



Research Article

EFFECTIVENESS OF EDUCATIONAL ROLE PLAY IN TERMS OF AWARENESS REGARDING ISSUES RELATED TO LOVE AFFAIRS AND ITS MANAGEMENT AMONG THE STUDENTS

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ABSTRACT

Background: Love is one of the most profound emotions known to human beings. There are many kinds of love, but many people seek its expression in a romantic relationship with a compatible partner (or partners). The need for human connection appears to be innate but the ability to form healthy, loving relationships is learned. The present study aims to evaluate the effectiveness of Educational role play in terms of awareness regarding issues related to love affairs and its management. **Methods:** A pre-experimental research design was used for the study. Non -Probability Purposive Sampling technique was used for selecting the samples for the study. The sample consists of 30 students from Rajkiya Snatkotar Mahavidyalaya, Noida. Structured Awareness Questionnaire was used to collect data. The data was analysed and interpreted as per objectives and research hypothesis stated. Descriptive and inferential statistics were used for data analysis. **Results:** The Awareness Score of College Students regarding issues related to Love Affairs and its management was assessed in which educational role play was administered. In pre-test, majority of the students 25(83.33%) were having average awareness score, 4(13.33%) were having Good awareness score and 1(3.33%) were having Poor awareness score. In post-test, majority of the students 28(93.33%) were having Good awareness score, 2(6.66%) were having average awareness score and none of the students were having Poor level of awareness. The awareness mean post-test score 26.1 of students is more than the pre-test mean 16.5 with the mean difference of 9.6, the calculated t value is 32.21 which is greater than the table value of 2.05 at the 0.05 level of significance. So, there was a significant difference exists among pre-test and mean post-test awareness score. Hence, research hypothesis H₁ is accepted. **Conclusion:** It concluded that the Educational Role Play regarding issues related to love affairs and its management was effective to the students. **Suggestion:** A similar study can be conducted with larger samples for better generalization.

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INTRODUCTION

During adolescence, teens become interested and involved in dating because of the desire to belong with others. As a result, it is clear that over the time, love affairs gain in importance. “College students crave to have love affairs to which love is given and received without restriction. It is according to the need to belong theory by which individuals have the determination to connect with others in enduring, close relationships. Furthermore, the theory states that humans “share” the same need to be a part or connected with other individuals, and claims that all individuals may live life better if they are connected.

Need for the Study

Love affairs are a central part of students’ social worlds. These emerging relationships represent an entirely new dynamic for youth, challenging them to deal with intense feelings involving sexuality, love, and intimacy.

By the end of high school, the vast majority of teens will have experienced at least one intimate relationship. Furthermore, many relationships are long-lasting, but a number of studies related to students love affairs have been associated with the risk of suicide attempts or completions in college students. So, the study strongly suggests that it is very important to enhance awareness about issues regarding love affairs among the students.

Statement of the Problem

A study to evaluate the effectiveness of Educational role play in terms of awareness regarding issues related to love affairs and its management among the students in selected college at Delhi, NCR.

Objective of the Study

- To assess the level of awareness regarding issues related to love affairs and its management before and

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after Educational role play among the students in selected college at Delhi, NCR.

- To evaluate the effectiveness of educational role play in terms of awareness regarding issues related to love affairs and its management among the students in selected college at Delhi, NCR.
- To determine the association between the post test awareness score regarding issues related to love affairs and its management among the students with selected demographic variables.

Hypothesis

- **H₁:** There will be significant difference between pre-test and post-test awareness score of students regarding issues related to love affairs and its management after administration of Educational role play at 0.05 level of significance.
- **H₂:** There will be significant association between post-test awareness score among students with selected demographic variables at 0.05 level of significance.

MATERIALS AND METHODS

Research approach: A quantitative research approach was adopted for the study.

Research Design: Pre-experimental One group pre-test and post-test research design.

