

# A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING SELF CONCEPT AMONG ADOLESCENT GIRLS

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**Abstract** *Aim of the study to assess the effectiveness of structured teaching programme on knowledge regarding self-concept among adolescent girls in selected schools of Moga, Punjab. A quasi experimental, pretest posttest control group research design was used to conduct study on 60 adolescent girls (30 in experimental and 30 in control group) fulfilling the inclusion criteria by using purposive sampling technique. The result showed that majority of the adolescent girls had average level of knowledge in pretest in experimental group (60%) and in control group (53%). Majority (60%) adolescent girls of experimental group had good level of knowledge in posttest and (53%) adolescent girl of control group had average knowledge. Findings revealed that mean posttest value (23.30) was higher in experimental group than in control group (15.57). Finding of the study shows that the posttest mean knowledge score of adolescent girls regarding self-concept of experimental group was higher than the posttest mean knowledge score of control group at  $p < 0.05$  level. The formulated hypothesis  $H_1$  was retained at  $p < 0.05$ . Hence, it concluded that structured teaching programme regarding self-concept had impact on increasing the knowledge of adolescent girls.*

**Keywords** *Effectiveness, Self-concept, Schools, Structured teaching programme, Adolescent girls,*

## INTRODUCTION

Adolescent girls are very important section of our society as they are our future mothers and homemakers. Adolescents comprise nearly half of the growing period in individual; it involves biological, cognitive and socio-emotional changes. An adolescent who has an adequate self-concept is likely to follow the problem solving approach and tends to be spontaneous, creative, and original and have high self-esteem.

Self-concept is a factual description of how you perceive yourself. The self-concept is derived from self-esteem and self-efficacy. Self-esteem is the regard or respect that a person has for one self. A person with positive feelings regarding the self is said to have high self-esteem. Self-efficacy is a person's belief in their ability to accomplish some specific goal or task. It generally corresponds to the level of competence an individual feels. Competence can vary from one situation to another. People with a good self-esteem and self-efficacy are often able to recognize their limitations without a judgment attached<sup>1</sup>.

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics such as behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction and many others. Self-concept is positively related with adolescent's school achievement. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we relate ourselves to other people and the transpersonal self-concept describes how we relate to the supernatural or unknown<sup>2</sup>.

## NEED FOR THE STUDY

20% of teens are either “rarely” or “never” happy with their body image. 52% feel that the media pressures them to change their body image. 73% of teens feel their appearance affects their body image. 65% of teens are afraid of gaining weight. 44% of teens skip meals as a tactic to losing or controlling weight. 31% of teens have been on a diet in the last six months. 31% of teens have at least one body part on which they would like to get surgery. 56% of teens feel that the media’s advertisements are the main cause of low self-esteem<sup>3</sup>.

Suicidal tendency among adolescents in Chandigarh was more prevalent in females (60.4%) and that most of the patients who attempted self-harm were between 16 and 18 years of age. Students with academic problems and unsupportive environment at home, perceived life as a burden and had higher rates of suicidal thoughts. Adolescents who don’t grow tall like others or girls, who don’t develop the secondary sexual character like others, become negatively conscious. The sense of identity starts developing and children begin to assert it actively. During adolescence, children want to become more independent in taking decisions. When their decisions and choices conflict with social norms, tensions occur. Adolescents these days have to cope with social media, which is often abused by bullies<sup>4</sup>.

## OBJECTIVES

1. To assess the pretest knowledge regarding self concept among adolescent girls.
2. To assess the posttest knowledge regarding self concept among adolescent girls.
3. To compare the pretest and posttest knowledge regarding self concept among adolescent girls.
4. To find out the relationship between knowledge and selected socio demographic variables such as age in years, educational standard, occupation of father, occupation of mother, number of siblings, type of family, dietary pattern, family monthly income in rupees, religion and area of residence.

## HYPOTHESIS

H1: The mean posttest knowledge score regarding self concept will be significantly higher than their mean pretest knowledge score in experimental group.

## MATERIAL AND METHOD

**Research design:** non-randomized control group design

**Research setting:** Study was conducted in two schools (one for experimental group and another for control group)

**Sample size:** 60 adolescent girls (30 in each group)

**Sampling technique:** Purposive sampling technique

**Dependent variable:** Dependent variable was knowledge of adolescent girls regarding self-concept.

**Independent variable:** Independent variable was structured teaching programme regarding self-concept.

**Demographic variables:** Age in years, educational standard, occupation of father, occupation of mother, number of siblings, type of family, dietary pattern, family monthly income in rupees, religion and area of residence.

