

ABSTRACT

Name of the Institution: **De La Salle University – Dasmariñas**

Address: **Dasmariñas, Cavite**

Title: **The levels of Assertion and Aggression among AB Communication Arts Students: Basis for Program Development Proposal**

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Objectives of the Study

General Objective: This study is made to identify the levels of Assertion and Aggression among AB Communication Arts students and to give a proposal for their further program development.

Specific Objective:

1. What is the demographic profile of the respondents in terms of:
 - a. age
 - b. sex
 - c. course/year/level

2. What are the determinants of assertion and aggression?
3. What is the level of assertiveness and aggressiveness?
4. What is the appropriate Program Development that will fit in the said course based from the results?

Scope and Delimitation

This study focuses on the demographic profile of the selected AB Communication students from first year to fourth year using a fishbowl technique. It aimed to identify the determinants of assertion and aggression as well as the level in general. It also aimed to produce an appropriate Program Development that would help the AB Communication Program.

The researchers would like to limit their study by focusing on the levels and the determinants of the variables, assertion and aggression, and the program development appropriate for the variable that has the highest frequency. The study limited itself to the questions and problems raised and not on the causes of aggression and assertion of the respondents.

Methodology

In measuring the levels of Assertion and Aggression that will give way for a program development proposal, the researchers made use of a descriptive method. The two variables will be compared, for the results will be the basis for the appropriate program development.

This study has two sets of standardized tests: Rathus Assertiveness Schedule by Spencer A. Rathus (1973) to determine the level of Assertiveness,

and The Aggression Questionnaire by Buss & Perry (1992) to determine the level of Aggression. Both tests were given to the respondents of this study which is AB Communication Arts students of DLSU-D, who are selected through cluster sampling, fishbowl technique.

Major Findings

Through the test administration and researches, the following results were gathered:

1. On the demographic profile of selected AB Communication Arts students:
 - a. In terms of age, 21 of them are 19 yrs. old, 14 of them are 17 yrs. old, 10 of them are 20 yrs. old, 8 of them are 18 yrs. old, 4 of them are 16 yrs. old and 3 of them are 21 yrs. old.
 - b. In terms of sex, 19 were males and 41 were females.
 - c. 5 respondents from each of the 12 sections represented the AB Communication Arts Program.
2. Based on the results from the Rathus Assertiveness Schedule, it was found out that the level of assertion among AB Communication Arts Students is low. The test may not have encompassed the level of assertive behavior among the program. They may be classified as non-assertive/passive or aggressive.
3. The result that was shown in the Aggression Questionnaire showed that AB Communication Arts students are low in aggression. The causes of the provocation of such behavior may have been influenced by social and

situational factors, also based on the information affirmed by the respondents themselves. However, in looking particularly on what determinant of aggression that the respondents had, it showed that few of them scored high on the continuum set by the test. It is shown that 13% of them are high in hostility and 3% in verbal aggression.

Conclusion/s

The researchers concluded the following based on the findings of the study.

1. Based the results of the study, it was found that 68% of the respondents are female. Most of them are aged 19 years old.
2. It was shown in the test results that both variables are present among the respondents. Each of them had the assertive and aggressive behavior. Though the respondents show some manifestations of assertiveness and aggressiveness, with basis from the tests given to them, their levels are low. However, looking at the determinants of aggression, hostility and verbal aggression, some have been found high. 13% of the respondents are high in hostility and 3% in verbal aggression.
3. The respondents scored low in aggression; however, they still possess a high determinant score. The implications of such information can be rooted on the causes of such behavior provoked only through situational and social means. Family and peer pressures, academic dispositions and frustration may be included on such situations that can lead to aggressive behavior.

Recommendations

Based on the findings and conclusions derived, the researchers offer the following recommendation.

1. The undergraduate Guidance Office of the College of Liberal Arts must conduct seminars and workshops that carry the subjects of reducing aggression, conflict management, and impulse and anger management. Indeed, aggression is not just some behavior that could be easily terminated, it could only be reduced and its impulses channelled into other safe and productive means. In addition, also stress management, since stress produces frustration that triggers aggression.
2. A training program for the increase and improvement of assertion must also be conducted by the same office to further enhance the assertion level of the respondents.
3. For future researchers, it will be recommended that the use of a larger population should be observed. This study was only limited to five (5) selected students to represent their sections and gathering them all would make them represent their course, the AB Communication Arts Program.
4. Another recommendation that could also be considered is that the study could also be used to measure the level of aggression and assertion for the whole College of Liberal Arts. In that manner, not only will the levels of aggression and assertion of the AB Communication students be measured but the whole college as well, thus benefiting the college itself.

For future studies, it is recommended that the study should not only be limited to the AB Communication Arts program but also be the basis of comparison with other courses.

5. For future researchers, it could be suggested that not only general aggression should be measured. Since the present study showed the level of aggression, the kind of aggression specifically verbal aggression should be measured for the next study.
6. The design could also be changed in order to find better results.
7. A comprehensive standardized test to measure aggression and assertion should be used to obtain good measurements of their levels among the respondents.
8. Another variable can be added into the study – the sex of the respondents (male and female) and how could it be linked into the levels of aggression and assertion.
9. The professors, discipline officers, department chair of the AB Communication Arts Program and the Dean himself should monitor the behavior of the students and to help them in the facilitation of the students.