

Research Article

A Study to Assess the Effectiveness of Assertive Training on Self Esteem among Adolescent Girls in a Selected School at Bhubaneswar

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Received: 14.04.26, Revised: 16.05.26, Accepted: 19.06.26

ABSTRACT

Introduction: Adolescent health has become an increasingly important focus for governments, foundations, and behavioral researchers. In contrast to other age groups, mortality and morbidity rates for 10-25 year olds have been increasing the past few decades and there is increasing evidence that the health status of adolescents is not as high as was the case for their parents Appearance. Low self-esteem has been identified as one of the causes of a wide range of ills facing the students of today. The importance of self-esteem in helping students cope with the basic challenges of life cannot be over-emphasized. It has been associated with a number of important life's outcomes including psychological adjustment, academic success, physical, health and relationship satisfaction (Kernis, 2006). Whether it causes these outcomes remains controversial. Individuals with relatively low scores on measures of self-esteem are regarded as possessing "low self-esteem and those with relatively high scores are regarded as possessing high self-esteem."

Methodology: Quantitative research approach was used for this study to determine the effectiveness of assertive training on self esteem among adolescent girls. A quasi experimental pre test, post test non randomized control group research design was adopted for this study. The sample were selected through non probability convenience sampling technique. Rosenberg Self-Esteem Scale was used to collect the data. The reliability of the tool was tested by the means of split half technique. The Karl person co- efficient of correlation value for the tool was ("r"=0.86).

Results: Data revealed that mean post test level of self esteem in experimental group (18.16) was higher than the mean post test level of self esteem, in the control group (11.76). The obtained 't' value (10.15) was statically significant at 0.05 level at 58 degree of freedom. This illustrates that the mean difference (2.68) was a true difference and has not occurred by chance. This may be due to the effect of assertive training. Therefore, the researcher rejects the null hypothesis and accepts the research hypothesis. **Conclusion:** It depicts that there is difference between post test level of self esteem in experimental group and control group which shows high effectiveness of assertive training. There is no significant association between the post test level of self esteem and demographic variables except area of living.

Keywords: Effectiveness, Assertive Training, Self Esteem, Adolescents.

INTRODUCTION

Adolescent period of transition starts at the age of 10 years and ceases by the age of 19 years. Adolescence is a period of preparation for adulthood during which time several key developmental experiences occur. Besides physical and sexual maturation, developmental experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract.¹ Adolescent girls receive contradictory expectations from different

aspects of their life parents, teacher, peers, the media, and themselves. They are to be sexy and fashionable but at the same time remain good girls. They are to find off aggressive female attention while simultaneously meeting teacher's expectations of non aggressive behavior. Females are to put domestic life first at the same time that they prepare for financial independence (AAUW, 1996, p.2). Girls struggle with these conflicting messages, trying to figure out whom to please in their everyday live (Brown 36& Gillian, 1992). While many girls, especially

those of lower socio-economic status, have adult responsibilities such as cleaning, cooking, and caring for younger children, they are discouraged from speaking up at school and claiming this same type of authority² Many girls undergo a change in attribution style during adolescence they begin not to trust their own judgments and lose the ability to tolerate frustration without becoming overwhelmed (Pipher, 1994). Pipher said that, when the girls in her research failed, they were more likely to attribute the failure to internal factors such as a lack of ability. That is, they thought they were stupid and tended to give up while boys tend to attribute failure to external factors and stick with difficult problems and situations. Just as bad, girls tended to attribute success to luck and external factors while boys were more likely to view successes as evidence of ability. Importantly, Pipher notes that recent research has shown that this gap between boys and girls attribution styles may be closing, with girls being more likely to attribute their successes to internal factors. Further, she noted that girls in her study had a tendency to become anxious when faced with difficult situations, which interfered with problem solving skills, leading to further failure and even more anxiety and self doubt the next time around. Additionally, this cycle of anxiety and failure can account for the withdrawal of many girls from math and science keeping girls from wanting to be astronauts and brain surgeons. According to Pipher (1994). Many adolescent girls lose their resiliency, assertiveness, and optimism. They become less curious and energetic and less incline to take risks. They are more deferential, self critical and depressed (Pipher, 1994). Pipher observed that girls in her research were not able to say why they lost interest in their dreams and aspirations, they just reported their mysterious disappearance.³ Self-esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way. It is one of the basic needs of-esteem impacts every major aspect of our lives. Deficits in self-esteem contribute to virtually all psychological problems.⁴ 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.⁵ One of the main factors in teen promiscuity is self-esteem. When a teen has little or no self-confidence, he or she will use sex as a means to build confidence. Recent years seen a significant increase in body dysmorphia in teen boys. Body Dysmorphic Disorder is a psychiatric disorder in which the affected person is excessively concerned about an imagined or minor defect in their physical feature. Teenage boys can be prone to obsessive exercising, binge eating, anorexia nervosa, bulimia, steroid abuse and diet aid abuse. It is estimated that about 45% of Western men are unhappy with their bodies 25 years ago, only 15% were unhappy with their bodies.⁶

