



EVALUATE THE EFFECTIVENESS OF ASSERTIVENESS TRAINING PROGRAMME (ATP) TO IMPROVE THE QUALITY OF LIFE AMONG ADOLESCENTS.

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ABSTRACT

This research study aims to improve the quality of life in adolescents using assertiveness training programme (ATP) among adolescents. In this study a pre experimental research design with one group pre and posttest was used quantitatively. Modified Youth Quality of Life Scale-Research version (YQOL-R) was used to assess the quality of life among adolescents. The intervention assertiveness training Programme (ATP) was administered to 60 adolescents. Simple random sampling technique was used to select the samples. The same Modified Youth Quality of Life Scale-Research version (YQOL-R) was used to assess the post-test level of quality of life among adolescents. The results revealed a statistically significant difference in the pre and posttest level of quality of life among adolescents. The overall 't' value obtained was 13.42 and $p = 0.001^{***}$ where $p < 0.001$ which means that the assertiveness training Programme (ATP) has shown significant changes in improving the level of quality of life among adolescents. There is an association between quality of life of adolescents with their selected demographic variable for age and academic performance significant at 0.005 level. This study concluded that the assertiveness training programme plays a vital role in improving the level of quality of life during this crucial period among adolescents.

Keywords: adolescent, assertiveness training programme, quality of life, crucial period

INTRODUCTION

In India, adolescent age group constitutes of approximately 21% of our total population. Worldwide 20%–30% of the population have a poor quality of life and most of them are in adolescent age group. Adolescence faces stress and storm during this transitional stage, as they undergo various pressures from the society, they are expected to perform their role with utmost responsibilities. According to World health organization (2020) Quality of life is defined as an individual's perception of their own status and position in the context of the cultural values to fulfill their goals, expectations, standards and concerns. The indicators of the quality of life includes physical, social, emotional, psychological domains and the adolescent find various challenges to maintain their quality of life.

Assertiveness is defined as the ability to express the opinion, emotions and feelings with confidence. Erikson stated that the adolescents undergo various crisis during the transitional period, to overcome these crisis an adolescent has to adopt appropriate coping skills as they have to take up their responsibility in an assertive way. An assertive individual takes responsibility of their own activities that they make for themselves. They respect themselves and treat others also with dignity and respect. Poor quality of life decreases our self-confidence that leads to various behavioral and emotional problems.

Assertiveness plays a key role in improving the quality of life. Assertive behavior helps the adolescents to communicate effectively, maintain good interpersonal relationship in the society. It also helps them to overcome stress, depression, fear, anxiety and make them stable and independent.

Assertiveness training programme is a structured teaching programme that allows the adolescent to identify the difference between passive, aggressive, manipulative, assertive behavior, improves quality of life, improves self-confidence as well as coping skills, Imparting assertiveness techniques like identifying the difference between passive, aggressive, manipulative and assertive behavior, saying NO, conflict resolution skills, techniques of improving communication skills. Adolescents are the solid base in our society, therefore the quality of life of adolescents. The researcher had personally experienced that the adolescents face difficulties to express their thoughts, emotions and feelings in an assertive manner, hence the researcher felt that the assertiveness training programme would help the express their needs and thereby improve the quality of life.

MATERIALS AND METHODS

A Quantitative approach with pre experimental one group pretest and posttest research design was conducted to evaluate the effectiveness of Assertiveness training programme (ATP) to improve the quality of life among adolescents. The study was conducted at Vidhya bhavan higher secondary school at Puducherry. The data was collected during January to March 2020. Simple random sampling method was used to select 60 adolescents as samples. Informed consent was obtained from the samples and the data was

collected .The tool used for data collection consisted of 2 parts. Part I: Socio-demographic data Part II: Modified Youth Quality of Life Scale-Research version (YQOL-R).Data were analyzed by using descriptive statistic (Frequency, percentage, mean and standard deviation) and inferential statistics (paired “t” test)

TOOL DESCRIPTION

Part I: Socio-demographic data of adolescents which consists of age, gender , educational status, type of family, area of residence ,family monthly income ,Birth order, No. of siblings, and source of information. Part II: Modified Youth Quality of Life Scale-Research version (YQOL-R) was used to assess the quality of life among adolescents. It has 15 items which are rated on a 5 point likert scale. The total score is 75 that shows the level of quality of life adolescents. It is divided into four domains with physical wellbeing (4 items), psychological well-being (4 items), social relationships (4 items), and environmental (3 items).

The scoring for 13 positive aspect questions were 1,2,3,4,5 respectively and 2 negative aspect questions were 5,4,3,2,1 respectively. The scoring interpretation is expressed as poor quality of life (0-25), fair quality of life (26-50), good quality of life (51-75).

The pilot study was conducted in Vidhya bhavan higher secondary school at Puducherry and the results showed feasibility and practicability to conduct the main study.

Permission was obtained from the ethical committee, informed oral as well as written consent was obtained from each and every sample. Data collected was strictly emphasized to be kept confidentially.