Variables: In this study, demographic variables include, age in year, Gender, Religion, Family type, father’s occupation, mothers occupation, family income, age of getting into love affairs, Duration of relationship, Believe in romantic love, Prefer parents aware of relationship, Face any issues due to involvement in love affairs.

Independent variables: Educational Role play regarding issues related to Love affairs and its management.

Dependent variables: Dependent variable was awareness regarding issues related to love affairs and its management among the students in selected college at Delhi, NCR.

Setting of the study: The study was conducted in Rajkiya Snatkotkar Mahavidyalaya at Delhi, NCR.

Sample and sampling technique: The sample for the present study was 30 students from RjkiyaSnatkotar College at Delhi, NCR. Non-Probability Purposive Sampling was applied to collect the data.

Inclusion criteria

- Those who were having love affairs.
- Those who are willing to participate in the study.
- Those who are available at the time of data collection.

Exclusion criteria

Students who were absent at the time of study.

Description of the Tool: The tool was divided into two categories as follows:

Description of tool 1: Demographic Data

- In this study, demographic variables consists of 12 items which include, age in year, Gender, Religion, Family type, fathers occupation, mothers occupation,

family income, age of getting into love affairs, Duration of relationship, Believe in romantic love, Prefer parents aware of relationship, face any issues due to involvement in love affairs.

Description of tool 2: Structured Awareness Questionnaire

It consists of 30 items, the right answer carries ‘1’ mark and the incorrect answer carries ‘0’ mark.

RESULTS AND DISCUSSION

Section- 1: Findings related to frequency and percentage distribution of students in terms of demographic variables

In the present study majority of the students 27(90%) were with the age group of 18 years above, 3(10%) of the students were 15-17 years of age. Majority of the students 24(80%) were female, and 6(20%) were male. Majority of the student’s 12(40%) father’s occupation is Government job, 10(33.33%) of the student’s father’s occupation is private job, 4(13.33%) of the student’s father’s occupation is business, 3(10%) of the student’s father’s occupation is retired and 1(3.33%) belongs to others. With regards to mother occupation of the students none of the mothers hold Government job, 3(10%) holds private job, 5(16.66%) holds business, 5(16.66%) were retired, 16(53.33%) of the student’s mother’s occupation was housewife and 1(3.33%) of the student’s mother occupation belongs to others. Majority of the students 29(96.66%) family income is more than 30,000/month and 1(3.33%) family income is less than 30,000/month. Majority of the students 30(100%) were getting into a romantic relationship after 16 years. With regards to duration of relationship, 20(66.67%) of the students kept relationship for a year and 10(33.33%) for a month and no students were keeping relationship a day. Students of 27(90%) believe in romantic love and 3(10%) does not believe in romantic love. Majority of the Students 30(100%) prefer their parents aware of their relationship. Majority of the students 16(53.33%) doesn’t have issues due to involvement in love affairs and 14(46.66%) faced issues due to involvement in love affairs.

Section-II: Findings related to awareness regarding issues related to love affairs and its management among students before and after administration of educational role play.

Table 1 Findings related to awareness regarding issues related to love affairs among students before and after administration of educational role play

Score	Criteria	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
0-10	Poor	1	3.33%	0	0%
11-20	Average	25	83.33%	2	6.66%
21-30	Good	4	13.33%	28	93.33%

The data presented in table no 1 shows that in pretest, 1(3.33%) of the students were having poor awareness, 25(83.33%) of the students were having average awareness and 4(13.33%) of the students were having good awareness regarding love affairs and its management. Whereas in posttest, 2(6.66%) of students were having average awareness and 28(93.33%) of students were having Good Awareness regarding love affairs and its management.