Need of the Study

Assertiveness is a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another assuming a position of dominance or submissively permitting another to ignore or deny one's rights or point of view.⁷ Assertiveness is a way of thinking and behaving that allows a person to stand up for his or her rights while respecting the rights of others. Assertive attitudes and behavior are at the heart of effective advocacy. A person with an assertive attitude recognizes that each individual has rights. These rights include not only legal rights but also rights to individuality, to have and express personal preferences, feeling and opinions.⁸ 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 relationship. Unfortunately, assertiveness isn't always taught when children are growing up.⁹ Assertive behavior is an ability of an individual to honestly express their positive as well as negative feeling and thoughts. Assertive

behavior is the skill to seek, maintain or enhance reinforcement in on interpersonal situation. Assertion varies from individual to individual Strong foundation leads healthy assertion. So assertiveness training is essential for the adolescents.¹⁰ A study have shown that 78% of girls with low self-esteem admit that it is hard to feel good in school when you do not feel good about how you look (compared to 54% of girls with high self-esteem). 75% of girls with low self-esteem reported engaging in negative activities such as disordered eating, cutting, bullying, smoking, or drinking when feeling badly about themselves (compared to 25% of girls with high self-esteem). 61% of teen girls with low self-esteem admit to talking badly about themselves (compared to 15% of girls with high self-esteem).¹¹

Objectives of the Study:

- To assess the pretest level of self esteem among adolescent girls in experimental group and control group.
- To assess the pre and post test level of self esteem among adolescent girls in the experimental group and control group
- To assess the effectiveness of assertive training on self esteem by comparing the post test scores of self esteem in experimental and control group
- To associate the post test score of self esteem in the experimental group with their selected demographic variables(age, religion, age at menarche, number Of siblings, class studying, relationship with peer, types of family, occupation of parents, income of family, area of living)

Hypotheses:

All hypothesis will be tested at 0.05 level of significant

- H01: The mean post test self esteem level of adolescent girls who had assertive training will be significantly higher than the mean pre test self esteem level in the experimental group
- H02: The mean post test self esteem level of the adolescent girls in the experimental group who had assertive training will be significantly higher than the mean post test self esteem level in the control group.

- H03: There will be a significant association between post test self esteem level of adolescent girls in experimental group with their selected demographic variables(age, religion, age at menarche, number Of siblings, class studying, relationship with peer, types of family, occupation of parents, income of family, area of living)

In this study Literature reviews is organized and presented under the following headings:

- Literature related to overview of self esteem
- Literature and studies related to self esteem among adolescent girls
- Literature and studies related to assertive training on self esteem.
- Literature and studies related to assertive training on self esteem among adolescent girls

METHODOLOGY:

Quantitative research approach was used for this study to determine the effectiveness of assertive training on self esteem among adolescent girls. A quasi experimental pre test, post test non randomized control group research design was adopted for this study. In this study independent variable is assertive training module on self esteem. In this study dependent variable is level of self esteem among adolescent girls. In this study selected demographic variables such as age, religion, age at menarche, number of siblings, class studying, relationship with peer, family type, occupation of parents, income of family, area of living. 30 sample were screened to identify level of self esteem in experimental group, and 30 sample were screened to identify level of self esteem in control group were selected from govt. high school vss nagar and prabhujee English medium. The sample were selected through non probability convenience sampling technique. Rosenberg Self-Esteem Scale was used to collect the data. The reliability of the tool was tested by the means of split half technique. The Karl person co-efficient of correlation value for the tool was ("r"=0.86) which was consider highly reliability.

RESULTS

Table: 1 Distribution of adolescent girls according to the level of self esteem in the experimental group

Level of self esteem	Experimental Group	
	Pre Test	Post Test

	Frequency	Percentage	Frequency	Percentage
Low self esteem	30	100%	02	6.66%
Normal self esteem	0	0%	27	90%
high self esteem	0	0%	1	3.33%



Fig: 1 Column diagram representing the Distribution of adolescent girls according to the level of self esteem in the experimental group.

