



Effectiveness of teaching module on selected life skill approaches in promoting self esteem of the school going adolescent girls in Puducherry, India

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Abstract

Adolescent girls are unique in their personality who perceives fluctuating and unstable self-esteem especially in their early adolescent stage of development. They struggle to maintain positive values and principles in turn are confident to plan futuristic goals. A study was conducted on 358 adolescent girls to evaluate the effectiveness of the teaching module using self administered questionnaire followed with teaching module to enhance the self-esteem. The significant differences in the findings revealed the effectiveness of the module.

Keywords: Adolescent, Self-esteem, Life skills.

Introduction

Life is undergoing significant changes in the 21st century. Among the most affected are the adolescents. The behavioral pattern followed by the adolescents, during adolescence will last for the entire lifetime. They influence the health and the wellbeing of any adolescent.

Human development is a recapitulation of human evolution. It is the period, capable of changing the course of their lives. Behavior is a function of the life with awareness of the environment. The environmental influences and the related problems are responsible for making up the adolescent girl's emotional instability, value conflicts, hostility and changes in ideology.

Self-esteem plays a major and a significant role in understanding the adolescence as a whole and especially the girls in their earlier stages. Nothing is more important for her psychological development and motivation for life achievement than her perception or estimation about herself.

It is beyond what an adolescent girl thinks about her- self which is ultimately her perception, thought, emotion, attitude towards the society and family desires, values and goals about her life. Self-esteem is decided by her own self-confidence and self-respect she feels about herself.

Adolescence is a period of stress and storm, and confusion on "No more a child and cannot be included to an adult with more responsibilities and least authority". In Indian context adolescent girls are not given much important for any decision

making which in turn lowers the self- esteem. Lower the self-esteem higher the dissatisfaction, self-rejection and contempt. The gap between the real self and the ideal self decides the self-esteem. Coping with the emerging problems of the society and the self affects the self-esteem. It discourages to communicate with parents, peers, teachers and the significant others for the advice because they easily get embraced.

We are born "to succeed not to fail" is a motivating factor for the low self-concept individuals. It guides the self as actual self, ought self and ideal self. Nobody is perfect in coping but with some degree of self-discrepancy, better coping may be obtained. Self-esteem is a personal adjustment and if not, that leads to a low level of self-esteem to girls than the boys.

Life skills can influence the way we feel about ourselves and the way others perceive us. Individuals can have the courage to face the conflicts and are able to solve them without stress. Today every activity in life includes negotiation and adjustment.

Life skills help to develop effective negotiation skills for personal as well as social interests. Risk situations are also very common in this competitive world. Life skills promote and protect the life and health of human beings in risk situations especially for the girls.

Life skills helps the adolescent girls to use better language and to be assertive in their communication which helps them to build a better inter personal relationship to think critically and creatively to behave in a situation with an epithetical touch. All these life skills help her to understand fully (that is self-awareness).

Statement of the problem: A study to evaluate the effectiveness of structured teaching module on selected Life Skills in promoting Self esteem of the school going adolescent girls in Puducherry.

Objectives: i. To assess the level of self-esteem of the school going adolescent girls. ii. To evaluate the effectiveness of the teaching module on selected life skills. iii. To associate self-esteem, with selected socio-demographic variables (Type of school, medium of instruction, and parental education).

Hypotheses: i. There will be a significant difference between pre and post test level of perceived self-esteem among the adolescent girls. After receiving the life skill approaches module, ii. There will be significant difference between pre and post test level of perceived self-esteem among the adolescent girls related to the domain of personal self-esteem. iii. There will be significant difference between pre and post test level of perceived self-esteem among the adolescent girls related to the domain of Family self-esteem. iv. There will be significant difference between pre and post test level of perceived self-esteem among the adolescent girls related to the domain of Social self-esteem. v. There will be significant difference between pre and post test level of perceived self-esteem among the adolescent girls related to the domain of Self-Concept self-esteem.

Methodology

Quantitative research approach was chosen as an appropriate research approach and one group pre and post test experimental design was adopted for the study. The independent variable was Teaching Module on (self-awareness) Self-esteem using life skill approaches and the dependent variables in this study are self-esteem in various domains such as Personal, Family, Social and Self-concept. All the adolescent girls of 9th standard in Government and private schools at Puducherry are the population of the study. The sample consists of school going adolescent girls who were fulfilling inclusion and exclusion criteria from the selected Government and Private schools. The subjects were selected from the girls' high schools, and the higher secondary schools. The size of the sample was 358 adolescent girls. To select the subjects and the schools simple random (lottery) sampling method was used. To select the schools stratified sampling method was used. Sampling frame was made with the list of students. Ninth standard adolescent girls in the age group of 13-15 years, Girls studying in Tamil and English medium schools, and Girls willing to give informed consent to participate in the study and physically and psychologically disturbed girls, Girls already equipped with knowledge by such programmes and Girls living with pathological parents were excluded.

