

**INTEGRATED RESEARCH JOURNAL
OF
MANAGEMENT, SCIENCE AND
INNOVATION**



ISSN 2582-5445

An Internationally Indexed Peer Reviewed & Refereed Journal

www.IRJMSI.com
www.isarasolutions.com

Published by iSaRa Solutions

" Effect of Assertiveness and Genders on Happiness of Adolescents"

1. Dr. Vaishali Gautam Hirway

Assistant Professor (Psychology)

SGS Govt. Arts and Commerce Girls' College Devendra Nagar, Raipur (C.G.)

2. Mrs. Abhilasha Shrivastav

Student 4th Semester (Psychology),

SGS Govt. Arts and Commerce Girls' College Devendra Nagar, Raipur (C.G.)

ABSTRACT

The present study aimed to examine the effect of assertiveness and gender on the happiness of adolescents. Data were collected from a sample of 150 participants (75 males and 75 females) in the age range of 18-20 years, using the simple random sampling technique. The Assertiveness Scale developed by Dr. Tasneem Naqvi was used to measure assertiveness, whereas the Happiness Scale developed by Dr. Himanshi Rastogi, Jaipur and Dr. Janki Moorjani, Jaipur was used to measure happiness among the participants. Data were analyzed via SPSS. The results showed that both assertiveness and gender had significant main effects on happiness, meaning each independently contributed to differences in happiness levels. However, the interaction effect between assertiveness and gender was found to be non-significant.

Keywords: Assertiveness, Gender, Happiness, Adolescents.

INTRODUCTION

Assertiveness is the ability to express one's feelings, thoughts, and beliefs confidently while respecting others. It plays a crucial role in interpersonal relationships, communication, and psychological health. Happiness, or subjective well-being, refers to a state of contentment and satisfaction with life.

Happiness is a state of emotional well-being characterized by feelings of joy, contentment, and satisfaction with life. It is often described as a sense of overall positive well-being, where a person feels good about themselves and their life, and experiences positive emotions such as pleasure, joy, and a sense of meaning.

A study on the "effect of assertiveness on happiness" explores how expressing oneself confidently and respectfully influences overall well-being and life satisfaction. Assertiveness is a communication skill that enables individuals to express their feelings, opinions, and needs in a direct yet respectful manner, without being passive or aggressive. This project aims to understand whether people who are more assertive tend to experience higher levels of happiness, as assertiveness is often linked to better self-esteem, reduced stress, and improved relationships. By analyzing the relationship between assertiveness and

happiness, the study seeks to highlight the importance of assertive behavior in promoting mental health and positive life outcomes

Key Characteristics of Assertiveness

1. **Clear Communication:**

Assertive individuals express their opinions directly and honestly.

2. **Respect for Self and Others:**

They convey their needs without harming others' feelings or rights.

3. **Confidence:**

Assertive people believe in their abilities and feel secure expressing themselves.

4. **Emotional Control:**

They remain calm and composed even in difficult situations.

5. **Ability to Say "No":**

They set healthy boundaries without guilt or fear.

Psychological Benefits of Assertiveness

- Builds self-esteem and self-respect
- Reduces stress, anxiety, and resentment
- Improves relationships through clear communication
- Helps in decision-making
- Enhances problem-solving skills
- Leads to a sense of control over life

The Happiness Scale developed by Himanshi Rastogi and Janki Moorjani assesses happiness across five important dimensions. **Subjective Well-being** reflects a person's overall satisfaction with life and their general sense of personal well-being. It captures how individuals evaluate the quality of their lives based on their own perceptions. **Social Well-being** focuses on the extent to which individuals feel supported, connected, and satisfied within their social relationships, including family, friends, and the larger community. This dimension highlights the importance of meaningful interactions and social support in maintaining happiness.