Table and fig. no. 1 Depicits the pre test and post test level of self esteem in the experimental group. In the pre test experimental group all 30(100%) had experienced low self esteem. In the post test,

the number of adolescent girls in the low self esteem has decreased to 2(6.66%) and 27(90%) adolescent had experienced normal self esteem and 1(3.33%) adolescent girl had experienced high self esteem.

Table no. 2: Distribution of adolescent girls according to the level of self esteem in the control group.

Level of self esteem	Control Group			
	Pre Test		Post Test	
	Frequency	Percentage	Frequency	Percentage
Low self esteem	30	3%	30	100%
Normal self esteem	0	0%	0	0%
High self esteem	0	0%	0	0%

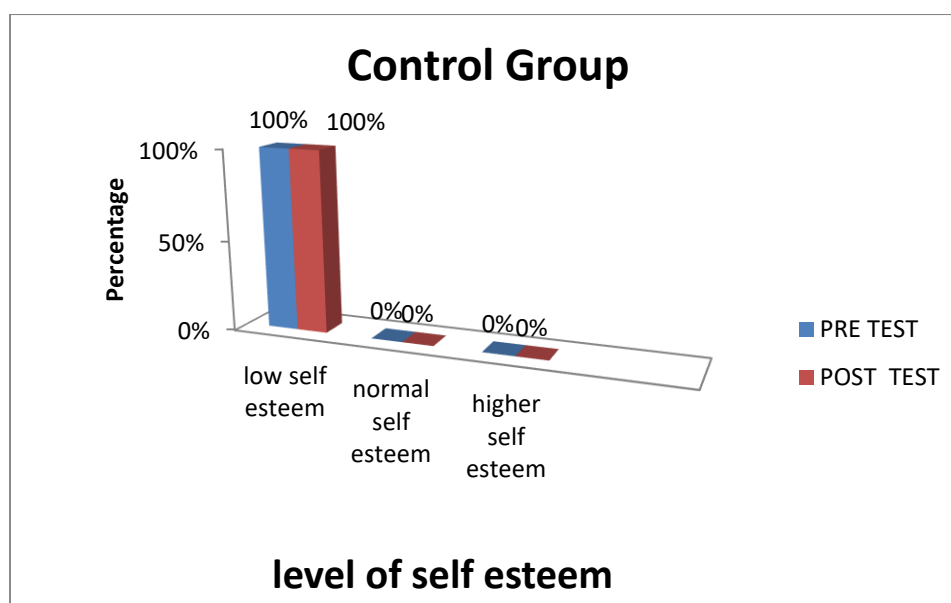


Fig: 2 Column diagram representing Distribution of adolescent girls according to the level of self esteem

in the control group.

Table and fig. no. 2 depicts the pre test and post test level of self esteem in the experimental group. In the pre test

experimental group all 30(100%) had experienced low self esteem. In the post test there is no variation in the level of self esteem.

Table 3: Comparison of mean pre test and post test level of self esteem among adolescent girls in the experimental group

variables	Mean	Mean difference	SD	't' Value	Table Value $P = \leq 0.05$
Pretest	12.33	5.83	4.56	11.98	2.05
Post test	18.16		9.58		

❖ Significant at 0.05 level

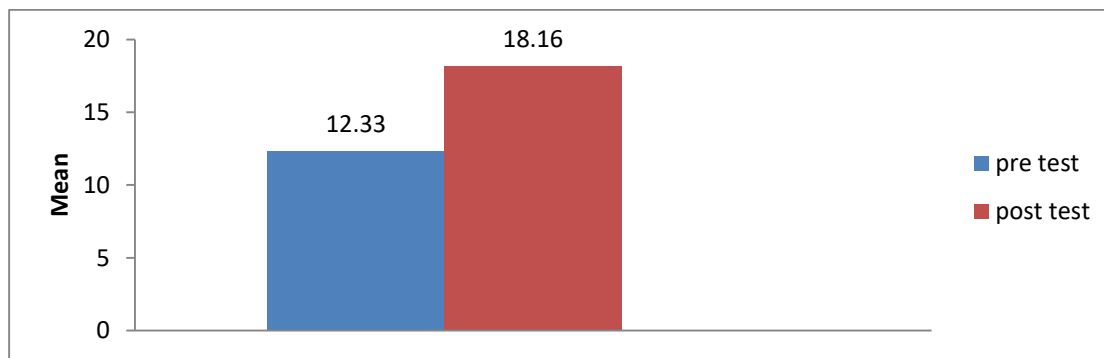


Fig: 3 column diagram representing Comparison of mean pre test and post test level of self esteem among adolescent girls in the experimental group.

