



“A Study To Assess The Effectiveness Of Structured Teaching Programme Regarding Assertiveness In Terms Of Knowledge Among Adolescents Studying In Selected Colleges At Ahmedabad City”.

1.Ms.Palak Patel (Author)

Assistant Professor cum Head of Department, Mental Health (Psychiatric) Nursing, JG College of Nursing, Ahmedabad, Gujarat,
India.

2. Miss Joice Alphonsa Jose (Co-Author)

Second Year MSc Nursing Student
Master of Science (Nursing) in Mental Health (Psychiatric) Nursing,
JG College of Nursing, Ahmedabad, Gujarat, India.
Email id:-joicealphonsa@gmail.com

ABSTRACT

Study: Investigator conducted a “A Study To Assess The Effectiveness Of Structured Teaching Programme Regarding Assertiveness In Terms Of Knowledge Among Adolescents Studying In Selected Colleges At Ahmedabad City”.

BACKGROUND

Assertiveness is a social skill that can be learned which allows the ability to express oneself, speak and act with power while maintaining respect for others. Lack of assertiveness leads to loss of confidence and self-esteem significant to adolescents. Hence it is important to break the cycle and learn to be more assertive.

AIM OF THE STUDY:

The aim of the study was to assess the effectiveness of Structured teaching programme regarding Assertiveness and to find out the association between selected demographic variables with the pre test knowledge score among adolescents studying in selected colleges at Ahmedabad city.

OBJECTIVES OF THE STUDY

1. To assess the pre-test knowledge score regarding Assertiveness among adolescents
2. To assess the post-test knowledge score regarding Assertiveness among adolescents
3. To evaluate the effectiveness of structured teaching programme regarding Assertiveness in terms of knowledge among adolescents
4. To find out the association between selected demographic variables and pretest knowledge level among adolescents

METHODS

A pre-experimental (one group pretest post test) design was adopted for collecting the data from 60 Samples using a Structured knowledge questionnaire comprising 30 questions which includes knowledge, application and comprehensive domains.

RESULTS

According to the findings, the mean post test knowledge score was significantly higher than the mean pretest knowledge score with a mean difference of 4.43. The calculated 't' value (11.605) was greater than the tabulated 't' value (2.00) at 0.05 level of significance. Therefore the null hypothesis H₀ was rejected and research hypothesis H₁ was accepted and it revealed that the structured teaching program was effective in increasing knowledge among adolescents. The findings also revealed that **religion** and **year of study** has **significant association** with pre-test knowledge score. Hence, the research hypothesis (H₂) was accepted.

CONCLUSION

The findings clearly indicates that there is a greater need of awareness about assertiveness for adolescents, so that they can able to express their feelings, opinions in the right way because assertiveness is important for the adolescents as it is a means of self-development and achievement of maximum personal fulfillment with social competence. The significant increase in the mean post-test knowledge score as compared to the mean pre-test knowledge score after administration of structured teaching program on Assertiveness which indicates that the Structured teaching program was effective.

INTRODUCTION

A very important quality of being a human being is to be able to advocate for yourself - your own positions, to achieve your objectives, to overcome difficulties, to be determined but without harming the rights of others and to be able to control the aggressive impulses. The concept which expresses these personal characteristics is called "Assertiveness". "Adolescence" is tough to define, a period of transition between childhood and adulthood. WHO defines this period as between 10 and 19 years old. Adolescence is a very vital period that will determine how a person will view and interact with the world as an adult and it's important to have the resources and knowledge to make the right choices. For many, adolescence is a time of significant pressure that makes it even more difficult for everyone who faced with new challenges and is exposed to many social traumas. In addition to dealing with biological, cognitive, emotional and moral changes, they have to live up to the expectations of parents, school and peers and coping with these forms of problems could be stressful. In this period, adolescents may have discussions, debates, and sometimes inappropriate behaviors to demonstrate maturity as well as to improve their social status in the peers network. Alberti and Emmons (1990) stated that "assertive behavior promotes equality in human relationships, enabling us to act in our own best interests, to stand up for ourselves without undue anxiety to express honest feelings comfortably, to exercise personal rights without denying the rights of others. In interpersonal conflict situations, this could mean, "voicing opinions, making offers and concessions, and attempting to coerce or intimidate others"

