



## Effectiveness of Assertiveness Training on Self-Esteem and Assertive Behavior among Adolescents at a Selected School

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### ABSTRACT

**Aim:** *The aim of the study was to assess the effectiveness of assertiveness training on self-esteem and assertive behavior among adolescents at a selected school.*

**Background:** *Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to adulthood. Low self-esteem during adolescence may be expressed in the form of maladaptive behavior, body language and kind of approach to life. So they may tend to lose valuable social opportunities, where they can grow and learn newer experiences.*

**Design used:** *Pre experimental one group pretest and posttest design.*

**Methodology:** *The study was conducted at St. Annai Theresa Higher Secondary School, Iyyapanthangal, who fulfilled the inclusion criteria. Using convenient sampling technique, 60 samples were selected.*

**Findings:** *There was no statistically significant association between the level of self-esteem and assertive behavior with their demographic variables such as age, gender, family income, place of residence, academic performance and number of siblings at  $p>0.05$  in the posttest.*

**Conclusion:** *Thus the study concludes that Assertiveness training will help to improve self-esteem and assertive behavior among adolescents..*

**Keywords:** *Assertiveness training, Self-esteem, Assertive behavior, Adolescents.*

### INTRODUCTION

In general, the behavior of the adolescent is to get along and adjusts with his or her environment with less conflict, but the maladaptive behavior is observed when the normal behavior gets deviant

due to biological, psychological, socio-cultural and religious factors. Self-esteem is the opinion of oneself. It cannot be predicted according to the success, a person achieves, but the success is according to the aspirations of that particular

individual. An individual may be highly successful to the extent of being admired by others for his achievements, but that particular individual might not be satisfied of his own achievements. Thereby he or she may develop low self-esteem.

Low self-esteem may be expressed in the form of maladaptive behavior, body language and kind of approach to life. This also could be due to poor academic performance, peer group influence; faulty child rearing practices, not feeling comfortable with new people or situations, and hesitates to take risks. So they may tend to lose valuable social opportunities, where they can grow and learn newer experiences.

Self-esteem and self-assertiveness in the adolescents enhances them to express honesty, be confident with true values and increase self confidence. It aims at developing guidelines for dealing with aggressive behavior, increasing awareness to their emotional reactions and understanding other's feelings. Aggressive behavior among the adolescents has an effect on the personality of the individual as they may aggravate the temper tantrums, illegal use of weapons, showing cruelty towards animals and thereby leading to frustration and depression. So, self-esteem and assertive behavior play a vital role in day-to-day lives in shaping the adolescents personality to safe guard their rights.

## OBJECTIVES

1. Assess the level of self-esteem and assertive behavior among adolescents.
2. Determine the effectiveness of assertive training on self-esteem and assertive behavior among adolescents between the pretest and posttest.
3. Correlate the self-esteem and assertive behavior among adolescents.
4. Associate the level of self-esteem and assertive behavior with their selected demographic variables.

## CONCEPTUAL FRAMEWORK

The conceptual framework applied for the study is Ernestine Wiedenbach's helping art clinical nursing theory (1964). The selected theory is based on the concepts, which describe nursing in three steps as identification, ministration, and validation. In this study identification refers to assessment of the personal information, self-esteem and assertive behavior among adolescents using Brief self-esteem inventory and the Simple Rathus assertiveness scale.

In ministration, assertiveness training was provided to the adolescents to find out the difference in assertive, aggressive behavior by means of making request, refusing request and improved decision making and problem solving skills through assertiveness training for 60 students with 6 students in each group, each session took about 40 minutes for a period of 15 days.

In validation, the investigator reassessed the adolescents using brief self-esteem inventory and the Simple Rathus assertiveness scale and compared the pretest and posttest value to reveal the effectiveness of assertiveness training among the adolescents. The outcome of the study showed that the adolescents had a change in the level of self-esteem and assertive behavior.

