

A study to assess the effectiveness of educational programme on level of assertiveness and self-esteem among students in a selected PU college, Bengaluru

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Abstract

Background of the study: Body image is the mental picture of his or her own body. It significantly influences the way a person thinks and feels about his or her body as a whole, about his functions and about internal and external sensations associated with it. The disturbances in one’s body image may occur with changes in structure or function.. If the person experiences continuous loss in his life, his self-esteem will be low. One of the most significant periods for increased rates of lower assertiveness and self-esteem is the transition from one stage of education to the next. It is estimated that up to a half of adolescents will struggle with low assertiveness and low Self-Esteem, many of these occurs during the early teen years. Assertiveness, self-esteem and a sense of self-worth are vital to feeling happy. When we lose the sense that we are worthy or lovable, it is easy to become depressed in turn leads to low self-esteem and quality of life. The

educational programme aims to increase the level of assertiveness and self-esteem.

Research Methodology: Quasi Experimental – one group pre-test and post -test design was adapted and simple random sampling technique was used to select 60 students as samples in Seshadripuram Independent PU College, Bengaluru. The data was collected using Rathus Assertiveness Schedule and Rosenberg Self-esteem Scale to assess the level of assertiveness and self-esteem among the PU students.

Results: The findings revealed that in pre-test level of assertiveness, 31(51.7%) had nonassertive behaviour and 29(48.3%) had assertive behaviour whereas in post-test 33(55.8%) have assertive behaviour and 27(45.0%) had highly assertive behaviour and revealing the pre-test level of self-esteem, 25(41.7%) had low self-esteem, 26(43.3%) had moderate self-esteem, 9(15.0%) had high self-esteem and in post-test 26(43.3%) had moderate self-esteem and 34(56.7%) had high self-esteem.

Interpretation and Conclusion: The study concluded that the educational programme was effective in improving the level of assertiveness and self-esteem among the PU students.

Keywords: Effectiveness, Assertiveness training, Assertive Behaviour, Self-esteem, PU student.

Introduction

Assertiveness is defined form of behaviour characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view. Self-esteem is defined as the overall evaluation of oneself in either a positive or negative way. Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfactions in marriage and relationships, and criminal behaviour. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and I feel happy about that") or a global extent (for example, "I believe I am a bad person, and I feel bad about myself in general").

One of the most significant periods for increased rates of lower assertiveness and self-esteem is the transition from one stage of education to the next. It is estimated that up to a half of adolescents will struggle with low assertiveness and low Self-Esteem, many of these occurrences during the early teen years. Body image is the mental picture of his or her own body. It significantly influences the way a person thinks and feels about his or her body as a whole, about his functions and about internal and external sensations

associated with it. The disturbances in one's body image may occur with changes in structure or function. Alterations in body image are often experienced as losses. If the person experiences continuous loss in his life, his self-esteem will be low. Assertiveness training aims to increase the number and the variety of situations in which assertiveness and self-esteem is possible and decrease occasions of passive or aggressive behaviors (Hoffman, 1983). Assertiveness is essential about respecting oneself and others. It is about having a basic belief that one's opinions, beliefs, thoughts and feelings are as important as anybody else's. It is same as for other people, too. It is about being in touch with one's own needs and wants. But, it is not about going for what one wants at any cost. To be assertive also means to be able to express one clearly, directly and appropriately. Being assertive means one has the skill to ask for or clearly state what one wants or needs.

The techniques to improve assertiveness are:

- 1) Make an effort to be honest, even when one is in tough situation.
- 2) describe to the other person what one observed or experienced.
- 3) When sharing one's feelings, 'I' statements should be used.
- 4) Be mindful of one's tone of voice.
- 5) Maintain eye contact when talking.
- 6) Allow one self to be confident about one's ability to communicate one's wishes.

Assertiveness, self-esteem and a sense of self-worth are vital to feeling happy. When we lose the sense that we are worthy or lovable, it is easy to become depressed in turn leads to low self-esteem and quality of life. The educational programme aims to increase the level of assertiveness and self-esteem. Teaching assertiveness

