

Effectiveness of Planned Series of Activity Sessions on Peer Relationship and Self-Esteem among Adolescents

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ABSTRACT

Introduction: The activity sessions planned and implemented that helped to learn new interpersonal skills that can make peer interaction mutually satisfying and productive and can be effective in improving peer relation and self-esteem among adolescents. The researcher for the present study had chosen certain activities like magical box, special candy game, challenging game, brochure about me, and book of my friend.

Aim: To assess the effectiveness of planned series of activity sessions on peer relationship and self-esteem.

Method and Materials: Research design selected for the present study was pre experimental one group pretest and post test group design. The study setting was a selected school of Hyderabad. The sample size was 60 adolescents in the age group of 12-15 yrs. The simple random sampling technique was used for the selection of sample. Modified peer relation rating scale and modified Rosenberg's Self Esteem scale's comprising of 40 questions was used to collect the data from the subjects.

Results: The effectiveness of planned series of activities was effective in increasing peer relations. The mean of experimental group before the planned activity session was 29.83 and after was 39.83. The calculated t-value was calculated to be 17.234. The effectiveness of planned series of activities are effective in increasing self-esteem the mean of experimental group before is 29.23 and after is 36.63. The calculated t-value was 14.381. Hence it can be stated that planned series of activities are effective in increasing peer relationship and self-esteem.

Conclusion: Participatory activity sessions like the one prepared for this study to enhance peer relationship and self-esteem can be added as a part of curriculum.

Keywords: Effectiveness, planned series of activity sessions peer relationship, self-esteem adolescents.

INTRODUCTION

There is an estimated 1.2 billion adolescent population - one in every five people in the world today¹. India has the largest population of adolescents in the world. Twenty percent of people in our country comprise of adolescents². Adolescence is a developmental period marked by many physiological and psychological changes that influence body image. Peer network is a supportive

setting for achieving the two primary development tasks of adolescence 'identity' and 'autonomy,' that are very essential for the development of self-esteem³. Adolescents with a better self-esteem are perceived to have adequate coping with better adjustment, self-dependence, and able to resolve conflicts enhancing the development of productive and efficient citizens for the country⁴. Research studies have found that some physical activity interventions can help relieve symptoms of depression and anxiety, and increase self-esteem. These interventions that help to learn new interpersonal skills can make peer interaction mutually satisfying and productive and can be effective in improving peer relation. The researcher for the present study has chosen certain activities like magical box, special candy game, challenging game, brochure about me and book of my friend.

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“Magic box” is one which can be any kind of a box with a mirror placed to reflect the face of anyone who looks inside. Begin the activity by asking the group, “Who do you think is the most special person in the whole world?” After allowing the client to respond individually, continue: “I have a magic box with me today, and each of you will have a chance to look inside and discover the most important person in the world and also it has slip which tells why the person is important.” The challenge game it is a game that consisted 6 to 12 members divided into 2 groups a player challenges another team to perform a stunt. If the opposing team does not perform the stunt correctly, the team earns a point.

Examples of challenges:

1. Most baskets made with a wad of paper into a trash can wins
2. Loudest whistle
3. Most sit-ups
4. Fastest reader of a paragraph out of a book.
5. Bend thumb back and have the same thumb touch the forearm.

Special candy game is an activity where adolescents are made to sit in circle and are given with few candies in hand and are asked about things at which they are good. They were asked to give a chocolate to a child with similar talent and the child who received should again find another person with the same talent as he had. At the end the child who had the maximum number of candies was declared as the leader of the group. This entire activity enhanced the self-esteem by revealing their talents to others and also by identifying their hidden talents.

Brochure about me is an activity in which a paper of brightly colored paper is used and folded in threes. Have the participants decorate the front flap with their name in any manner they want. Ask them to draw their picture and write few adjectives about themselves. Then everyone passes their brochure to the person on their right, when they receive a brochure from their neighbor they have to notice who it belongs to, and give a positive compliment and turn it over and at the end all the children are asked to place their brochures in the classroom.

Book of my friend: Make a “friend book”, encouraged each adolescent to prepare a book for the other adolescent

with whom they are interested to make friendship, based on the brochures that are displayed in the classroom and giving them surprise by presenting them to the particular person on the day of discussion by shaking their hand, giving a hug and saying we are friends.