The subjects were selected by simple random sampling (lottery method) technique. From the education department scientific committee and ethical committee clearance was obtained. The

research committee stated that, "the student would not be put into any invasive procedure, student would get benefits from the study, and no students would be deprived of the interventional programmes. Informed consent was obtained from the students, teachers and parents.

The instrument used for data collection was socio demographic data sheet which includes the base line data of the subjects as Name, age, parental details type of school, instructional medium subject's academic performance etc, and Rajini's self esteem scale a standardized one used by many research scholars at many Indian settings to measure the self-esteem. The scale consisted of 80 statements in a five-point rating scale system. There are 41 positive items and 39 negative items with reverse scoring. The scale was categorized into four domains as personal, family, social and self-concept in the self-esteem. Content validity of the tool was obtained from the experts in the fields of psychology, nursing and Medicine. The data collected were grouped and analyzed. The findings were grouped in different tables.

Results and discussion

A total of 358 subjects were selected for the study by simple random sampling technique from four Government and four Private schools. Pretest was administered. Self-esteem was assessed by using Rajini's scale. Six interventional sessions were given (participating activity teaching module using life skill approaches). After the third intervention mother's meeting was organized, and they were taught about rearing techniques of their adolescent daughters. Parental tips were given as handouts in Tamil (local language) regarding healthy rearing practices. The teachers were given special tips to identify the problems and to manage the adolescent girls. Followed the intervention, posttest was administered.

The objective one of the study was: "To assess the level of self-esteem of the school going adolescent girls". Self esteem is one of the targets in life skills. There are four domains, such as personal, family, social and self-concept in the self-esteem. In the pretest the subjects obtained moderate level of self-esteem in all the four domains. None of them scored high or very high self-esteem score in pretest.

Intervention on life skill approaches increased the self-esteem to high and very high level from very low, low and moderated level of self-esteem. There was a significant change in all the domains of self-esteem. The findings of this study were consistent with the study findings of social support and self-esteem in the life satisfaction where social support has significant effect on self-esteem¹.

Adolescent suffers from self-esteem especially in the stages of adolescent period they struggle for their increase in their self-concept. Social support increases their self-esteem. It is consistently high in elementary school and steeply declines to

junior high school and thereafter². It also gradually grows from adolescent as they grow to adulthood attains the highest level by the age of 50 and gradually declines through older adult³. Self-esteem is directly proportionate to positive relationship and life satisfaction additionally parental support is strongly related to self-esteem⁴. Adolescent self-esteem strong effect on parental

support is strongly related to self-esteem. Parental behaviour as parental support, granting autonomy, and participation, but - self-worth, self efficacy and self-esteem does not have any relationship. Girls are strongly affected by the parental support and participation⁵⁻⁷.

Table-1: Base line data distribution of socio-demographic variables of the subjects.

Variables		Type	Frequency	Percentage
Age		13 years	294	82.1
		14 years	64	17.9
Type of School		Government	173	48.3
		Private	185	51.7
Medium of Instruction		English	270	75.4
		Tamil	88	24.6
Father	Education	Illiterate	35	9.8
		High school	212	59.2
		U.G	49	13.7
		P.G	62	17.3
	Occupation	No Work	20	5.6
		Government	83	23.2
		Private	61	17
		Others	193	53.9
		Coolie	1	0.3
	Income	No income	20	5.6
		1000-5000	180	50.3
		5001-10000	65	18.
		>10000	93	26
Mother	Education	Illiterate	24	6.7
		High school	182	50.8
		U.G	88	24.6
		P.G	59	16.5
	Occupation	Government	24	6.7
		Private	20	5.6
		Others	47	13.1
		Home Maker	267	74.6
	Income	<1000	242	68.5
		1000-5000	48	13.4
		5001-10000	20	5.6
		>10000	7	2
		No Income	41	11.5

Table-2: Comparison of pre and posttest mean score of the subjects on self-esteem and the domains (n=358).

Variables	Pre test	Post Test	Mean	S.D	t	P Value	Remark
Self-esteem	181.06	363.84	24.45	22.94	102.95	<0.001	Significant
Personal Self-esteem	44.78	90.54	6.49	6.80	95.35	<0.001	Significant
family self-esteem	44.96	91.422	7.50	5.57	93.94	<0.001	Significant
social self-esteem	45.65	90.96	7.16	5.91	91.74	<0.001	Significant
self-concept	44.75	90.60	6.79	6.87	91.33	<0.001	Significant

Table-3: Mean and standard deviation of the subjects 'self-esteem by the type of school (n=358).