could, therefore, boost self-confidence and make a positive change in self-esteem. According to McFaul and Goldsmith, low self-esteem and assertiveness leads to learning disabilities and decreased operating efficiency in students (forecast of 40% probability), while students with high level of assertiveness deal fewer compatibility issues and less loneliness. They are along with more academic self-efficacy. If the proportion of success is equal to or higher than aspirations, the level of self-esteem will rise dramatically. The opposite is possible. Low self-esteem can create havoc on one's life. Low self-esteem can make a person feel awkward and uncomfortable. Any failure at the job because of low self-esteem just serves to reinforce the feeling of worthlessness or self-pity, which perpetuates the unfortunate condition. Relationships can suffer a lot when low self-esteem strikes. Often feelings of mistrust and massive miscommunications can turn a good situation sour, which again, only serves to worsen the condition. Low self-esteem is a major component of depression. It indicates self-rejection and self-hate, which may be a conscious or unconscious process expressed in direct or indirect ways. Having the high self-esteem allows an individual to take advantage of everything life has to offer. The individual with high self-esteem are more resilient to life's difficulty as they are less likely to give in to despair or defeat. People with high self-esteem are better in using criticism to improve themselves. They tend to enjoy more nurturing and supporting relationship and have a good social life. In general, people with high self-esteem are more confident and ambitious. Assertiveness and self-esteem run parallel to each other. Setting boundaries and limits is easier when people are assertive in the beginning of a relationship. Unfortunately, assertiveness isn't always taught when

children are growing up. In south eastern countries like ours, especially girl child are actively discouraged to be assertive in any situation, no matter how significant the impact is. Educational programme on assertiveness and self-esteem helps the individual to self-actualize without abusing the rights of others. It is believed that group-based intervention programs are more beneficial than individual ones especially for adolescents where counseling groups provide an atmosphere of acceptance and safe experimentation for new behaviours. Since peers strongly influence the young adolescent, group counseling enhances the possibility that youths will attempt new behaviors practiced and modeled by their peers and significant others. The members give each other support, encouragement, and feedback.

Materials and Methods

Type of study: The Research Design selected for the present study is Quasi experimental - one group pre-test and post-test design.

Time and place of study: Study was conducted in Sheshadripuram, Independent PU College, Bengaluru in December 2019.

Population and sample of the study: In this study population comprises of students in a selected PU college, Bengaluru.

Data collection tools: In this study, Rathus Assertiveness Schedule and Rosenberg Self-esteem Scale were prepared by researcher.

Data collection process: After obtaining the written permission from the concerning authorities of PU colleges, sesadripuram and informed consent from each sample, the investigator collected the data in following phases.

The data will be collected in following three phases:

Phase I: Pre test was conducted to assess the existing level of assertiveness with the help of Simple Rathus

Assertiveness Schedule and self-esteem with the help of Rosenberg self-esteem-scale among the PU students.

Phase II: Educational programme was given to the students by imparting the knowledge regarding the level of assertiveness and self-esteem using lecture method and AV aids such as, chart, pictures, pamphlets and leaflets for 30-45minutes.

Phase III: Post test was conducted to assess the level of assertiveness with the help of simple Rathus Assertiveness Schedule and self-esteem with the help of Rosenberg self-esteem-scale among the PU students after 1 week of educational programme for the 35 duration of 4 weeks.

Ethical consideration

1. The study was approved by the research committee.
2. Formal permission was obtained from the concerned authorities of Seshadripuram Independent PU College, Bangalore.
3. Informed consent was obtained from the study samples.
4. The subjects were informed that confidentiality of the data will be maintained.
5. The subjects were informed that their participation was on voluntary basis and can withdraw from the study anytime.
6. No ethical issues arose during the study

Data analysis and assessment

The data was carefully collected based on demographic variables and outcomes measures was computerized and analyzed through the following statistical techniques:

Descriptive statistics

1. Frequency and percentage analysis was used to discuss the demographical data of the PU students.

2. Range, mean and standard deviation was used to assess the pre and posttest level of assertiveness and self-esteem of the students.

Inferential statistics

1. The paired t test was used to test the significance of pre-test and post-test mean score regarding level of assertiveness and self-esteem of PU students.
2. The Chi-square test was used to test the significant association between pre-test level of assertiveness and self-esteem among PU students with their selected demographic variables.
3. Karl Pearson correlation test was used to test the significant correlation between the level of assertiveness and self-esteem of students.
4. The MS-WORD and EX-CEL software's was used to generate the tables and graphs.

Limitations of the study

- The students were reluctant to give true information in questions regarding their self-esteem
- This study if conducted for a longer period can generate better result.

Results

With regard to age, majority of students 34(56.7%) belongs to 17 years, 21(35.0%) of students belongs to 18 years and minimum of students 5(8.3%) belongs to 16 years,

In context to gender, 30(50%) of students are male and 30(50%) of students are female.

In respect to religion, maximum of students 52(86.7%) belongs to Hindu religion, 7(11.7%) of students belongs to Muslim religion and of student 1(1.7%) belong to Christian religion.

In relation to type of family, majority of students 47(78.3%) belongs to nuclear family and 13(21.7%) belongs to joint family.