Table and figure 3 revealed to compare the mean pre test and post test level of self esteem in the experimental group. The hypothesis was stated as follows:

H01: The mean post test self esteem level of adolescent girls who had assertive training will be significantly higher than the mean pre test self esteem level in the experimental group. The hypothesis was tested using paired't' test. This table portrays that the mean post test

level of self esteem (18.16) was higher than the mean pre test level of self esteem (12.33). The obtained't' value (11.98) was statistically highly significant at 0.05 level. This illustrates the mean difference of 5.85 was a true difference and has not occurred by chance. Therefore, the researcher rejects the null hypothesis and accepts the research hypothesis.

Table 4 Comparison of mean pre test and post test level of self esteem among adolescent girls in the control group.

variables	Mean	Mean difference	SD	't' Value	Table Value $P = \leq 0.05$
Pretest	11.8	0.03	0.92	0.09	2.05
Post test-	11.77		1.05		

• Significant at 0.05 level

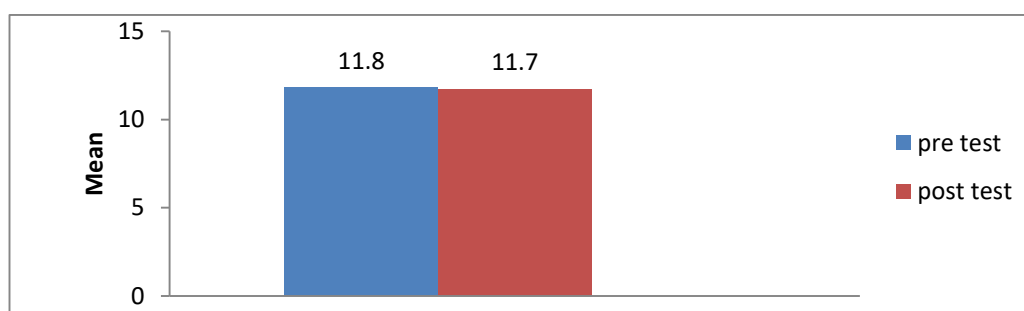


Fig 4: column diagram representing Comparison of mean pre test and post test level of self esteem among

adolescent girls in the control group.

Table and figure no. 4 depict to compare the mean pre test and post test level of self esteem in the control group. This table portrays that the mean post test level of self esteem (11.77) was lower than the mean pre

test level of self esteem (11.8). The obtained 't' value (0.09) was not statistically significant at 0.05 level. This illustrates the mean difference of 0.03 was not a true difference.

Table no. 5: Comparison of mean post test level of self esteem among adolescent girls in the experimental and control group.

Group	No. of sample	Mean	Mean difference	SD	't' Value	Table Value $P \leq 0.05$
Experimental group	30	18.16	2.68	3.34	10.15	0.25
Control group	30	11.76		1.82		