The beginning of the experimental study of assertiveness began in the late 1940s and 1950s when psychologists Beck, Freeman, and Davis (2004), Lazarus (1971), Salter (2002), Ullrich and Ullrich de Muynck (1973), Wolpe (1990) theorized some mental illness might be caused by uncertainty (non- assertiveness) and resistance. Assertiveness is a key attribute for adolescents to achieve true autonomy & empowerment. Assertiveness refers to the way we communicate our needs with others. Being assertive means we can ask for what we want, need or desire. Assertiveness is a personal and social character which needs to value competition, success and progress, communicate directly and unambiguously control over the environment, expect others to take initiative, build trust on basis of interaction. Nowadays, one sixth of the world's population is represented by adolescents, nearly 1.2 billion people being of age 10-19. India has the largest adolescent population in the world, 253 million and every fifth person is between 10 to 19 years. In this youthful human resource lies the promise and potential of becoming a healthy, strong and egalitarian society. This comes with a humungous responsibility on the part of parents and guardians, to nurture and harness the energy and potential of our adolescents.

Studies suggests that assertiveness could be beneficial for adolescents in developing assertive behaviours and this enhancing program could be incorporated into everyday curriculum in schools, colleges and universities. In addition a programme regarding assertiveness on various populations should be conducted in the future. The awareness about Assertiveness helps adolescents to manage and solve their problems and difficulties in appropriate ways. Adolescents constitutes one-fifth of the world's total population. In India, adolescents constitute about 21% of the total population which clearly forms a major demographic and economic force of the nation's future.

OBJECTIVES OF THE STUDY

1. To assess the pre-test knowledge score regarding Assertiveness among adolescents
2. To assess the post-test knowledge score regarding Assertiveness among adolescents
3. To evaluate the effectiveness of structured teaching programme regarding Assertiveness in terms of knowledge among adolescents
4. To find out the association between selected demographic variables and pretest knowledge level among adolescents.

METHODS

A pre-experimental study (One group pretest-post test) was conducted in 2021 by using a structured knowledge questionnaire among adolescents studying in selected colleges of Ahmedabad city. Formal permission was obtained from concerned authorities of selected colleges at Ahmedabad city by presenting the protocol of research study. The investigator prepared the data collection schedule and plan for the entire procedure. The data collection procedure was conducted in the month of June (2/6/2021 to 19/6/2021) from selected colleges at Ahmedabad. Samples were selected by Non-probability convenience sampling technique. The investigator explained the objectives of the study and obtained consent for participation in the study. The investigator had administered Pre-test, time duration 10 minutes and then administered Structured teaching program with time duration 45 minutes and with use of A.V. Aids on the same day. The post test was taken after 7 days.

The structured knowledge questionnaire was developed for the present study to assess knowledge among adolescents studying in selected colleges at Ahmedabad city. The tool was divided into 2 sections. Section-I comprises demographic variables of the samples such as age, gender, year of study, stream of study, religion, area of residence and type of family. Section-II comprises Structured knowledge Questionnaire which consists of 30 items focuses on 9 areas such as Introduction (Assertiveness), Assertive rights, Non Assertive behavior, Assertive behavior, Aggressive behavior, Passive Aggressive behavior, Behavioral components, Techniques and benefits of assertive behaviour. According to these areas the investigator has formulated multiple choice questions which comprise 30 items with the maximum score of 30. Every correct answer was given a score of 1 and wrong answer was given a 0 score. The answer key for structured knowledge questionnaire was prepared. The response given by the sample was addressed by putting a tick mark [✓] in box provided along with each options given.

The content validation of tool and Structured teaching program was done by 10 experts which includes 8 Nursing experts specialized in Mental Health Nursing, 1 Psychiatrist and 1 Psychologist. The reliability of the structured knowledge questionnaire was determined by Test- retest method before pilot study. With test-retest method, the reliability of the structured knowledge questionnaire was found 0.83 (By Karl Pearson Correlation Coefficient Formula) which was more than 0.70, hence the structured knowledge questionnaire was found to be reliable. Descriptive and Inferential statistics were used for data analysis and interpretation.

RESULTS:-

ANALYSIS AND INTERPRETATION OF THE DEMOGRAPHIC VARIABLES OF THE SAMPLES.