With regards to class, all the samples 60(100%) belongs to 2nd PUC. 78

In context to course studying, all the samples 60(100%) belongs to commerce course.

In respect to income of family in rupees per month, majority 26(43.3%) of their family income is above 20,001, 9(15.0%) of their family income is 10,001-15,000, 18(30.0%) of their family income is 15,001-20,000 and minimum 7(11.7%) of their family income is below 10,000.

With regard to occupation of father, majority 25(41.7%) of their father is private employee, 16(26.7%) of their father is self-employed, 11(18.3%) of their father is engaged in other occupation and minimum 8(13.3%) of their fathers are government employee.

In context to occupation of mother, majority 47(78.3%) of their mother is housewife, 9(15.0%) of their mother is private employee, minimum 4(6.7%) of their mother is government employee, and none of their mother is engaged in other activities.

In relation to residential area, maximum of students belongs to urban area i.e., 30(50%), minimum of students belongs to semi-urban area i.e. 15(25.50%) and rural area i.e. 15(25%)

In respect to number of siblings in family, majority of the students have two siblings i.e. 37(61.7%). 12(20.0%) of students are single child, and 11(18.3%) of students have more than two siblings.

With regard to hobbies, majority of the students are engaged in other activities i.e., 21(35%), 12(20%) of students are interested in watching T.V, and 19(31.7%) are engaged in mobile, 8(13.3%) participates in sports.

In context to leader of any association, majority of the students were leader of extracurricular activities i.e.,

28(46.7%), 16(26.7%) of students were class leader, and 16(26.7%) of students were sports leader.

With regards to previous exposure of assertive training, majority of students have no information i.e. 29(48.3%), 10(16.7%) of students got exposure through media, 11(18.3%) of students got exposure from internet, and 10(16.7%) of students got exposure through others.

In pre-test level of assertiveness, majority of students have 31(51.7%) have non-assertive behaviour and 29(48.3%) have assertive behaviour whereas, in the pre-test level of self-esteem majority of students have 25(41.7%) low self-esteem and 26(43.3%) have moderate self-esteem, and few 9(15.0%) have high self-esteem respectively.

In the post-test of level of assertiveness, 33(55.8%) have assertive behaviour and 27(45.0%) have highly assertive behaviour respectively and pre-test mean (114.58) was higher than the post-test mean (68.15), pre-test SD (12.1) was lesser than the post-test SD (12.20) and pre-test mean percentage (63.6%) was higher than the post-test mean percentage (37.8%). In the post-test level of self-esteem 26(43.3%) have moderate self-esteem and 34(56.7%) have high self-esteem respectively and pre-test mean (12.62) was lesser than post-test mean (16.75), pre-test SD (3.14) was lesser than the post-test SD (3.35) and pre-test mean percentage (42.1%) was lesser than the post-test mean percentage (55.8%)

Section 1:- Description of demographic variables of PU students.

Table 1.1 Frequency and percentage distribution of demographic variables of PU students according to their age, gender, religion, type of family, class, course studying, and income of the family in rupee per month.

Table 1.2 Frequency and percentage distribution of demographic variables of PU students according to their occupation of father, occupation of mother, residential area, number of siblings in family, hobbies, leader of any association, previous exposure of knowledge regarding assertive training.

Section 2:- Assessment of level of assertiveness and self-esteem among PU students.

Table 2.1 Frequency and percentage distribution on the level of assertiveness among PU students before and after the educational programme.

Table 2.2 Range, Mean, Standard Deviation and mean percentage for the level of assertiveness among PU students before and after the educational programme.

Table 2.3 Frequency and percentage distribution on the level of self-esteem among PU students before and after the educational programme.

Table 2.4 Range, Mean, Standard Deviation and mean percentage for the level of assertiveness among PU students before and after the educational programme.

Section 3:- Effectiveness of educational programme among PU students.

Table 3.1 Effectiveness on the level of assertiveness before and after the educational programme and statistical significance.

Table 3.2 Effectiveness on the level of self-esteem before and after the educational programme and statistical significance.

Section 4: Assessment of correlation between the level of assertiveness and self-esteem among PU students.

Table 4.1 Correlation between the level of assertiveness and self-esteem among the PU students.

Section-5: Association between the Level of assertiveness and Self esteem among college students with their demographic variables.

Table 5.1 Association between the levels of assertiveness among college students with their demographic variables.

Table 5.2 Association between levels of self esteem among college students with their demographic variables.

Discussions

1. The first objective was to assess the pre-test and post-test level of assertiveness and self-esteem among PU students.

