

**QUASI EXPERIMENTAL STUDY TO ASSESS**  
**EFFECTIVENESS OF PSYCHOSOCIAL INTERVENTION**  
**ON SELF- CONCEPT OF ADOLESCENTS OF SUBSTANCE**  
**USING PARENTS: A PILOT PROJECT**

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**Abstract**

The aim of the study was to assess self- concept of adolescents of substance using parents and find effect of psychosocial intervention on self- concept of adolescents. A Quantitative research approach and quasi experimental one group pre- test post test design was used to collect data from 20 adolescents of substance using parents studying in selected senior secondary schools of Punjab by simple random sampling technique ( lottery method with replacement). The modified CAST- 6 tool was used to screen the adolescents of substance using parents and after screening adolescents, self-concept was assessed by using standardized self-concept questionnaire by Dr. R.K. Sarsawat (1984). Tools were translated as per convenience. After pre- testing adolescents with average and below average self- concept were selected randomly for giving psychosocial intervention for period of 1 month consisting of 6 sessions. After 6 weeks of implementing intervention post – testing was done to assess self- concept adolescents. Total 18 post test were collected since 2 dropouts were there during implementation period.

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## Results

Results showed that the 84.7% adolescents of substance using parents were having average level of overall self- concept before the implementation of psychosocial intervention and maximum (65%) having above average level of self- concept after the implementation of psychosocial intervention. For assessing effectiveness of psychosocial intervention the total self – concept post test mean score  $130.0 \pm 8.29$  was higher than pre- test score  $88.7 \pm 14.76$  with mean difference of  $41.30 \pm 14.36$  after the implementation of psychosocial intervention and difference was significant at  $p < 0.001$  level. Therefore research hypothesis was accepted. The variables like, type of family, class attendance, entertainment facilities, eating habits were having significant association with mean gain scores of self – concept.

## Conclusion

Adolescents self – concept was found to be significantly improved after implementation of psychosocial intervention Therefore, these type of interventions which are school-based programs, which can reach a large number of children and may be cost-effective if they become part of the regular curriculum and are delivered by teachers.

Key words: psychosocial intervention, self- concept, adolescents, substance using parents .

## Background of the study

Adolescence is a period of intense and rapid development and is characterized by numerous developmental tasks including gaining new and more mature relationships with others, achieving a masculine or feminine social role and achieving emotional independence from parents and other adults. When adolescent development is successful, the result is a biologically mature individual equipped with the capacity to form close relationships and the cognitive and psychological resources to face the challenges of adult life (**Hazen, Schlozman & Beresin, 2008**)<sup>6</sup>. For some young people this period is particularly difficult because of the presence of family and community risk factors such as parental mental illness, substance use, domestic violence, and child use or neglect that predispose them to poor developmental outcomes.

Much of the research on children of alcoholics has been in an attempt to identify specific negative psychosocial consequences of being raised by an alcoholic parent. The research findings most commonly cited as affecting adult children of alcoholics are poor self-concept (**Hindman M.1975**).

Low self-esteem and self-concept is common among children with alcoholic caregivers. When caregivers take out their frustration on their children regularly, the adolescents internalize this criticism as a truth rather than a symptom of alcoholism. They grow up believing in this feedback, and ultimately accept it as their own self-concept. Studies show that these psychological issues often carry over into adulthood. Adult children of alcoholics demonstrate a difficulty deciding what a normal lifestyle is like. They lie, take themselves very seriously and constantly seek approval from the people in their lives. Without intervention, the psychological effects of alcoholism in children easily have the power to affect them throughout their entire lives. (**Churchill J.C., Broida J. P., Nicholson N. L., 2008**)<sup>28</sup>.

The negative psychosocial effects of growing up with parents who are addicted to illicit substances have continuing implications for both the children and the community as a whole. The recognition that early intervention can improve the outcomes for children exposed to parental drug use has repercussions for services entrusted with the protection of the right of children to develop to their full potential.

### **Materials and methods**

**Research Design:** A Quasi-experimental research design with randomization & one group pre-test and post-test was used for the study.

**Setting of the study:** The study was conducted at Ajit Vidalya, Ajit Nagar, Amritsar (Punjab) i.e. from April 2017 to June 2017.

**Population:** The study consisted of adolescents of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> standard in senior secondary schools of Punjab and having substance using parents.

**Sample size/ Sampling technique:** 20 students were selected by Simple random sampling technique (lottery method) from the adolescents those who have average and below average self-concept scores.