Table: 1: Frequency and percentage wise distribution of samples based on demographic data [N=60]

SR NO	DEMOGRAPHIC VARIABLES	FREQUENCY	PERCENTAGE %
1	AGE IN YEARS		
	a) 18 Years	21	35
	b) 19 years	39	65
2	GENDER		
	a) Male	28	47
	b) Female	32	53
3	STREAM OF STUDY		
	a) Science	16	26
	b) Commerce	22	37
	c) Others	22	37
4	YEAR OF STUDY		

	a) First Year	20	33
	b) Second Year	20	33
	c) Third Year	20	33
5	RELIGION		
	a) Hindu	58	97
	b) Christian	0	0
	c) Muslim	2	3
	d) Others	0	0
6	AREA OF RESIDENCE		
	a) Rural	19	32
	b) Urban	41	68
7	TYPE OF FAMILY		
	a) Joint	29	48
	b) Nuclear	31	52

Table 1 shows that out of 60 samples, In age, maximum 39 (65%) samples belongs to the age group of 19 years and minimum 21 (35%) samples were in 18 years. In gender maximum 32 (53%) samples were female and minimum 28(47%) samples were females. In stream of study maximum 22(37%) samples were equally distributed in Commerce and other streams and minimum 16 (26 %) samples were in Science stream. In year of study, maximum samples 20 (33%) were equally distributed in first, second and third year. In religion, maximum 58(97%) samples belongs to Hindu religion and minimum 2(3%) belongs to Muslim religion. In area of residence, maximum 41(68%) samples resides in urban area and minimum 19(32%) samples resides in rural area. In type of family 31(52%) samples belongs to nuclear family and 29(48%) belongs to joint family.

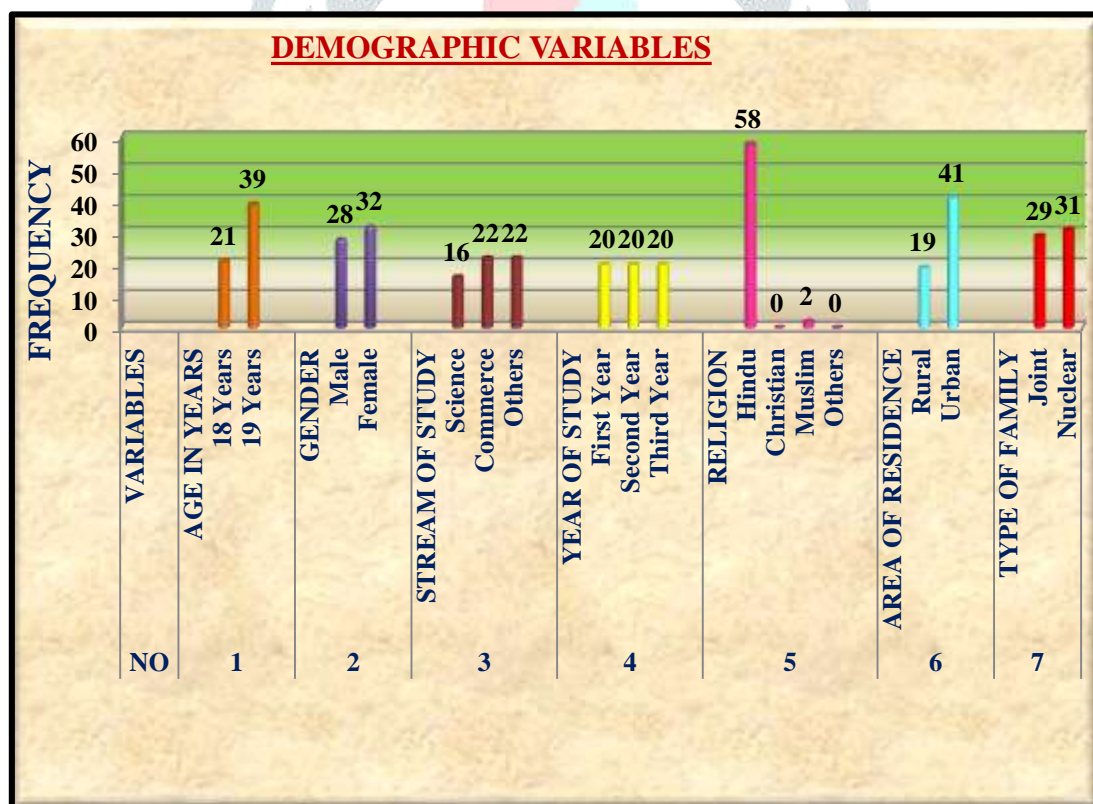


Figure-1: Bar graph showing the distribution of demographic variables

TABLE 2: Frequency and Percentage distribution of the pretest and post test knowledge score measured by Structured knowledge questionnaire regarding Assertiveness.