### Description of the tool

**Part I:** Sample characteristics such as age in years, educational standard, occupation of father, occupation of mother, number of siblings, type of family, dietary pattern, family monthly income in rupees, religion, area of residence.

**Part II:** Structured questionnaire to assess the knowledge regarding self-concept among adolescent girls.

## ETHICAL CONSIDERATIONS

Permission was taken from research and ethical committee of Dr. ShyamLalThapar College of Nursing,

Moga. Written permission was obtained from Principals of both the schools. Written consent was taken from the parents of adolescent girls for their participation in the study. They were also informed about their right to refuse from participation in the study. The adolescent girls were assured that the information given by them will be kept confidential and will be used only for research purpose.

**DATA ANALYSIS AND INTERPRETATION**

**Section I:**

*Table 1 Percentage distribution of sample characteristics (N=60)*

S. No	Characteristics	Experimental		Control		df	$\chi^2$
		n	%	n	%		
<b>1. Age in years</b>							
	a) 12-13	17	57	16	53	2	0.141 <sup>NS</sup>
	b) 14-15	4	13	5	17		
	c) 16-17	9	30	9	30		
<b>2. Educational standard</b>							
	a) 6 <sup>th</sup>	8	26	8	26	4	0.000 <sup>NS</sup>
	b) 7 <sup>th</sup>	8	27	8	27		
	c) 8 <sup>th</sup>	4	13	4	13		
	d) 9 <sup>th</sup>	5	17	5	17		
	e) 10 <sup>th</sup>	5	17	5	17		
<b>3. Occupation of father</b>							
	a) Unemployed	-	-	-	-	2	0.103 <sup>NS</sup>
	b) Farmer	6	20	7	23		
	c) Government job	4	13	4	13		
	d) Private job	20	67	19	64		
<b>4. Occupation of mother</b>							
	a) Homemaker	23	77	24	80	2	0.221 <sup>NS</sup>
	b) Laborer	-	-	-	-		
	c) Government job	4	13	4	13		
	d) Private job	3	10	2	7		
<b>5. Number of siblings</b>							
	a) None	-	-	-	-	2	0.000 <sup>NS</sup>
	b) One	12	40	12	40		
	c) Two	9	30	9	30		
	d) Three and more	9	30	9	30		
<b>6. Type of family</b>							
	a) Nuclear	18	60	16	53	1	0.271 <sup>NS</sup>
	b) Joint	12	40	14	47		
	c) Extended	-	-	-	-		
<b>7. Dietary pattern</b>							
	a) Vegetarian	18	60	18	60	2	0.178 <sup>NS</sup>
	b) Non vegetarian	8	27	7	23		
	c) Eggetarian	4	13	5	17		
<b>8. Family monthly income in rupees</b>							
	a) ≤5000	-	-	-	-	2	0.120 <sup>NS</sup>
	b) 5001-10,000	7	23	6	20		
	c) 10,001-15000	11	37	12	40		
	d) 15,001 and above	12	40	12	40		
<b>9. Religion</b>							
	a) Sikh	24	80	25	83	1	0.111 <sup>NS</sup>
	b) Hindu	6	20	5	17		
	c) Muslim	-	-	-	-		
	d) Christian	-	-	-	-		
<b>10. Area of residence</b>							
	a) Urban	13	43	14	47	1	0.67 <sup>NS</sup>
	b) Rural	17	57	16	53		

The above table shows that in experimental group 17 (57%) adolescent girls were in the age group of 12-13 years, 8(27%) were in 7<sup>th</sup> standard, 20 (67%) fathers were in private job, 23(77%) Mothers were homemakers, 12(40%) had one sibling, 18(60%) had nuclear family, 18(60%) were vegetarian,

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12(40%) had 15001Rs. and above family monthly income, 24(80%) were belongs to Sikh religion and 17(57%) residing in rural areas.

In control group 16 (53%) adolescent girls were in the age group of 12-13 years, 8(27%) were in 7<sup>th</sup> standard, 19 (64%) fathers were in private job, 24(80%) Mothers were homemakers, 12(40%) had one sibling, 16(53%) had nuclear family, 18(60%) were vegetarian, 12(40%) had 15001Rs. and above family monthly income and 10001-15000Rs. respectively, 25(83%) were belongs to Sikh religion and 16(53%) residing in rural areas.

