



A STUDY TO ASSESS THE EFFECT OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE AND ATTITUDE REGARDING ASSERTIVE BEHAVIOR AMONG ADOLESCENTS STUDYING IN SELECTED JUNIOR COLLEGES OF URBAN AREA.

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ABSTRACT

Assertive behavior promotes equality in human relationships, enabling us to act in our own best interests, to stand up for ourselves without undue anxiety, to express honest feelings comfortably, to exercise personal rights without denying the rights of others (Alberti & Emmons, 2001). The research approach used in this study was quantitative and research design was pre-experimental design. The investigator used non probability convenient sampling to select 80 adolescents studying in junior college in urban areas. The data was collected through structured modified questionnaire and five-point Likert scale. Data was analysed by frequency, percentage, percentage, and association done by Chi-square test and assessed the effect of structured teaching programme on knowledge and attitude regarding assertive behaviour by paired t test. The study results revealed that at the time of pretest, 90% of adolescents had poor knowledge, 8.75% had average knowledge, 1.25% good knowledge and no one had excellent knowledge regarding assertive behaviour. At the time of posttest, no one of adolescents had poor knowledge, 8.75% had average knowledge, 36.25% good knowledge and 55% excellent knowledge regarding assertive behaviour. The study shows that structured teaching programme on knowledge attitude regarding assertive behaviour among adolescents studying in selected junior colleges of urban area was effective. The correlation coefficient between knowledge and attitude was 0.13 with the p value 0.27. The p value more than 0.05. The statistical analysis and interpretation of the data shows that there is shows no significant correlation between the knowledge and attitude regarding assertive behaviour among adolescents studying in selected junior colleges of urban area. Knowledge shows significant association with Age (0.040) and Year of Study (0.019). Attitude about assertive behaviour shows significant association with Stream of Study (0.013) and Parent's income (0.029).

KEYWORDS : Assess, effect, structure teaching programme, assertive behaviour, knowledge and attitude, adolescents.

INTRODUCTION

Assertive behavior promotes equality in human relationships, enabling us to act in our own best interests, to stand up for ourselves without undue anxiety, to express honest feelings comfortably, to exercise personal rights without denying the rights of others (Alberti & Emmons, 2001)

Adolescence is a unique stage of human development of rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them. They need opportunities to meaningfully participate and communicate ideas appropriately and effectively in a safe and supporting environment. Nowadays adolescents are challenged by lots of issues ranging from feelings of guilt, loss of interest in activities, sleep disturbances and have an escalating sense of confusion as well as distortions in thinking. It is very important for adolescents to exercise assertive behaviour to fight through this by standing up for their rights in such a way that rights of others are not violated.

OBJECTIVES OF THE STUDY

Primary objectives:

1. To evaluate the effect of structured teaching programme on knowledge and Attitude regarding assertive behaviour among adolescents studying in Junior colleges of selected urban area.

Secondary objectives:

1. To assess the existing knowledge and attitude regarding assertive behaviour among adolescents studying in selected Junior college of urban area.
2. To find out the correlation between Knowledge and Attitude regarding assertive behaviour among

adolescents studying in selected Junior college of urban area.

3. To find out the association between knowledge and attitude regarding assertive behaviour with selected demographic variable among adolescents studying in selected Junior college of urban area.

METHODOLOGY

The research approach used in this study was quantitative and research design was pre-experimental design. The investigator used non probability convenient sampling to select 80 adolescents studying in junior college in urban areas. The data was collected through structured modified questionnaire and five-point Likert scale. Data was analysed by frequency, percentage, percentage, and association done by Chi-square test and assessed the effect of structured teaching programme on knowledge and attitude regarding assertive behaviour by paired t test.

Pre-test	Treatment	Post test
Day 1	Day 1	After Day 7
O1	X	O2

RESULTS

The study results revealed that at the time of pretest, 90% of adolescents had poor knowledge, 8.75% had average knowledge, 1.25% good knowledge and no one had excellent knowledge regarding assertive behaviour. At the time of posttest, no one of adolescents had poor knowledge, 8.75% had average knowledge, 36.25% good knowledge and 55% excellent knowledge regarding assertive behaviour. The study shows that structured teaching programme on knowledge attitude regarding assertive

Table 1 : Comparison of the average level of knowledge

score (paired t test)

n=80

Test	N	Mean	SD	t value	t table	p value
Pre Test	80	9.20	2.83	29.29	1.99	0.00
Post test	80	18.97	2.76			

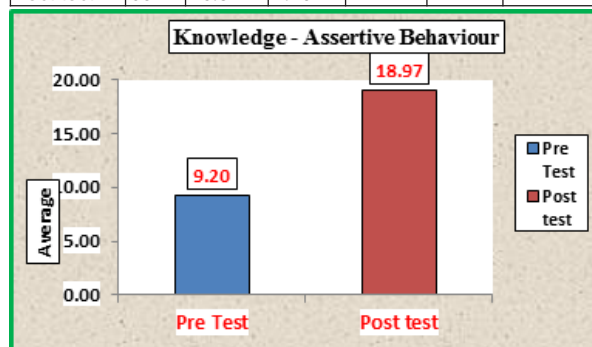


Figure 1 : Comparison of the average level of knowledge score

Behaviour among adolescents studying in selected junior colleges of urban area was effective. The correlation coefficient between knowledge and attitude was 0.13

Table 2 : Comparison of the average level of attitude score - paired t test

n=80

Test	N	Mean	SD	t value	t table	p value
Pre Test	80	78.86	6.94	12.36	1.99	0.00
Post test	80	87.45	3.58			

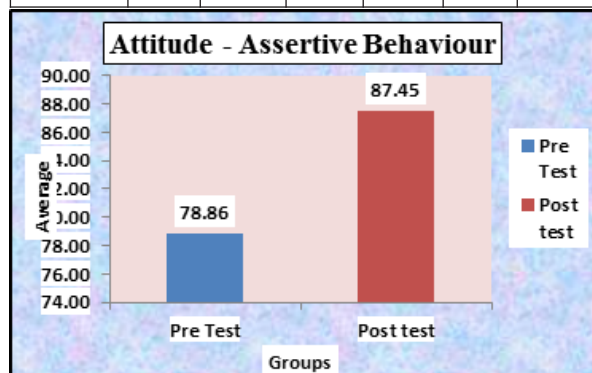


Figure 2: Comparison of the average level of attitude score

with the p value 0.27. The p value more than 0.05. The statistical analysis and interpretation of the data shows that there is no significant correlation between the knowledge and attitude regarding assertive behaviour among adolescents studying in selected junior colleges of urban area. Knowledge shows significant association with Age (0.040) and Year of Study (0.019). Attitude about assertive behaviour shows significant association with Stream of Study (0.013) and Parent's income (0.029).

CONCLUSION

During this study it was observed that all adolescents in junior college are very conscious and interested to learn regarding assertive behaviour. The study showed that structured teaching programme on knowledge regarding assertive behaviour among adolescents studying in selected junior colleges of urban area was effective. The study concluded that there is no significant correlation between knowledge and attitude regarding assertive behavior among adolescents studying in selected junior colleges.

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