

# A Quasi-Experimental Study to Assess the Effectiveness of Video Assisted Teaching Programme Pn Self Esteem Among Adolescents In Saraswati Vidya Mandir Him Rashmi Parisar Vikasnagar, Shimla, H.P

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## Abstract

**Aim:** The aim of the study was to assess the effectiveness of video assisted teaching program on self-esteem among adolescents of Saraswati Vidya Mandir Him Rashmi Parisar Vikasnagar, Shimla (H.P)

**Methodology:** Quantitative research approach with quasi- experimental study with one group pre- test and post -test design was used.

**Sample and sampling technique:** This study included 80 adolescents of Saraswati Vidya Mandir Him Parisar Vikas Nagar, Shimla and the samples were selected by using Non-Probability Convenient Sampling Technique.

**Tools and Techniques:** The tools used for data collection were Demographic Variables and Rosenberg self- esteem scale.

**Result:** In the pretest, majority of Adolescents, i.e. 43(53.8%) had low self-esteem, 37(46.3%) had normal range of self-esteem and none of adolescents had high self – esteem. Where as in posttest, majority of adolescents 57(71.3%) had normal range of self-esteem, 22(27.5%) adolescents had low self-esteem and least of Adolescents i.e. 1(.3%). had high self-esteem. The overall mean post- test self-esteem score i.e. 16.68 was significantly higher than overall mean pre - test score i.e. 14.53 as evident ‘t’ value i.e. 10.437 at 0.05 level of significance. It showed that a video assisted teaching programme was found effective to improve the self- esteem among adolescents. With regard to association of pre-test self-esteem score, significant association was seen with one demographic variable such as Age, ( $\chi^2$  value =1.408, df=2) at p value 0.495 and no significant association was seen with other demographic variable. Where as in association of post-test self-esteem score among adolescents, there will be significant association was found with one demographic variable i.e., residential area ( $\chi^2$  Value=6.038, df=2) at p value 0.049. 495 and no significant association was seen with other demographic variables.

**Keywords:** Assess, effectiveness, Self-esteem, Video assisted teaching programme, adolescents.

### **Introduction:**

**“You can have anything you want if you are willing to give up the belief that you can’t have it.” – Dr. Robert Anthony.<sup>1</sup>**

In psychology, the term self-esteem is used to describe a person's overall subjective sense of personal worth or value. In other words, self-esteem may be defined as how much you appreciate and like yourself regardless of the circumstances. Self-esteem is defined by many factors including Self-confidence, Feeling of security, Identity, Sense of belonging, Feeling of competence. Other terms that are often used interchangeably with self-esteem include self-worth, self-regard, and self-respect. Self-esteem tends to be lowest in childhood and increases during adolescence, as well as adulthood, eventually reaching a fairly stable and enduring level. This makes self-esteem similar to the stability of personality traits over time.<sup>2</sup> Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person “values, approves of, appreciates, prizes, or likes him or herself” (Adler & Stewart, 2004). According to self-esteem expert Morris Rosenberg, self-esteem is quite simply one's attitude toward oneself (1965). He described it as a “favorable or unfavorable attitude toward the self”. Various factors believed to influence our self-esteem include: Genetics, Personality, Life experiences, Age, Health, Thoughts, Social circumstances, The reactions of others, Comparing the self to others. An important note is that self-esteem is not fixed. It is malleable and measurable, meaning we can test for and improve upon it.<sup>3</sup> Self-esteem tends to fluctuate over time, depending on the circumstances. It's normal to go through times when individual feel down about himself and times when you feel good about him. Generally, however, self-esteem stays in a range that reflects how you feel about individual overall, and increases slightly with age. According to the American Psychological Association, having high self-esteem is key to positive mental health and well-being. High self-esteem matters because it helps a person to develop coping skills, handle adversity, and put the negative into perspective. If individual have a higher self-concept they also don't tend to put undue focus, blame, self-doubt, hopelessness, or weight on the parts person aren't happy about. Individual is also better able to cope with stress, anxiety, and pressure, whether from school, work, home, or peers. Instead, rather than feeling hopeless, stuck, or unworthy due to any perceived "failings," a person with high self-esteem is more likely to look for what they can change or improve upon than to feel like a "failure" or hopeless. Conversely, someone with low self-esteem is more likely to become entrenched in negative feelings about themselves. In fact, research shows that feeling positive and respectful about themselves, particularly as a child, goes a long way in helping an individual to adapt and adjust to the challenges of life. A healthy self-concept and self-respect can enable a person to realize that it's not the end of the world if something goes wrong, someone rejects a person, individual make a mistake, or person have some fault.<sup>4</sup> High Self-Esteem Boosts Overall Well-Being, Additionally, high self-esteem is considered to be protective against many mental health conditions, such as depression and anxiety. In fact, studies show that having high self-esteem is directly correlated to one's satisfaction with their life and to the ability to maintain a favorable attitude about themselves in challenging situations.<sup>5</sup>

