



A Study To Evaluate The Effectiveness Of Assertiveness Training On Social Anxiety Among Adolescent Girls In Selected High Schools

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ABSTRACT

Background: This study aims to investigate the effectiveness of assertiveness training in reducing social anxiety among adolescent girls in selected high schools. The specific objectives are:

1. To determine the prevalence of social anxiety among adolescent girls.
2. To compare pre-test and post-test levels of social anxiety in study and control groups.
3. To assess the effectiveness of assertiveness training in reducing social anxiety among adolescent girls in the study group.

Methodology: This study employed a quantitative evaluative approach, utilizing a quasi-experimental research design with a non-equivalent control group pre-test and post-test framework. This design allowed for the assessment of the effectiveness of assertiveness training on social anxiety among adolescent girls.

Results: The prevalence of social anxiety among adolescent females within the experimental cohort indicated that 30 (54%) participants exhibited symptoms of social anxiety. In contrast, the control group revealed that 30 (46%) adolescent females also presented with social anxiety. Following the post-assessment, it was determined that within the experimental group, 110 (72.37%) participants reported the absence of social anxiety, 26 (17.1%) exhibited mild social anxiety, 12 (7.9%) experienced moderate social anxiety, and 4 (2.63%) displayed severe social anxiety. Conversely, in the control group, 99 (61.87%) reported mild social anxiety, 39 (24.37%) experienced moderate social anxiety, 17 (10.63%) indicated severe social anxiety, and 5 (3.13%) exhibited very severe social anxiety.

With regard to the pre-test and post-test levels of social anxiety among adolescent females, the mean score reflecting the level of social anxiety in the experimental group was recorded at 63.49 during the pre-test and subsequently decreased to 58.11 in the post-test. The calculated paired 't' value was found to be 16.405*, which holds statistical significance at $p < 0.05$.

Conclusion: The study concluded that social anxiety is a significant issue among adolescent girls, particularly after the age of 12, with many developing social anxiety during this critical period of adolescence.

Keywords: Effectiveness, Assertiveness training, Social anxiety, Adolescent girls, High schools.

INTRODUCTION

Adolescence is a transitional phase between childhood and adulthood, typically spanning the ages of 13 to 18. During this period, young people undergo significant physical, emotional, and social changes as they prepare for adult roles. Adolescence involves multiple transitions, including changes in education, training, employment, and living circumstances. While it's normal to feel nervous or self-conscious in certain situations, social anxiety disorder is a more serious condition. It's characterized by an intense fear of embarrassment or judgment, which can lead to avoidance of social situations. Many adolescents experience anxiety in academic and social settings.

The 21st century is marked by rapid changes and increasing stress, contributing to a rise in psychological disorders. Anxiety is a prevalent issue, particularly in the context of social communication. Social phobia, also known as social anxiety disorder, is a common anxiety disorder that affects millions of people worldwide. In the United States alone, over 23 million people are affected by social phobia each year, and it's estimated that one in four individuals will experience anxiety at some point in their lives.

METHODOLOGY

This study employed a quantitative research approach to investigate the research questions. The research design served as the overall framework for collecting and analyzing data to test the hypothesis. Specifically, a quasi-experimental non-equivalent pre-test post-test control group design was adopted. This design can be represented symbolically as follows: Where:

O1 = Pre-test

O2 = Post-test

X = Intervention or treatment

This design allows researchers to compare the outcomes between the experimental and control groups, while controlling for some extraneous variables.

Figure -2 –Schematic Representation of Research Design.

GROUP	PRE TEST	INTERVENTION	POST TEST
STUDY GROUP	O ₁	X (Assertiveness Training)	O ₂
CONTROL	O ₁	-----	O ₂