## MATERIALS AND METHODS

The research design used for the study is pre experimental one group pre-test and post-test design. The study was conducted at St. Annai Theresa Higher Secondary School, Iyyapanthangal. The sample for the study includes adolescents aged 13 to 15 years who fulfilled the inclusion criteria. 60 participants were selected for the study using convenient sampling technique. On the day 1, investigator collected demographic variables and conducted the pretest using Brief self-esteem inventory and Simple Rathus assertiveness scale. The reliability of the tool was 0.83 and 0.91 respectively. Assertiveness training included group approach i.e. 6 students in each group for 10 groups

with the duration of 40 minutes for each session for each group. Three sessions included demonstration on how to get along with others and take care of them, role play on discriminating passive, aggressive, assertive behaviors, making and refusing request, decision making and problem solving approach. After 15 days, the posttest was conducted to reassess the self-esteem and assertive behavior

Group	Pretest	Intervention	Posttest
Study Group	O <sub>1</sub>	*X	O <sub>2</sub>

### ETHICAL CONSIDERATION

The study was conducted after Institutional Ethics Committee's approval was received. Informed consent was obtained from the participants and confidentiality maintained throughout the study.

### STATISTICAL METHODS:

1. Descriptive methods like frequency, percentage, mean and standard deviation were used.
2. Inferential statistical methods like paired t' test, Pearson's correlation and CHI Square was used to determine the effectiveness of assertiveness training.

### RESULTS

Table 1 reveals the frequency and percentage distribution of level of self-esteem among the adolescents in the pretest and the posttest score. In the pretest, 30 (50%) of the adolescents had severe depression, 26 (43.3%) were somewhat depressed and four (6.7%) had high self-esteem. After the assertiveness training, 32 (53.3%) of the adolescents had healthy self-esteem, 16 (26.7%) had high self-esteem, five (8.4%) had excellent self-esteem and somewhat depressed and two (3.3%) had severe depression.

Table 2 reveals the frequency and percentage distribution of level of self-esteem among the adolescents in the pretest and the posttest score. In the pretest, 37 (61.7%) of the adolescents had good assertiveness, 22 (36.6%) had fair assertiveness and one (1.7%) had very good assertiveness. After the assertiveness training, 32 (53.3%) of the adolescents had very good assertiveness, 25 (41.7%) had excellent assertiveness and three (5%) had good assertiveness. It shows that the assertiveness training had an impact in enhancing assertive behavior.

Table 3 reveals the comparison of mean, standard deviation of level of self-esteem among adolescents in the pretest and the posttest. The mean value of level of self-esteem among adolescents was 45.55 with a standard deviation of 6.28 in the pretest; whereas, in the post-test the mean value was 66.27 with the standard deviation of 8.75.

The mean difference between the pretest and the posttest was 23.67. The mean value of level of self-esteem increased from 45.55 (pretest) to 66.27 (posttest), which showed an increase in the level of self-esteem in the posttest after the assertiveness training.

Table 5 reveals the mean, standard deviation of level of assertive behavior among adolescents in the pretest and the posttest. The mean value of level of assertive behavior among the adolescents was 93.60 with a standard deviation of 11.34 in the pretest, while the mean value was 146.23 with the standard deviation of 15.16 in the posttest.

The mean difference between the pretest and the posttest was 57.94. The mean value of level of assertive behavior increased from 93.60 (pretest) to 146.23 (posttest), which showed an increase in the level of assertive behavior in the posttest after the assertiveness training.

**Table 1.** Frequency and percentage distribution of level of self-esteem among the adolescents in the pretest and the posttest score (N=60)

Level of Self-esteem	Pretest		Posttest	
	Frequency	%	Frequency	%
Severely depressed	30	50	2	3.3
Somewhat depressed	26	43.3	5	8.4
High self-esteem	4	6.7	16	26.7
Healthy self-esteem	0	0	32	53.3
Excellent self-esteem	0	0	5	8.3

**Table 2:** Frequency and percentage distribution of level of assertive behavior among the adolescents in the pretest and the posttest score (N=60)