In context to the pre-test level of assertiveness among PU students from table 2.1 it is evident that, 31(51.7%) have non-assertive behaviour and 29(48.3%) have assertive behaviour. From the table 2.2, all the pre-test assertiveness level scores ranged from 90- 140, mean was 114.58, SD was 12.1, and mean percentage was 63.6%. In relation to the pre-test level of self-esteem among PU students from table 2.3 it is evident that, 25(41.7%) have low self-esteem, 26(43.3%) have moderate self-esteem, 9(15.0%) have high self-esteem. From the table 2.2, all the pre-test self-esteem level scores ranged from 5-19, mean was 12.62, SD was 3.14, and mean percentage was 42.1%.

This indicated that the students had non-assertive behaviour and low self-esteem and it was necessary for the investigator to provide educational programme to improve the assertive behaviour and self-esteem of the students. The analysis of assertive behaviour during the post-test revealed that 33(55.8%) have assertive behaviour and 27(45.0%) have highly assertive behaviour. The subjects had a mean score of 68.15, SD of 12.20 and mean percentage of 37.8%. The distribution of post-test level of self-esteem showed that 26(43.3%) have moderate self-esteem and 34(56.7%) have high self-esteem. The subject had a mean score of 16.75, SD of 3.35 and mean percentage

of 55.8%. The study was designed using pretest, posttest and follow-up test. The study group consisted of a total of 16 students who were attending a university's vocational school in Central Anatolia during the academic year of 2017-2018. There were 8 students in each experimental group, and control group. The participants were selected on a volunteer basis. Developed by Voltan-Acar and Öğretmen (2007) to measure the assertiveness levels of university students, VoltanAcar Assertiveness Inventory was used to collect the study data.

The difference between the assertiveness levels of the participants in the experimental and control group was examined. Mann-Whitney U-test was used for different groups to analyze the differences between groups. Wilcoxon signed ranks test was employed to analyze the change within the same group. At the end of the study, there was a significant increase in the assertiveness levels of the participants in the psychoeducation program.

2. The second objective was to assess the effectiveness of educational programme on assertiveness and self-esteem among PU students.

With regard to the pre-test and pos-test level of assertiveness before and after the administration of educational programme from the table 3.1, the paired 't' value was found to be 36.087 for which was statistically significant at $P < 0.001$ level. With regard to the pre-test and pos-test level of self-esteem before and after the administration of educational programme from the table 3.2, the paired 't' value was found to be 12.073 for which was statistically significant at $P < 0.001$ level. The finding of the study was supported by a study conducted on to assess effect of assertiveness training program on nurses' self-esteem. It was conducted at selected Hospitals of the Pune city on 60 nurses (30 in

control groups and 30 in experimental groups), tools were used for data collection, namely: Socio-demographic data structured interview schedules, self-esteem inventory, assertive communication skills checklist (ACslist). It results in highly statistically significant difference was noticed between before and after training program regarding practice about communication skills and assertiveness. Also a significant change was found in self-esteem of nurses after the training program. It concludes that implementation of assertiveness training program had positive effect on their self-esteem. There is need to implement assertiveness training program for nurse.

3. The third objective was to correlate between the level of assertiveness and self-esteem among PU students.

In reference to the correlation between the level of assertiveness and self-esteem among the PU students, the table 4.1 shows that there is significant correlation between the level of assertiveness and self-esteem ($r = -0.754^*$) among the PU students. A descriptive correlation survey design was adopted for the collecting data from fifty adolescent girls from a selected college Vellore district, Tamil nadu, India using purposive sampling technique.

Rathus Assertiveness Schedule and Rosenberg Self Esteem Scale were used to assess the assertive behaviour and self-esteem in adolescent girls. The data were analyzed using descriptive and inferential statistics. It concludes that majority of the adolescent girls were somewhat assertive 26(52%) and 11(22%) of them had assertive, 73 44 (88%) and 5(10%) had average and high self-esteem. A significant positive Spearman's Rank Order correlation ($r_s = 0.6667$) was found between the assertive behaviour and self-esteem of the adolescent girls.

4. The fourth objective was to associate pre- test level of assertiveness and self-esteem among students of PU College with their selected demographic variables.

In reference to the association of pre-test level of assertiveness among the PU students using chi-square test. In this study, the findings reveal that the result of chi-square analysis presented in table 5.1 indicated that there was significant association between assertiveness with age in years, number of siblings, and previous exposure of assertive training. These finding were statistically significant at the level of $p < 0.05$.