Career Well-being examines a person's satisfaction with their educational or occupational life, including their achievements, progress toward goals, and future aspirations. It reflects how positive one feels about their career path and daily work or academic experiences. **Emotional Well-being** measures the emotional health of individuals by assessing the frequency of positive feelings, such as joy, peace, and enthusiasm, as well as their emotional stability and ability to manage negative moods. Lastly, **Spiritual Well-being** focuses on deeper existential aspects of happiness, including personal values, inner peace, meaning in life, and spiritual fulfillment. This dimension recognizes that a strong sense of purpose and inner harmony contributes significantly to overall happiness

To understand whether assertiveness contributes differently to happiness in male and female students

Assertiveness is an essential interpersonal skill that enables individuals to express their thoughts, feelings, needs, and rights in a direct, honest, and socially appropriate manner. It represents a balanced communication style that lies between passivity and aggression. Individuals who are assertive are able to communicate confidently, maintain healthy personal boundaries, and engage in more satisfying social interactions. As a psychological construct, assertiveness has been closely linked to emotional regulation, self-esteem, stress reduction, and overall psychological well-being.

Happiness, often defined as subjective well-being, reflects a person's overall evaluation of life satisfaction combined with the experience of positive emotions and the relative absence of negative emotions. Research suggests that individuals who possess strong interpersonal skills, better self-expression, and autonomy tend to experience higher levels of life satisfaction and emotional well-being. Assertiveness is one such skill that contributes significantly to an individual's sense of control, confidence, and social effectiveness, which in turn may enhance happiness.

The relationship between assertiveness and happiness has been supported by various theoretical and empirical studies. Assertive individuals often experience fewer interpersonal conflicts, higher self-respect, and more effective problem-solving abilities. These positive psychological and social outcomes may contribute to greater life satisfaction and overall happiness. Conversely, individuals who lack assertiveness may struggle with fear of rejection, poor communication patterns, and emotional suppression, which can negatively impact well-being.

Gender plays an important role in shaping both assertiveness and happiness. Socialization patterns, cultural expectations, and gender norms often influence the way males and females express assertive behavior. In many societies, boys are encouraged to be outspoken, independent, and confident, while girls are often socialized to be polite, accommodating, and non-confrontational. These patterns may affect females' assertiveness levels, potentially influencing their emotional well-being. Previous research also suggests that males and females may differ in how they experience and express happiness, making gender a meaningful variable to study.

Given these considerations, examining the effect of assertiveness on happiness with gender as a moderating variable provides a deeper understanding of how interpersonal skills contribute to well-being across groups. A two-way ANOVA design helps identify not only the individual effect of assertiveness and gender on happiness but also whether gender interacts with assertiveness to influence happiness levels. This study therefore contributes to psychological research by exploring both the main and interaction effects.

Objectives

1. To examine the effect of Assertiveness on Happiness.

2. To examine the effect of Gender on Happiness.
3. To analyse the interaction effect of Assertiveness and Gender on happiness.

Aim

To examine the effect of Assertiveness and Gender on Happiness.

Hypotheses

1. Assertiveness will have a significant positive effect on happiness.
2. Gender will have a significant effect on Happiness.
3. There will be a significant interaction effect between Assertiveness and Gender on Happiness.

Review of Literature

Several studies have explored the relationship between assertiveness and happiness:

Alberti and Emmons (2008) introduced one of the most influential works on assertiveness, *Your Perfect Right*, which has served as a foundational text in the field of assertiveness training. In their framework, Alberti and Emmons argue that individuals who consistently suppress their thoughts and emotions often experience stress, frustration, and lower levels of life satisfaction. Conversely, people who are able to assert themselves effectively tend to report higher levels of emotional regulation, self-efficacy, and personal control—all of which contribute to subjective well-being and overall happiness. Alberti and Emmons (2008) further highlight that individuals who assert their rights respectfully often experience decreased internal conflict and improved self-esteem. These psychological benefits directly relate to greater overall life satisfaction and emotional well-being. Overall, *Your Perfect Right* provides a strong theoretical basis for explaining why assertiveness is expected to positively influence happiness.

Carter argues (2013) that assertiveness is a central therapeutic goal in women's mental health interventions. They state that many psychological difficulties experienced by women—such as anxiety, depression, and interpersonal conflict—are rooted in difficulties expressing their needs and rights clearly. Enhancing assertiveness is therefore considered not only a behavioral skill, but an essential component of emotional empowerment.

Carver & Scheier / Diener on Subjective Well-Being: Work by Carver & Scheier (self-regulation, goal pursuit) and Diener (subjective well-being) clarifies key pathways to happiness: perceived control, goal progress, and emotional balance. Assertiveness affects perceived personal control and the quality of social interactions — both documented predictors of SWB — which strengthens the theoretical expectation of a positive assertiveness → happiness relationship.

