

Impact of Assertiveness Training on Self-Esteem among Adolescents; an Indian Outlook

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ABSTRACT

The aim of the study was to determine the effectiveness of assertiveness training in terms of improving self-esteem among adolescents and to find out the factors associated with it. A Pre experimental one group pretest-posttest design was used for a total of sixty adolescents recruited from selected schools in Barabanki (U.P.), India by non-probability purposive sampling technique. A standardized tool, Ken William Self-Esteem Inventory used to assess the level of self-esteem among adolescents. The Findings revealed a statistically significant difference in the pre and posttest level of self-esteem among the adolescents ($t = 39.8, p = 0.001$). There is an association between adolescents self-esteem with their selected demographic variables like school performance and family income. The study concluded that assertiveness training was effective in improving the level of self-esteem among adolescents.

Keywords: Self-esteem, Assertiveness Training, Adolescents

INTRODUCTION

Adolescence is the transitional point from childhood to adulthood that occurs in the age group between 13-19 years. [1] Adolescence is an important period of physical, psychological, emotional, behavioral and cognitive development of a person which is the determinants of health in adulthood, so protection of adolescents in this period appears essential and vital. [2] Adolescence is a phase of quick growth and development during which physical, physiological and behavioural changes happen. They found more than 1.2 billion worldwide, and about 21% of Indian population. Morbidity and mortality occurring adolescence periods is mostly due to preventable reasons. [3]

Low self-esteem is the most serious difficulty that adolescents face present day in the field of psychological health. [4] According to the existing evidence, low self-esteem in adolescents is related to negative consequences such as antisocial

behavior and delinquency, [4] aggression, [5] academic failure [6] and suicide. [7] Rosenberg (1965) considered self-esteem as the positive or negative attitude of an individual toward himself. If an individual has a positive attitude in self-assessment, his self-esteem would be high, if he has a negative attitude, then his self-esteem would be low. [8] Low self-esteem is the most critical problem that adolescents face today in the field of mental health. [9] Low self-esteem can have upsetting consequences which can make anxiety, stress, isolation, increased possibility of depression, problems with friendships and romantic relationships, serious impairment in educational and occupational performance and also lead to increased susceptibility to drug and alcohol abuse, finally suicide and death. [10]

Assertiveness means standing up for your personal rights, expressing thoughts, feelings and beliefs in direct, honest and appropriate ways. [11] Assertiveness training

is a piece of behaviour therapy intended to help people to empower and stand up for themselves in more existing terms. Assertiveness is a response that pursues to sustain an appropriate balance between passivity and aggression. Assertive responses stimulate fairness and equality in human interactions, based on a positive sense of respect for self and others.^[12]

Many of the literature also evidenced that the importance of assertiveness, like Andrea^[13] et al. (2013) found that assertiveness was associated with self-esteem and psychological well-being. Desi SU^[14] et al (2019) concluded that assertiveness training can affect assertiveness in early adolescent female victims of bullying. Janki MP^[15] et al (2019) noticed that assertiveness training was effective to develop the assertive behavior among adolescents. Alkhaldeh^[16] (2011) study indicated the effectiveness of assertiveness training on improving self-esteem and adjustment among victims of bullying students.

Very few experimental researches have been conducted to improve the self-esteem of adolescence in particular areas. This is the main reason to conduct the current study. The objectives of the study were to assess the effectiveness of assertiveness training on improving self-esteem among adolescents and to determine the association between the self-esteem levels of the adolescents' students with the selected demographic variables.