### **Description of the Tool**

The Modified Children of Alcoholics Screening tool (CAST-6) (Pilat and Jones, 1974) was used to screen adolescents of substance using parents having score more than 3 on the scale. Standardised Self- concept Questionnaire (SCQ) (Sarsawat R.K., 1984) was used to assess self-concept of adolescents. Tools were translated into Punjabi. The reliability of these tools were checked by conducting pilot study on the reliability was found as  $r = 0.73$  and  $r = 0.86$  respectively.

### **Intervention:**

Psychosocial intervention.

The intervention was divided into 6 activity and educational sessions; duration of each session was 45 minutes to 1hour:

- 1<sup>st</sup> session** : This session provided information on self- concept, types of self, factors affecting self- concept
- 2<sup>nd</sup> session** : This session consists of activities related to assessing self- concept
- 3<sup>rd</sup> session** : This session provides information on dimensions of self- concept
- 4<sup>th</sup> session** : Self- concept dimension activities, brain storming.
- 5<sup>th</sup> & 6<sup>th</sup> session** : Follow up activities

### **Data Collection Procedure**

Random selection of 20 adolescents 5 from each class 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> respectively. Ethical permission was obtained from the university ethical committee prior to data collection and for using / modifying the tools permission was taken from concerned persons. Permission was obtained from the Principal of Ajit Vidalya Senior Secondary School, Ajit Nagar, Amrtisar from 03/04/2017 to 03/7/2017 to collect data.

Written consent was taken from the adolescents before collecting the data. Proper seating arrangements were ensured for the purpose earlier by meeting the school heads. Screening of the adolescents of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> class was done. The language used by the test administrator in giving instructions was Punjabi according to convince, so that each subject was to understand clearly what was required by her.

After that adolescents meeting the screening criteria were separated and pre -testing was done with the help of selected tools. After pre –testing the subjects for the study meeting the inclusion criteria was selected and intervention was given according to the methodology adopted. Intervention was given on alternate days for period of two months from 5/04/2017 to 1/05/17. Post testing was done after 6 weeks of intervention on 18 adolescents since 2 dropouts were there, i.e., from 3/07/17.

## Results

Distribution of students according to demographic characteristics revealed that most of the adolescents (61.1%) were in the age group of 14 -17 years; 61.1% were male; 88.9 % belongs to Sikh religion, 61.1 % belongs to joint family, 55.6% were from urban area, 94.4% participates in extra – curricular activities, 83.3% were having more than 2 best friends, 66.7% prefer home food, 66.7% gets pocket money, 61.1% uses television for entertainment facilities. (Table 1)