In reference to the association of pre-test level of self-esteem among the PU students using chi-square test. In this study, the findings reveal that the result of chi-square analysis presented in table 5.2 indicated that there was significant association between selfesteem with age in years, number of siblings, and previous exposure of assertive training. These finding were statistically significant at the level of $p < 0.05$.

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Legend Table and Figure

Table1.1: Distribution of college students according to their age, gender, religion, type of family, class, course studying and income of the family in rupee per month.

n=60

Sl.no	Demographic variables	Frequency	Percentage
1.	Age (in years)		
	15 years	- 5	-
	16 years	34	8.3
	17 years	21	56.7
2.	Gender		
	Male	30	50.0
	Female	30	50.0
3.	Religion		
	Hindu	52	86.7

	Muslim	7	11.7
	Christian	1	1.7
	Others	-	-
4.	Type of family		
	Nuclear	47	73.3
	Joint	13	21.7
5.	Class		
	1 st PUC	- 60	- 100.0
	2 nd PUC		
6.	Course studying		
	Art	-	-
	Science	- 60	- 100.0
	Commerce		
7.	Income of the family in rupee per month		
	(a) Below 10,000 (b) 10,001-15000 (c) 15,001-20,000 (d) Above 20,001	7 9 18 26	11.7 15.0 30.0 43.3

Table 1.2: Distribution of college students according to their occupation of father, occupation of mother, residential area, number of siblings in family, hobbies, leader of any association, previous exposure of knowledge regarding assertive training.

n=60

Sl.no	Demographic variables	Frequency	Percentage
8.	Occupation of father		
	Government employee	8	13.3
	Private employee	25	41.7
	Self-employed	16	26.7
	Others	11	18.3
9.	Occupation of mother		
	Government employee	4	6.7
	Private employee	9	15.0
	Housewife	47	78.3
	Others	-	-
10.	Residential area		

	Urban	30	50.0
	Semi-urban	15	25.0
	Rural	15	25.0
11.	Number of siblings in your family		
	Single child	12	20.0
	Two	37	61.7
	More than two	11	18.3
12.	Hobbies		
	Watching T.V	12	20.0
	Spending time with mobiles	19	31.7
	Participating in sports	8	13.3
	Any other	21	35.0
13.	Leader of any association		
	Class	16	26.7
	Sports	16	26.7
	(c) Extra-curricular activities	28	46.7
14.	Previous exposure of assertive training?		
	Media	10	16.7
	Internet	11	18.3
	No information	29	48.3
	Others	10	16.7

2.1 Frequency and percentage distribution on the level of assertiveness among PU students before and after the educational programme.

n=60

Sl no	Level of Assertiveness	Pre-test		Post test	
		Frequency	Percentage	Frequency	Percentage
1	Highly assertive (1-60)	-	-	27	45.0
2	Assertive (61-120)	29	48.3	33	55.8
3	Non assertive (121-180)	31	51.7	-	-
	Over all	60	100	60	100.0

Table 2.2: Range, Mean, standard deviation and mean percentage for the level of assertiveness among PU students before and after the educational programme.

n=60

Sl. no	Level of Assertiveness	Max score	Pre-test				Post test			
			Range	Mean	SD	Mean %	Range	Mean	SD	Mean %
1.	Assertiveness	180	90-140	114.58	12.1	63.6	50-100	68.15	12.20	37.8

