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## RESEARCH ARTICLE

### EFFECTIVENESS OF INTERVENTIONAL MODULE ON SELF-ESTEEM OF ADOLESCENTS

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#### ABSTRACT

The present study was conducted to evaluate the effectiveness of Interventional Module to enhance self-esteem among adolescents in selected Government schools, Puducherry. **Objectives :** to assess the pre-test and post-test level of self-esteem among adolescents in experimental and control group, to evaluate the effectiveness of Interventional Module on the level of self-esteem among the adolescents within the experimental group, to compare the effectiveness of Interventional Module on the level of self-esteem among the adolescents between experimental and control group, to associate the post-test level of self-esteem among adolescents with the selected demographic variables in experimental group. **Methods:** The research approach used for this study was quantitative approach and the design selected was quasi experimental design pre-test and post-test with control group. The researchers assessed the level of self-esteem among the adolescents studying in 8<sup>th</sup> and 9<sup>th</sup> standard by using a Rosenberg self-esteem scale. By using purposive sampling technique 130 adolescent's whose self-esteem score was less than 50 percentile. 65 subjects were allotted to experimental group and 65 subjects were allotted to the control group. Interventional Module to enhance the self-esteem was imparted to experimental group for 8 days for the duration of 1 hour and no intervention was given to control group. **Results:** it was statistically significant at the level of  $p < 0.001$  and the post-test self-esteem score was associated with age, mother's educational level, mother's occupational, average travelling time, and leisure time activities and it was found significant at the level of  $p < 0.001$ . **Conclusion:** The study concluded that Interventional Module was effective in enhancing the self-esteem among adolescents in experimental group when compared to the control group.

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## INTRODUCTION

Adolescence is a crucial period of transition between childhood and adulthood, a time of rapid physical, cognitive, social, and emotional maturing as the man prepares for manhood and a girl prepares for womanhood. The precise boundaries of adolescence are difficult to define, but this period is customarily viewed as beginning with gradual appearance of secondary sex and ending with cessation of body growth at 18 to 20 years. The process of adolescence may significantly effect on the health of the individuals. Adolescence, the term is derived from Latin word "adolescere", meaning "to grow, to mature". Developmentally, this amounts to "achieving an identity". Self-esteem can be found by dividing ones successes in various aspects of life, individuals give more importance to failures than success. Hence this problem makes self-esteem contingent upon success; this implies inherent instability because failures can occur at any moment. Adolescence with high self-esteem has no need to believe in their superiority.

According to the study conducted by clean cut media all over the world, reported that almost 50% of the adolescents with low self-esteem are engaged in negative activities such as injuring and cutting themselves or engaging in unhealthy eating habits due to self-esteem and self-image issues. Many studies have shown that low self-esteem is actually a thinking disorder in which an individual views himself as inadequate, unworthy, unlovable, and/or incompetent. Once formed, this negative view of self permeates every thought, producing faulty assumptions and ongoing self-defeating behaviour. In order to prevent violent society and to promote calm society and make the students understand their self-esteem it is essential to give them assertiveness training because the adolescents are the future generations of the society. It is estimated that upto a half of adolescents struggle with low self-esteem, many of these occurrences during the early teen years.

#### Objectives of the Study

- To assess the pre-test and post-test level of self-esteem among adolescents in experimental and control group in selected Government schools.

- To evaluate the effectiveness of Interventional Module on the level of self-esteem among the adolescents within the experimental group in selected Government schools.
- To compare the effectiveness of Interventional Module on the level of self-esteem between experimental and control group.
- To associate the post-test level of self-esteem among adolescents with the selected demographic variables in experimental group.

### Hypotheses

- H1 - There will be a significant difference between the pre and post-test score of self-esteem among adolescents in experimental group.
- H2 - There will be a significant difference in the post-test score of adolescents self-esteem between experimental and control group.
- H3 - There will be a significant association between post-test score of self-esteem with the selected demographic variables in experimental group.

## MATERIALS AND METHODS

The study design was Quasi Experimental Design (Pre and Post- Test with Control Group). Purposive sampling technique was used to select 130 subjects and their self-esteem scored less than 50 percentile using Rosenberg self-esteem scale. The researcher allotted 65 subjects to experimental group and 65 subjects to control group. On the same day the researcher assessed demographic data of each subjects in both experimental group and control group. The instrument used for data collection was a standardized Rosenberg self-esteem scale. It is a 10- item self report measure of self-esteem based upon satisfaction of one's self and life. The scale consists of five positive items and five negative items and need to be scored accordingly by reversing the value of either the positive or negative item responses. Typically, each item is answered on a four point Likert scale ranging from "strongly disagree" to "strongly agree. interpretation of total score are: 0-14 as low self-esteem, 15-25 as average self-esteem and 26-30 as high self-esteem. After obtaining informed consent, data was collected through Rosenberg self-esteem scale. After the data was collected Both Descriptive and inferential statistics were used to analyze the data. The descriptive statistics used were mean, standard deviation and percentage. Inferential statistics such as Chi-square, paired 't' test were used to assess the effectiveness of interventional module to enhance self-esteem among adolescents.