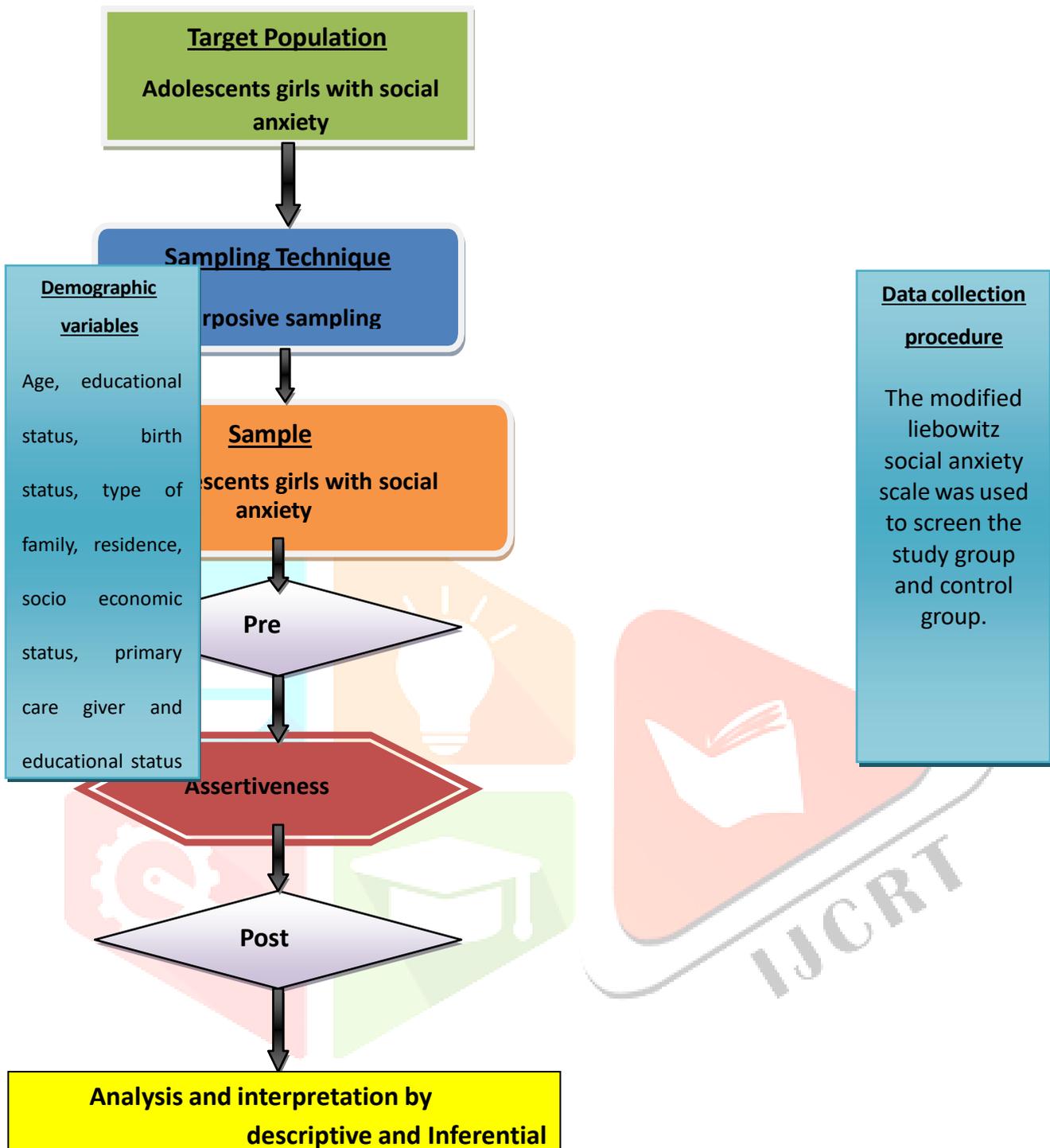
This study investigated the effect of assertiveness training on social anxiety levels among adolescent girls. The independent variable was assertiveness training, while the dependent variable was the level of social anxiety. The study was conducted at Harsha International Public School in Bangalore, India, and focused on adolescent girls aged 12-15 years.

The sample consisted of 60 adolescent girls, divided into a study group (n=30) and a control group (n=30). Purposive sampling was used to select participants who met the inclusion and exclusion criteria. A structured questionnaire and the Modified Liebowitz Social Anxiety Scale were used to collect data.

Data collection took place over a month, from February 24, 2021, to March 24, 2021. The study group received assertiveness training, which was conducted in small groups of 15-20 members. A post-test was administered at the end of the fourth week of intervention for both groups.

Data analysis used descriptive and inferential statistics, including mean, standard deviation, chi-square, paired t-test, and unpaired t-test.

Figure -3 –Schematic Representation of Research study



RESULT- The data is organized into four sections, aligned with the study's objectives and hypotheses.

Section A - Prevalence of social anxiety among adolescent girls

Section B - Distribution of samples according to demographic variables in both study and control groups

Section C - 1. Pre-intervention social anxiety levels among adolescent girls in the study group

2. Post-intervention social anxiety levels among adolescent girls in the study group

Section D - Hypothesis testing, including:

1. Comparison of pre-test and post-test social anxiety levels within and between groups
2. Comparison of post-test social anxiety levels between study and control groups
3. Association between post-test social anxiety levels and selected demographic variables

Section A

Prevalence of Social Anxiety among Adolescent Girls Table-1: Frequency and percentage of prevalence of social anxiety among adolescent girls N =60(30+30)

Level of social anxiety	Frequency(f)	Percentage (%)
Study group	30	54
Control group	30	46

Table-1: shows that in study group, 30(54%) adolescent girls had social anxiety. In control group, 30 (46%) adolescent girls had social anxiety.