### **METHODS AND MATERIALS**

**Research Approach Design:** Research approach preferred for this study was Quantitative research approach and under the design used was Quasi- experimental study with one group pre- test and post -test

design was used.

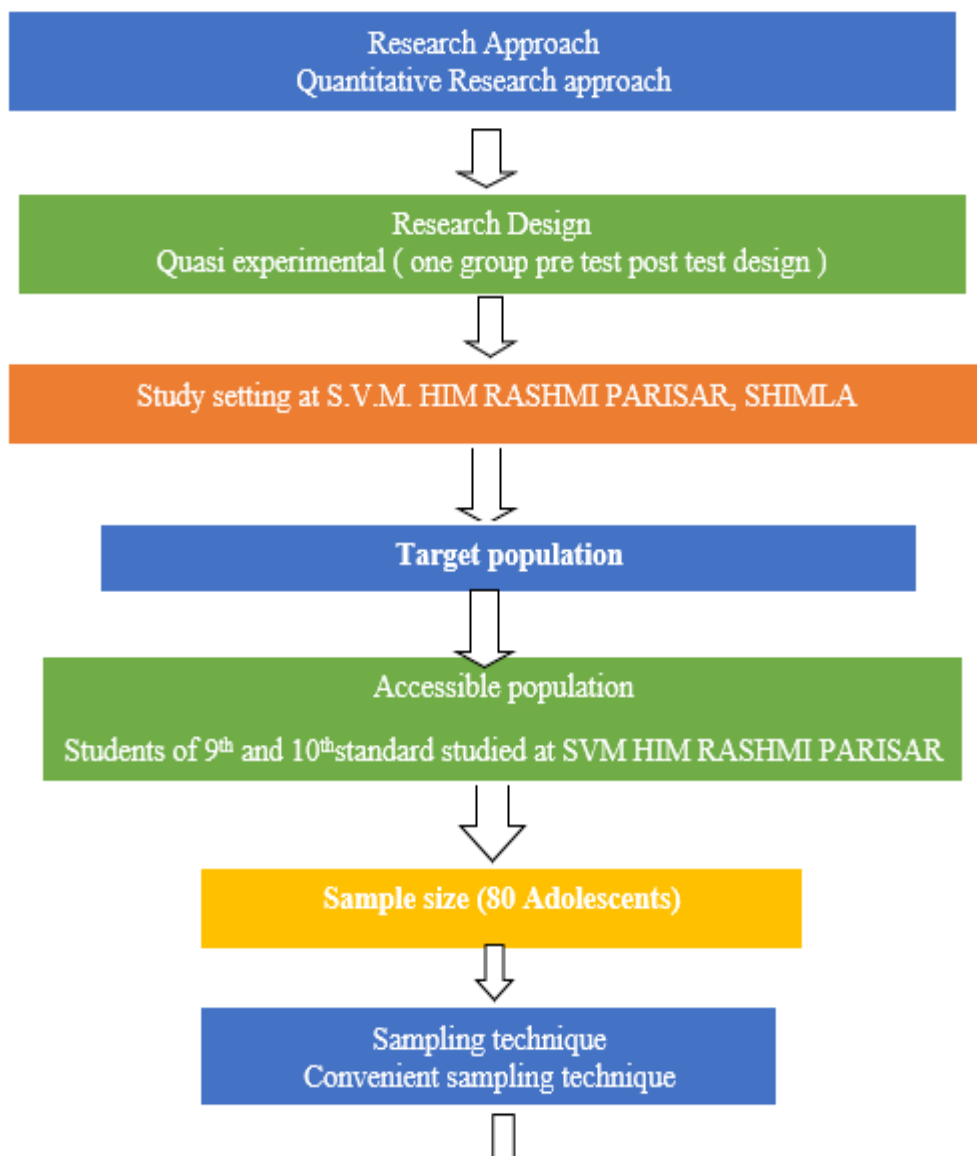
**Setting:** Setting was Saraswati Vidya Mandir, Sr. Sec Residential Middle School, Him Rashmi Parisar, Vikasnagar, Shimla -9

