior secondary schools in Rivers State. This entails that when there is effective communication among teachers they are likely going to record good job performance in senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between honesty and teachers’ job performance in public senior secondary schools in Rivers State.

Table 4: t-test of relationship between honesty and teachers’ job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-cal	t-crit	Decision
Honesty (X)	247	11611	284208	215017	245	0.71	10.34	1.96	H_0
Teachers’ Job Performance (Y)	247	10437	327781						Rejected

Significance at 0.05 level.

Source: Field Survey, 2022.

In Table 4 above, the t-transformed (calculated) value of 10.34 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between honesty and teachers’ job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between honesty and teachers’ job performance in public senior secondary schools in Rivers State. In other words, as honesty increases, teachers’ job performance increases.

Hypothesis 2: There is no significant relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State.

Table 5: t-test of relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-cal	t-crit	Decision
Interpersonal Relationship (X)	247	84362	247841	295258	245	0.77	23.40	1.96	H_0
Teachers' Job Performance (Y)	247	79401	305350						Rejected

Significance at 0.05 level.

Source: Field Survey, 2022.

In Table 5 above, the t-transformed (calculated) value of 23.40 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. In other words, as interpersonal relationship increases, teachers' job performance increases.

Hypothesis 3: There is no significant relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Table 6: t-test of relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-cal	t-crit	Decision
Effective Communication (X)	247	55833	823703	951828	245	0.73	10.68	1.96	H_0
Teachers' Job Performance (Y)	247	61158	936492						Rejected

Significance at 0.05 level.

Source: Field Survey, 2022.

In Table 6 above, the t-transformed (calculated) value of 10.68 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which

states that there is no significant relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. In other words, when there is effective communication teachers' job performance improves.

Discussion of Findings

Based on the analysis of the data on research question 1 revealed the relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = -0.71$ showed a positive relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. This implies that as honesty increases teachers' job performance in public senior secondary schools in Rivers State also increases and vice versa. The corresponding test of hypothesis 1 established that the t-transformed (calculated) value of 10.34 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. In other words, as honesty increases, teachers' job performance increases. In line with the findings of this study, Sarkova (2016) opined that honesty is a value, vital and core to be able to live in the society which orients all actions and strategies of our activity, to be honored in the words, in intention and in acts. Be honest makes us beings of honor; aspire to honesty is to seek greatness. When someone lies, steals, deceives or cheats, his spirit comes into conflict, peace of mind disappears and this is something that others perceive because it is not easy to hide. Dishonest people can be recognized easily because they deceive others to improperly get a benefit, thus generating mistrust. The application of honesty is vital for healthy coexistence among people, and involves respect not only to the individual who is honest, but to all persons to it is around. Living honestly requires a detachment to personal desires, since many times the truth cannot be entirely beneficial to our person. However, this detachment toward personal gain is needed to maintain good relationships family, social and even work. It can be concluded that when a human being is honest it behaves in a manner transparent with their peers; i.e., it does not hide anything, and that gives you peace of mind. Who is honest does not take anything alien, neither material nor spiritual: is an honest person. When you are honest people any human project can be and collective confidence turns into a force of great value. Be honest requires courage to always tell the truth and act in a straight and clear way.

The analysis of the data on research question 2 revealed the relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = 0.77$ shows a strong positive relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. This implies that interpersonal relationship improves teachers' job performance in public senior

secondary schools in Rivers State. The corresponding test of hypothesis 2 revealed that the t-transformed (calculated) value of 23.40 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. In other words, as interpersonal relationship increases, teachers' job performance increases. In furtherance to this finding, Maxwell (2014) observed that something that bring two teachers together to make them remain in the context of relationship is otherwise regarded as interpersonal relationship. Such things may be common interest like desire, aspiration or a goal. When interpersonal relationship is born from any of these, if it is fed and nurtured, it grows but if neglected, it deteriorates and dies. Developing interpersonal relationship is a serious business that yields dividends to those committed to it. Teachers in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously.

The analysis of the data on research question 3 revealed the relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = 0.73$ shows a strong positive relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. This entails that when there is effective communication among teachers they are likely going to record good job performance in senior secondary schools in Rivers State. The corresponding test of hypothesis 3 revealed that the t-transformed (calculated) value of 10.68 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. In other words, when there is effective communication teachers' job performance improves. In line with this study, Alberti and Emmons (2014) asserted that Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner. These entails standing up for your rights and expressing your truths without shrinking from what a student want to communicate. It also includes recognizing and expecting the equality, rights and truth of other people (James, 2018). It also means the behavior which enables a person to act in his/her own best interest to stand up for herself, without undue anxiety, to express interest, feeling, comfortable; or exercise personal rights without changing the right of others. Education is largely a matter of a learning process that involves interaction between teacher and learner. When this process works well, real learning takes place. Teacher's job performance comprises behaviours or actions that contribute to the achievement of task or goals by teachers in the organization (Campbell, 1990). Teachers with good performance can be

related to specific business outcomes such as better financial performance, productive workforce, and better retention rates.

Conclusion

It was concluded that self-assertiveness is a critical component of social skills among teachers it is one of the main factors, neglected in the educational procedures, with which teachers encounter their inability to express emotions and self-assertion. However, teachers who are self-assertive while insisting on his/her reasonable demands and conducting behaviours considers others' rights and interests and attempts to avoid violating the rights of others. In summary, there is a significant relationship between honesty, interpersonal relationship, effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Recommendations

From the findings of the study, the following recommendations are made:

1. Teachers should exhibit absolute honesty in all their dealings especially in teaching and learning in order to improve their job performance.
2. Interpersonal relationship among teachers, students, and other staff should be encouraged as it ensures and provides good job performance.
3. Effective communication should be common and made fundamental among teachers in order to record high job performance.

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