



EVALUATE THE EFFECTIVENESS OF ASSERTIVENESS TRAINING MODULE (ATM) ON SELF ESTEEM AMONG ADOLESCENTS.

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ABSTRACT

The aim of the study was to evaluate the effectiveness of assertiveness training module (ATM) on self-esteem among adolescents. A pre experimental with one group pre and posttest research design was used for this study. Rosenberg self-esteem scale was used to assess the pre-test level of self-esteem. The intervention assertiveness training Module (ATM) was administered to 60 adolescents. The samples were selected by simple random sampling technique. The same Rosenberg self-esteem scale was used to assess the post-test level of self-esteem. The results revealed a statistically significant difference in the pre and posttest level of self-esteem among adolescents. The overall 't' value obtained was 14.53 and $p = 0.001^{***}$ where $p < 0.001$ which means that the assertiveness training Module ATM has shown significant changes in improving the level of self-esteem among adolescents. There is an association between self-esteem of adolescents with their selected demographic variable for age and academic performance significant at 0.005 level.

Keywords: Adolescent, Assertiveness training module, Self-esteem,

INTRODUCTION

Adolescence is a transitional period in every person's life span between childhood and adulthood years. World health organization stated that adolescent age group (10-19 years) constitutes of about 1.2 billion of world's population. In India, adolescent age group constitutes of approximately 21% of our total population. Worldwide 10%–20% of the population are suffering from mental health disorders and most of them are in adolescent age group. During Adolescent stage they feel pride and joy, but there are some pressures and

responsibility vested upon them by our society, that makes the adolescent a non- assertive person which manifests low self-esteem that may lead to depression, anxiety, suicidal tendency, eating disorders, substance abuse, and violent behavior.

According to Rosenberg (1965) Self-esteem is defined as one's personal beliefs about their skills, abilities and social relationships or overall positive evaluation of self. The factors which influences self-esteem are task proficiency, feedback from the support system, family environment, achievement, physical appearance, and self-belief. Self-esteem is classified into three types: Inflated self-esteem, High self-esteem and Low self-esteem. A person with Inflated Self-esteem does not listen to others instead they always dominate, blame others and undervalue them. Thus they develop a poor interpersonal relationship with others. High self-esteem person feels positive about self, they respect others values and ideas. The main characteristics features of high self-esteem person are self- confident, accept themselves unconditionally, seek continuous self- improvement, have inner peace, develop good inter personal relationship, tolerate frustrations, assertive and self-directed .Ultimately they achieve their goal. Low self-esteem person have difficulty to overcome challenges, nonassertive ,shyness, lack of initiative , blame others ,sensitive, indecisive ,unable to achieve their goal. Hence both Assertiveness and self-esteem are two important aspects for healthy emotional development of adolescents.

Erikson described about the stages of psychosocial development in children and adolescent .This theory describes about the influence of self-identity on level of self-esteem among adolescents. If an adolescent has problem in development of self-identity then they may develop low self-esteem, on the other hand if an adolescent develops a healthy self-identity then they may have high self-esteem. Thus the development of self-identity determines the level of self-esteem. According to Herbert (2020) the adolescents overcome insecurity, self-esteem problems through aggressive and risky behaviours which leads to various mental health problems such as anxiety, depression, suicidal thoughts etc.

Assertiveness is defined as stating their personal rights with expression of feelings, emotions and thoughts in regardless of rights, dignity and feelings of others. According to Erikson there are many transitional stages in which an each and every adolescent undergoes. If an adolescent is able to resolve the crisis in early stages, he develops an assertive behavior with a healthy coping skills. On the other hand if an adolescent is unable to resolve crisis then they indulge in passive, manipulative or aggressive behavior. An assertive person takes responsibility of their actions and choices that they make for themselves. They give respect themselves and other with dignity. Lack of self-esteem decreases our self-confidence that leads to various behavioral and emotional disorders.

Assertiveness plays a vital role in developing self-esteem. Assertive behavior helps the adolescents to communicate effectively. Assertiveness leads in the development of good interpersonal relationship in the society. It helps to overcome stress, depression, fear, anxiety and make them stable and independent.

Assertiveness training Module is a structured material that allows the adolescent to identify assertive behavior, builds positive self-esteem, develops self-confidence and improves coping skills. Positive self-esteem helps to maintain inter personal relationship, allows them to use support system effectively. Imparting assertiveness techniques like Identification of assertive behavior, using 'I' statements, conflict resolution skills, improving communication skills enables the adolescents to enhance their self-esteem. Adolescents are the solid base in our society, therefore all the stake holders such as parents, teachers, health care professionals plays a vital role in the promotion and maintenance of physical and psychological health of adolescents. Problems with self-esteem can be prevented if it is identified and managed with a suitable intervention at an earlier stage.