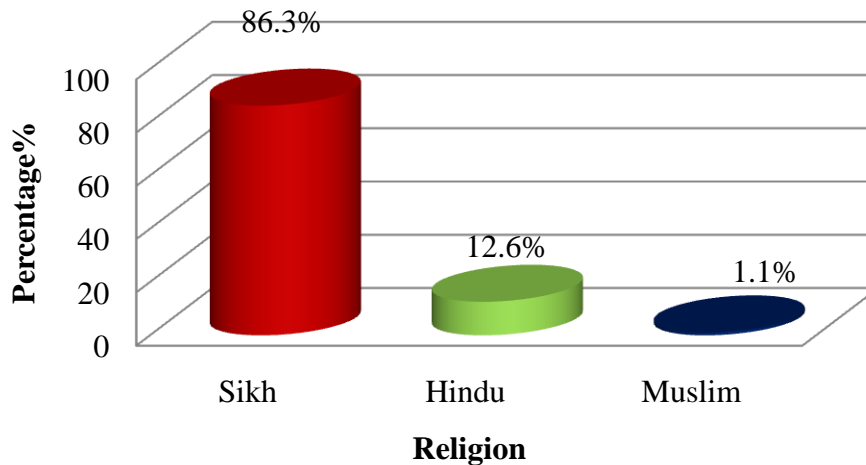
**Table 1**

**Frequency and Percentage of Demographic characteristics of adolescents of Substance using Parents**

**N = 18**

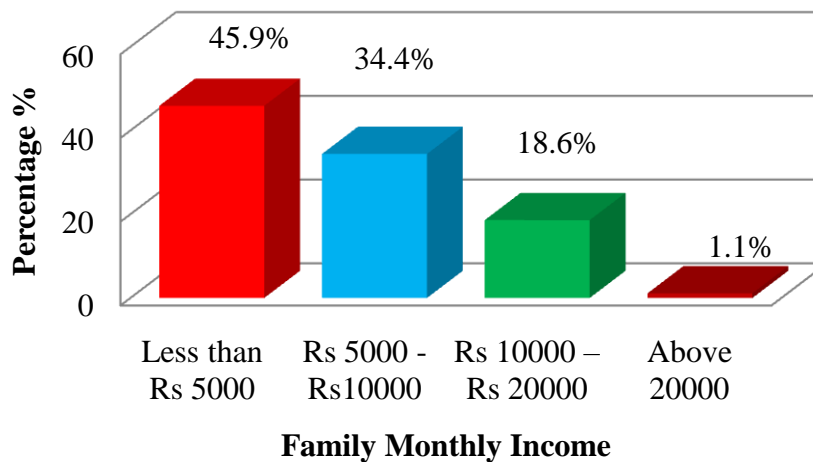
	<b>Demographic variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1.</b>	<b>Age (in Years)</b>		
	< 14 years	0	0
	14 - 17 years	11	61.1
	> 17 years	7	38.9
<b>2.</b>	<b>Gender</b>		
	Male	7	38.9
	Female	11	61.1

<b>3.</b>	<b>Type of family</b>		
	Joint	11	61.1
	Nuclear	7	38.9
<b>4.</b>	<b>Place of Residence</b>		
	Urban	10	55.6
	Semi – urban	8	44.4
<b>5.</b>	<b>Participation in co – curricular activities</b>		
	Yes	17	94.4
	No	1	5.6
<b>6.</b>	<b>No. of best friends</b>		
	1	2	11.1
	2	1	5.6
	More than 2	15	83.3
<b>7.</b>	<b>Type of school</b>		
	Government	18	100.0
	Private	0	0
<b>8.</b>	<b>Class attendance</b>		
	Regular (>75%)	16	88.9
	Irregular (< 75%)	2	11.1
<b>9.</b>	<b>Eating Habits</b>		
	Fast food	3	16.7
	Soft drinks	3	16.7
	Hard drinks	12	66.7
<b>10.</b>	<b>Entertainment facilities used:</b>		
	Television	11	61.1
	Stories and reading	1	5.6
	Mobiles	3	16.7
	Radio	2	11.1
	Games	1	5.6



**Fig. 1. Percentage Distribution of Adolescents of Substance using Parents According to Religion**

**Fig 1.** indicates that highest 86.3% of adolescents of substance using parents were Sikh and lowest 1.1% were Muslim.



**Fig.2. Percentage Distribution of Adolescents of Substance using Parents According to Family Monthly Income**

**Fig.2.** reveals that maximum 45.9% of adolescents of substance using parents were having family monthly income less than Rs. 5000 and minimum 1.1% were having family monthly income above Rs. 20,000.

**Table 2**

**Frequency and Percentage distribution of pre and post self- concept of adolescents of substance using parents.**

N = 18

Total Self- concept	Score	Pre- test		Post – test	
		f	%	f	%
<b>High</b>	<b>193 to 240</b>	0	0	0	0
Above average	145 to 192	0	0	2	11.1
<b>Average</b>	<b>97 to 144</b>	3	16.7	16	88.9
Below average	49 to 96	14	77.8	0	0
<b>Low</b>	<b>1 to 48</b>	1	5.6	0	0

Table 2 (a) indicates that maximum (77.8 %) adolescents of substance using parents were having below average pre- intervention level of self- concept before the implementation of psychosocial intervention and maximum (88.9 %) were having average post intervention level of self- concept.

Therefore it was concluded that psychosocial intervention had affected the levels of self- concept of adolescents of substance using parents

**Comparison of pre and post interventional self- concept and adjustment of adolescents of substance using parents.**

**Table 3 (a)**

**Comparison of pre and post intervention self- concept scores**

N = 18

Group	Mean ± S.D.	Paired mean difference	df	t- value	p value
Pre- test	88.7 ± 14.76	41.30 ± 14.36	17	-12.47*	0.0001
Post- test	130.0 ± 8.29				

\*significant at  $p < 0.05$  level



Table 3(a) depicts that self- concept post- test mean score  $130.0 \pm 8.29$  was higher than pre- test score  $88.7 \pm 14.76$  of adolescents of substance using parents and the difference was found to be highly significant at  $p < 0.0001$  level.

