



A STUDY TO EVALUATE THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON ASSERTIVENESS TRAINING FOR SOCIAL ANXIETY AMONG ADOLESCENT GIRLS, SALEM DT

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ABSTRACT

Background: Evaluate the Effectiveness of Structured Teaching Program on Assertiveness Training for Social Anxiety among Adolescent girls.

Methods & Result- Pre- experimental design one group pre-test and Post-test was used for evaluating the social anxiety among adolescent's girls. 56 adolescence girls were selected through convenience sampling technique. Pretest was conducted by using Modified Social Interaction anxiety scale. Assertiveness Training was given for 45 minutes (7 Sessions) & Posttest was assessed. In pretest 4 (7%) had no anxiety, 18 (32%) had mild anxiety, 14 (25%) had moderate anxiety, 14 (25%) had severe anxiety, 6 (11%) had extremely anxiety. In posttest 30 (54%) had no anxiety, 19(34%) had mild anxiety, 5 (9%) had moderate anxiety, 2 (3%) had severe level of anxiety among adolescence.

There results showed that the assertive training is effective for adolescents girls is 2.00 ($p>0.05\%$).The results showed that there is no significant association between level of social anxiety score and selected demographic variables regarding age, birth status, type of family, residing area,religion, educational status of parents, leisure time activities, how you engaged with socialization.

Conclusion: This study concluded that college students unaware about assertiveness training, self esteem and they are frequently facing social anxiety. This study also pointed out Nursing students should receive adequate training regarding the techniques of assertiveness training, should assist in implementing public health awareness campaigns aimed at reduce level of social anxiety & provide knowledge, resources and leadership for establishing public health policies that focus on assertiveness training program for reducing level of social anxiety among adolescents.

KEYWORDS: Social anxiety, adolescence, assertiveness training self concept.

INTRODUCTION

“Confidence and hard work are the best medicine to kill the disease called failure. It will make you a successful person”
A.P.J.Abdulkalam.

Human life divided in to 5 stages namely infant, childhood, adolescence, adulthood and old age. In each of these stages, an individual find himself indifferent situations and face different problems. Adolescence is 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 prepare for womanhood.

A person with social anxiety does not like to start a relationship with others and avoids any situation that may be exposed to judgment and feeling unusual fear or stability¹.

In adolescence period the personal identity if part of on-going identification process. As youngsters establish identity with in a group, they are also attempting to incorporate multiple body changes into a concept of self. Physical awareness is a part of self-awareness and for some time the adolescent will engage in assimilating the self-represent by dimension. Significant others

hold certain expectation for the behavior of the adolescent. Often their expectation or demands are persistent enough to result in certain decision that might be differently or not at all if the individual could be the responsible for identify formation. It is also too was to slip into the roles that are expected by these external influences without incorporating personal goals or questioning the decisions in relation to the developing personality. The process of evolving a personal identity is time consuming and fraught with periods of confusions, depression and discouragement. Determining an identity and in place in the world is a critical and perilous feature of adolescence. Personal identity mainly based on the self-concept. Self-concept is the, organized and dynamic system of learned believes and attitude and opinion that each person hold to be true about his/her personal existence.

Social anxiety disorder is a marked and persistent fear of scrutiny in social performance situation individuals who experience social distress across a broad range of social setting have severe social and general anxiety, social incubation, and fear of negative evaluation, avoidance, fear fullness, and self-consciousness and may account for 70% patients seeking for treatment.



Assertiveness training is one of the behavioral therapy methods, the components of which include guidance, roleplaying, role modeling, practice and visual and objective behavioral review. This training consists of techniques that are used to relieve anxiety caused by social interactions. Using these techniques, a person's anxiety is eliminated due to the inability to present ideas to other.²

NEED FOR STUDY

Social Anxiety disorder (SAD) also known as social Phobia is a prevalent disorder with its onset almost universally in the childhood or adolescence. National co-morbidity survey estimated 9.1% of adolescence had social anxiety disorder and estimated 1.3% had severe impairment as per Indian Journal of community medicine says that DSM-IV criteria were used to determine impairment in epidemiological study from India 14.5% adolescence were found to be suffering from anxiety disorder in India. Study indicated that anxiety disorder among adolescence in a rural area of North India was 22.7% for social anxiety disorder in that adolescence girls are higher prevalence than boys.

Most of the adolescence suffer from anxiety disorder and depression due to low self-esteem, family related risk factors, environmental stress, academic impairment and misuse of drugs. As social anxiety disorder is among the most common during in adolescence, there is always a need to investigate all new relevant data. Early recognition and prompt treatment of social anxiety adolescence is important to prevent long term sequel. More research is necessary in order to prevent and detect the anxiety disorder among adolescence to control the mental health disorder, child sexual abuse negative self-events, substance abuse, low self-esteem, panic and fear. Some of the ways to prevent social anxiety like positive self-talk, change of environment listening music, watching TV and medication .With above mentioned facts, researcher felt to conduct the study to evaluate the effectiveness of structured teaching program on assertiveness training for social anxiety among adolescence girls.