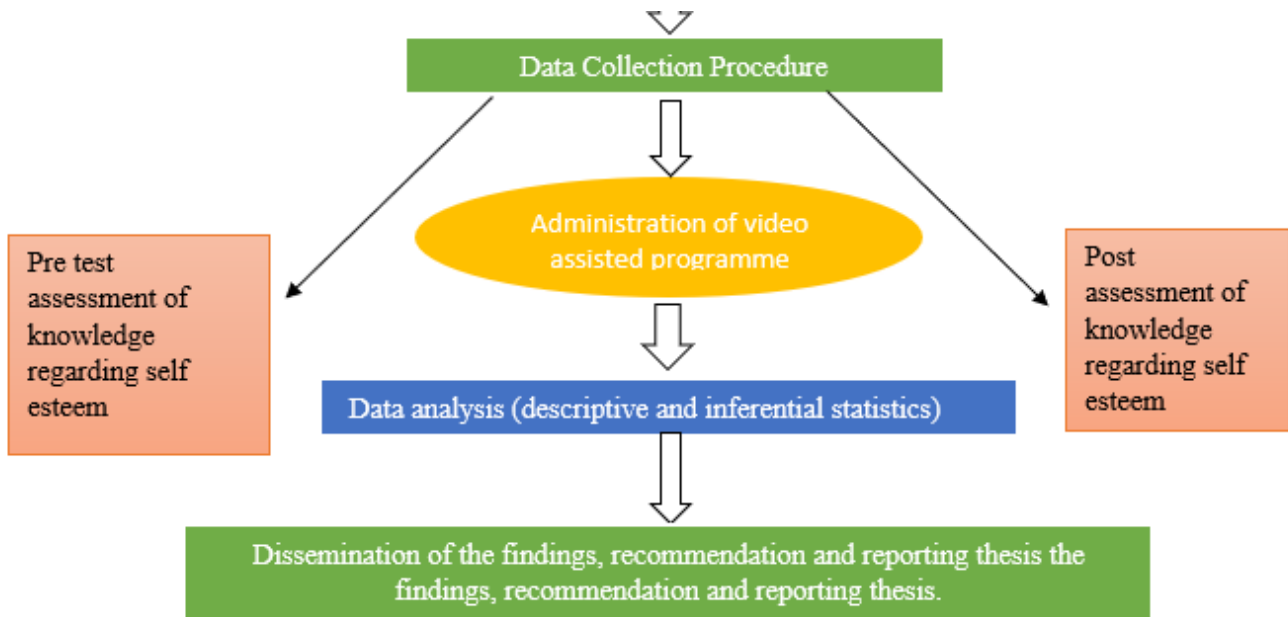
**Population:** Target population of the study was of students of Saraswati Vidya Mandir Sr. Sec Residential School, Him Rashmi Parisar, Vikasnagar, Shimla -9. Accessible population consisted of 9<sup>th</sup> and 10<sup>th</sup> standard of Saraswati Vidya Mandir Sr. Sec Residential School, Him Rashmi Parisar Vikasnagar, Shimla-9

**Sample and Sampling Technique:** This study included 80 adolescents of Saraswati Vidya Mandir Him Parisar Vikas Nagar, Shimla and the samples were selected by using Non-Probability Convenient Sampling Technique.

**Data Collection Tools and Techniques:** Based on the objectives of the study the tools was divided into two parts: Part I included Demographic Variables and Part II included Rosenberg Self-esteem scale

**Ethical consideration:** Formal written permission was obtained from the Principal of Shimla Nursing College. Formal written permission was obtained from the Principal of S.V.M. Him Rashmi Parisar, Vikasnagar, Shimla. The purpose and details of the study was explained to the study. Assurance was given regarding the confidentiality of the data collection. Consent was taken from the study subject.