The adolescents with low poor quality of life was identified by conducting pretest among the adolescents by using Modified Youth Quality of Life Scale-Research version (YQOL-R). The study was implemented by administering Assertiveness training programme to the adolescents.

Phase-1: Screening

In this stage the adolescents were screened individually for the presence of poor and fair quality of life by using Modified Youth Quality of Life Scale-Research version (YQOL-R) and selected for administration of the intervention Assertiveness training Programme. (ATP)

Phase-2: Administration of Assertiveness training Programme (ATP)

In this phase the intervention assertiveness training programme (ATP) was administered to the adolescents. Assertiveness training programme aimed at enhancing the quality of life in adolescents. This programme had a set of specific objectives such as identifying the difference between passive, aggressive, manipulative and assertive behavior, saying NO, conflict resolution skills, techniques of improving communication skills. This Assertiveness training programme allows the adolescent to adopt assertive behavior which improves their quality of life.

Stage-3: Evaluation

In this stage Evaluation was performed by using Modified Youth Quality of Life Scale-Research version (YQOL-R)

RESULTS

The results in this study is interpreted in the table.1 shows the comparison of pretest and posttest level of quality of life by using paired't' test. It showed that the mean score in pretest was 63.1 ± 2.3 was lesser than the posttest mean score was 74.2 ± 3.6 , the t-value obtained was 13.42, $p=0.001$. This showed that there was a significant difference in the pretest and posttest level of quality of life among the adolescents. Hence there was a significant increase in the level of quality of life after the intervention (ATP).Table .3 represents that there is a significant association between quality of life and demographic variable age and academic performance significant at 0.005 level .But there is no significant relationship between quality of life and demographic variable such as sex, education, type of family, area of residence,family monthly income ,Birth order, No. of siblings, and source of information.

TABLES:

Table: 1 Comparison of pretest and posttest level quality of life among adolescents.

(N=60)

Test	Mean	S.D	t-value	Df	P
Pre-test	63.1	2.3	13.42	56	0.001**
Post –test	74.2	3.6			

**Significant ($p < 0.01$)

Table:2 Frequency and percentage distribution of demographic variables

(N=60)

Sl.no.	Demographic variables	F	%
1)	Age (in years) 13 -14yrs 15 -16yrs 17 -18yrs	34 24 3	56.6 40 5
2)	Sex Male Female	28 32	46.6 53.3
3)	Education 8 th -10 th std 11 th std - 12 th std	36 24	58.3 41.6
4)	Academic Performance Excellent Good Average Poor	32 26 2 0	53.3 43.3 3.3 0
5)	Type of family: Nuclear Joint	48 12	80 7.2
6)	Area of residence Rural Urban	37 23	61.6 38.3
7)	Family monthly income Below Rs.5,000 Rs.5,0001 – Rs.10,000 Above Rs.10,000	26 28 6	43.3 46.6 10
8)	Birth order First Second Third Above third	13 27 16 4	21.6 45 26.6 6.6
9)	No. of siblings		

	None	8	13.3
	One	15	25
	Two	25	41.6
	More than two	12	20
10)	Source of information		
	Television	0	0
	Mass media	0	0
	Health Professional	0	0
	No information	60	100

Table:3 Association of pretest level of self-esteem among with selected demographic variables.

Sl no	Demographic variables	SELF-ESTEEM SCORE		χ^2	df	'P' Value
		\leq media n	$>$ median			
1)	Age (in years)					
	13 -14yrs	18	16	6.5	1	0.03*
	15 -16yrs	12	12			
	17 -18yrs	2	1			
2)	Sex					
	Male	12	16	3.2	2	0.20
	Female	17	15			
3)	Education					
	8 th -10 th std	14	22	2.2	1	0.30
	11 th std - 12 th std	10	14			
4)	Academic Performance					
	Excellent	10	22	6.4	1	0.13
	Good	14	12			
	Average	1	1			
	Poor	0	0			
5)	Type of family:					
	Nuclear	22	26	3.6	1	0.39
	Joint	8	4			

6)	Area of residence					
	Rural	14	23	0.8	2	0.88
	Urban	12	11			
7)	Family monthly income					
	Below Rs.5,000	11	15			
	Rs.5,0001 – Rs.10,000	14	14	5.2	3	0.54
	Above Rs.10,000	2	4			
8)	Birth order					
	First	10	3			
	Second	13	14	3.8	2	0.38
	Third	10	6			
	Above third	2	2			
9)	No. of siblings					
	None	5	3			
	One	9	6	2.6	1	0.80
	Two	11	14			
	More than two	8	4			
10)	Source of information on Self esteem					
	Television	0	0			
	Mass media	0	0	1.23		0.28
	Health Professional	0	0			
	No information	35	25			

*Significant (p<0.05)