MATERIALS AND METHOD

A quantitative research approach with Pre-Experimental one group pretest and posttest design was used to conduct the study in selected schools of Uttar Pradesh. The non-probability Purposive sampling technique was used for the selection of 60 adolescents from schools named Maharani Laxmi Bai Inter College and Lal Bahadur Shastri Inter College, Barabanki (Uttar Pradesh, India). The tool used for data collection consisted of 2 parts: Part I: Socio-demographic data and Part II: Ken William Self-Esteem Inventory, a

standardized tool used to assess the level of self-esteem among adolescents. It has 20 items which are rated on a 4 point Likert scale. For developing the interventional package, the content for Assertiveness training on self-esteem was formulated after wide literature search which was subcategorized into ten areas like Appearance, Competence, Intelligence, Personality, Success, Unconditional worth, Self-forgiveness, Self-esteem, Acceptance of weakness and Freedom from guilt. The Pilot study was conducted at Safedabad, Uttar Pradesh. The study was found to be feasible, practicable and appropriate. The study was approved by the scientific research ethics committee and faculty of Nursing. Participants were explained about the purpose of the study and they were also informed that they could withdraw from the study at any time before the completion of the study. Participants who agreed to complete this study were asked to sign a consent form. Confidentiality of participants was assured and the data were accessed only by the investigators involved in the study. The pre-test was conducted to assess the level of self-esteem among adolescents and the Assertive training program was administered to adolescents followed by the post-test was done after the gap of two weeks. The collected data were analyzed using descriptive and inferential statistics using SPSS version 25 at 0.05 level of significance.

RESULTS

The major findings of the study were as follows:

Table-1 shows the majority of the adolescence 51.7% belong to the age group of 13-14 years, 53.3% were males, 53.3% were belong to 11-12th standard, majority 58.3% had excellent school performance, 50 % of them belongs to the nuclear family, 56.7% had family income less than 10000 INR per month, 51.7% were belong to the rural area, 50% were having three numbers of siblings in their family, 50% reported their birth order in the were second.

Table 1: Frequency and percentage distribution of demographic variables (N=60)

Demographic variable	F	%
1. Age in years		
13-14	31	51.7
15-16	27	45
17-18	2	3.3
2. Gender		
Male	32	53.3
Female	28	46.6
3. Education		
8-10 th std	28	46.6
11 th -12 th std	32	53.3
4. School performance		
Excellent	35	58.3
Good	24	40
Average	1	1.6
Poor	0	0
5. Type of family		
Joint family	29	48.3
Nuclear	30	50
other	1	1.7
6. Family income		
<10000INR	34	56.7
10000-20000INR	15	25
>20000INR	11	18.3
7. Place of residence		
Urban	29	48.3
Rural	31	51.7
8. No of siblings		
No siblings	5	8.3
One	15	25
Two	30	50
More than two	10	16.7
9. Order of birth		
First	13	21.7
Second	30	50
Third	11	18.3
Above Third	6	10

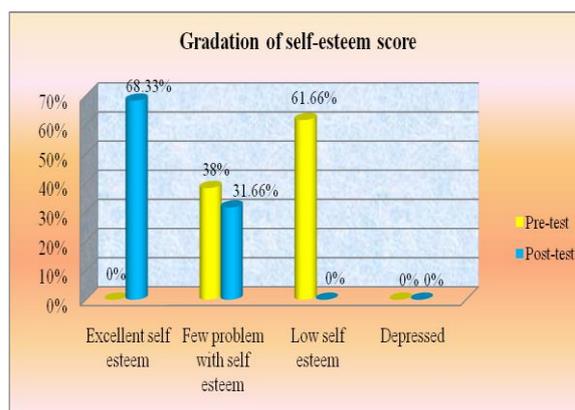


Figure 1: Percentage distribution of pre and posttest level of self-esteem among adolescents

Fig.1 shows that percentage distribution of self-esteem score among adolescents, in the pretest majority 61.66% had low self-esteem, remaining 38.33% had few problems with self-esteem and none of the subjects had belonged to the categories of depressed or excellent self-esteem wherein post-test, the majority 68.33% had excellent self-esteem, 31.66% had few problems with self-esteem and nobody belonged to the categories of low and depressed self-esteem.

