



**A STUDY TO ASSESS THE EFFECTIVENESS OF ASSERTIVE TRAINING PROGRAMME ON ASSERTIVE BEHAVIOR AMONG ADOLESCENTS STUDYING 10<sup>TH</sup> STANDARD IN THE MODERN HIGH SCHOOL, MAHISAGAR, GUJARAT**

**Nursing**

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**ABSTRACT**

Assertiveness is the ability to express your emotions and needs without being aggressive and not violating the rights of others. If you are not assertive you may have low self-confidence and self-esteem, problems in social life. Students are the leaders of future generation and contributing ample for social development, so each student must have assertive behavior to succeed with more courage and self-confident in their education and future life.

**OBJECTIVE:** To assess the effectiveness of assertive training program among adolescents.

**METHODOLOGY:** one group pre-test post-test control research design was used. 100 adolescents studying in the 10<sup>th</sup> standard were selected using Purposive sampling technique. Investigator developed self-structured assertiveness questionnaire for Data collection.

**RESULT:** A statistically significant difference between post test assertive behavior score of experimental group and control group shows assertiveness training programme is effective to improve the assertive behavior [calculated  $t=19.72$  (table value=1.9842)].

**KEYWORDS**

Effectiveness, Assertiveness Training Programme, Assertive Behavior, Adolescents

Raise your Words, Not your voice.

Adolescence is a Latin word and the meaning is "to grow up".<sup>1</sup> It is a changing stage of physical and psychological development usually occurring between puberty and adulthood.<sup>2</sup> Assertiveness is the problem of lacking a collective and forfeiting necessary social skills. G. Stanley Hall defined Adolescence term as 'storm and stress' periods of life. In this period adolescents have communicational issues and strive to make their identity and their own surrounding differently. Adolescents construct their social life by obtaining various social skills like communication, making friends, collaboration and compromise.

In adolescents' period adverse effect of difficulty in being assertive are avoiding healthy formation of their identity, enhancement of talents and emotional and intellectual power. For creating communications with peers in educational settings it is believed that those children who have obtained various social skills are more successful than the children not obtaining such skills.<sup>3</sup> Assertive behavior increase equality in human relationship, empowering us to act our greatest advantages, to stand up for ourselves without undue anxiety, to express sentiments serenely.<sup>4</sup> Adolescents are the pillars of a nation and play a significant role in contributing ample to their social development. So it is essential for an adolescent to be assertive as it can help them in many ways like improving self-confidence, self-esteem and also helps them to stand up for their rights without being aggressive and without violating the rights of others.<sup>5</sup> Assertiveness is the ability to express your emotions and needs without being aggressive and not violating the rights of others. Assertiveness help in managing relationship with others and also with yourself.<sup>6</sup>

If we are not talking properly at a time, it may leads to rudeness and arrogant behavior. Some parents often give punishment to their children when they try to stand up for themselves and express their own feelings of anger and injustice. This do not let child to stand up for himself or herself. Being assertive helps the individual in how to deal with negative attitudes in themselves as well as others.<sup>7</sup>

**Statement of the problem**

"A study to assess the effectiveness of assertive training programme on assertive behaviour among adolescents studying 10<sup>th</sup> standard in the Modern High School, Mahisagar, Gujarat"

**Objective**

- To assess the level of assertive behaviour among adolescents.
- To assess the effectiveness of assertive training program among adolescents.
- To find out association between level of assertive behaviour

among adolescents with their selected socio-demographic variables.

**MATERIALS METHOD:**

**Research Approach** - A quantitative approach is used in the study.

**Research Design** - Quasi experimental pre-test and post-test control design is used in the study.

**Population** - Population for this study are 10<sup>th</sup> standard Adolescents students.

**Accessible Population** - Students who are studying in 10<sup>th</sup> standard, Mahisagar.

**Target population** - Adolescents students who studying in 10<sup>th</sup> standard The Modern High School, Mahisagar, Gujarat.

**Sample Size** - 100 adolescents students studying in 10<sup>th</sup> standard.

**Sampling Technique** - Non-probability Purposive Sampling Technique

**Place of Study** - The study is conducted in Sardar Vallabhbhai Vidyalyaya, Vadodara and The Modern High School, Mahisagar, Gujarat.

**Inclusion Criteria :-**

- The students who are studying in 10<sup>th</sup> standard.
- The students who are studying in The Modern High School, Mahisagar, Gujarat only.
- The students who can read and write English and Gujarati.

**Exclusion Criteria :-**

- The students who are already undergone assertive training.
- The students who are not willing to participate.
- The students who are 19 years and above in age.

**Tool** - Self-structured assertiveness questionnaire

**Description of Tools**

This consists of following two sections:

**Section 1: Demographic Data**

This section includes socio demographic variables such as age, religion, school performance, type of family, monthly family income, residential area, father's education, mother's education, father's occupation, mother's occupation that influencing assertive behaviour.

**Section 2: self structured assertiveness questionnaire was used to assess assertive behaviour.**

The Self structured assertiveness questionnaire was used to assess assertive behaviour of Adolescents students. The investigator prepared tool consist of a 40 questions regarding assertive, non-assertiveness and aggressive behaviour from that 27 items are positive questions and 13 items are negative questions. The maximum score of this tool is 120 and the lowest score is 40. If the score is 40-59, the students have considerable difficulty being assertive. If the score is 60-79 it is consider as may be assertive in some situations, but natural response is either nonassertive or aggressive, if score is 80-99 it consider as fairly assertive outlook and 100-120 is screened as having consistently assertive philosophy and probably handle most situations well.