DISCUSSION

The main purpose of the study is to evaluate the effectiveness of Assertiveness training programme to improve the quality of life among adolescent. The findings of the study provides an additional support for the previous experimental studies on ATP. Similar findings was reported in the study conducted by Chikwe Agbakwuru (2019) to investigate the effectiveness of assertive training among adolescents improvement of resilience and their psychological well-being at Army Day Secondary School in Obio, data was collected from 24 samples which was randomly assigned. The assertiveness training programme was administered in 10 sessions of 50 minutes. From the statistical analysis, the results revealed that the assertive training has been able to improve the level of resilience and well-being among adolescents. Waqar Maqbool Parray (2017) conducted a study to investigate the impact of assertiveness training programme (ATP) on assertiveness, self-esteem, stress, psychological well-being, as well as academic achievement among

adolescents. In this study a quasi-experimental research design was adopted. Purposive sampling technique was used to select the samples which constitutes of 13 adolescents (16 – 19) years of age. Data was collected from the samples by using Rathus assertiveness schedule (RAS), Rosenberg self-esteem (RSE), perceived stress scale (PSS), Psychological well-being (PWB) and Academic achievement scale. The findings of the study showed that there was a significant improvement in the adolescents level of assertiveness, self-esteem, psychological well-being, academic achievement and reducing stress level of the adolescents in the post-test scores as compared to the pre-test results after administration of assertiveness training programme. Qadir.S et al., (2015) engaged in a study on the effectiveness of an assertiveness training program on assertiveness skills and quality of life among adolescent girls. Systematic random sampling method was used to select 100 adolescent girls and the data was collected by the Rathus Assertiveness Scale was used to assess the assertiveness level. Data was analyzed by SPSS (version 17). The results revealed that the assertiveness training programme has been found to be very effective in improving the wellbeing of the adolescents. Meinrat.,(2019) conducted a research study on the effectiveness of Assertiveness Training programme to improve the well-being among adolescents. A quasi-experimental research design with one group pre and posttest was adopted for this research study. Purposive sampling technique was used to select 160 samples. The results showed that the interventions based on assertiveness training programme has found to be effective right from the developmental stage, especially in the development of physical, social, psychological well-being among adolescents, such types of training has to be emphasized at all community mental health care settings.

Parray, W.M., (2017), in his study on the Impact of assertiveness training programme on the level of assertiveness, self-esteem, stress, psychological well-being and academic achievement among nurse interns. A quasi-experimental design was used in this study. The study subjects were adolescent nurse interns who were available during the study. Data was collected by the assertive behavior in nurses' questionnaire, the self-esteem scale, and the perceived stress scale. The findings revealed that there was a significant improvement ($P < 0.05$), in the level of assertiveness, self-worth, self-confidence, psychological well. To conclude the assertiveness training programme was beneficial in improving the level of assertiveness, self-esteem, psychological well-being, academic achievement and reducing the level of stress among nurse interns. Therefore, it is recommended to provide assertiveness training at the beginning of the internship year to improve their well-being.

Sanjay et al (2017) insisted that the quality of life has significantly correlates with high self – confidence, self-worth which has a significant variance in happiness, mental health well-being. Yeung (2020) et al., showed that there is a significant correlation between the level of assertiveness that helps to confidence level and success among adolescents, thereby improving their quality of life. McClure et al (2019) insisted that imparting assertiveness techniques like Identification of assertive behavior, using 'I'

statements, conflict resolution skills, improving communication skills allows the adolescent to adopt assertive behavior which enhances their quality of life.

On Association of pretest level of quality of life among adolescents with selected demographic variables, the results reveals that there is a significant association between quality of life and demographic variable age and academic performance, significant at 0.005 level .But there is no significant relationship between self-esteem and demographic variable such as sex, education, type of family, area of residence, family monthly income, Birth order, No. of siblings, and source of information.

Analyzing the results of the present study there was significant difference in level of quality of life among adolescents after administering Assertiveness training programme (ATP) .In this training programme the adolescents have learnt about to identify the difference between passive, aggressive, manipulative, assertive behavior, improves quality of life, improves self-confidence as well as coping skills, Imparting assertiveness techniques like identifying the difference between passive, aggressive, manipulative and assertive behavior, saying NO, conflict resolution skills, techniques of improving communication skills. Therefore the results of this study confirm the findings of the previous studies regarding Assertiveness training is effective in improving the quality of life among adolescents.

The results showed that there was a significant difference in the pretest and posttest level of quality of life among the adolescents with $p=0.001$. Thus the research objective in this study improved the quality of life in adolescents using assertiveness training programme (ATP) among adolescents.

CONCLUSION

To conclude, the research results reveals the positive outcomes of quality of life is associated with mental health well-being, achievements and success. Good quality of life helps the adolescents in the management of depression, anxiety, school dropout, behavioral problems and risky behavior. Assertive behaviour is a crucial, risk and protective factor connected to the diversity of mental health and emotional outcomes. Therefore, improvement of quality of life serves as a vital component in assertiveness training Programme. The design and implementation of assertiveness training Programme for enhancement of quality of life is an important core variables for the development in mental health promotion.

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