KNOWLEDGE SCORE	PRE-TEST		POST TEST	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
POOR [0-10]	14	23.33%	0	0%
AVERAGE [11-20]	42	70 %	47	78.33%
GOOD [21-30]	4	6.66%	13	21.66%
TOTAL	60	100	60	100

Table 2 shows that 14(23.33%) samples had poor, 42(70%) samples had average and 4(6.66%) samples had good knowledge as per their pre-test knowledge scores whereas 46(78.33 %) samples had average, 13 (21.66%) samples had good knowledge as per their post-test knowledge scores.

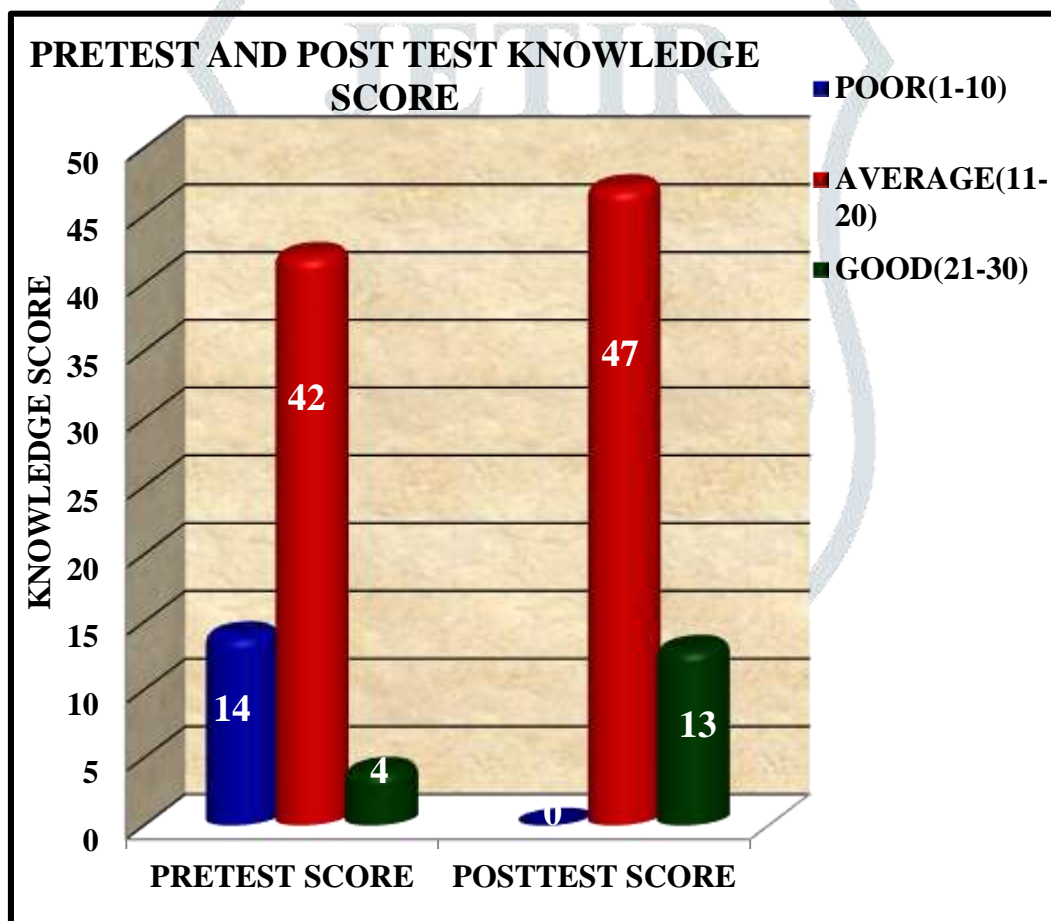


Figure 2:-Bar Graph showing the comparison of Pre test and Post test knowledge score

Table 3: Mean, Mean Difference, Standard Deviation (SD) and 't' test value of the Pre-test and Post-test Knowledge scores of samples. [N=60]

KNOWLEDGE TEST	MEAN	MEAN DIFFERENCE	SD	CALCULATED "t" VALUE	DF	TABLE VALUE	SIGNIFICANT/ NON SIGNIFICANT
PRE TEST SCORE	13.13	4.43	3.86	11.605	59	2.00	Significant
POST TEST SCORE	17.56		4.16				

Table 3 shows the Pre-test and Post-test knowledge scores obtained by the respondents on Assertiveness. The mean Pre-test score was **13.13** and the mean post test score was **17.56**. The mean difference between Pre-test and post-test knowledge score was **4.43**. The table also shows that the Standard deviation of Pretest score of knowledge was **3.86** and Standard deviation of post test score of knowledge was **4.16**. The calculated 't' value was **11.605** and the tabulated 't' value was **2.00** at **0.05** level of significance.