METHODOLOGY

Research Design

A **2×2 factorial design** will be used, where:

Factor A = Assertiveness (High /Low)

Factor B = Gender (Male / Female)

1. Procedure

Data for the present study will be collected from Class 12th male and female students belonging to two different schools in Raipur. The data collection process will be carried out in a controlled and quiet environment within the school campus to ensure the comfort and privacy of the participants. This controlled setting is expected to support more accurate, reliable, and unbiased responses from all participants

Participants will be approached individually, and informed consent will be obtained before beginning the study. The purpose of the research will be clearly explained to them, assuring confidentiality. After the data collection, the responses will be scored according to the scoring guidelines provided in the respective manuals. Finally, the obtained scores will be statistically analyzed to examine the relationship between assertiveness and happiness. and a Two-Way ANOVA was applied to analyze the data and examine the effects of assertiveness and gender on happiness.

2. Variables

Type	Variable	Levels
Independent Variable 1	Assertiveness	High Assertiveness, Low Assertiveness
Independent Variable 2	Gender	Male, Female
Dependent Variable	Happiness	Scores on Happiness Scale

3. Tools

The Assertiveness scale is developed by Dr. Tasneem Naqvi The scale consisted in 2 parts. Where part 1 consist of statements with 4-point scale (0,1,2,3,4) is provided each statement, where 0 means no or never, 1 means 'somewhat 'or sometimes, 2 means average, 3 means 'usually 'and 4 means practically or entirely. And the part 2 indicates assertive beliefs and behavior. On the basis of scoring, we can interpreted sample of 100 student

The Happiness scale is developed by Dr Himanshi Rastogi Jaipur and Dr Janki Moorjani Jaipur the scale was consisted of 62 statements in 5 parts career well-being, subjective well-being, social well-being, spiritual well-being and emotional well-being. The response of each statement consists 5 alternatives responses viz..5,4,3,2,1 where's strongly agree, agree, Undecided, disagree, strongly disagree.

4. Sample

- a. **Sample Size:** 150 participants (2 groups 75 male and 75 female)
- b. **Sampling Method:** Simple random sampling
- c. **Age group between** 17-19

ANALYSIS OF DATA

Source	Ss	Df	Ss/df	F Ratio
Between 2 groups	102494	1	102494	370.32 .01(significant)
Between 2 genders	3706	1	3706	13.390 0.01(significant)
Interaction set	2295.5	1	229.5	.829(not significant)
Within set	9964	36	276.77	

Descriptive Data Table (Mean and SD)

	Male	Female
High	N= Mean=243.2	N= Mean=247.3
Low	N= Mean=197.2	N= Mean=161.1

RESULTS AND DISCUSSION

The study examined how assertiveness and gender influence happiness among school students. The results showed that both assertiveness and gender had significant main effects on happiness, meaning each independently contributed to differences in happiness levels. Students with higher assertiveness reported greater happiness, supporting earlier research that links assertiveness with better emotional expression, reduced stress, and improved interpersonal relationships.

The Two-Way ANOVA revealed a highly significant effect of assertiveness on happiness, as indicated by the obtained F value of 370.32, which is much higher than the critical F value at the 0.01 level. This means that students with high assertiveness experience significantly greater happiness than those with low assertiveness. In other words, assertiveness plays an

important role in increasing happiness, as highly assertive individuals tend to show more confidence, better communication, and healthier relationships, which contribute to higher levels of happiness.

The analysis also showed a significant main effect of gender on happiness, with an F value of 13.390, significant at the 0.01 level. This indicates that male and female students differ significantly in their happiness levels, regardless of their assertiveness. (Which gender is happier depends on the mean scores in your table.)

However, the interaction effect between assertiveness and gender was found to be non-significant, with an F value of 0.829. This suggests that the combined influence of assertiveness and gender does not produce a unique effect on happiness.

Conclusion

“The two-way ANOVA revealed a **significant main effect of assertiveness** on happiness ($F = 370.32, p < .01$). Students with high assertiveness showed significantly higher levels of happiness compared to those with low assertiveness.