MATERIALS AND METHOD

Research approach for the present study was quantitative, pre experimental pretest and posttest group design was adopted. The research setting was Geetanjali Olympiad high school SR.Nagar, Hyderabad, Telangana. The sample was class VII, IX and X students. The sample size was 60. The sampling technique chosen was simple random sampling. The data was using interview through a structured questionnaire. Reliability was 0.91 indicating perfect reliability which was calculated by Karl Pearson’s method. Section –A consisted of sociodemographic profile which included age, gender, socio- economic status, religion, family size, do you like sports/game, number of siblings. Modified peer relation rating scale was administered to students which consisted of 1-10 positive items and 11-20 negative items. Also Modified Rosenberg’s self-esteem scale was administered to students which consisted of 1-10 positive items and 11-20 negative items. The total scores ranges from

- 0-20 indicated low self-esteem
- 21-40 indicated moderate self-esteem
- 41-60 indicated higher self esteem

RESULTS

Table 1: Frequency and percentage distribution of adolescents according to demographic variables (n = 60)

Background variables	Frequency (f)	Percentage (%)
Age		
12-13years	5	16.7
13-14 years	11	36.7
14-15 years	14	46.7
Gender		
Male	19	63.3
Female	11	36.7

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Socio economic status		
Lower income group	2	6.7
Middle income group	16	53.3
Upper middle income group	4	13.3
Higher income group	8	26.7
Religion		
Hindu	24	80.0
Christian	3	10.0
Muslim	2	6.7
Others	1	3.3

Table 1 Most of the study subjects 5 (16.7%) of the adolescents belonged to the age group of 12- 13 years, 11(36.7%) belonged to 13- 14 years, 14(46.7%) belonged to 14-15 years in the

11(36.7%), 4(13.3%) of adolescents belonged to low income group, 14(46.7%) belonged to middle income group, 10(33.3%) belonged to upper middle class, 2(6.7%) belonged to higher income group, 2(6.7%) of adolescents belonged to low income group, 16(53.3%) belonged to middle income group, 4 (13.3%) belongs to upper middle income group, 8(26.7%) .Majority of subjects that is 20 (66.7%) were Hindus, 5(16.7%) were Christians, 2(6.7%) were Muslims, 3 (10%) were others.

Table 2: Mean, Standard deviation, t- value of peer relationship levels among adolescents in experimental group

(n = 60)

Peer-Relationship	Before Planned Activities Sessions	After Planned Activities Sessions
Mean	29.67	39.83
Std. Deviation	5.013	1.007
Paired t-test	17.234	
Df	29	
Table value	2.05	

p<0.05

Table 2 indicated mean value of peer relationship among adolescents before planned activities session was 29.67 and after planned activities session was 39.83, standard deviation before planned activities session was 5.013 and after planned activities session was 1.007, t- value was 17.23 at table value 2.05 at degree of freedom 29.

Table 3: Mean and standard before and after planned series of activity sessions among adolescences' self-esteem before and after the planned series of activities

(n=60)

Self Esteem	Before Planned Series of Activity Sessions	After Planned Series of Activity Sessions
Mean	29.23	36.63
Std. Deviation	6.084	5.732
Paired T-test	14.381	
Df	5.014	
Table value	2.57	

P<0.05

Table 3 indicated mean value of self-esteem of adolescents before planned activities session was 29.23 and after planned activities session was 36.83, standard deviation before planned activities session was 6.084 and after planned activities session was 5.732, t- value was 14.38 at table value 2.05 at degree of freedom 5.014.

Table 4: Association between pre-test peer relation and self-esteem scores and selected background variables of adolescents

Demographic Variables	Chi square value	Df	Table value	Level of Significance
Age	.693	2	5.99	NS
Gender	1.292	1	3.84	NS
Socio economic status	.833	3	7.82	NS
Religion	2.222	3	7.82	NS

There is no significant association existing between peer relationship and self-esteem and demographic variables, age, gender, socio economic status, religion, type of family, do you like sports/games, number of siblings.

DISCUSSION

The present study revealed high peer relations (39.83) and positive self esteem (36.63) (on performing like magic box, special candy game, brochure about me, Book of my friend, challenging game) among the subjects which similar to the findings of a quasi

experimental study of “Avelinmanova⁽⁴⁾ done on juvenile inmates in Bangalore and the results found that the subjects developed high positive peer relation and self esteem after the participation in the activities. It was also found that the activity sessions were effective in enhancing peer relation and self esteem among juvenile home inmates.

The study results is consistent with the correlational study to assess the effect of a planned series of activity sessions on multiple facets of positive peer relationship and self esteem among 60 adolescent students were studied using pre-experimental design. Simple random sampling technique was used. Peer relation scale and Rosenberg’s self esteem inventory were used to collect data. The study finding findings revealed positive peer relations and self esteem ⁽⁵⁾.The present study revealed higher peer relation and higher self-esteem among adolescents.

Ethical Clearance: Permission was obtained from the competent authority of the rehabilitation center.

Source of Funding: No funding was required

Conflict of Interest: Nil

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