**Section II:**

*Table 2 Frequency and percentage distribution of pretest and posttest knowledge score regarding self concept among adolescent girls in experimental and control group according to level of knowledge.*

Level of Knowledge Score	Pretest		Posttest		Pretest		Posttest	
	n	%	n	%	n	%	n	%
Good	-	-	18	60	-	-	-	-
Average	18	60	12	40	16	53	17	57
Below average	12	40	-	-	14	47	13	43

Table 2 shows that in experimental group maximum number 18 (60%) adolescent girls had average knowledge score and minimum number 12 (40%) adolescent girls had below average knowledge score in pretest. In posttest maximum number 18 (60%) adolescent girls had good knowledge score and minimum number 12 (40%) adolescent girls had average knowledge score.

In control group maximum number 16 (53%) adolescent girls had average knowledge score and minimum number 14 (47%) adolescent girls had below average knowledge score in pretest. In posttest maximum number 17 (57%) adolescent girls had average knowledge score and minimum number 13 (43%) adolescent girls had below average knowledge score.

*Table 3 Hypothesis testing*

*Comparison of mean pretest and posttest knowledge score regarding self concept among adolescent girls in experimental and control group.*

S.No.	Group	Pre test		Post test		"t" Value	df	Table value
		Mean	SD	Mean	SD			
1	Experimental	16.17	2.78	23.30	2.74	9.39*	29	
2	Control	15.37	3.64	15.57	3.16	0.497 <sup>NS</sup>	29	

\*Significant at p<0.001

The above table shows that in experimental group posttest mean score (23.30) and the control group mean score (15.57). The t value is 9.39 which show the Structure teaching programme was effective among adolescent girls in experimental group. Hence the formulated hypothesis H<sub>1</sub> was retained at P<0.001. Hence, it concluded that structured teaching programme regarding self concept had impact on increasing the knowledge of adolescent girls.

**Section III:**

*Table 4 Finding related to the relationship between knowledge and selected socio demographic variables*

Demographic Variables	Experimental				Control				df
	Pretest		Posttest		Pretest		Posttest		
	F value	P value	F value	p value	F value	p value	F value	p value	
Age in years	5.906**	0.007	3.205 <sup>NS</sup>	0.056	2.845 <sup>NS</sup>	0.076	2.816 <sup>NS</sup>	0.077	27
Educational Standard	3.695*	0.17	0.942 <sup>NS</sup>	0.456	3.399*	0.24	7.926**	0.000	25
Occupation of father	0.686 <sup>NS</sup>	0.512	0.331 <sup>NS</sup>	0.721	0.199 <sup>NS</sup>	0.821	0.71 <sup>NS</sup>	0.932	27
Occupation of mother	0.426 <sup>NS</sup>	0.657	2.798 <sup>NS</sup>	0.79	0.819 <sup>NS</sup>	0.452	0.023 <sup>NS</sup>	0.977	27
Number of siblings	1.349 <sup>NS</sup>	0.277	2.009 <sup>NS</sup>	0.154	0.104 <sup>NS</sup>	0.902	0.721 <sup>NS</sup>	0.495	27
Dietary pattern	1.345 <sup>NS</sup>	0.278	1.518 <sup>NS</sup>	0.237	0.295 <sup>NS</sup>	0.747	0.89 <sup>NS</sup>	0.915	27
Family monthly income	5.721*	0.008	1.099 <sup>NS</sup>	0.348	3.852*	0.034	3.546*	0.043	27
<b>Demographic Variables</b>	<b>T</b>		<b>t</b>		<b>t</b>		<b>t</b>		
Type of family	0.51 <sup>NS</sup>		0.21 <sup>NS</sup>		0.21 <sup>NS</sup>		0.46 <sup>NS</sup>		28
Religion	1.12 <sup>NS</sup>		1.97 <sup>NS</sup>		0.64 <sup>NS</sup>		3.16**		28
Area of residence	1.09 <sup>NS</sup>		0.12 <sup>NS</sup>		0.59 <sup>NS</sup>		0.68 <sup>NS</sup>		28

\*=Significant NS= Non-significant

Table 4 shows that corresponding to age, education, and monthly income is less (P<0.05) these three

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demographic variable were found to have significant relationship with pretest score of self-concept and no demographic variable found to have significant relationship with post test score in experimental group.

Table 4 shows that p value corresponding to education, monthly income and religion is less ( $<0.05$ ) these three demographic variable that were found to have significant relationship with posttest score of self-concept and other demographic variable found to have no significant relationship with post test score in control group.

## CONCLUSIONS

From all the above mentioned findings, it can be concluded that the administration of structure teaching program on self-concept was definite increase in the knowledge of adolescent girls. This clearly indicates that the structure teaching program on self-concept was effective in improving the knowledge of adolescent girls.

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