OBJECTIVES

- ✓ To assess the pre-test and post-test level of social anxiety among adolescent's girls
- ✓ To evaluate the effectiveness of Structured teaching program on assertiveness training for social anxiety among adolescent's girls
- ✓ To find out the association between the level of social

anxiety among adolescent's girls with their selected social demographic variables.

ASSUMPTION

- ✓ Adolescence may have different level of social anxiety
- ✓ Assertiveness training may be reducing the social anxiety.

LIMITATIONS

- ✓ Adolescent's those where age between age of 17to 19years
- ✓ Adolescent's girls studying in Sri Shanmugha College of nursing for women, Sankari.
- ✓ Those who are available during the data collection period.

METHODOLOGY

Research Design-In this study, evaluative approach was used to evaluate the effectiveness of assertiveness training on social anxiety among adolescence girls. Pre-experimental design with one group pre-test – post-test design was used in this study. The study population comprises of all adolescent's girls studying in the college. The girls those who are studying I year B.Sc. Nursing course in Sri Shanmugha College of Nursing for Women was selected through Convenient sampling technique for the study. The sample size was 56 adolescences between the ages of 17 to 19 years.

RESEARCH TOOL AND TECHNIQUE

The tool used for the study was modified social interaction anxiety scale the technique used for the study was a questionnaire method the tool consisted of two sections.

Section-1: [Socio Demographic variables]

Section-2: [Modified social interaction anxiety scale] - Scoring interpretation

[Modified social interaction anxiety scale] 20 item questionnaires, which were rated below

The Rating Scale is as follows

- ✚ 0 No Anxiety
- ✚ 1-20 Mild Anxiety
- ✚ 21-40 Moderate Anxiety
- ✚ 41-60 Severe Anxiety
- ✚ 61-80 Extremely Anxiety

Before data collection written consent collected from the participants, and ethical consideration committee permission obtained from the head of the Institution



Table1: Frequency and percentage wise distribution of socio-demographic variables.

S. No	DEMOGRAPHICVARIABLES	FREQUENCY	PERCENTAGE	
1	Agein Year	a)17 -18Years	6	11%
		b)18-19Years	47	84%
		c)19- 20years	3	5%
2	BirthStatus	a)SingleChild	5	9%
		b)Siblings	51	91%
		c)Twins	0	0
3	Type ofFamily	a)Nuclear	49	88%
		b)Joint	7	12%
		c)Extended	0	0
4	ResidingArea	a)Rural	41	27%
		b)Urban	15	73%
5	Religion	a)Hindu	52	93%
		b)Christian	4	7%
		c)Muslim	0	0%
6	Educational Status of father	a)Illiterate	4	7%
		b)School	52	93%
7	Educational Status of mother	a)Illiterate	9	16%
		b)School	47	84%
7	Leisure Time Activities	a)Reading Book	9	16%
		b)Watching TV	18	32%
		c)Listening Music	29	52%
8	How you engage with socialization	a)Do not Mingle with other	7	13%
		b)Mingle with Selected people	40	71%
		c)Mingle with everyone	9	16%
9	Already youknow aboutassertiveness	a) If yes mean How you Know? Friends Social media parents	2(social media)	4%
		b)No	54	96%

Figure 1: Indicates the pretest and posttest level of social anxiety among adolescence.

