

ASSERTIVE TRAINING PROGRAMME: BASIC NEED FOR YOUNG ADULTS

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Abstract

Many youngsters do not let out their ideas which are inside them because it may go wrong. Assertiveness is the ability to express emotions and needs without being aggressive and even not violating the rights of others. If the person is not assertive it means he or she may have low self-confidence and self-esteem, problems in social life, person will become like bullies, toxic and abusive people. Young adults are the leaders of future generation and they are contributing much for social development of our nation. **Objective:** Main objective of the study was to assess the effectiveness of assertive training program among young adults. **Methodology:** A quasi-experimental pre-test post-test control design by using Purposive sampling technique to select the samples. **Sample:** Total 100 young adults living in selected areas of Godhara, Gujarat. Among 50 samples each were assigned to experimental and control group. Data was collected using self-structured assertiveness questionnaire. **Result:** A statistically significant difference found between post test assertive behavior score of experimental group and control group which shows assertiveness training programme is effective to improve behavior [calculated $t=19.72$ (table value=1.9842), $p<0.05$]. **Conclusion:** The assertiveness training programme was effective among young adults in improving fairly assertive outlook and consistently assertive philosophy regarding assertive behavior especially in experimental group. Another finding reveals there is association between pre-test assertiveness behavior score with type of family and father's education.

Keywords: Effectiveness, Assertiveness Training Programme, Assertive Behavior, Young adults

Introduction

Young adult is a Latin word and the meaning is “to grow up”.¹ It is a changing stage of physical and psychological development usually occurring between puberty and late adulthood.² Assertiveness is the problem of lacking a collective communication and forfeiting social skills. In this period young adults have communicational issues and they also strive to make their identity. Young Adults construct their social life by using various social skills like communication, making friends, collaboration etc. In this period adverse effect of difficulty in being assertive are avoiding healthy formation of identity, enhancement of talents and intellectual power. For creating communications with peers in any settings it is believed that those young adults who have obtained various social skills are more successful than adults not obtaining such skills.³ Assertive behavior increase equality in human relationship, to stand up for ourselves without undue anxiety, to express sentiments serenely, to practice individual rights.⁴ Young adults are the pillars of a nation and play pivoted role in contributing much to their social development. So it is essential for young adults to be assertive, because being assertive can help them in many ways to come out. It helps them in improving self-confidence, self-esteem and also helps them to stand up for their rights without violating the rights of others.⁵ Assertiveness help in managing relationship with others and also with own self.⁶

If we are not talking properly, it may leads to rudeness and arrogant behavior. Low self esteem may cause anxiety or stressful situation. Some parents very often give punishment to their children when they try to stand up for themselves. This cause prevent person to stand up for him or herself. Assertiveness helps the adults to recognize their personal behaviors that might be holding them back. Being assertive helps the individual in how to deal with negative attitudes of own self as well as of others.⁷

Statement of the problem

Assertive training programme for Young adults receding in selected areas of Godhara, Gujarat.

Objectives

- To assess the level of assertive behavior among Young adults.
- To assess the effectiveness of assertive training program.

- To find out association between level of assertive behavior among young adults with their selected socio-demographic variables.

Materials & Methods: A quantitative research approach with quasi experimental pre-test and post-test control design used in the study. Total 100 young adults were selected with Non-probability purposive sampling technique from young adults residing in selected areas of Godhara, Gujarat. Data was collected with the use of self-structured assertiveness questionnaire

Description of tools, this consists of following two sections:

Section 1: Demographic data

This section includes socio demographic variables such as age, religion, school performance, type of family, monthly family income, residential area, father's education, mother's education, father's occupation, mother's occupation that influencing assertive behavior.

Section 2: Self structured assertiveness questionnaire was used to assess assertive behavior.

