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# EFFECTIVENESS OF TRAINING PROGRAM ON THINKING SKILLS AMONG ADOLESCENT GIRLS

Nursing

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## ABSTRACT

**Objectives :** Assess the level of thinking skills of adolescent girls before and after training programme. Find out association between thinking skills and selected demographic variables.

**Methods:** Experimental -Pre-test post test control group design was adopted for the study. The study was conducted in selected schools. Sample size was 40 adolescent girls in the experimental group and 38 adolescent girls in the control group. collected data were analysed by descriptive and inferential statistics.

**Summary:** Among the adolescent girls 48(61.5%) were having poor thinking skills,23(29.5%) were having average thinking skills and 7( 9%) were having good thinking skills. There was a significant difference in the mean scores of pre test thinking skills with that of post test thinking skills. ($p<0.001$).There was a significant association between number of siblings and thinking skills($P<0.05$).There was no association between other variables.

## KEYWORDS

Adolescent girls, thinking skills

Adolescence is the most critical period in the life cycle of every person,. As teenagers approach maturity, they must develop and apply the skills and habits. Decision making is an important skill to teach to children of all ages, because parents want children to grow up to be independent, responsible, happy adults. Decision making skills should start early with giving young children small choices between two options.

As children become teenagers, they come across problems they need to solve by themselves. Problem solving skills are essential to be able to navigate the complex teenage years, and will be needed throughout life. We all have to solve problems every day, in work and social situations. Adolescent should develop problem-solving skills and strategies that he can use on his own.

Critical thinking encompassed the combined abilities of logical reasoning and creative thought required for citizens to successfully execute self- governance Improved thinking skills should, in turn, lead to a greater likelihood of acquiring formal operational thought and also generalize to improved performance on standardized ability tests.

Creative thinking means thinking about new things or thinking in new ways. Some people are naturally more creative than others, but creative thinking can be strengthened with practice. Creative people can devise new ways to carry out tasks, solve problems, and meet challenges.

Sherri N. McCarthy-Tucker conducted a study to test thinking skills, 190 adolescents enrolled in a multicultural urban school were assigned to one of three conditions. All students were pre-tested a test designed for the study to measure understanding of formal logic and a Likert-type scale to assess self-perception of thinking. One group received instruction in logic. The second group received instruction from a critical thinking curriculum. The third group served as control, receiving standard subject-area instruction only. After four months of instruction, all tests were re administered. Students instructed in logic performed significantly better on all measures than either of the other groups. This suggests formal logic instruction may improve adolescents' thinking skills.

The way of thinking may limit their ability to assess situations, risks, and future consequences. As a result, they may engage in risky behaviors. According to developmental theory, lack of exposure to logic during adolescence may account in poor thinking skills. So the investigator has made a attempt to assess the thinking skills and to educate on improving the thinking skills of the adolescent girls.

### Statement of the problem

A Study to assess the effect of training program on thinking skills among adolescent girls in selected schools

### Objectives of the study

1. Assess the level of skills of adolescent girls on decision making, problem solving, creative thinking and critical thinking before and after training programme.
2. Find out association between thinking skills and selected demographic variables.

### Hypotheses

H1. There will be significant difference in the mean decision making scores between the adolescent girls who underdone training and those who do not.

H2 There will be significant difference in the mean problem solving scores between the adolescent girls who underdone training and those who do not.

H3. There will be significant difference in the mean critical thinking scores between the adolescent girls who underdone training and those who do not.

H4. There will be significant difference in the mean creative thinking scores between the adolescent girls who underdone training and those who do not.

### METHODS

**Research design:-** Experimental Pretest posttest control group design was adopted for the study.

**Setting:-** The study was conducted in selected schools of kanyakumari district.

**Population:-** The target population of this study were adolescent girls in the age group 12-14 years studying in the schools of kanyakumari district.

**Sampling technique:-** Random sampling

**Sample size:-** 40 adolescent girls in the experimental group& 38 adolescent girls in the control group

**Data collection method:-** Formal permission from heads of the school and the informed consent from students and parents were obtained.

Back ground variables were collected from the students. Rating scale on decision making, problem solving, creative thinking and critical thinking were used to collect the pre test data. Training on thinking skills was given to the experimental group. Training was given with lecture cum discussion with activity based teaching. Each skill was assessed and the teaching was conducted for 25 minutes separately.After four weeks post test was conducted using the same tool for the experimental and control group.

