

Original Research Article

## **A Pre Experimental Study to Evaluate the Effectiveness of Assertiveness Training on Self-Esteem among Adolescent Girls in Selected School, Nepal**

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### **ABSTRACT**

A pre experimental study was conducted with the aim of evaluating the effectiveness of assertiveness training on Self-esteem among adolescent girls. The study was done in a private school in Nepal. Findings revealed a statistically significant difference in the pre and post interventional level of self esteem among the adolescent girls there by concluding that assertiveness training is effective at  $p=0.001$ . Socio demographic variables, education of father, occupation of mother and family income were found significantly associated with their Post interventional level of self-esteem

**Key words:** Self-esteem, Assertiveness Training.

### **INTRODUCTION**

Self-esteem is an individual's belief about his worth and value. It also has to do with the feelings he experiences that follow from his sense of worthiness or unworthiness. Self-esteem is important because it heavily influences individual's choices, decisions as well as his life in a broad sense. More precisely, self-esteem motivates individual to take care of himself and explore his full potential. Abraham Maslow, in his need theory emphasizes that self esteem is a pre requisite before one can achieve Self actualization.

Assertiveness is a communication style in which an individual is able to express feelings, thoughts and beliefs in an open and honest way without violating the rights of others. Often, misunderstood as aggressiveness, assertiveness is the healthiest among all forms of

communication. It helps to keep conflict away and hence an individual is able to remain positive.

Assertiveness and self-esteem run parallel to each other. Setting boundaries and limits is easier when people are assertive in the beginning of a relationship. Unfortunately, assertiveness isn't always taught when children are growing up. In south eastern countries like ours, especially girl child are actively discouraged to be assertive in any situation, no matter how significant the impact is.

Harter and Hirsch has reported, worldwide studies on adolescent self-esteem revealed, one-third to one-half of adolescents struggle with low self-esteem, especially in early adolescence. <sup>[1]</sup>

According to a National Report on the State of Self-esteem, by Dove self-esteem fund, U.S.A, seven in ten girls

believe they are not good enough or do not measure up in some way, including their looks, performance in school and relationships with friends and family members. 62% of all girls feel insecure or not sure of themselves. 25% of teen girls with low self-esteem resort to injuring themselves on purpose or cutting when feeling badly about themselves compared to 4% of girls with high self-esteem. 65% of girls aged 13-17 years refrain from telling their parents certain things about themselves to prevent parents from thinking badly about them, compared to the 49% of girls aged 8-12 years. 93% of girls with low self-esteem want their parents to change their behavior towards them in at least one way compared to 73% for girls with high self-esteem which includes: wishing to be understood better (Low: 60%, High: 14%), being listened to more (Low: 52%, High: 18%), spending more time with them (Low: 43%, High: 15%). [2]

Shipra Nagar et al. reported that in Kangra District of Himachal Pradesh, India, only 0.9% adolescent girls had high self-esteem, 65.1% had average self-esteem, 32.1% had low self-esteem and 1.8% had very low self-esteem. [3]

Three to nine per cent of teenagers meet the criteria for depression at any one time, and at the end of adolescence, as many as 20% of teenagers report a lifetime prevalence of depression. [4]

In Nepal 22% of the total population are the adolescents. Current statistics in adolescents' level of self esteem shows that 47.3% of adolescents in Nepal have low self esteem. [5]

According to a report by Central Bureau of Statistics, National Planning commission, Government of Nepal, youth of 15-24 years comprises 53% of the total drug users of the country. Nearly three fourth (73.1%) current drug users had experience of first time drug intake before they reach 20 years. Significant numbers of students are also found as drug users. This is accounted to 6,671 students (14.4%) in total. Several studies have proved drug

abuse as a consequence of low self-esteem. [6]

Recent statistics on suicide in Nepal shows that the age spread for suicide ranges between 4 and 21 years with 92.4% belonging to the adolescent age group among which 72.4% are female. [7]

Statistics shows dreadful scenario of adolescent problems like substance abuse, depression, and suicide all of which is attributed to low self-esteem in one way or the other.

Investigator herself has encountered many adolescent girls who had difficulty expressing themselves and had landed up being the back benchers, and mere listeners despite of being highly talented. Despite tremendous potential for success in varieties of endeavours in life they are likely to choose to stay back and not to take the initiative. The investigator therefore wanted to try out a training package to enhance the self esteem of adolescent girls. This acted as an impulse for the investigator to select the topic for the study.

#### **Objectives of the study**

- To assess pre and post interventional level of self esteem among adolescent girls.
- To determine the effectiveness of assertiveness training on the level of self esteem among adolescent girls.
- To find the association between post-interventional levels of self esteem among adolescent girls with their selected socio demographic and psychological variables.