Section B

Distribution of Samples According to the Demographic Variables of the Social Anxiety Adolescent Girls in Study Group and Control Group

Table-2: Frequency and percentage distribution of adolescent girls with social anxiety according to the demographic variables in study group and control group

n=60(30+30)

S.No	Demographic variables	Study Group		Control Group	
		No	%	No	%
1	Age in years				
	a) 12	12	40.00	12	40.00
	b) 13	1	3.33	3	10.00
	c) 14 -15	17	56.67	15	50.00
2	Educational status				
	a) 7 th std	4	13.33	0	0
	b) 8 th std	5	16.67	5	16.67
	c) 9 th std	21	70	21	70
	d) 10 th std	0	0	4	13.33
3	Birth status				
	a) First	10	33.33	6	20.00
	b) Second	14	46.67	12	40.00
	c) Third	6	20.00	7	23.33
	d) More than three	0	0.00	5	16.67
4	Family Type				
	a) Joint family	10	33.33	9	30.00
	b) Nuclear family	20	66.67	21	70.00
5	Place of Residence				
	a) Urban	8	26.67	17	56.67
	b) Rural	22	73.33	13	43.33
6	Socio economic status				
	a) Good	6	20	05	16.67

	b) Average	16	53.33	16	53.33
	c) Poor	8	26.67	09	30
7	Primary Care Giver				
	a) Parents	16	53.33	15	50.00
	b) Grand parents	11	36.67	13	43.33
	c) Guardian	3	10.00	2	6.67
8	Educational status- Father				
	a) High school	7	23.33	08	26.67
	b) Higher secondary	14	46.67	16	53.33
	c) Graduate	09	30	06	20
9	Educational status- Mother				
	a) High school	8	26.67	4	13.33
	b) Higher secondary	19	63.33	20	66.67
	c) Graduate	3	10	6	20

TABLE -B This table shows that.....

Age

- Study group: 40% (n=12) were 12 years old, 3.33% (n=1) were 13 years old, and 56.67% (n=17) were 14-15 years old.
- Control group: 40% (n=12) were 12 years old, 10% (n=3) were 13 years old, and 50% (n=15) were 14-15 years old.

Education

- Study group: 70% (n=21) were in 9th standard.
- Control group: 70% (n=21) were in 9th standard.

Birth Order

- Study group: 46.67% (n=14) were second in birth order.
- Control group: 40% (n=12) were second in birth order.

Family Type

- Study group: 66.67% (n=20) belonged to nuclear families.
- Control group: 70% (n=21) belonged to nuclear families.

Residence

- Study group: 73.33% (n=22) were from rural areas.
- Control group: 56.67% (n=17) were from urban areas.

Economic Status

- Study group: 53.33% (n=16) had average economic status.
- Control group: 53.33% (n=16) had average economic status.

Primary Caregiver

- Study group: 53.33% (n=16) had parents as primary caregivers.
- Control group: 50% (n=15) had parents as primary caregivers.

Parental Education

- Study group:
 - Father's education: 46.67% (n=14) had higher secondary education.
 - Mother's education: 63.33% (n=19) had higher secondary education.
- Control group:
 - Father's education: 53.33% (n=16) had higher secondary education.
 - Mother's education: 66.67% (n=20) had higher secondary education.

Section C

Distribution of Adolescent Girls in Study Group According To the Level of Social Anxiety before Intervention

Table-3: Frequency and percentage distribution of adolescent girls according to the level of social anxiety in study group and control group before intervention
n=60(30+30)

S.No	Level of Social anxiety	Study group		Control group	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
1	No social anxiety	0	0	0	0
2	Mild social anxiety	96	63.16	93	58.13
3	Moderate social anxiety	35	23.03	38	23.75
4	Severe social anxiety	15	9.87	19	11.87
5	Very severe social anxiety	6	3.94	10	6.25

Table-3: shows, during post-test, in study group 110(72.37%) had no social anxiety, 26(17.1%) had mild social anxiety, 12(7.9%) had moderate social anxiety and 4(2.63%) had severe social anxiety. In control group, 99(61.87%) had mild social anxiety, 39(24.37%) had moderate social anxiety and 17(10.63%) had severe social anxiety and 5(3.13%) had very severe social anxiety.

Section D

1. Comparison of Pre-Test and Post-Test Level Of Social Anxiety among Adolescent Girls in Study Group and Control Group

Table-5: Mean, standard deviation and paired 't' value on pre and post-test level of social anxiety among adolescent girls in study group and control group
n=60(30+30)

S.No	Group	Mean	SD	Mean difference	Df	Paired 't' value
1	Study group					
	Pre test	63.49	10.47	5.38	151	16.405*
	Post test	58.11	9.76			
2	Control group					
	Pre test	65.58	11.99	0.15	159	1.349
	Post test	65.43	12.07			

Table value t=1.69, *Significant at p<0.05 level.