**Data analysis**

Data were analysed by descriptive and inferential statistics. Descriptive statistics (frequency, percentage, mean and standard deviation) ,paired t test was used to assess the effectiveness of training program on thinking skills and inferential statistics chi square was used to find out the association between thinking skills and demographic variables.

**DATA ANALYSIS AND INTERPRETATION**

The findings are arranged in the following sections

i. Distribution of demographic variables

**Table.1.Distribution of adolescent girls according to demographic variables (N=78)**

| Demographic variables | Experimental (n=40) | | Control n=38 | |
|---|---|---|---|---|
| | f | % | f | % |
| **Age (in years)** | | | | |
| **12** | 12 | 15.38 | 11 | 14.10 |
| **13** | 16 | 20.52 | 14 | 17.95 |
| **14** | 12 | 15.38 | 13 | 16.67 |
| **Religion** | | | | |
| **Hindu** | 15 | 19.23 | 20 | 25.65 |
| **Christian** | 20 | 25.65 | 14 | 17.94 |
| **Muslim** | 5 | 6.41 | 4 | 5.12 |
| **Educational status of the father** | | | | |
| **Primary** | 2 | 2.56 | 3 | 3.84 |
| **High school** | 19 | 24.37 | 20 | 25.65 |
| **Higher secondary** | 13 | 16.67 | 12 | 15.39 |
| **Graduate** | 3 | 3.84 | 2 | 2.56 |
| **Post graduate** | 3 | 3.84 | 1 | 1.28 |
| **Educational status of the mother** | | | | |
| **Primary** | 2 | 2.56 | 3 | 3.84 |
| **High school** | 20 | 25.65 | 21 | 26.94 |
| **Higher secondary** | 11 | 14.11 | 10 | 12.82 |
| **Graduate** | 4 | 5.12 | 2 | 2.56 |
| **Post graduate** | 3 | 3.84 | 2 | 2.56 |
| **Occupation of the father** | | | | |
| **Private employee** | 17 | 21.80 | 19 | 24.36 |
| **Government employee** | 2 | 2.56 | 1 | 1.28 |
| **Self employed** | 18 | 23.08 | 16 | 20.52 |
| **unemployed** | 1 | 1.28 | 1 | 1.28 |
| **others** | 2 | 2.56 | 1 | 1.28 |
| **Occupation of the mother** | | | | |
| **Private employee** | 11 | 14.10 | 12 | 15.38 |
| **Government employee** | 1 | 1.28 | 2 | 2.56 |
| **Self employed** | 4 | 5.12 | 3 | 3.85 |
| **unemployed** | 22 | 28.21 | 20 | 25.64 |
| **others** | 2 | 2.56 | 1 | 1.28 |
| **Siblings** | | | | |
| **0** | 8 | 10.25 | 7 | 8.95 |
| **1** | 28 | 35.89 | 25 | 32.05 |
| **2** | 2 | 2.56 | 4 | 5.12 |
| **3** | 2 | 2.56 | 2 | 2.56 |

ii. Distribution of thinking skills before and after intervention

**Table 2. Mean,Standard deviation and paired t valuesof thinking skills before and after intervention (N=40)**

| S. no | Thinking skills | Pretest mean | Standard deviation | Post test mean | Standard deviation | Paired t test value | P value |
|---|---|---|---|---|---|---|---|
| **1.** | Decision making | 17.30 | 1.33 | 22.34 | 1.34 | 52.91*** | 0.000 |
| **2.** | Problem solving | 13.63 | 1.41 | 21.38 | 1.43 | 36.20 *** | 0.000 |
| **3.** | Creative thinking | 16.28 | 1.37 | 23.02 | 1.38 | 26.89*** | 0.000 |
| **4.** | Critical thinking | 11.25 | 1.59 | 17.5 | 2.01 | 18.55*** | 0.000 |

P***<0.001

iii) Association of demographic variables with thinking skills

There was a significant association between number of siblings and thinking skills(chi square value 12.99 P<0.05).There was no association between other variables.

**Results**

Among the adolescent girls were 48(61.5%) were having poor thinking skills, 23(29.5%) were having average thinking skills and 7( 9%) were having good thinking skills.There was a significant difference in the mean scores of pre test thinking skills with that of post test thinking skills.(p<0.001).There was a significant association between number of siblings and thinking skills(chi square value 12.99 P<0.05).There was no association between other variables.

**Conclusion**

Thinking skills are necessary tools in a society. Thinking and planning skills are vital. The result indicated that more students were having poor and average thinking skills,training on thinking skills was given and it was found to be effective. Through life skills training and scientific guidance, we can improve the skills of adolescents and thus we can lead them towards a very successful future life.

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