Above table reveals that the mean post-test knowledge score was significantly higher than the mean pre-test knowledge scores. The calculated 't' value ($t=11.605$) was greater than the tabulated 't' ($t=2.00$). Therefore the null hypothesis H_0 was rejected and research hypothesis was accepted which indicates that the structured teaching program was effective in gaining the knowledge among the samples. Investigator concluded that there was significant increase in the mean post-test knowledge score as compared to the mean pre-test knowledge score after administration of structured teaching program on Assertiveness which indicates that the Structured teaching program was effective.

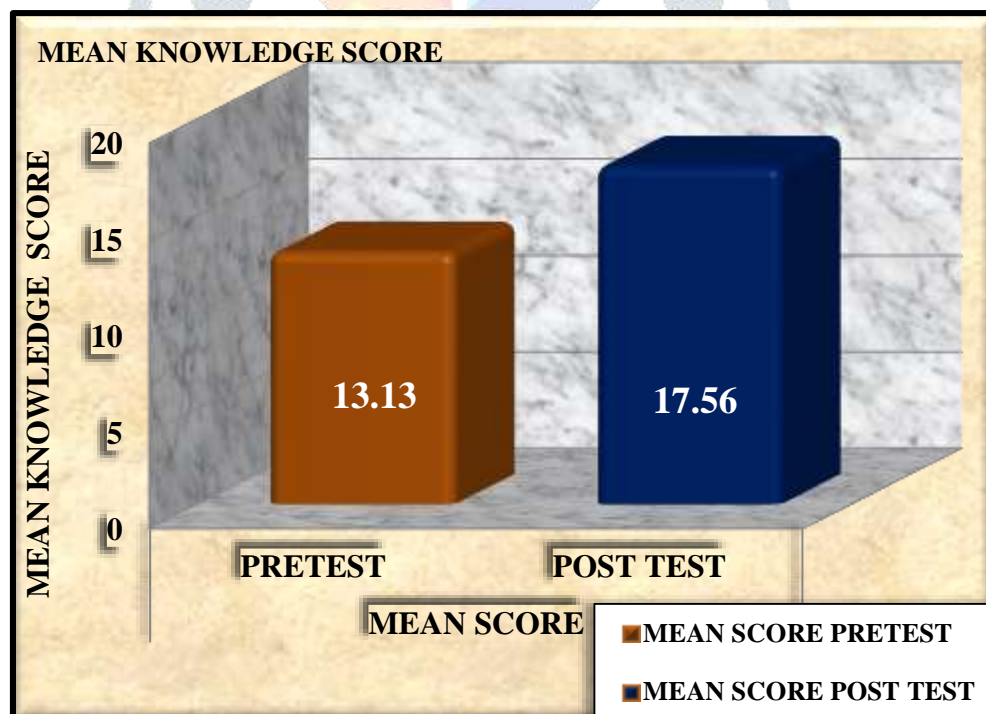


Figure-3:- Bar graph showing the mean pre-test and Mean post-test Knowledge scores of samples on Assertiveness.

3 ANALYSIS AND INTERPRETATION OF THE DATA RELATED TO ASSOCIATION BETWEEN PRE-TEST KNOWLEDGE SCORES WITH SELECTED DEMOGRAPHIC VARIABLES OF THE SAMPLES.

Table 3 Association of Pre-test knowledge score with selected Demographic Variables. [N=60]

For Age of the samples with the pre-test knowledge scores, the calculated value of chi square (χ^2) 1.862 was less than 5.99, the table value of chi square (χ^2) at the 2 degree of freedom and 0.05 level of significance. Therefore, Age has no significant