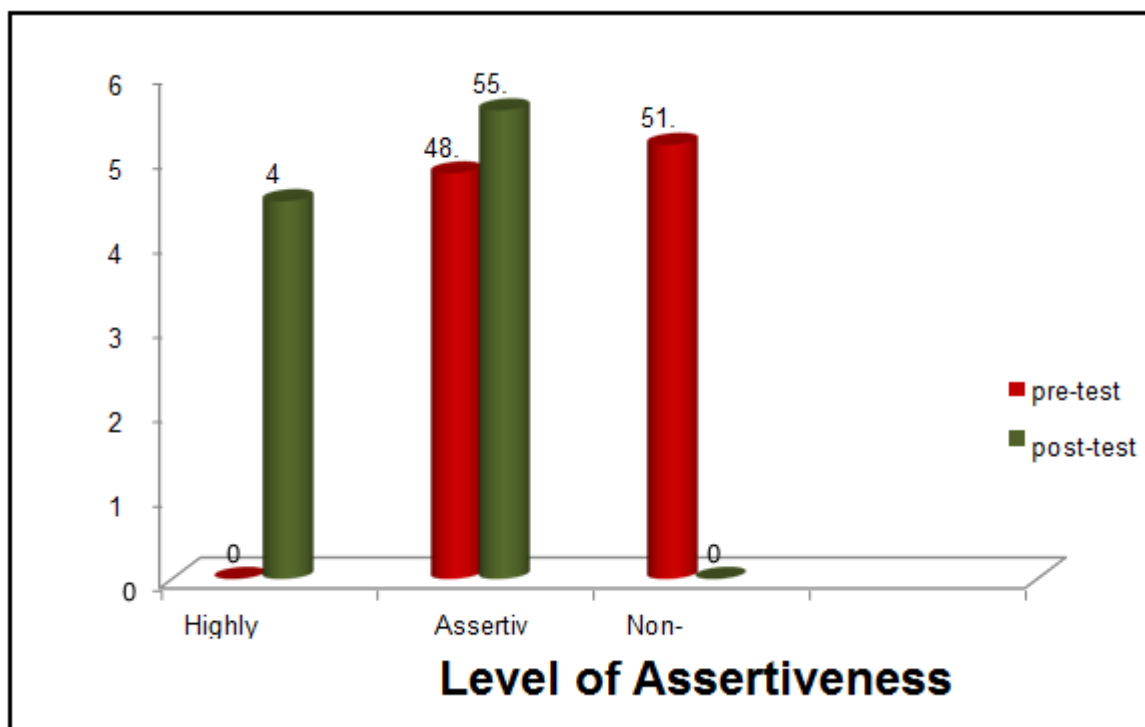


Table 2.3: Frequency and percentage distribution on the level of self-esteem among PU students before and after the educational programme.

n=60

Sl no	Level of Self esteem	Pre-test		Post test	
		Frequency	Percentage	Frequency	Percentage
1	Low self- esteem(0-10)	25	41.7	-	-
2	Moderate self - esteem (11-15)	26	43.3	26	43.3
3	High self-esteem (16-30)	9	15.0	34	56.7