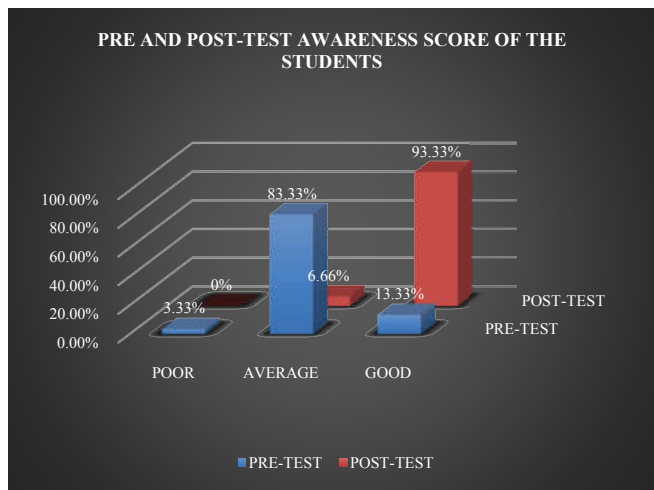


Figure 1 3-D Stacked column showing percentage distribution of pre-test and post-test awareness score of college students.

Section-III: Findings related to effectiveness of educational role play on awareness regarding issues related to love affairs and its management among students before and after administration of educational role play.

Table 2 Mean, Median, mean difference, standard deviation, and t value, were used to describe the pre-test and post-test Awareness score of the students regarding issues related to love affairs. N=30

Awareness score	Mean	Median	Mean difference	Standard deviation	t-value
PRE-TEST	16.5	17	9.6	3.99	32.21*
POST-TEST	26.1	27		2.95	

* df (29) = 2.05 at 0.05 level of significance

Table no 2 shows that the mean post-test score 26.1 of students is more than the pre-test mean 16.5 with the mean difference of 9.6, the calculated t value is 32.21 which is greater than the table value of 2.05 at the 0.05 level of significance. So, there was a significant difference exists among pre-test and mean post-test awareness score. Hence, research hypothesis H₁ is accepted. It concluded that the Educational Role Play was effective to the students.

Section-IV: Findings related to association of post-test awareness score among the students with demographic variables.

Fisher’s exact p test was used to describe the association between the post-test awareness score and selected demographic variables at 0.05 level of significance. The result shows that there was a significant association between post-test awareness score regarding issues related to love affairs with the father’s occupation. There is no association between the other demographic variables at 0.05 level of significance.

A study conducted on adolescent love affairs behaviours and perceptions by examining demographic variables and dating experience. Furthermore, associations between the quality of relationships with parents and peers, and affective intensity with a romantic partner were investigated. One hundred and eight Israeli adolescents were interviewed and assessed. The results of the study suggested that older adolescents had more love partners and also showed fewer romantic perceptions pertaining to companionship and excitement. Nevertheless, across adolescent’s intimacy and level of emotional involvement were alike. Moreover, adolescents who were

currently dating perceived love relations more in terms of emotional involvement.

CONCLUSION

In pretest, 1(3.33%) of the students were having poor awareness, 25(83.33%) of the students were having average awareness and 4(13.33%) of the students were having good awareness regarding love affairs and its management. Whereas in posttest, 2(6.66%) of students were having average awareness and 28(93.33%) of students were having Good Awareness regarding love affairs and its management. The awareness mean post-test score 26.1 of students is more than the pre-test mean 16.5 with the mean difference of 9.6, the calculated “t” value is 32.21 which is greater than the table value of 2.05 at the 0.05 level of significance. So, there was a significant difference exists among pre-test and mean post-test awareness score. Hence, the present study findings revealed that educational role play was effective to promote awareness related to issues and its management regarding love affairs among the students.

Nursing Implications

The study has implications for Nursing practice, Nursing Education, Nursing administration, nursing research and public education.

Recommendations

On the basis of the findings of the study, the following recommendations were made:

- A similar study can be undertaken on large scale for making more valid generalizations.
- A similar study can be conducted on over all people.
- A comparative study can be done on students in rural and urban areas.
- A similar study can be conducted on general population of a particular community.
- A survey can be conducted among general students regarding issues related to love affairs.
- A survey can be conducted among individuals on how to detect issues related to love affairs.

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