Self-esteem	Type of school	Mean	S.D	U value	P value	Remark
Personal	Government	44.09	6.11	14039	< 0.045	Significant
	Private	45.43	6.77			
Family	Government	43..23	7.77	11844	<0.001	Significant
	Private	46.58	6.89			
Social	Government	44.64	6.89	13529	0.011	Significant
	Private	46.59.	7.31			
Self-concept	Government	43.49	6.61	12776	<0.001	Significant
	Private	45.95	6.76			

Table-4: Mean and standard deviation of the subjects' self-esteem by medium of instruction (n=358).

Self-esteem	Medium	Mean	S.D	U	p value	Remark
Personal	Tamil	42.72	6.89	15141	<0.001	Significant
	English	45.45	6.23			
Family	Tamil	42.23	7.97	15030	<0.001	Significant
	English	45.86	7.14			
Social	Tamil	44.09	8.03	13894	<0.001	Significant
	English	46.15	6.80			
Self-concept	Tamil	42.94	7.21	14312	<0.001	Significant
	English	45.35	6.55			

Table-5: Distribution of the subjects self-esteem based on educational status of the parents (n=358).

Father				Mother		
Domains	Kruskal-Wallis	P-value	Remark	Kruskal-Wallis	P-value	Remark
Personal	2.444	<0.486	Not significant	7.910	<0.048	Significant
Family	3.084	<0.379	Not significant	10.242	<.017	Significant
Social	0.780	<0.854	Not significant	7.245	<0.064	Not Significant
Self-Concept	2.748	<0.432	Not significant	14.331	<0.002	Significant

The study’s second objective was to evaluate the effectiveness of the teaching module on selected life skills.

The life skills are generic skills used to enhance the ability of the adolescent girls. It is used in all the areas to empower the school going adolescent girls. There are ten such generic skills used to bring out the abilities hidden in the adolescent girl. Participatory activity approaches are the method used to make the adolescent girls more effective.

The effectiveness of the programme was proved by the significant difference between pre and post test level of self-esteem of the study. Similar enhancement was noticed by the difference between post and pre test mean score of self-esteem in the domains such as personal, family, social and self-concept. The differences were statistically significant at $P < 0.001$ level.

The findings were consistent with the studies that contributory life skills are complementary constructs of self-esteem and self-perceived development of competency and coping. Life skills and self-esteem develop sequentially or simultaneously. It was also reported that life skill training significantly improved the self-esteem and there is a change in the level of understanding among the adolescent girls and in respect to physical and family self-esteem. Parental education economic status and the family income are directly related to adolescent girls self-esteem⁸⁻¹⁰. There is a significant change in the perceived self-esteem, and the domains of self-concept, Family, Social and Personal factors. Hence the hypotheses stated in this study are accepted.

The Adolescent girls after receiving teaching module based on life skills approaches will demonstrate significantly a higher level of perceived self-esteem in the posttest. i. There will be significant difference between pre and post test level of perceived self-esteem among the adolescent girls. After receiving the life skill approaches module, ii. There will be significant difference between pre and post test level of perceived self-esteem among the adolescent girls related to the domain of personal self-esteem. iii. There will be significant difference between pre and post test level of perceived self-esteem among the adolescent girls related to the domain of Family self-esteem. iv. There will be significant difference

between pre and post test level of perceived self-esteem among the adolescent girls related to the domain of Social self-esteem. v. There will be significant difference between pre and post test level of perceived self-esteem among the adolescent girls related to the domain of Self-Concept self-esteem.

The objective three of the study was to associate self-esteem with selected socio-demographic variables (Type of school, medium of instruction, and parental education).

The subjects from English medium scored higher level of self-esteem in all the domains than the subjects from Tamil medium. The difference is statistically significant $p < 0.001$ showing an association between medium of instruction and self-esteem.

There is a statistically significant difference in the level of self-esteem of adolescents after Life Skills Training. The training also greatly improved their ability to work effectively in groups to accomplish their goals.

The study findings revealed that the teaching module using life skill approaches was very effective for the adolescent girls. Hence, it is suggested that all schools can adopt the interactive teaching module to promote the perceived level of self-esteem. It will help the adolescent girls to be self-confident and take the problems as a challenge with courage and assertiveness. Comprehensive and systematic approach promotes health of the adolescent girls’ self-esteem. Girls have low self-esteem which decreases with age that can be promoted by providing special attention¹¹⁻¹⁴.

Conclusion

Life skill is an essential skill necessary for adolescence especially for girls. It needs to be included in the curriculum. Nursing administrator need to plan activity based continuing educational programmes for the nursing officers to practice in the clinical settings. To-days adolescent needs to be taught to lead the life successfully. For the happy and prosperous long life without stress and storm life skills are necessary. Teachers need to be trained in life skills and help the school going adolescent and adolescence in general.

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