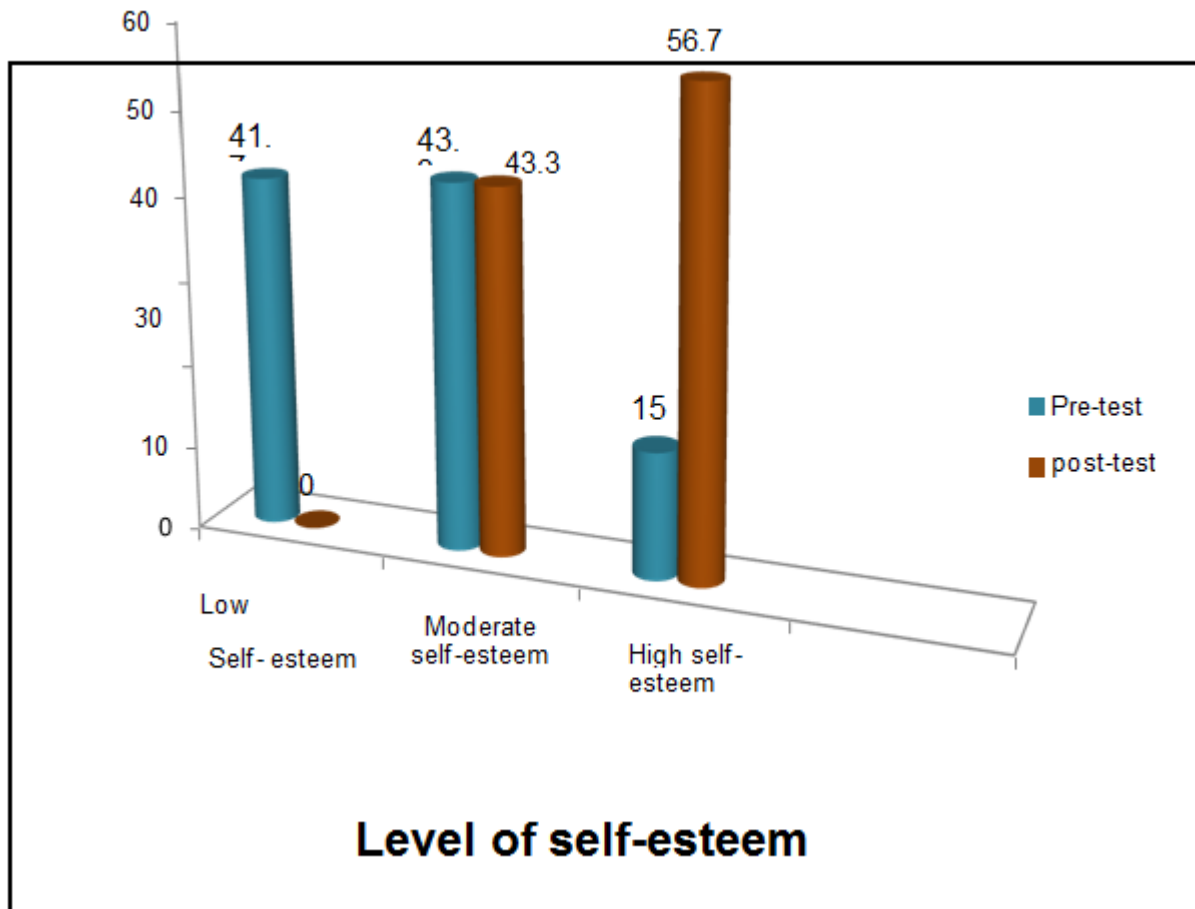


Table 2.4: Range, Mean, standard deviation and mean percentage for the level of self-esteem among PU students before and after the educational programme.

n=60

Sl no.	Level of self esteem	Max score	Pre-test				Post test			
			Range	Mean	SD	Mean %	Range	Mean	SD	Mean %
1.	Self esteem	30	5-19	12.62	3.14	42.1	12-24	16.75	3.35	55.8

Table 3.2: Outcomes paired t-test analysis for comparison of pre and post test scores of Level of self-esteem PU students.

n=60

Sl no	Level of self-esteem	Max score	Paired t - difference (Enhancement)			t-test value	P-value
			Mean	SD	Mean%		
1.	Self esteem	30	4.133	2.65	13.7	12.073*	p<0.001

Table 4.1: Assessment of correlation between the level of assertiveness and self- esteem among PU students.

Correlation	Self –esteem	
Assertiveness	r	p-value
	-0.754*	p<0.001

*-denotes significant

Table 5.1: Association between Level of assertiveness among college students with their demographic variables.

n=60

Sl no	Demographic Variables	Sample (n=60)		Level of assertiveness				Chi-square value	p-value
				≤Median		>Median			
				F	%	F	%		
1	Age in years							6..862,df=2, S	p<0.05
	a. 15 years	-	-	-	-	-	-		
	b. 16 years	5	8.3	2	5.7	3	12.0		
	c. 17 years	34	56.7	24	68.6	10	40.0		
	d. 18 years	21	35.0	9	25.7	12	48.0		
2	Gender							1.714,df=1, NS	p>0.05
	a. Male	30	50.0	15	42.9	15	60.0		
	b. Female	30	50.0	20	57.1	10	40.0		
3	Religion							0.727,df=2,NS	p>0.05
	a. Hindu	52	86.7	30	85.7	22	88.0		
	b. Muslim	7	11.7	4	11.4	3	12.0		
	c. Christian	1	1.7	1	2.9	0	0		
	d. Others		-	-	-	-	-		
4	Type of family							0.811,df=1,NS	p>0.05
	a. Nuclear	47	78.3	26	74.3	21	84.0		
	b. Joint	13	21.7	9	25.7	4	16.0		
5	Income of the family(Rs/month)							2.483,df=3,NS	p>0.05
	a. Below 10,000	7	11.7	5	14.3	2	8.0		
	b. 10,001-15,000	9	15.0	5	14.3	4	16.0		
	c. 15001-20,000	18	30.0	8	22.9	10	40.0		
	d. Above 20,001	26	43.3	17	48.6	9	36.0		
	Occupation of father								

6	a. Government Employee	8	13.3	4	11.4	4	16.0	2.987,df=3,NS	p>0.05
	b. Private Employee	25	41.7	16	45.7	9	36.0		
	c. Self employed	16	26.7	7	20.0	9	36.0		
	d. Others	11	18.3	8	22.9	3	12.0		
7	Occupation of mother								
	a. Govt. Employee	4	6.7	2	5.7	2	8.0	1.048,df=2,NS	p>0.05
	b. Pvt. Employee	9	15.0	4	11.4	5	20.0		
	c. House wife	47	78.3	29	82.9	18	72.0		
	d. Others	-	-	-	-	-	-		
8	Residential area								
	a. Urban	30	50.0	17	48.6	13	52.0	0.69,df=2,NS	p>0.05
	b. Semi urban	15	25.0	9	25.7	6	24.0		
	c. Rural	15	25.0	9	25.7	6	24.0		
9	No. of siblings								
	a. Single child	12	20.0	4	11.4	8	32.0	6.247,df=2, NS	p<0.05
	b. Two	37	61.7	23	65.7	14	56.0		
	c. More than two	11	18.3	8	22.9	14	56.0		
10	Hobbies								
	a. Watching TV	12	20.0	6	17.1	6	24.0	1.502,df=3,NS	p>0.05
	b. Spending time mobile	19	31.7	13	37.1	6	24.0		
	c. Participating in sports	8	13.3	5	14.3	3	12.0		
	d. Any other	21	35.0	11	31.4	10	40.0		
11	Leader of any association								
	a. Class	16	26.7	6	17.1	10	40.0	3.980,df=2,NS	p>0.05
	b. Sports	16	26.7	11	31.4	5	20.0		
	Extra-curricular activities	28	46.7	18	51.4	10	40.0		
12	Previous of assertive training								
	a. Media	10	16.7	9	25.7	1	4.0	8.504,df=3, NS	P<0.05
	b. Internet	11	18.3	8	22.9	3	12.0		
	c. No information	29	48.3	12	34.3	17	60.0		
	d. Others	10	16.7	6	17.1	4	16.0		