**STATISTICS**

**Descriptive statistics:**

Frequency and percentage distribution was used to describe the demographic variables among experimental and control group. Mean, median and standard deviation was used to describe pre-test and post-test score.

**Inferential statistics:**

Unpaired 't' test used to assess the effectiveness of assertiveness training programme on assertive behaviour among adolescents. Chi-square test was used to find association of the pre-test assertiveness level with selected demographic variables.

Level of significance: 0.05

**FINDINGS:**

**Table 1: Frequency and Percentage distribution of pre-test and post-test assertiveness level among 10<sup>th</sup> standard adolescents students.**

Assertive-ness Leve	Pre test				Post test			
	Experimental		Control		Experimental		Control	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Difficulty in being assertive = 40-59	8	16 %	13	26 %	0	0 %	16	32 %
Assertive in some situations = 60-79	40	80 %	35	70 %	3	6 %	32	64 %
Fairly assertive outlook = 80-99	2	4 %	2	4 %	35	70 %	2	4 %
Consistently assertive philosophy = 100-120	0	0 %	0	0 %	12	24%	0	0 %

Above table indicate that assertiveness level among adolescents is high in post test experimental group compared to control group.

\*0.05 significant level

**Table 2: Comparison of post test score of adolescents in experimental and control group.**

Post- Test Aertiveness Score	Mean	Mean %	Mean Difference	T- Value	Significance
Experimental	93.06	93.06	30.4	19.72	19.72>1.9842 S
Control	62.66	62.66			

Above table shows mean difference between the control group & experimental group is 30.4 that shows assertiveness training programme is effective to improve the assertive behaviour. The calculated 't' value (19.72) is higher than the tabulated 't' value (1.9842) at 0.05 level of significance.

**Table 3: Association between pre test knowledge score and socio-demo graphic variables.**

Sr. No	Variable	40-59 Difficulty in being assertiveness	60-79 Assertive in some situation	80-99 Fairly assertive outlook	X2	D.f	Level of significance
1.	Age in years				7.11	6	7.11<12.59 NS
	14-15	9	26	0			
	15-16	8	40	2			
	16-17	1	6	1			
2.	Gender				5.08	2	5.08<5.99 NS
	Male	18	45	2			
	Female	3	31	1			
	Religion						
Hindu	21	74	3				
Muslim	0	2	0				
4.	School performance				5.94	4	5.94<9.48 NS
	75-100%	9	27	0			
	50 – 75%	12	43	2			
	25 – 50 %	0	6	1			
5.	Type of family				10.08	4	10.08>9.48 S
	Joint family	12	55	3			
	Nuclear family	8	9	0			
	Extended family	1	12	0			
6.	Monthly family income				6.16	6	6.16<12.59 NS
	Below 10,000 rs.	12	35	0			
	10,000-20,000 rs.	6	29	3			
	20,000-30,000 rs.	3	11	0			
	Above 30,000 rs.	0	1	0			
7.	Residential area				2.09	2	2.09<5.99 NS
	Rural	12	45	3			
	Urban	9	31	0			
8.	Father's education				16.84	8	16.84>15.51 S
	Illiterate	1	5	0			
	Primary	7	34	2			
	Secondary	8	7	0			
	Higher secondary	4	26	0			
	Graduation & above	1	4	1			
9.	Mother's education				14.83	8	14.83<15.51 NS
	Illiterate	3	26	1			
	Primary	9	22	1			

	Secondary	7	12	0			
	Higher secondary	2	13	0			
	Graduation & above	0	3	1			
10.	Father's occupation				9.75	8	9.75<15.51 NS
	Unemployed	0	0	0			
	Agriculture	6	24	0			
	Business	8	18	2			
	Labourer	4	7	1			
	Any other	3	27	0			
11.	Mother's occupation				12.96	8	12.96<15.51 NS
	Unemployed	1	25	1			
	Agriculture	6	20	0			
	Business	5	12	1			
	Labourer	4	4	1			
	Any other	5	15	0			

Above table revealed that there were significant association of pre test score with socio demographic variable type of family ( $\chi^2=10.08>9.48$ ) and Father's education ( $\chi^2=16.84>15.51$ ). There were no association of other demographic variables with pre test assertiveness score.

#### DISCUSSION:

In this research study, researcher conducted two session of assertiveness training each with duration of 60 minutes for the experimental group. In a similar study conducted by Muragod Shakuntala S (2017) the experimental group received assertiveness training 45 minutes for 7 days. The study result indicated that Assertiveness training Programme on Assertive behavior and self-esteem among experimental group adolescents was effective, scientific, logical and cost effective strategy. The finding was supported by a study, which was conducted by Waqar Maqbool Parray and Sanjay Kumar (2017) to investigate the impact of assertiveness training on assertiveness, self-esteem, stress, psychological well-being, and academic achievement among adolescents. As a result Assertiveness training (AT) helps to improve self-esteem, level of assertiveness, psychological well-being, and academic achievement among the adolescents along with reducing their level of stress.

In the present study researcher used unpaired 't' test for analyzing significance difference between post-test score of assertiveness level regarding assertiveness training among 10<sup>th</sup> standard adolescents students in experimental and control group. The findings shows that there is statistical significant difference in experimental group that proved effectiveness of assertiveness training.

#### CONCLUSION:

In conclusion assertiveness training programme was effective among adolescents in improving fairly assertive outlook and consistently assertive philosophy regarding assertive behavior in experimental group. Another finding reveals there are association between pre-test assertiveness score with type of family and father's education demographic variable.

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**Ethical Clearance:** I have received the ethical clearance form the Sumandeep vidyapeeth Institutional Ethics Committee, Sumandeep Vidyapeeth, Piparia, Vadodara, Gujarat.

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