**Fig SCHEMATIC REPRESENTATION OF RESEARCH METHODOLOGY**

**RESULT**

**SECTION A: FINDINGS RELATED TO DEMOGRAPHIC VARIABLES AMONG ADOLESCENTS**

**TABLE 1: Depicts frequency and percentage distribution of demographic variables among adolescents.**

N=80			
Variables	Options	Frequency (f)	Percentage (%)
Age( In Years)	Up to 15 Year	64	80.0%
	15-16 Year	15	18.8%
	16-17 Year	0	0.0%
	> 17 Year	1	1.3%
Religion	Hindu	79	98.8%
	Christian	1	1.3%
	Muslim	0	0.0%
	Others	0	0.0%
Type of Family	Nuclear	66	82.5%
	Joint	14	17.5%
	Extended	0	0.0%
	Expanded	0	0.0%
Father Educational Status	No-formal education	13	16.3%
	Primary education	6	7.5%
	Secondary education	12	15.0%

Variables	Options	Frequency (f)	Percentage (%)
Father Occupation Status	High secondary education	8	10.0%
	Graduate	40	50.0%
	Post graduate	1	1.3%
	Others	0	0.0%
	Govt. employee	61	76.3%
	Private employee	16	20.0%
	Self employed	2	2.5%
	Other	1	1.3%
	Mother Educational Status	No-formal education	4
Primary education		39	48.8%
secondary education		4	5.0%
High secondary education		31	38.8%
Graduate		2	2.5%
Post graduate		0	0.0%
Mother Occupation Status	Others	0	0.0%
	Private employee	43	53.8%
	Government employee	32	40.0%
	Semi-government	2	2.5%
	Own business	1	1.3%
	Others	2	2.5%
Monthly Income of The Family	Below Rs 5000	37	46.3%
	Rs 5001-1000	40	50.0%
	Rs 10001-25000	1	1.3%
	Rs More than 25000	2	2.5%
Residential Area	Rural	62	77.5%
	Urban	18	22.5%
	Semi-urban	0	0.0%
Nature of Stay	Home	58	72.5%
	Hostel	22	27.5%
Environment of Home/Hostel	Others	0	0.0%
	Satisfactory	67	83.8%
	Unsatisfactory	13	16.3%
Any Participation In Co-Curricular Activities	Sports	7	8.8%
	Yoga	30	37.5%
	Drawing	31	38.8%
	Cultural activities	10	12.5%

Variables	Options	Frequency (f)	Percentage (%)
Previously Attended Any Training Program To Enhance Self-Esteem	Skill development	2	2.5%
	Others	0	0.0%
If Yes, Total Duration /Classes of Program	Yes	0	0.0%
	No	80	100.0%
	Specify	0	0.0%
	Not attended	80	100.0%

**Table 1:** Showed the frequency and percentage distribution of demographic variables as per age (in years), religion, type of family, father educational status, father occupation status, mother educational status, mother occupation status, monthly income of the family, residential area, nature of stay, environment of home, any participation in co- curricular activities, previously attended any training program to enhance self-esteem.

**SECTION – B : FINDINGS RELATED TO ASSESSMENT OF THE PRE-TEST AND POST-TEST OF SELF-ESTEEM AMONG ADOLESCENTS**

**TABLE 2: Depicts frequency and percentage distribution of demographic variables among adolescents.**

N-80

Self-esteem	Range of score	Frequency (f)	Percentage (%)
Low self-esteem	0-14	43	53.8%
Normal range self-esteem	15-24	37	46.3%
High self-esteem	25-30	0	0%

Maximum score- 30

Minimum score-0

**Table 2:** Findings revealed that, in pre-test Self Esteem score, majority of adolescent’s i.e. 43(53.8%) had low self-esteem and 37(46.3%) adolescents had normal range of self-esteem and none of the adolescents were in the category of high self-esteem.

**Table – 3: Depicts Frequency & Percentage distribution of post-test Self Esteem among adolescents.**

N-80

Self-esteem	Range of score	Frequency (f)	Percentage (%)
Low self-esteem	0-14	22	27.5%
Normal range self-esteem	15-24	57	71.3%
High self-esteem	25-30	1	1.3%

Maximum score- 30

Minimum score-0

**Table – 3:** Depicts frequency & Percentage distribution of post-test level of Self Esteem, majority of adolescents i.e 57(71.3%) had normal range self-esteem, 22(27.5%) adolescents had low self-esteem and

least of 1(1.3%) adolescent had high self-esteem.

**Table – 4: Depicts frequency & percentage distribution of pre-test and post-test Self Esteem among adolescents.**

**N=80**

Level of self-esteem	Range of score	Pre- test		Post- test	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Low self-esteem	0-14	43	53.8%	22	27.5%
Normal range self-esteem	15-24	37	46.3%	57	71.3%
High self-esteem	25-30	0	0%	1	1.3%

**Maximum score-30**

**Minimum score-0**

**Table 4:** Represents the frequency & percentage distribution of pre-test & post-test Self Esteem among adolescents. It was found that, in the pre-test, majority of adolescents had low self-esteem i.e. 43(53.8%), followed by Normal range self-esteem score i.e. 37(46.3%) and none of the adolescents had High self-esteem i.e. 0(0%) whereas in the post test, Majority of adolescents had Normal range self-esteem i.e. 57(71.3%), followed by low self-esteem i.e. 22(27.5%), and least of adolescents had High self-esteem i.e. 1(1.3%).