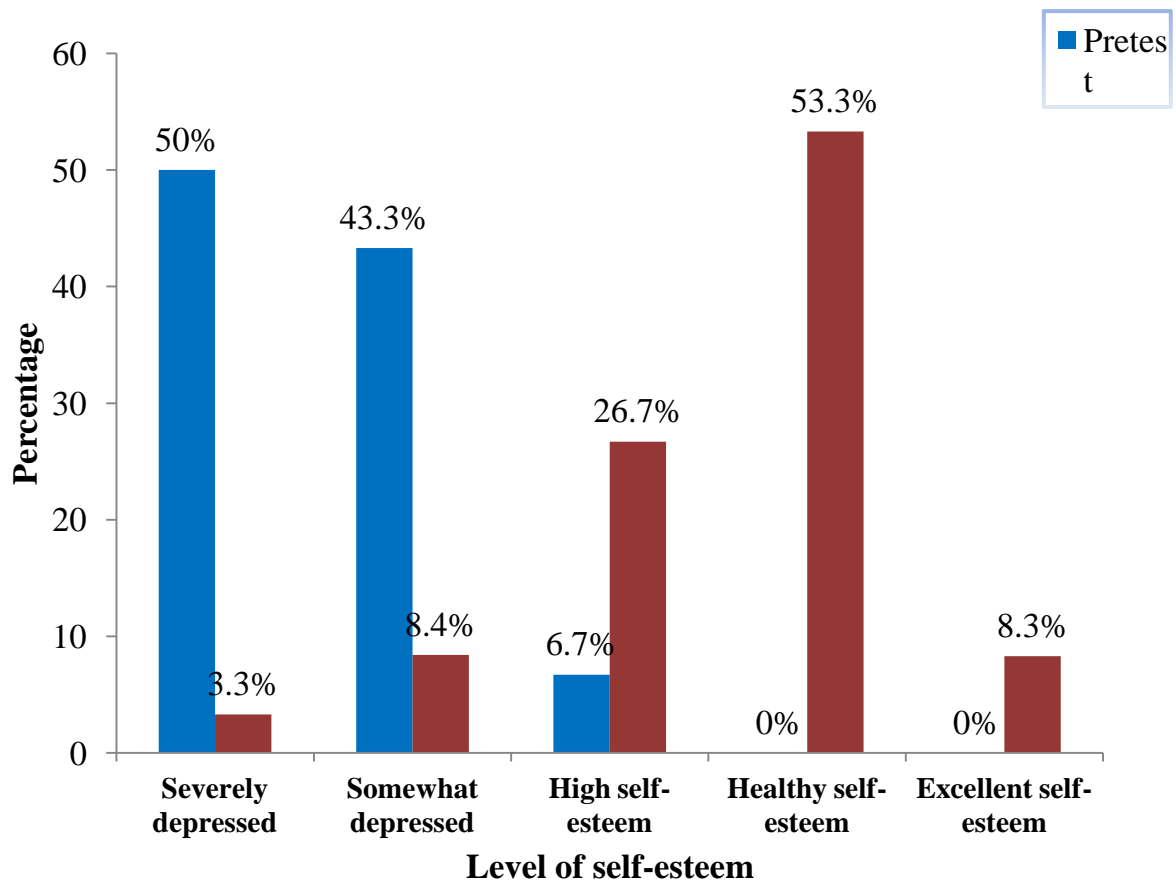
Level of Assertive behavior	Pretest		Posttest	
	Frequency (N=60)	%	Frequency (N=60)	%
Poor assertiveness	0	0	0	0
Fair assertiveness	22	36.6	0	0
Good assertiveness	37	61.7	3	5
Very good assertiveness	1	1.7	32	53.3
Excellent assertiveness	0	0	25	41.7

**Table 3.** Comparison of mean and standard deviation of level of self-esteem among the adolescents in the pretest and the posttest score (N=60)