Thus, it indicates that psychosocial intervention had enhanced self- concept of adolescents of substance using parents. Hence, research hypothesis is accepted.

**Table 3 (b)**

**Comparison of pre and post intervention self- concept dimension scores**

**N = 18, df = 17**

Dimensions of self- concept	Pre- test	Post test	Paired mean difference	t- value	p value
	Mean $\pm$ S.D.	Mean $\pm$ S.D.			
Physical	15.10 $\pm$ 4.80	22.65 $\pm$ 2.60	7.55 $\pm$ 3.88	<b>-7.86**</b>	<b>0.002</b>
Social	14.55 $\pm$ 3.71	21.95 $\pm$ 2.04	7.40 $\pm$ 3.76	<b>-7.87**</b>	<b>0.002</b>
Temperamental	13.90 $\pm$ 4.82	21.85 $\pm$ 2.23	7.95 $\pm$ 5.14	<b>-7.51**</b>	<b>0.003</b>
Educational	15.35 $\pm$ 5.96	21.85 $\pm$ 2.16	6.50 $\pm$ 6.06	-4.65	0.06
Moral	13.60 $\pm$ 4.39	20.60 $\pm$ 2.48	7.00 $\pm$ 4.58	<b>-6.54*</b>	<b>0.03</b>
Intellectual	16.00 $\pm$ 4.51	21.10 $\pm$ 2.51	5.10 $\pm$ 4.03	-5.23	0.07

\*significant at  $p < 0.05$  level    \*\*significant at  $p < 0.01$  level    NS = Non – significant

Table 1.13.1 narrates significant difference in all domains of self- concept with highest post test mean score ( $22.65 \pm 2.60$ ) in physical self – concept. Most of the pre test scores of the self – concept dimensions come below the mid value of the factor and the mean values reveal increase in the scores of all the domains in the post intervention assessment which was found to be statistically significant . But no significant difference was found across educational and intellectual self- concept.

Therefore it was concluded that psychosocial intervention had significant impact on dimensions of self- concept of adolescents of substance using parents

## Discussion

Findings of study revealed that self- concept post- test mean score  $130.0 \pm 8.29$  was higher than pre- test score  $88.7 \pm 14.76$  of adolescents of substance using parents and the difference was found to be highly significant at  $p < 0.0001$  level.

The findings were supported by **Karalam, S.R.B. (2010)** who intervened adolescents on self-esteem found that the result shows the increase in the self esteem level of the respondents in the experimental group. **O'Mara, A.J. et.al. (2006)** also revealed in meta analysis that the overall mean effect size for the 152 self - concept interventions was 0.51, which suggests a moderate increase in self-concept for the treatment group at post-test compared to the control group. The moderate positive overall mean effect size of 0.51 is promising indeed. This suggests that on average, most self-concept enhancement programs are producing benefits for the participants.

**Haney and Durlak (1998)** investigated that interventions that focused specifically on enhancing self-esteem were more effective than interventions that targeted on other aspects such as behaviour or social skills.

**Bos, A. E. R., et.al. (2006)** analyzed review of 116 studies revealed a modest effect size (0.27) on measures of self-esteem and self-concept. In general, programs were successful in enhancing youths' self-esteem and they seemed to bring about positive changes in behavioural, personality and academic functioning.

**Yeou, P. S. (2011)** reported the mean self-esteem scores had increased by nearly three points at the end of the programme on self- concept enhancement. A t-test showed that this difference was significant at  $P < 0.001$  level.

## Implications

The findings of this study have definite implications for intervention in de-addiction settings. It highlights the fact that any effective de-addiction programme must acknowledge the psychosocial problems of adolescents to overcome and deal with various deficits in their psychosocial functioning. It will help to understand better the complex ways how children can

adjust with substance using parents. A need remains for empirically sound evaluations and for the delineation of research findings through evidence based practice.

It is necessary to give adequate and sufficient attention to self concept and self esteem and school social workers / counselors should offer methodological guidance to the students throughout the education process, this type of psycho-educational intervention may serve as an avenue to imperil academic performance which influences the higher education aspiration.

### **Recommendations**

- ✓ Study can be done with a large sample to generalize the findings.
- ✓ Comparative study can be done among adolescents of substance users and adolescents of non – substance users.
- ✓ Experimental study can be done, RCTs to evaluate the effectiveness of various types of intervention based on preventive and promotive aspects with several follow-up studies be considered.
- ✓ It is important to include long term follow up of such studies to understand the efficacy of the intervention in its true sense.

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