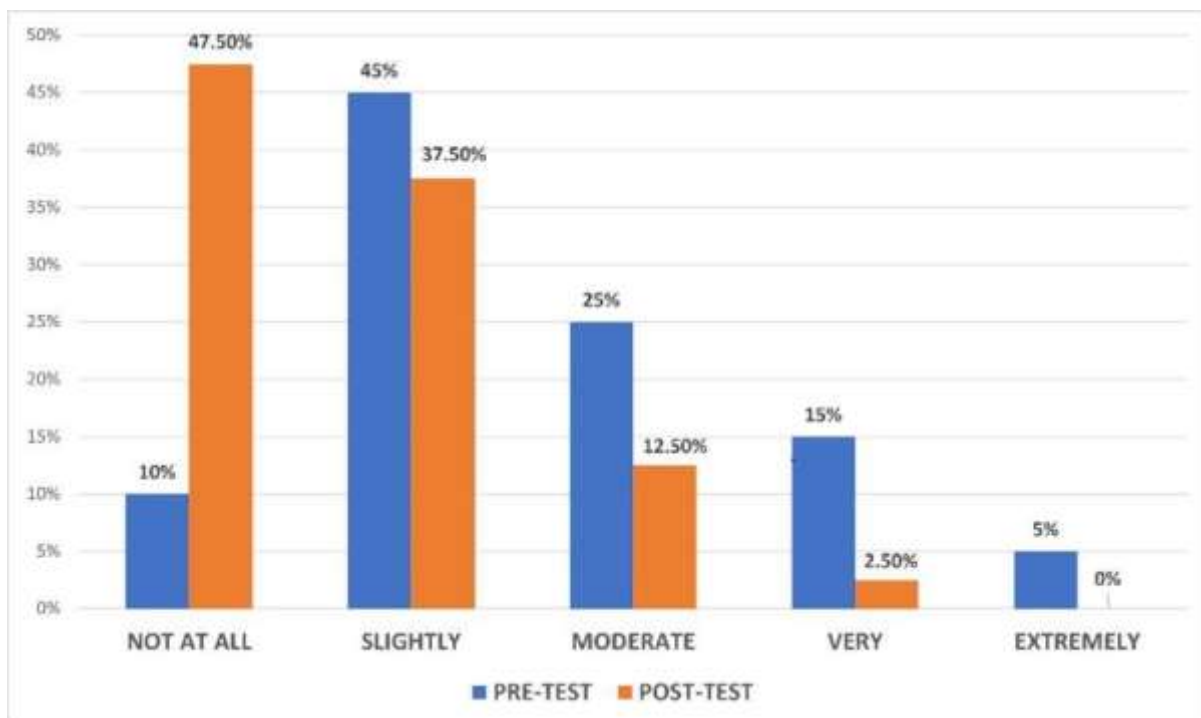




Table2: Effectiveness of Assertiveness Training Between Pretest and Post Test Score Among Adolescent’s Girls

	Mean	SD	Mean Difference	t-Value
Pretest	12.9	3.98	7.982	13.83
Posttest	5	1.8		

The above table indicates that pretest mean value 12.9 and SD 3.98. The posttest mean value 5 and SD 1.8. The result showed that structured teaching program 2.00 ($p < 0.05$) was effectiveness to reduce social anxiety among adolescence girls.

There is no significance & association between the levels of social anxiety among adolescent’s girls with their selected social demographic variables.

DISCUSSION

The result shows that pretest and posttest level of social anxiety among adolescence before and after assertiveness training. In pretest 4 (7%) had no anxiety, 18 (32%) had mild anxiety, 14 (25%) had moderate anxiety, 14 (25%) had severe anxiety, 6 (11%) had extremely anxiety. In posttest 30 (54%) had no anxiety, 19 (34%) had mild anxiety, 5 (9%) had moderate anxiety, 2 (3%) had severe level of anxiety among adolescence.

To evaluate the effectiveness of structured teaching program on assertiveness training for social anxiety among adolescent’s girls. The level of anxiety was found to be significant at ($p < 0.05$). It reveals the effectiveness of assertiveness training. It can be concluded that there is some difference between pretest and posttest.

To find out the association between the levels of social anxiety among adolescent’s G with their socio demographic variables. The results showed that there is no significant association between level of social anxiety score and selected demographic variables regarding age, birth status, type of family, residing area, religion, educational status of parents, leisure time activities, how you engage with socialization.

Marie Abdolghaderi -The previous study was performed in order to investigate the effectiveness of assertiveness on social anxiety and coping with stress among high school female students. In this quasi-experimental study (pre-test and post-test with control group), the population included all high school female students in Roudbar, Iran. Among 168 students, 30 students who got scores above 30 in the Watson and Friend Social Anxiety Questionnaire were randomly selected and divided into an experimental group ($n = 15$) and a control group ($n = 15$). In addition to the Social Anxiety Questionnaire, the Folkman and Lazarus Coping Strategies Questionnaire was also administered. The results demonstrated that assertiveness training is effective on social anxiety and coping with stress among high school female students ($p < .001$). Based on these findings, it can be concluded that assertiveness training is

effective in reducing anxiety and increasing students' coping strategies.

Lin YR -his study's objective was to evaluate the effect of an assertiveness training program on nursing and medical students' assertiveness, self-esteem, and interpersonal communication satisfaction. Using a longitudinal research design, 69 participants whose scores on the Assertive Scale were $<$ or $=$ 50% (i.e., low assertiveness) and who were willing to participate were included and assigned to an experimental group (33 subjects) or comparison group (36 participants; participants were matched with the experimental group by grade and sex). Participants in the experimental group received eight 2-h sessions of assertiveness training once a week. Data were collected before and after training and again one month after the end of the training using the Rotter's Internal versus External Control of Reinforcement Scale, Sex Role Inventory, Assertive Scale, Esteem Scale, and Interpersonal Communication Satisfaction Inventory. The generalized estimated equation (GEE) method was used for statistical analysis. The assertiveness and self-esteem of the experimental group were significantly improved in nursing and medical students after assertiveness training, although interpersonal communication satisfaction of the experimental group was not significantly improved after the training program.

CONCLUSION

The researcher has derived the following implications from the study results which are of vital concern to the field of nursing. Nurses should develop in depth knowledge about the social anxiety of adolescence, knowledgeable regarding the benefits of assertiveness training program in reducing social anxiety, which should be practiced in the hospital or psychiatric hospital & educate and encourage adolescence to use assertiveness training techniques like broken record, token economy etc. Nurses should incorporate health and treatment plans during their service whenever it is possible.

Nursing students should receive adequate training regarding the techniques of assertiveness training, should assist in implementing public health awareness campaigns aimed at reduce level of social anxiety & provide knowledge, resources and leadership for establishing public health policies that focus on assertiveness training program for reducing level of social anxiety among adolescence. Public information program should be designed by nurses to encourage assertiveness training program for adolescence.



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