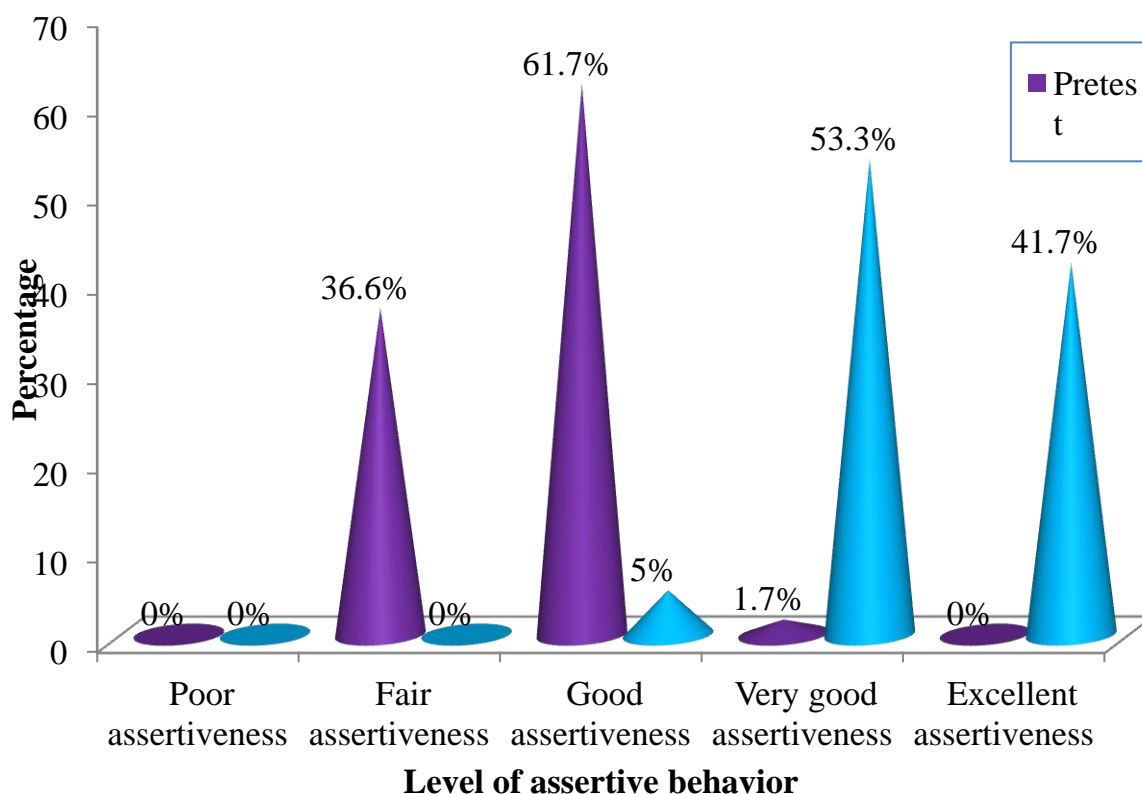
Duration	Mean	SD	Mean difference	Paired t test & p value
Pretest	45.55	6.28	23.67	14.03 0.000***
Posttest	66.27	8.75		

**Table 4.** Comparison of mean and standard deviation of level of assertive behavior among the adolescents in the pretest and the posttest score (N=60)

Duration	Mean	SD	Mean difference	Paired 't' test & p value
Pretest	93.60	11.34	57.94	19.82, 0.000***
Posttest	146.23	15.16		



**Fig 5** Percentage distribution of level of self-esteem among the adolescents in the pretest and the posttest score (N=60)



**Fig 6** Percentage distribution of level of self-esteem among the adolescents in the pretest and the posttest score (N=60)

**DISCUSSION**

The level of self-esteem and assertive behavior among the adolescents were assessed by using brief self-esteem inventory and Simple rathus assertiveness scale. The mean value of self-esteem among the adolescents was 45.55 with a standard deviation of 6.28 in the pretest. The mean value of assertive behavior among the adolescents was 93.60 with a standard deviation of 11.34 in the pretest.

The study findings were supported by Austin & Krumholz (2012) conducted a study to identify the level of self-esteem among adolescents of higher secondary school using brief self-esteem inventory. The results of the study revealed that 36% were severely depressed, 60% had healthy self-esteem and 4% had high self-esteem.

During the pretest, the mean value of the level of self-esteem was 45.55 with *SD* of 6.28 and assertive behavior was 93.60 with *SD* of 11.34. During the posttest, the mean value of level of

self-esteem was 66.27 with *SD* of 8.76 and assertive behavior was 146.23 with *SD* of 15.16. The correlation between the level of self-esteem and assertive behavior was ( $r = 0.156$ ) in the pretest and ( $r = 0.43$ ) in the posttest (table 6), which signifies that there was a positive correlation between the level of self-esteem and assertive behavior at  $p < 0.01$ .

The statistical analysis showed that there was no statistically significant association found between the level of self-esteem and assertive behavior with their demographic variables such as age, gender, family income, place of residence, academic performance and number of siblings at  $p > 0.05$  in the pretest.

There was no statistically significant association between the level of self-esteem and assertive behavior with their demographic variables such as age, gender, family income, place of residence, academic performance and number of siblings at  $p > 0.05$  in the posttest.

**LIMITATIONS**

1. One posttest assessment
2. One group.

**RECOMMENDATIONS**

1. The study can be done on a longitudinal basis.
2. The study can be conducted using a true experimental design

**CONCLUSION**

The present study findings suggest that Assertiveness training will help to improve self-esteem and assertive behavior among adolescents.

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