#### **MATERIALS AND METHODS**

The quantitative research approach was used in evaluating the effectiveness of Assertiveness training on self esteem among adolescent girls. A Pre experimental - One group pretest-post test design was adopted for the study. The Study was conducted in Deepjyoti Secondary English School, Kathamandu, Nepal. The tool used for data collection consisted of 2 parts: Part I: Sociodemographic and psychological variables and Part II: Rosenberg's Self esteem Scale - a standardized tool for assessing the level of self esteem. Validity

and reliability of the tool was confirmed based on review of literature. The study was done on fifty six samples who fullfilled the inclusion criteria. Samples were selected after initial screening with Rosenberg's self esteem scale using non probability purposive sampling method. Data collection was done for a period of 1 month, including screening the level of self esteem, the assessment of sociodemographic variables, the implementation of assertiveness training, followed by the post interventional assesment of level of self esteem.

**Statistical analysis**

The Data collected were arranged and tabulated to interpret the findings of the study. The data was analyzed using both descriptive and inferential statistical methods.

Frequency and percentage was used to analyze the distribution of the sociodemographic and psychological variables.

Paired “t” test was used to compare the pre and post interventional level os self esteem of the adolescent girls.

“Chi square” test was used to associate the findings with the socio demographic and psychological variables.

**RESULTS**

**Frequency and Percentage distribution of Socio demographic variables among adolescent girls**

**Table 1: Distribution of Socio demographic variables among adolescent girls N=56**

Socio demographic Variables		no.	%
Age in years	13 Yrs	28	50.00
	14 yrs	18	32.14
	15 Yrs	10	17.86
Birth Order	First Child	17	30.36
	Middle Child	21	37.50
	Last Child	18	32.14
Education of Father	Illiterate	1	1.79
	Primary School	8	14.29
	Middle School	29	51.79
	High School Certificate	13	23.21
	Graduate or Post graduate	2	3.57
	Professional or Honours	3	5.36
Education of Mother	Illiterate	6	10.71
	Primary School	12	21.43
	Middle School	28	50.00
	High School Certificate	7	12.50
	Intermediate	1	1.79
	Graduate or Post graduate	1	1.79
	Professional or Honours	1	1.79
Occupation of Father	Unskilled worker	1	1.79
	Semi-skilled worker	9	16.07
	Skilled worker	19	33.93
	Clerical, Shop-owner, Farmer	20	35.71
	Semi-Profession	3	5.36
	Profession	4	7.14
Occupation of Mother	Unemployed	26	46.43
	Unskilled worker	3	5.36
	Semi-skilled worker	4	7.14
	Skilled worker	3	5.36
	Clerical, Shop-owner, Farmer	17	30.36
	Semi-Profession	3	5.36
Family Income per month in NRS	≤ 2300	2	3.57
	2,301-6,850	1	1.79
	6,851-11,450	7	12.50
	11,451-17,150	8	14.29
	17,151-22,850	5	8.93
	22,851-45,750	11	19.64
	≥45,751	22	39.29
Residential status	Sub urban	56	100.00
Lodging	With Parent	49	87.50
	With Guardian	4	7.14
	Institutionalized	3	5.36
Family Size	Less than 4	5	8.93
	4 - 6	42	75.00
	More than 6	9	16.07

## Frequency and Percentage distribution of Psychological variables among adolescent girls

Table 2: Distribution of Psychological variables among adolescent girls N=56

Psychological Variables		no.	%
Body Image	Highly satisfied	28	50.00
	Moderately satisfied	18	32.14
	Dissatisfied	10	17.86
Academic performance as reported by teachers	Below average	4	7.14
	Average	48	85.71
	Above average	4	7.14
Perceived parental support	Highly supportive	34	60.71
	Moderately supportive	22	39.29
	Unsupportive	0	0.00
Perceived parental Control	Rigid	11	19.64
	Flexible	45	80.36

Table 3: Frequency and Percentage distribution of pre and post interventional level of self-esteem among the adolescent girls N=56

	Inadequate self-esteem		Moderately adequate self-esteem		Adequate self-esteem	
	no.	%	no.	%	no.	%
Pre test	2	3.57	54	96.43	0	0.00
Post test	0	0.00	23	41.07	33	58.93

Analysis revealed that, in pretest, 2 (3.57%) of the adolescent girls had inadequate self-esteem, 54 (96.43%) of the adolescent girls had moderately adequate self-esteem and none of them had adequate self-esteem. In post test, none of the adolescent girls had inadequate self-esteem, 23 (41.07%) had moderately adequate self-esteem and 33 (58.93%) had adequate self-esteem.

Table 4: Comparison of pre and post interventional level of self-esteem among the adolescent girls N=56

	Mean	SD	Paired t Test	P Value
Pre test	16.94	2.53	t=8.57	0.001
Post test	23.39	4.9		

\*\*\* = Very high Statistical significance at  $p \leq 0.001$ .

Here, the mean value of level of self-esteem in the pre test is 16.94 and the standard deviation is 2.53. In the post test, the mean value of level of self-esteem is 23.39 and the standard deviation is 4.9. The "t" value is 8.57, which suggest that there is statistical significance difference in the pre and post interventional level of self-esteem among the adolescent girls at  $p = 0.001$ .