The self structured assertiveness questionnaire was used to assess assertive behavior of young adults. The investigator prepared tool consist of a 40 questions regarding assertive, non-assertiveness and aggressive behavior from that 27 items are positive questions and 13 items are negative questions. The maximum score of this tool is 120 and the lowest score is 40. If the score is 40-59, the students have considerable difficulty being assertive. If the score is 60-79 it is consider as may be assertive in some situations, but natural response is either nonassertive or aggressive, if score is 80-99 it consider as fairly assertive outlook and 100-120 is screened as having consistently assertive philosophy and probably handle most situations well.

Data collection phases:

Phase 1: Pre-test was conducted in experimental and control group to assess the level of assertive behavior among young adults.

Phase 2: Administered assertiveness training on assertive behavior for 2 days. Control group were not receive assertiveness training programme.

Phase 3: After 1 week of assertiveness training, post-test was conducted of both experimental and control group. Eventually post test of experimental and control group was compared to assess the effectiveness of assertive training on assertive behavior.

Ethical approval

I have received ethical committee approval from Sumandeep Vidyapeeth Institutional Ethics Committee.

Statistics

Descriptive statistics:

Frequency and percentage distribution was used to associate the demographic variables among experimental and control group. Mean, median and standard deviation was used to compare pre-test and post-test score.

Inferential statistics:

Unpaired ‘t’ test used to assess the effectiveness of assertiveness training programme on assertive behavior among young adults. Chi-square test was used to find association of the pre-test assertiveness level with selected demographic variables.

Results:

Data were interpreted as per the objectives

Table 1: Frequency and percentage distribution of pre-test and post-test assertiveness level.

Assertiveness level	Pre test				Post test			
	Experimental		Control		Experimental		Control	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Difficulty in being assertive = 40-59	8	16 %	13	26 %	0	0 %	16	32 %
Assertive in few situations = 60-79	40	80 %	35	70 %	3	6 %	32	64 %
Fairly assertive = 80-99	2	4 %	2	4 %	35	70 %	2	4 %
Continuous	0	0 %	0	0 %	12	24%	0	0 %

assertive philosophy = 100-120								
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Table 2: Comparison of post test score of adolescents in experimental and control group.

* 0.05 significant level

Post- test aeertiveness Score	Mean	Mean %	Mean difference	T- value	Significance
Experimental	93.04	93.05	30.4	19.70	19.70>1.98 S
Control	62.61	62.65			

Above table shows assertiveness training programme is effective to improve the assertive behaviour. The calculated t' value (19.70) is higher than the tabulated 't' value (1.9842) at 0.05 level of significance.

As per third objective association shows that there were significant association of pretest score with socio demographic variable like type of family ($\chi^2 = 10.05 > 9.48$) and father's education ($\chi^2 = 16.80 > 15.51$).

Discussion:

In this research study, researcher conducted two session of assertiveness training each with duration of 70 minutes for the experimental group. In a similar study conducted by Muragod Shakuntala S (2017) the experimental group received assertiveness training 45 minutes for 8 days. The study result indicated that Assertiveness training Programme on Assertive behavior experimental group adolescents was effective, scientific, logical. The finding was supported by a study, which was conducted by Waqar Maqbool Parray and Sanjay Kumar (2017) to investigate the impact of assertiveness training on assertiveness, self-esteem, stress, psychological well-being, and academic achievement. As a result Assertiveness training (AT) helps to improve self-esteem, level of assertiveness, psychological well-being, and academic achievement among the adolescents along with reducing their level of stress.

The study also supported by a study which was conducted by Dr. Valliammal Shanmugam., Dr. B.V. Kathyayini (2017) to assess the correlation between the assertive behaviour and Self-esteem among adolescents. A significant positive correlation was found between assertive

behaviour and self esteem and also with the age and education level of adolescent. It reveals that if age and educational level of adolescents will high then assertiveness and self esteem will be also high.

Conclusion:

Assertiveness training programme was effective among young adults in improving fairly assertive outlook and assertive philosophy in experimental group. Another finding reveals that there are association between pre-test assertiveness score with type of family and father's education demographic variable. Assertiveness ultimately helps to reach up to self-actualization.

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