Table 5.2: Association between levels of self-esteem among college students with their demographic variables.

n=60

Sl no	Demographic Variables	Sample(n=60)		Level of Self esteem				Chi-square value	p-value
				≤Median		>Median			
		F	%	F	%	F	%		
1	Age in years								
	a. 15 years	-	-	-	-	-	-	6.024,df=2,NS	p<0.05
	b. 16 years	5	8.3	3	12.0	2	5.7		
	c. 17 years	34	56.7	10	40.0	24	68.6		
	d. 18 years	21	35.0	12	48.0	9	25.7		
2	Gender								
	a. Male	30	50.0	15	60.0	15	42.9	2.463,df=1,NS	p>0.05
	b. Female	30	50.0	10	40.0	20	57.1		
3	Religion								
	a. Hindu	52	86.7	22	88.0	30	85.7	1.208,df=2,NS	p>0.05
	b. Muslim	7	11.7	3	12.0	4	11.4		
	c. Christian	1	1.7	0	0	1	2.9		
	d. Others		-	-	-	-	-		
4	Type of family								
	a. Nuclear	47	78.3	21	84.0	26	74.3	1.092,df=1,NS	p>0.05
	b. Joint	13	21.7	4	16.0	9	25.7		
5	Income of the family(Rs/month)								
	a. Below 10,000	7	11.7	2	8.0	5	14.3	1.890,df=3,NS	p>0.05
	b. 10,001-15,000	9	15.0	4	16.0	5	14.3		
	c. 15001-20,000	18	30.0	10	40.0	8	22.9		
	d. Above 20,001	26	43.3	9	36.0	17	48.6		
6	Occupation of father								
	a. Govt.Employee	8	13.3	4	16.0	4	11.4	3.828,df=3,NS	p>0.05
	b. Pvt. Employee	25	41.7	9	36.0	16	45.7		
	c. Self employed	16	26.7	9	36.0	7	20.0		
	d. Others	11	18.3	3	12.0	8	22.9		
	Occupation of mother								

7	a. Government Employee	4	6.7	2	8.0	2	5.7	2.902,df=2,NS	p>0.05
	b. Private Employee	9	15.0	5	20.0	4	11.4		
	c. House wife	47	78.3	18	72.0	29	82.9		
	d. Others	-	-	-	-	-	-		
8	Residential area								
	a. Urban	30	50.0	13	52.0	17	48.6	1.254,df=2,NS	p>0.05
	b. Semi urban	15	25.0	6	24.0	9	25.7		
	c. Rural	15	25.0	6	24.0	9	25.7		
9	No. of siblings								
	a. Single child	12	20.0	8	32.0	4	11.4	6.247,df=2,NS	p<0.05
	b. Two	37	61.7	14	56.0	23	65.7		
	c. More than two	11	18.3	14	56.0	8	22.9		
10	Hobbies								
	a. Watching TV	12	20.0	6	24.0	6	17.1	0.897df=3,NS	p>0.05
	b. Spending time mobile	19	31.7	6	24.0	13	37.1		
	c. Participating in sport	8	13.3	3	12.0	5	14.3		
	d. Any other	21	35.0	10	40.0	11	31.4		
11	Leader of any association								
	a. Class	16	26.7	6	17.1	10	40.0	2.567df=2,NS	p>0.05
	b. Sports	16	26.7	11	31.4	5	20.0		
	c. Extra-curricular activities	28	46.7	18	51.4	10	40.0		
12	Previous of assertive training								
	a. Media	10	16.7	1	4.0	9	25.7	8.894,df=3,NS	P<0.05
	b. Internet	11	18.3	3	12.0	8	22.9		
	c. No information	29	48.3	17	60.0	12	34.3		
	d. Others	10	16.7	4	16.0	6	17.1		

Note: S-significant (p<0.05); NS-Not significant (p>0.05).