



A study to assess the effectiveness of assertive training on the level of assertiveness among student nurses studying in selected nursing college at Tertiary Referral Hospital

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Abstract

Background of study

Assertive behaviour promotes equality in human relationships, enabling us to act in our best interests, to stand up for our ourselves without undue anxiety, to express honest feelings comfortably, to exercise personal rights without denying the rights of others. Assertive behaviour promotes a feeling of personal power and self-confidence, these two components are commonly lacking in clients with emotional disorders. Becoming more assertive empowers individuals by promoting self-esteem, without diminishing the esteem of others.

According to Ardita V, Novieastari E, Gayatri D. Assertive communication training and associate student nurse's knowledge and motivation according to a quasi experiment study aimed to identify improvement in knowledge and motivation in associate student nurses through assertive communication training in Southeast Sulawesi, Indonesia. The study used a quasi-experimental pre-test-post-test design with an intervention group and a control group approach. The assertive communication knowledge analysis results revealed a significant difference in the post-test 1 score ($p=0.045$). However, there was no significant difference in the post-test 2 score ($p=0.390$). The work motivation analysis revealed a significant difference in the post-test 1 score ($p=0.009$). However, there was no significant difference in the post-test 2 score ($p=0.068$). There was a significant difference in knowledge between the pre-test and post-test 1 in both study groups ($p<0.05$).

S. K. Maheshwari, Kanwaljit Kaur Gill. Conducted an International Journal of Health Sciences and Research Relationship of Assertiveness and Self-Esteem among s student nurses. Non-assertive behaviour and low self-esteem have been found to major problem in the nursing profession. Student nurses with high assertive behaviour and high self-esteem are likely to deliver therapeutic patient care. In an exploratory, co-relational, cross sectional survey, 220 eligible student nurses studying in selected nursing colleges of Punjab were identified conveniently and assessed using Socio-demographic Data Sheet, Rathus Assertiveness Schedule (RAS) and Rosenberg Self-Esteem (RSE) Scale. Data were analysed using descriptive statistics and Independent t-test, ANOVA and Pearson's correlation. Assertive behavior has moderate positive correlation with self-esteem at 0.01 level of significance ($r=0.272$). Student nurses those are older, Christian, belongs to nuclear family and studying in as PHN had more self-esteem as compared to other.

Materials and methods

The Research Method adopted for the present study was Quasi-experimental Approach, which was quantitative research design. Non probability convenient sampling technique was used. A study aimed to assess the effectiveness of assertive training on the level of assertiveness among student nurses studying in selected nursing college at tertiary referral hospital. Sample size was 60. Self-structured questionnaire was used as tool.

The Research Method adopted for the present study was Quasi-experimental Approach, as the study was aimed at assessing the effectiveness of planned health teaching programme on knowledge regarding awareness of assertiveness among student nurses and determining its effectiveness statistically. This approach would help the investigator to evaluate the effect of planned health teaching programme on knowledge

Result

In this study, 60 samples are used, inpre-test10% student nurse having poor, 70% student nurses average and 20% student nurses good level of knowledge level regarding assertiveness awareness. After planned assertiveness teaching, this score was increased by 58% student nurses having average and 42% student nurses having good level of knowledge level regarding assertiveness awareness in post- test.

Keywords: Assertive training, assertiveness among student nurses, Tertiary Referral Hospital

Introduction

Assertiveness is the quality of being self-assured and confident without being aggressive to defend a right point of view or a relevant statement. Assertive behavior promotes a feeling of personal power and self-confidence, these two components are commonly lacking in clients with emotional disorders. Becoming more assertive empowers individuals by promoting self-esteem, without diminishing the esteem of others. Assertive behaviour helps us feel good about ourselves and increases our self-esteem. It helps us feel good about other people and increases ability to develop

satisfying relationships with others. This accomplished out of honesty, directness, appropriateness, and respecting one's own basic rights of others. Honesty is basic to assertive behaviour. Assertive honesty is not an outspoken declaration of everything that is on one's mind. It is instead an accurate representation of feelings, opinions or preferences expressed in a manner that promotes self-respect and respect for others. Direct communication is stating what one wants to convey with clarity and candour. Hinting and "beating around the bush" are indirect form of communication. Communication must occur in an

appropriate context to be considered assertive. The location and timing as well as the manner (tone of voice, nonverbal gestures) in which the communication is presented, must be correct for the situation.