**Table 5- Depicts the descriptive statistics of pre-test Self Esteem among adolescents.**

**N-80**

Descriptive statistics	Mean	S.D.	Median score	Maximum	Minimum	Range	Mean%
Pretest Self-esteem	14.53	2.327	14	21	10	11	48.40%

**Maximum score- 30**

**Minimum score- 0**

**Table 5-** Depicts the descriptive statistics of pre-test level of Self Esteem, it was found that the mean value was 14.53, median score was 14, maximum score was 21, minimum score was 10, range of score was 11 and mean percentage was 48.40 %.

**Table 6: Depicts descriptive statistics of pre-test and post-test self-esteem score in terms of mean, standard deviation, median, maximum score, minimum score, range regarding self-esteem score among adolescents.**

**N-80**

Self-esteem scores	Mean	S.D	Median	Maximum	Minimum	Range	Mean %
Pre test score	14.53	2.327	14	21	10	11	48.40%
Post test score	16.68	3.014	16	25	10	15	55.60%

**Table 6:** Showed the descriptive statistics of pre-test and post-test self-esteem score in terms of mean, standard deviation, median, maximum score, minimum score, range regarding self-esteem score among adolescents. In pre-test, mean self-esteem score was 14.53, standard deviation was 2.327 and median was 14, maximum score was 21, minimum score was 10 and range was 11. Whereas in post-test, mean self-esteem score was 16.68, standard deviation was 3.014 and median was 16, maximum score was 25,



minimum score was 10 and range was 15.

**SECTION –C: FINDINGS RELATED TO COMPARISON OF SELF-ESTEEM AMONG ADOLESCENTS TO DETERMINE THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAMME**

**Table – 7: Depicts comparison of pre-test and post-test Self Esteem scores among adolescents to determine the effectiveness of video assisted teaching programme.**

N=80

Research Groups	Mean±S.D.	Mean%	Range	Mean Diff.	Paired 't' Test	P value	Table Value at 0.05
PRETEST SELF-ESTEEM	14.53±2.327	48.40	10-21	2.150	10.437 *	<0.001	1.99
POSTTEST SELF-ESTEEM	16.68±3.014	55.60	10-25				

\*Significant, NS-non-significant

\* Significant at Level=0.05

**TABLE– 7:** Showed the comparison of pre-test and post-test self-esteem scores to determine the effectiveness of video assisted teaching programme among adolescents by using paired ‘t’ test. The overall mean post- test self-esteem score i.e 16.68 was significantly higher than overall mean pre - test score i.e. 14.53 as evident ‘t’ value i.e. **10.437** at 0.05 level of significance. It showed that an video assisted teaching programme was found effective to improve the self- esteem among adolescents.

**CONCLUSION:**

By administering video assisted teaching programme regarding self-esteem among adolescents, the researcher felt that it was possible to enhance the level of self-esteem among adolescents. By keeping this view in mind, present study was conducted to assess the effectiveness of video assisted teaching programme regarding self-esteem among adolescents at S.V.M Vikas Nagar Shimla. Hence, research study had found effective because level of self-esteem was improved from low level self-esteem to normal range self-esteem and least of adolescent came in the category of high level of self-esteem.

**LIMITATIONS**

**The limitation of study was:**

1. Duration for Data collection was very short & limited.
2. Quite difficult to arrange the samples particularly in same place at same time.

**RECOMMENDATIONS:**

Based on the result of the study following recommendations were made:

1. A Descriptive study to assess the knowledge regarding self-esteem among students in Dayanand public school, Shimla (H.P)
2. A Quasi - experimental study to assess the effectiveness of structured teaching programme (STP) on self-esteem among girls in Government Model Girls Senior secondary school Portmore, Shimla (H.P).



3. An experimental study to assess the effectiveness of Video assisted teaching programme (VATP) on self-esteem among older people in old age home, Basantpur, Shimla (H, P).
4. A Quasi – experimental study to assess the effectiveness of planned teaching method on self - esteem among undergraduates in Rajkiya Kanya Mahavidyalaya, Shimla (H.P)

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