A **significant main effect of gender** was also observed ($F = 13.39, p < .01$), indicating that males and females differed in their overall happiness scores.

However, the **interaction effect** between assertiveness and gender was **not significant** ($F = .829, p > .05$). This suggests that the influence of assertiveness on happiness does not differ across genders.

Overall, the study highlights that assertiveness and gender independently influence happiness, whereas their combined effect is not significant. High assertiveness emerges as a strong predictor of happiness for all individuals, emphasizing the importance of developing assertiveness training programs for boosting emotional well-being.

The results are consistent with previous research trends and contribute meaningfully to the growing body of psychological literature on personality factors and subjective well-being.

References

- Alberti, R. E., & Emmons, M. L. (2008). *Your perfect right: Assertiveness and equality in your life and relationships*.
- Ames, D. R., Rose, P., & Anderson, C. P. (2006). The NPI-16 as a short measure of narcissism. *Journal of Research in Personality, 40*(4), 440–450. (Assertiveness link)
- Carter B. David (2013). *Express yourself: A Practical Guide to Assertiveness*, Icon Books.
- Diener, E., & Suh, E. (1997). Measuring quality of life: Economic, social, and subjective indicators. *Social Indicators Research, 40*(1-2), 189–216.
- Feingold, A. (1994). Gender differences in personality: A meta-analysis. *Psychological Bulletin, 116*(3), 429–456.
- Fujita, F., Diener, E., & Sandvik, E. (1991). Gender differences in negative affect and well-being. *Journal of Personality and Social Psychology, 61*(3), 427–434.
- Lyubomirsky, S. (2001). Why are some people happier than others? *American Psychologist, 56*(3), 239–249.

Oishi, S., Diener, E., & Lucas, R. (2013). Personality and subjective well-being. *Annual Review of Psychology*, 64, 131–160.

Scheier, M. F., & Carver, C. S. (2018). Dispositional optimism and physical health: A long look back, a quick look forward. *American Psychologist*, 73(9), 1082–1094.
<https://doi.org/10.1037/amp0000384>



EARN YOUR MBA

WWW.IIMPS.IN



Accreditation & Ranking



UGC / NCTE Approved.

INFO@IIMPS.IN

☎ 011-41005174

R
S
E
A
R
C
H
G
A
T
E
W
A
Y

STOP PLAGIARISM



Arogyam Ayurveda
Holistic Healing through herbs



A
R
O
G
Y
A
M
O
N
L
I
N
E

PARIVARTAN PSYCHOLOGY CENTER



COLOR PSYCHOLOGY : HOW COLOR AFFECT YOUR CHILD



- BLUE** Calms your Child's Mind & Body
- YELLOW** Promotes Concentration, Stimulates the Memory
- PINK** Evokes Empathy, makes your Child Calm
- RED** Excites and energizes your Child's body
- GREEN** Improves Reading speed and Comprehension

www.parivartan4u.com



Confuse about your children's future?

भारतीय भाषा, शिक्षा, साहित्य एवं शोध

ISSN 2321 – 9726

WWW.BHARTIYASHODH.COM



**INTERNATIONAL RESEARCH JOURNAL OF
MANAGEMENT SCIENCE & TECHNOLOGY**

ISSN – 2250 – 1959 (O) 2348 – 9367 (P)

WWW.IRJMST.COM



**INTERNATIONAL RESEARCH JOURNAL OF
COMMERCE, ARTS AND SCIENCE**

ISSN 2319 – 9202

WWW.CASIRJ.COM



**INTERNATIONAL RESEARCH JOURNAL OF
MANAGEMENT SOCIOLOGY & HUMANITIES**

ISSN 2277 – 9809 (O) 2348 - 9359 (P)

WWW.IRJMSSH.COM



**INTERNATIONAL RESEARCH JOURNAL OF SCIENCE
ENGINEERING AND TECHNOLOGY**

ISSN 2454-3195 (online)

WWW.RJSET.COM



**INTEGRATED RESEARCH JOURNAL OF
MANAGEMENT, SCIENCE AND INNOVATION**

ISSN 2582-5445

WWW.IRJMSSI.COM



**JOURNAL OF LEGAL STUDIES, POLITICS
AND ECONOMICS RESEARCH**

WWW.JLPER.COM

JLPE