

**Levels of assertiveness and cooperation in the student population during the pandemic period:
data from higher education**

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Abstract:

Within this pandemic associated with Covid-19, psychological health occupies a prominent place as a result of a situation of forced isolation. Mental health, it is ever so pressing to know and preserve, particularly in the young adult. These changes affect more vulnerable population groups among them students. Students express and reflect their psychological health needs, their beliefs, competences and abilities, functionalities, weaknesses, vulnerabilities, and their risks and dangers within the framework of global public health. Assertiveness is conceived as a bilateral behaviour that emphasizes the importance of considering the desires, thoughts and feelings of both the sender and the recipient of the assertive message, predictive of academic success. Cooperation is conceived as the ability to jointly operationalize knowledge, attitudes and skills with a view to achieving a common purpose. **OBJECTIVE** to present the results of the application of the Global Assertiveness Assessment Scale (EAGA) and the findings levels of the Global Cooperation Assessment Scale (EAGA), applied in the pandemic period in higher education. **SAMPLE** The study used a non-probabilistic sample for convenience of 101 Portuguese higher education students. **INSTRUMENTS** Global Assertiveness Assessment Scale (EAGA) and Global Cooperation Assessment Scale (EAGC), Likert. **ADMINISTRATION** Online administered survey **SOCIODEMOGRAFIC PROFILE** Most of the participants are females (88%). The average age is 21.25 years old ($\pm 3,86$ years) with the youngest and oldest student respectively 19 and 27 years old. The majority of students (50%) live with their families, 26% with their friends, 13.5% other choose, and the lowest percentage of students lives in a residence/rented room (10.6%). Most of respondents are single (98%). The median travel time from the student's address to the university is 20 minutes (inter-quartile range: 40 minutes). Additionally, it appears that in students who travel daily distances in each route greater than 30 km, 72% do so in public transport, the rest being by their own vehicle. Approximate distance, in Km, of the route (one way) that the student takes daily from his address to the educational institution during the class period: 54% [0;5[km. Sociodemographic variables were also used, which seemed promising in contextualizing, interpreting, and discussing the results. The value of the sample mean obtained at EAGA=31 (± 5.53), thus revealing a high assertive competence who attend higher education and EAGC=35 (± 6.5), thus revealing a high cooperation. We argue that signaling and monitoring of less favorable cases detected is pertinent. The impact of SARS-CoV-2 on global public health has been profound. The monitoring of the student population using these scales is an element of greater value because, besides its easy applicability and low cost, it allows for the evaluation of health in this population group. New multicentric studies, seeking to assess the geographic role (inside and outside borders) in assessing the levels of assertiveness and cooperation of students from higher education, well-being, soft skills and their relationship with peers, studying how we can reduce the global burden of diseases and preventing consequences of the next pandemic. Acknowledgements UIDB/04083/2020 - 21-CIE-RB020-UIDB.