- significant at 0.05 level

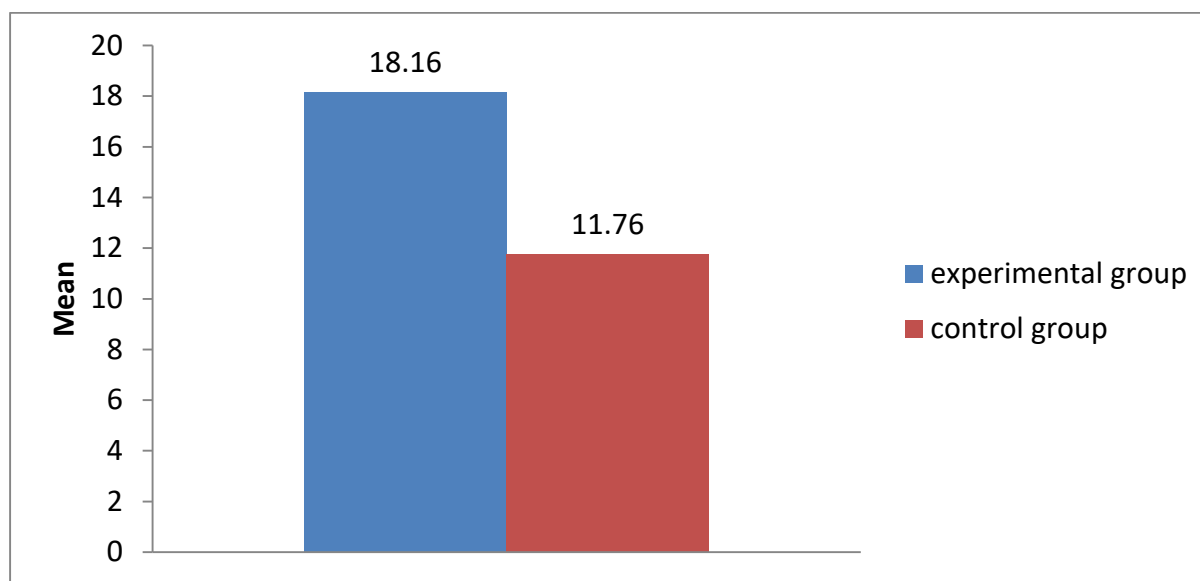


Fig no. 5: column diagram representing comparison of mean post test level of self esteem among adolescent girls in the experimental and control group

Table and fig. no. 5 portrays that the mean post test level of self esteem in experimental group (18.16) was higher than the mean post test level of self esteem, in the control group (11.76). The obtained 't' value (10.15) was statically significant at 0.05 level at 58 degree of freedom .This illustrates that the mean difference (2.68) was a true difference and has not occurred by chance. This may be due to the effect of assertive training. Therefore, the researcher rejects the null hypothesis and accepts the research hypothesis.

DISCUSSION

The present study assessed the effectiveness of assertive training on self-esteem among adolescent girls. The findings revealed that, in the experimental group, all 30 adolescent girls had low self-esteem during the pre-test. After

assertive training, only 2 girls remained in the

low self-esteem category, while 27 developed normal self-esteem and 1 achieved high self-esteem. This indicates that assertive training had a positive impact on improving self-esteem among adolescent girls. In contrast, the control group showed no meaningful improvement between pre-test and post-test, suggesting that the change observed in the experimental group was mainly due to the intervention.

The mean self-esteem score in the experimental group increased from 12.33 in the pre-test to 18.16 in the post-test. The paired 't' value of 11.98 was statistically significant at the 0.05 level, confirming that the improvement was not due to chance. Similar findings were reported by Golshiri et al., who conducted a randomized clinical trial

among female adolescents and found that problem-solving and assertiveness training significantly improved self-esteem and mental health outcomes.[12] The findings are also supported by Eslami et al., who reported that assertiveness training was effective in reducing stress, anxiety and depression among high school students, thereby strengthening psychological well-being.[13]

The comparison between experimental and control group post-test scores also showed a statistically significant difference, with the experimental group having a higher mean score than the control group. This finding is consistent with Rani et al., who reported that assertiveness training improved assertive behaviour and self-esteem among adolescent girls.[14] Similarly, Niyogi et al. found a positive relationship between assertiveness, emotional intelligence and self-esteem among youth, indicating that adolescents with better assertive skills tend to have better self-worth and interpersonal adjustment.[15]

Thus, the present study confirms that assertive training is an effective, simple and school-based intervention for improving self-esteem among adolescent girls. It can help them express their feelings, communicate confidently, resist peer pressure and develop positive self-perception.

CONCLUSION

From the findings of the present study it has been concluded that assertive training was effectiveness for improving the level of self esteem among adolescent girls. It was revealed that the calculated 't' values(10.15) are higher than tabulated 't' value 0.25 at 0.05 level of significance, which shows that highly significant therefore the null hypothesis is rejected and accepts the research hypothesis. It depicts that there is difference between post test level of self esteem in experimental group and control group which shows high effectiveness of assertive training. There is no significant association between the post test level of self esteem and demographic variables except area of living, Hence the researcher rejects the null hypothesis and accepts the research hypothesis.

Recommendations

On the basis of the present study, the following recommendation have been made for further study

- A similar study can be conducted with a very large same size for wide

generalization.

- A longitudinal study can be undertaken to see the long term effect of assertive training in improving self esteem.
- A similar study can be done in various other setting with large sample.
- A similar kind study can be conducted to assess the effect of assertive training on improving self esteem
- A qualitative approach can be applied in studying the effect of assertive training on improving selfesteem.

Acknowledgement: None

Conflict of Interest: The authors declare no conflict of interest.

Source of Funding: None

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