Table-5: shows, the mean score on level of social anxiety among adolescent girls in study group was 63.49 in pre-test and 58.11 in post-test. The estimated paired 't' value was 16.405* which is significant at p<0.05. It shows that assertiveness training was effective in reducing the level of social anxiety among adolescent girls. Hence the research hypothesis (H₁) was accepted.

In control group the mean score on level of social anxiety among adolescent girls was 65.58 in pre-test and 65.43 in post-test. The estimated paired 't' value was 1.349 which is non-significant at p<0.05.

Comparison of Post-Test Level of Social Anxiety among Adolescent Girls in Study Group and Control Group

Table-6:0 Mean, standard deviation and unpaired 't' value on level of social anxiety among adolescent girls in study group and control group after intervention
n=60(30+30)

S.No	Group	Mean	SD	Mean difference	Df	Unpaired 't' value
1	Study group	58.11	9.76	7.32	310	5.876*
2	Control group	65.43	12.07			

Table value $t=1.96$, *Significant at $p<0.05$ level.

Table-6: shows, the mean score on level of social anxiety among adolescent girls in study group was 58.11 ± 9.76 and in control group was 65.43 ± 12.07 . The estimated unpaired 't' value was 5.876^* which is significant at $p<0.05$. It shows that assertiveness training was effective in reducing the level of social anxiety among adolescent girls. Hence, the research hypothesis (H_1) was accepted.

3. Association between the Post-Test Level of Social Anxiety among Adolescent Girls in Study Group and Control Group with Selected Demographic Variables

Table-7: Association between the post-test level of social anxiety among adolescent girls with their selected demographic variables in study group and control group
n=60(30+30)

S.No	Demographic variables	Study group			Control group		
		Df	χ^2	Table value	df	χ^2	Table value
1	Age	12	6.25	21.03	12	2.32	21.03
2	Educational status	12	6.25	21.03	12	2.32	21.03
3	Birth status	12	17.35	21.03	12	6.19	21.03
4	Type of family	12	8.04	21.03	12	12.2	21.03
5	Residence	4	3.03	9.49	4	2.92	9.49
6	Socio economic status	12	7.73	21.03	12	10.4 4	21.03
7	Primary care giver	8	5.19	15.51	8	9.92	15.51
8	Educational status of father	16	19.28	26.3	16	5.41	26.3
9	Educational status of mother	16	14.31	26.3	16	13.1 7	26.3

Table-7 - The analysis revealed no significant association between post-test social anxiety levels and demographic variables in both study and control groups. The chi-square values for various demographic variables, such as age, educational status, birth status, type of family, residence, primary caregiver, and parental educational status, were below the critical table values.

Study Group Results- The chi-square values for the study group were:

Age: 6.25 (df=12, table value=21.03), Educational status: 6.25 (df=12, table value=21.03), Birth status: 17.35 (df=12, table value=21.03), Type of family: 8.04 (df=12, table value=21.03), Residence: 3.03 (df=4, table value=9.49), Socioeconomic status: 7.73 (df=12, table value=21.03), Primary caregiver: 5.19 (df=8, table value=15.51), educational status: 19.28 (df=16, table value=26.3), Mother's educational status: 14.31 (df=16, table value=26.3)

Control Group Results- The chi-square values for the control group were:

- Age: 2.32 (df=12, table value=21.03), Educational status: 2.32 (df=12, table value=21.03), Birth status: 6.19 (df=12, table value=21.03), Type of family: 12.2 (df=12, table value=21.03), Residence: 2.92 (df=4, table value=9.49), Socioeconomic status: 10.44 (df=12, table value=21.03), Primary caregiver: 9.92 (df=8, table value=15.51), Father's educational status: 5.41 (df=16, table value=26.3), Mother's educational status: 13.17 (df=16, table value=26.3)

Conclusion

This present study concluded that that most adolescent girls experience social anxiety, which can be effectively reduced through assertiveness training. The researcher recommends prioritizing assertiveness training to alleviate social anxiety in adolescent girls.

Implications- The study's findings have implications for:

Nursing Service

- Nurses should understand social anxiety in adolescent girls and promote assertiveness training.

Nursing Education

- Nurse educators should be knowledgeable about assertiveness training and provide adequate training to students.

Nursing Administration

- Nurses should lead public health awareness campaigns and establish policies supporting assertiveness training.

Nursing Research

- Further research is needed to explore innovative methods for reducing social anxiety.

Limitations- The study faced challenges due to limited research on assertiveness training for social anxiety in adolescent girls.

Recommendations- Future studies can:

- Increase sample size
- Focus on college students or orphan girls
- Explore assertiveness training's effectiveness in various settings.