MATERIALS AND METHODS

A Quantitative approach with pre experimental one group pretest and posttest research design was conducted to evaluate the effectiveness of Assertiveness training module (ATM) on self-esteem among adolescents in selected higher secondary schools at Puducherry. The sample constitutes of 60 adolescents selected by simple random sampling technique. Informed consent was obtained from the samples and the data was collected. The tool used for data collection consisted of 2 parts. Part I: Socio-demographic data Part II: Rosenberg self-esteem scale.

Data were analyzed by using descriptive statistic (Frequency, percentage, mean and standard deviation) and inferential statistics (paired "t" test)

TOOL DESCRIPTION

Part I: Socio-demographic data of adolescents which consists of age, sex, education, type of family, area of residence, family monthly income, Birth order, No. of siblings, and source of information on assertiveness training. Part II: Rosenberg self-esteem scale, a standardized tool used to assess positive and negative feelings about self in adolescent. It has 10 items which are rated on a 5-point likert scale. The scoring for 8 positive aspect questions were 1,2,3,4,5 respectively and 2 negative aspect question were 5,4,3,2,1 respectively. The total score is 50 out of which the scoring is expressed as Inflated self-esteem (35-50), High self-esteem (18-34), Low self-esteem (0-17).

The pilot study was conducted in Wise Man Higher secondary school at Puducherry and the results showed feasibility and practicability to conduct the main study.

After Obtaining Permission from Ethical Committee, Oral and written Informed consent was obtained from each adolescent. It was emphasized that all data collected will be strictly maintained in a confidential manner. For this study 60 adolescents were selected through Simple Random Sampling Technique.

The adolescents with low self-esteem was identified by conducting pretest among the adolescents by using Rosenberg self-esteem scale. The study was implemented by administering Assertiveness training module to the adolescents.

Stage-1: Screening

In this stage the adolescents were screened individually for the presence of low and moderate self-esteem by using modified Rosenberg self-esteem scale and selected for administration of the intervention Assertiveness training Module. (ATM)

Stage-2: Intervention

In this stage the intervention assertiveness training module (ATM) was administered to the adolescents. Assertiveness training module aimed at improving the assertive skill of adolescents and thereby improving self-esteem. This module had a set of specific objectives such as Identification of assertive behavior, using 'I' statements, conflict resolution skills, improving communication skills. This Assertiveness training Module allows the adolescent to adopt assertive behavior which enhances their self-esteem.

Stage-3: Evaluation

In this stage Evaluation was performed by using Rosenberg self-esteem scale

DATA ANALYSIS AND INTERPRETATION

Table:1 Comparison of pretest and posttest level of self-esteem among adolescents.

(N=60)

Test	Mean	S.D	t-value	df	P
Pre-test	64.1	3.2	38.6	57	0.001**
Post -test	75.2	2.7			

**Significant (p<0.01)

The above table shows the comparison of pretest and posttest level of self-esteem by using paired 't' test. It showed that the mean score in pretest was 64.1 ± 3.2 was lesser than the posttest mean score was 75.2 ± 2.7 , the t-value obtained was 38.6, $p=0.001$. This shows that there was a significant difference in the pretest and posttest level of self-esteem among the adolescents. Hence there was a significant increase in the level of self-esteem after the intervention (ATM)



Fig. 1 Bar diagram on distribution of self-esteem of adolescents before and after Assertiveness training Module (ATM)

The Bar diagram shows the comparison of pretest and posttest level of self-esteem by using paired 't' test. It showed that mean score in pretest was 64.1 ± 3.2 was lesser than the posttest mean score was 75.2 ± 2.7 , the t-value obtained was 38.6, $p=0.001$. This shows that there was a significant difference in the pretest and posttest level of self-esteem among the adolescents. Hence there was a significant increase in the level of self-esteem after the intervention (ATM)

Table:2 Frequency and percentage distribution of demographic variables

(N=60)

Sl. no	Demographic variables	F	%
1)	Age (in years)		
	13 -14yrs	31	51.6
	15 -16yrs	27	45
	17 -18yrs	2	3.3

2)	Sex Male Female	25 35	41.6 58.3
3)	Education 8 th -10 th std 11 th std - 12 th std	35 25	58.3 41.6
4)	Academic Performance Excellent Good Average Poor	34 24 2 0	56.6 40 3.3 0
5)	Type of family: Nuclear Joint	43 17	71.6 28.3
6)	Area of residence Rural Urban	35 25	58.3 41.6
7)	Family monthly income Below Rs.5,000 Rs.5,0001 – Rs.10,000 Above Rs.10,000	23 25 12	38.3 41.6 20
8)	Birth order First Second Third Above third	12 24 16 8	20 40 26.6 13.3
9)	No. of siblings None	5	8.3

	One	17	28.3
	Two	26	43.3
	More than two	12	20
10	Source of information		
)	Self esteem	0	0
	Television	0	0
	Mass media	0	0
	Health Professional	60	100
	No information		

Table:4 Association of pretest level of self-esteem among with selected demographic variables.