SR NO	DEMOGRAPHIC VARIABLES		PRETEST			TOTAL	Chi Square/ Fishers Chi Square	DF	Table Value	Significant/ Non Significant
			POOR	AVERAGE	GOOD					
1	AGE	18 YEARS	7	13	1	21	1.862	2	5.99	Non Significant
		19 YEARS	7	29	3	39				
2	GENDER	MALE	9	18	1	28	2.745	2	5.99	Non Significant
		FEMALE	5	24	3	32				
3	STREAM OF STUDY	SCIENCE	4	10	2	16	5.4058	4	9.49	Non Significant
		COMMERCE	3	19	2	22				
		OTHERS	7	13	2	22				
4	YEAR OF STUDY	FIRST YEAR	9	11	0	20	17.67	4	9.49	Significant
		SECOND YEAR	8	12	0	20				
		THIRD YEAR	0	16	4	20				
5	RELIGION	HINDU	14	41	3	58	6.428	2	5.99	Significant
		CHRISTIAN	0	0	0	0				
		MUSLIM	0	1	1	2				
6	AREA OF RESIDENCE	RURAL	5	14	0	19	2.013	2	5.99	Non Significant
		URBAN	9	28	4	41				
7	TYPE OF FAMILY	JOINT	8	20	1	29	1.315	2	5.99	Non Significant
		NUCLEAR	6	22	3	31				

association with the knowledge of the samples

For Gender of the samples with the pre-test knowledge scores, the calculated value of chi square (χ^2) 2.745 was less than 5.99, the table value of chi square (χ^2) at the 2 degree of freedom and 0.05 level of significance. Therefore, Gender has no significant association with the knowledge of the samples.

For Stream of study of the samples with the pre-test knowledge scores, the calculated value of chi square (χ^2) 5.4058 was less than 9.49, the table value of chi square (χ^2) at the 4 degree of freedom and 0.05 level of significance. Therefore, Stream of study of samples has no significant association with the knowledge of the samples.

For Year of study of the samples with the pre-test knowledge scores, the calculated value of chi square (χ^2) 17.67 was more than 9.49, the table value of chi square (χ^2) at the 4 degree of freedom and 0.05 level of significance. Therefore, year of study of samples has significant association with the knowledge of the samples.

For Religion of the samples with the pre-test knowledge scores, the calculated value of chi square (χ^2) 6.428 was more than 5.99, the table value of chi square (χ^2) at the 2 degree of freedom and 0.05 level of significance. Therefore, Religion of the samples has significant association with the knowledge of the samples.

For Area of residence of the samples with the pre-test knowledge scores, the calculated value of chi square (χ^2) 2.013 was less than 5.99, the table value of chi square (χ^2) at the 2 degree of freedom and 0.05 level of significance. Therefore, Area of residence of the samples has no significant association with the knowledge of the samples.

For Type of family of samples with the pre-test knowledge scores, the calculated value of chi square (χ^2) 1.315 was less than 5.99, the table value of chi square (χ^2) at the 2 degree of freedom and 0.05 level of significance. Therefore, type of family of the samples has no significant association with the knowledge of the samples.

This indicates that from selected demographic variables only two variables, stream of study and religion of the samples has significant association with the knowledge of the samples and no any other demographic variables has significant association with the knowledge of the samples.

DISCUSSION

The present study was conducted to assess the effectiveness of Structured teaching programme on Assertiveness in terms of knowledge among adolescents studying in selected colleges of Ahmedabad city. In order to achieve the objectives of the study, Pre experimental one group pre-test post-test research design was adopted. The data was collected from 60 adolescents by using Structured knowledge questionnaire. The post test knowledge score (mean 17.56) was higher than that of pretest knowledge score (mean 13.13) and which was statistically proved and revealed that the Structured teaching program was effective in terms of knowledge among adolescents.

CONCLUSIONS

This study identifies the knowledge about assertiveness among adolescents and attempts to improve the knowledge by Structured teaching Programme. The findings clearly revealed that there is a greater need of awareness about assertiveness for adolescents, so that they can able to express their feelings and opinions in the right way as it is a means of self-development and achievement of maximum personal fulfillment with social competence. Every educational institute should facilitate guidance services to students who deemed to be insufficient in Assertiveness.

The following conclusions can be drawn from the study findings.

1. Knowledge deficit existed in all areas of Assertiveness before implementation of Structured teaching program among adolescents at selected colleges of Ahmedabad city.
2. Samples gained significant knowledge after they exposed to structured teaching program. The mean Post test knowledge score 17.56 was significantly higher than mean pretest knowledge score 13.13. Thus the Structured teaching program was found to be effective in enhancing the knowledge of adolescents regarding Assertiveness among adolescents. There is association found only in religion and year of study to pre-test knowledge score with selected demographic variables.

Conflict of interest: The authors declare that they have no competing interests.

Ethics declarations

Ethics approval and consent to participate

JG College of Nursing, Institute's ethics Committee reviewed this study and granted ethical approval. Consents has been obtained from participants.

Consent for publication

Consent for publication was obtained from each participants.

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