### SAMPLING CRITERIA

#### Inclusion criteria

#### The adolescents

- Whose self-esteem score was less than 50 % with

#### Rosenberg's Self Esteem scale

- Included both gender
- Those who can read and write Tamil and English.

### Exclusion criteria

#### The adolescents

- those who were not willing to participate in this study
- absent for a longer period

**Data Collection Procedure:** After the pilot study the researcher conducted the main study for 4weeks in selected government schools, puducherry. Formal written permission was obtained from the concern authorities of Education Department of Puducherry. The researcher was permitted to conduct the study in five selected Government Schools. The data was collected with standardized self-administered Rosenberg self-esteem scale. On the first day of data collection, the researcher obtained permission from the principal of selected Government school. The researcher gathered the entire 8<sup>th</sup> and 9<sup>th</sup> standard student in one common class room. The researcher introduced herself and explained about the topic, objectives and purpose of the study to the subjects and obtained informed consent from all the subjects. Initially researcher screened all the adolescents studying 8<sup>th</sup> and 9<sup>th</sup> standard in selected Government Schools by using Rosenberg self-esteem scale. Purposive sampling technique was used to select 130 subjects and their self-esteem scored less than 50 percentile using Rosenberg self-esteem scale. The researcher allotted 65 subjects to experimental group and 65 subjects to control group. On the same day the researcher assessed demographic data of each subjects in both experimental group and control group. The activities were conducted in the class room. The researcher divided the subjects into groups. 8 sessions of intervention were administered through PPT, Video-Teaching, Lecturer cum Demonstration, lecturer cum discussion, etc. for the duration of 1hour for 8days. The activity sessions were aimed at Enhancement of Adolescents' Self-esteem by 8 sessions and activities viz. Icebreaker Exercise 1: Baggage Claim Ice Breaker, Identifying Strength and Weakness Exercise 2: Analyse Themselves, Six Pillars of Self-esteem Exercise 3:Theoretical Session on Six Pillars of Self-esteem (the practice of living consciously, self-acceptance, self-responsibility, self-assertiveness, living purposefully, and personal integrity), Carrier Development Exercise 4: Aim High, Self Confidence Exercise 5: Craft Work, To Build Healthy Self-Esteem Exercise 6: There Is A Way....., Achieve Self-esteem Exercise 7: Mirror Talking , Skill Develop Exercise 8: Story Telling and Post-Test respectively. On the next day, post test was conducted by the researcher using self-administration of Rosenberg self-esteem scale for after intervention experimental group and without intervention for control group.

## RESULTS AND FINDINGS

The above table revealed that the paired 't' test has been applied to compare the effectiveness of Interventional Module in improving self-esteem among adolescents. The pre-test mean score of self-esteem in experimental group was 1.184 with a standard deviation of .391. The post-test mean score of self-esteem was 2.953 with a standard deviation of .211. The calculated 't' value of 31.01 shows that it was statistically significant at the level of  $p < 0.001$ , which clearly shows the effectiveness of Interventional Module in improving self-esteem among adolescents.

**Table 1.1: comparison of pre-test with post –test level of self-esteem among adolescents within the experimental group**

N=130(65+65)				
Self-esteem score	Mean	Standard Deviation	Paired 't' test	'p' value
Pre-test	1.184	.391	31.01	0.001** (S)
Post-test	2.953	.211		

Significant at  $P < 0.001$  \*\*

**Table 1.2. Comparison of post-test level of self-esteem among adolescents between the experimental group and control group**

N=130(65+65)				
Post-test	Mean	Standard Deviation	'unpaired t' Test	'p' Value
Experimental group	2.953	.551	-30.8	0.000*** (S)
Control group	1.476	.503		

\*\*\* $P < 0.000$  is highly significant

**Table 1.3. Association of Post-Test Level of Self-Esteem among Adolescents with Selected Demographic Variables in Experimental Group.**