Table 2: Comparison of self-esteem score among adolescence between Pretest and Posttest

Test	N	Mean	SD	t-value	df	p
Pre-test	60	65.2	3.6	39.8	59	0.001**
Post-test	60	76.1	2.8			

**Significant (p<0.01)

Table 2 illustrates that comparison of pre-test and post-test self-esteem score among adolescents by using paired t-test, the mean score in pretest 65.2±3.6 was lesser than the posttest mean score 76.1±2.8, the obtained t- value 39.8, p = 0.001. It is inferred that there was a significant difference in pretest and posttest self-esteem score among adolescence. So assertiveness training programme was effective in enhancing the level of self-esteem among adolescents

Table 3 indicates that Chi-square value in pretest self-esteem scores among adolescents with the selected demographic variables like school performance ($\chi^2 = 6.6$, p=0.03) and family income ($\chi^2 = 6.1$, p=0.04) was significant and others variables were not significant with adolescents self-esteem score. Thus it can be concluded that there was an association between adolescent's self-esteem with their school performance and family income.

Table-3: Association between the self-esteem score with the demographic variables by using Chi-square analysis

Demographic variable	Self-esteem score		x ²	df	p
	≤ Median	> Median			
1. Age in years			5.4	2	0.07
13-14	16	15			
15-16	3	14			
17-18	1	1			
2. Gender			1.1	1	0.30
Male	18	14			
Female	12	16			
3. Education			1.1	1	0.30
8-10 th std	12	16			
11 th -12 th std	18	14			
4. School performance			6.6	2	0.03 [*]
Excellent	10	25			
Good	14	10			
Average	1	0			
Poor	0	0			
5. Type of family			1.8	2	0.40
Joint family	16	13			
Nuclear	13	17			
other	1	0			
6. Family income			6.1	2	0.04 [*]
<10000INR	18	16			
10000-20000INR	7	18			
>20000INR	2	9			
7. Place of residence			0.7	1	0.79
Urban	15	14			
Rural	15	16			
8. No of siblings			1.9	3	0.18
No siblings	1	4			
One	6	9			
Two	19	11			
More than two	4	6			
9. Order of birth			0.8	3	0.84
First	7	6			
Second	15	15			
Third	6	5			
Above Third	2	4			

*Significant (p<0.05)

DISCUSSION

This experimental study was done to assess the impact of assertiveness training on the level of self-esteem among adolescents at Maharani Laxmi Bai Inter College and Lal Bahadur Shastri Inter College, Barabanki (Uttar Pradesh, India).

The present study findings (Table-2) revealed that assertiveness training was effective in improving the level of self-esteem among adolescents (t =39.8, p = 0.001). These results were consistent by Shakuntala SM [17] et al (2017), their results displayed that the assertiveness training on assertive behaviour and self-esteem among adolescents was an effective, scientific, rational and cost effective tactic. Other study by Rani S [18] et al also found that the assertiveness training was effective (p<0.05) in building the level of self-esteem as well as improving the assertive behavior among

adolescent girls and the findings also reveals that it improves while time progresses.

The present study findings (Table-3) noticed that school performance and family income were significantly associated with adolescent's self-esteem. This study was partially supported by Pandey S [19] (2016) which concluded that there was a significant association between level of self-esteem with the demographic variables like education of father, occupation of the mother and family income.

Implication and recommendations

This study finding helps teachers and counselors to adopt the use of assertiveness training technique to counsel students to overcome low self-esteem issues in the initial period of it. This study benefits governmental and nongovernmental organizations to conduct awareness programs, seminars, workshops etc. for

preparing teachers, counselors and other significant others in order to contribute to adolescent health to increase self-esteem. A similar study can be replicated for a longer period and large scale for more reliability and effectiveness. A mixed-method approach can be used to explore widespread findings in future studies.

CONCLUSION

In light of the above findings, it can be concluded that assertiveness training was effective in enhancing the level of self-esteem among adolescents. This study also found that there was association between adolescent's self-esteem with their school performance and family income. The study is limited to nursing students who were studying in selected schools and colleges in Uttar Pradesh, India. Schools and colleges can have a major role in this regard by providing assertiveness training programs for both students and parents.

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