Sl no	Demographic variables	SELF-ESTEEM SCORE		χ^2	df	'P' Value
		≤median	> median			
1)	Age (in years)				2	
	13 -14yrs	15	16			
	15 -16yrs	14	13			
	17 -18yrs	1	1	6.5		0.03*
2)	Sex				1	
	Male	13	12			0.20
	Female	17	18	1.2		
3)	Education					
	8 th -10 th std		18	1.2	1	0.20
	11 th std - 12 th std	17	12			
		13				

4)	Academic Performance	9				
	Excellent	15	25	6.4	2	0.04*
	Good	2	9			
	Average	0	0			
	Poor		0			
5)	Type of family:					
	Nuclear	21	22	1.6	2	0.39
	Joint	9	8			
6)	Area of residence					
	Rural	17	18	0.8	1	0.87
	Urban	13	12			
7)	Family monthly income	12	11			
	Below Rs.5,000	13	12	0.2	3	0.73
	Rs.5,0001 – Rs.10,000	5	7			
	Above Rs.10,000					
8)	Birth order					
	First	8	4	1.8	3	
	Second	14	10			0.19
	Third	7	9			
	Above third	1	7			
9)	No. of siblings					
	None	2	3			
	One	7	10	4.6	2	0.80
	Two	16	10			
	More than two	5	7			
10)	Source of information on Self esteem	0	0			
	Television	0	0	1.23		0.28
	Mass media	0	0			

	Health Professional	37	23			
	No information					

*Significant ($p < 0.05$)

The above table shows that there is a significant association between self-esteem and demographic variable for age and academic performance significant at 0.005 level. But there is no significant relationship between self-esteem and demographic variable such as sex, education, type of family, area of residence, family monthly income, Birth order, No. of siblings, and source of information.

DISCUSSION:

The main purpose of the study is to evaluate the effectiveness of Assertiveness training Module on self-esteem among adolescent. The findings of the study provides an additional support for the previous experimental studies on ATM.

After participation in ATM, the study findings reveals that the mean score in pretest was 64.1 ± 3.2 was lesser than the posttest mean score 75.2 ± 2.7 , the t-value obtained was 38.6, $p = 0.001$. This shows that there was a significant difference in the pretest and posttest level of self-esteem among the adolescents. Hence there was a significant increase in the level of self-esteem after the intervention (ATM).

Similar findings was reported in the study conducted by Elma (2017) emphasized on Self-esteem and mental well-being indicates that positive self-esteem is crucial in aspects of maintaining better health and quality of life. Zimmermam (2020) insisted that the subjective well-being has significantly correlates with high self-esteem which has a significant variance in happiness, mental health well-being. Marsh and Yeung (2020) et al., showed that there is a significant correlation between self-esteem and academic achievement that helps to increase confidence level and success among adolescents. Auden C. McClure et al (2019) insisted that imparting assertiveness techniques like Identification of assertive behavior, using 'I' statements, conflict resolution skills, improving communication skills allows the adolescent to adopt assertive behavior which enhances their self-esteem.

Similar findings was reported in the study conducted by M. Miner et al, (2018) in their quasi experimental study to determine the effectiveness of assertiveness training on the level self-esteem among 80 adolescents by simple random sampling method. After the intervention Assertiveness training the results found a significant difference between the mean score value for pretest (103.5 ± 8.2), posttest (98.56 ± 11.76) with the p value ($p = 0.002$). Administering assertiveness training program among adolescents enhances the level of

self-esteem. Adolescent are in a transitional stage thus these kinds of training programme are very safe, cost effective, practicable.

On Association of pretest level of self-esteem among adolescents with selected demographic variables, the results reveals that there is a significant association between self-esteem and demographic variable for age and academic performance, significant at 0.005 level .But there is no significant relationship between self-esteem and demographic variable such as sex, education, type of family, area of residence, family monthly income, Birth order, No. of siblings, and source of information.

CONCLUSION:

To conclude, the research results reveals the positive outcomes of self-esteem is associated with mental health well-being, achievements and success. High self-esteem helps the adolescents in the management of depression, anxiety, school dropout, behavioral problems and risky behavior. Self-esteem is a crucial, risk and protective factor connected to the diversity of mental health and emotional outcomes. Therefore, improvement of self-esteem serves as a vital component in assertiveness training Module. The design and implementation of assertiveness training module for enhancement of self-esteem is an important core variables for the development in mental health promotion.

Analyzing the results of the present study there was significant difference in level of self-esteem among adolescents after administering Assertiveness training Module (ATM) .In this Module the adolescents have learnt about Identification of assertive behavior, using 'I' statements, conflict resolution skills, improving communication skills. Therefore the results of this study confirm the findings of the previous studies regarding Assertiveness training is effective in improving the level of self –esteem among adolescents.

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