### Association between the post interventional levels of self-esteem among adolescent girls with their selected Socio demographic variables

Association was statistically analysed using Pearson's 'chi square' test. Out of 10 Socio demographic variables 3 variables (education of father, occupation of mother and family income) was found

significantly associated with their Post interventional level of self-esteem with chi square value 10.82 at  $p = 0.05$ , 16.49 at  $p=0.006$  and 21.12 at  $p=0.002$  respectively.

### Association between the post interventional levels of self-esteem among the adolescent girls with their selected psychological variables

Association was statistically analysed using Pearson's 'chi square' test. None of the psychological variables of the adolescent girls were associated with their post interventional level of self-esteem.

## DISCUSSION

This interventional study was done to assess the effectiveness of assertiveness training on the level of self-esteem among adolescent girls at Deepjyoti Secondary English School, Kathamandu, Nepal.

### The first objective was to assess pre and post interventional level of self esteem among adolescent girls

Analysis of pre and post interventional level of self esteem among the adolescent girls, revealed that, in pretest, 2 (3.57%) of the adolescent girls had inadequate self-esteem, 54 (96.43%) of the adolescent girls had moderately adequate self-esteem and none of them had adequate self-esteem. In post test, none of the adolescent girls had inadequate self-esteem, 23 (41.07%) had moderately adequate self-

esteem and 33 (58.93%) had adequate self esteem.

A similar study was conducted by Anubha Dhal et al to assess the self-esteem, loneliness and attachment styles among adolescents and examine their association with each other and with age and gender in a sample of 110 adolescents from a public school in Delhi. The adolescents were administered Coopersmith Self-Esteem Inventory (School Form), Attachment Scale and UCLA Loneliness Scale. The study concluded that adolescents studying in a public school reported high levels of self-esteem, moderate loneliness and a secure attachment style. [8]

**The second objective was to determine the effectiveness of assertiveness training on the level of self esteem among adolescent girls**

The comparison of pre and post interventional level of self esteem among the adolescent girls reveals that the mean value of level of self-esteem in the pre test is 16.94 and the standard deviation is 2.53. In the post test, the mean value of level of self-esteem is 23.39 and the standard deviation is 4.9. The “t” value is 8.57, which suggest that there is statistical significance difference in the pre and post interventional level of self esteem among the adolescent girls at  $p = 0.001$ . Here,  $RH_1$ , which states that “There is a significant difference between pre and post interventional level of self esteem among adolescent girls at  $p \leq 0.05$ .” was accepted.

The results of the present study is consistent with the findings of the study conducted by Mona Makhija & Promila Singh to assess the effectiveness of assertiveness training programme on self esteem in adolescents had revealed similar results. Participant who have participated in the training program statistically outperformed those in the control group. [9]

**The third objective is to find the association between post- interventional level of self esteem among adolescent girls with their selected socio demographic and psychological variables**

Analysis of association between the post interventional level of self esteem and Socio demographic and psychological variables of adolescent girls shows that, out of 10 Socio demographic variables, 3 variables (education of father, occupation of mother and family income) was found significantly associated with their Post interventional level of self-esteem with chi square value 10.82 at  $p = 0.05$ , 16.49 at  $p = 0.006$  and 21.12 at  $p = 0.002$  respectively. None of the psychological variables of the adolescent girls were associated with their post interventional level of self esteem.

Hence the hypothesis  $RH_2$  which states that " there is significant association between the post interventional level of self esteem among adolescent girls with their selected socio demographic and psychological variables at  $p \leq 0.05$ ..” Is accepted for variables education of father, occupation of mother and family income and not accepted for other variables.

The results of the present study is consistent with the findings of the study conducted by Ertugrul Sahin to examine the effects of age, grade level, educational level of father and mother on self esteem of Turkish adolescents revealed similar results. Results suggested that there were no significant differences in self-esteem scores according to age and grade level. There were significant differences in self-esteem scores with regard to the education level of father and mother. [10]

The findings revealed that the intervention was effective, the findings were consistent with the literature and it was concluded that assertiveness training was effective in improving the level of self-esteem among the adolescent girls.

## CONCLUSION

This interventional study was done to assess the effectiveness of assertiveness training on the level of self esteem among adolescent girls at Deepjyoti Secondary English School, Kathamandu, Nepal. The findings revealed that the intervention was effective , the findings were consistent with

the literature and it was concluded that assertiveness training was effective in improving the level of self esteem among the adolescent girls.

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#### Declaration

I hereby certify that the article entitled "A Pre experimental study to evaluate the effectiveness of assertiveness training on self esteem among adolescent girls in selected school, Nepal" is my independent research work. The article is not published in any other journals. All the contents mentioned in the article are acknowledged.

By Mrs. Susmita Pandey

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