N=130(65+65)						
DEMOGRAPHIC VARIABLES	LOW		AVERAGE		Chi-square $\chi^2$	p-value
	n	%	n	%		
Age(in years):						
13	0	0	24	100	6.881 (df=2)	0.001** (S)
14	2	6.9	27	93.1		
15	1	8.3	11	91.7		
Mother educational level:						
Illiterate	0	0	20	100	3.501 (df=2)	0.007* (S)
School education	3	6.8	41	93.2		
Graduate	0	0	1	100		
Post-graduate	0	0	0	0		
Mothers occupation :						
Government	0	0	2	100	4.95 (df=4)	0.006* (S)
Private	0	0	8	100		
Business	1	10	9	90		
Coolie	2	5.7	33	94.3		
Expired	0	0	0	0		
Housewife	0	0	10	100		
Average travelling time						
10-15 min	2	3.4	57	96.6	3.181 (df=4)	.002* (S)
16-30 min	1	16.7	5	83.3		
31-60 min	0	0	0	0		
Above 1 hour	0	0	0	0		
Leisure time activities						
Playing	2	5.7	33	94.3	4.516 (df=3)	.005* (S)
Listening music	0	0	8	100		
Sleeping	0	0	11	100		
Praying	1	9.1	10	90.9		

\*- $p < 0.05$  significant and \*\* -  $P < 0.01$  & \*\*\* -  $P < 0.001$ , Highly Significant.

The above table predicts that the mean value of self-esteem among experimental group was 2.564 with standard deviation of .551. The Control group were 1.276 with standard deviation of .456. The unpaired 't' test has been applied to evaluate the effectiveness of Interventional Module in improving self-esteem among adolescents. The calculated 't' value was -30.8 and shows that it was statistically significant at the level of  $p < 0.000$ , which clearly shows the effectiveness of Interventional Module was effective in enhancing the self-esteem among adolescents in experimental group. The table depicts the association between the mean improvement levels of self-esteem with selected demographic variables. There exists a significant Association relationship between self-esteem of age, Mother's educational level, Mother's occupation, Average travelling time and Leisure time activities with  $p < 0.001$  \*\*

## DISCUSSION

In this study, effectiveness of interventional module to enhance the level of self-esteem among adolescents. Similarly another study by Jayne E. Stake, Cathy J. Deville, Christine L. Pennell (1983) in this study, the Assertiveness training was provided for 148 girls in 10 high school business and homemaking classes in six senior high schools. Training sessions were led by an experienced leader and the students' own high school teacher. Significant changes in performance self-esteem scores were found between pretesting and a three-month follow-up ( $p < 0.001$ ) for the 103 subjects available at follow-up; low self-esteem subjects showed greater increases than high self-esteem subjects ( $p < 0.001$ ). Changes in self-esteem were related to the girls' perceptions of teachers' reactions to their assertive behaviour ( $p < 0.01$ ) Z. Ranjbarkohn, MS.Sajadinejad (2010) conducted a study in which to investigate the effect of

assertiveness training on self-esteem and depression in students of Isfahan University of medical sciences. This experimental study, as pre and post-test with a control group, was conducted in the academic year of 2009-2010. Forty students were selected through randomized cluster sampling into case and control groups (10 female and 10 men for each group). The assertiveness training program was used in case group for 8 sessions. The Ellis Pop esteem test and Beck depression questionnaire were used to evaluate the variables before and after training. The results show that the assertiveness training caused a significant increase in the self-esteem level and decrease in the depression rate in case group ( $P=0.001$  for both) but this effect was not seen in control group ( $P>0.05$ ). Slater J (1990) who conducted a study to assess the Effects of Assertive Training on the Performance Self-esteem of Adolescent Girls. Assertiveness training was provided for 148 girls in 10 high school business and homemaking classes in six senior high schools. The findings suggested that assertive training was effective in improving self-esteem and self-esteem scores were associated with age ( $x_2=6.05$ ) and education status ( $x_2=4.15$ ). Sandhya Budhathoki (2012) to assess the effectiveness of assertiveness training on assertive behaviour and Self-Esteem among 60 adolescents studying in selected school, Bangalore. The results showed that assertiveness training was effective in improving self-esteem among adolescents and self-esteem scores were associated with age ( $x_2=7.15$ ), type of family ( $x_2=9.25$ ) and school performance ( $x_2=10.05$ ).

## Conclusion

The study revealed that, the levels of self-esteem in experimental group were less than the control group. Similarly when comparing to male, female adolescents are more often down their self-esteem, and depending on the type of family, father's educational level, father's occupation and number of friends. The overall results depicts that self-esteem of adolescents was correlated to and predicted of their physical and mental health. As a mental health nurse should taken care more assertive role in promoting and providing relevant health education and psycho education to the community, schools and other health care setting with emphasis on helping adolescents to develop positive self-esteem.

## Recommendations

- A similar study can be conducted in other parts of the country.
- A similar study can be conducted for a larger group of adolescents to enhance self-esteem.
- Study can be done using different methods of teaching.
- A similar study can be done among college students for the improvement of academic performance
- Interventional Module can be compared with other alternative method like Assertiveness training programme, etc.
- Further studies can be conducted on knowledge of self-esteem and practice of self-esteem among nursing students.

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