Assertive behaviour promotes a feeling of personal power and self-confidence. These two components are commonly lacking in clients with emotional disorders. Becoming more assertive empowers individual by promoting self-esteem, without diminishing the esteem of others. Assertive behaviour promotes equality in human relationship, enabling us to act in our own best interests, to stand up for ourselves without undue anxiety to express honest feeling comfortably, to exercise personal rights without denying the rights of others."

Need of the study

The nursing student nurses needs to evaluate the effectiveness on assertiveness levels, the research was designed as an experimental study with the control group. The population of the study consisted of 116 student nurses who were in their first year of undergraduate nursing education. Within the scope of the study, it was aimed to reach all first-year student nurses of the nursing department, and no sample selection was performed. A total of 94 nursing student nurses who agreed to take part in the study and answered the questions completely were included in the research. While the experimental group was comprised of 54 nursing student nurses, the control group that did not partake in the assertiveness training had 40 nursing student nurses. Assertiveness training was an elective that student nurses chose to complete. At the end of the semester, an additional exam for education was held and graded by the corresponding researcher, who was also the lecturer of the course. All of the student nurses who fully participated in the training were successful in the exam.

According to Omura M, *et al.* 2021 effectiveness of assertive communication training programs for health professionals and student nurses: a systematic review protocol. the objective of this systematic review was to identify, appraise and synthesize the best available evidence related to the effectiveness of assertive communication training programs in healthcare. more specifically, the objective of this systematic review was to determine the effectiveness of assertive communication interventions for health professionals and student nurses on levels of assertiveness, communication competence and impact on clinician behaviors compared to alternative or no interventions."

Kang MJ, Lee H. (2020) conducted study on the effect of assertiveness training on communication related factors and personnel turnover rate among nursing college student nurses. the purpose of this study was to investigate the effects of assertiveness training on student nurses assertive behaviors, interpersonal relations, communication conflicts, conflict management style and personnel turnover rate, a non-equivalent control group pre-test-posttest design was used in this study. Student nurses were assigned into the experimental or control groups, each consisting of 39 student nurses,

An 'assertiveness training program for student nurses developed by park was used for the study. to emphasize assertiveness practice, 5 practice sessions utilizing ABCDE principles were added to park's program, to examine the effects of the program, differences between the two groups in assertive behaviors, interpersonal relations,

communication conflicts, conflict management style and personnel turnover rate were analysed using ANCOVA, the assertiveness training was effective in improving the student nurses assertiveness behaviours, but was not effective in improving interpersonal relations, reducing the subjects' communication conflicts, changing the conflict management style or reducing their personnel turnover rate.

Aim of the study

To assess the effectiveness of assertive training on the level of assertiveness among student nurses studying in selected nursing college at tertiary referral hospital."

Objectives

1. To assess the level of assertiveness among student nurses in selected nursing college studying at tertiary referral hospital.
2. To evaluate the effectiveness of assertiveness training on the level of assertiveness among the student nurses in selected nursing college studying at tertiary referral hospital.
3. To find out the association of study findings with selected demographic variables.

Research design

The research design selected for the study was a Quasi-experimental one group pre-test and post-test design

Sampling technique

The sampling technique used in this study was Non Probability convenient sampling technique. The selection of sample depended upon the ready availability and fulfilment of the Inclusive criteria and designed size of 60 was reached. The investigator preferred to choose this sampling technique because of the constraint of time in order to complete the data collection within the stipulated time.

Tool

A modified Likert scale was used to collect data from student nurses studying in nursing college of selected tertiary referral hospital.

Preparation of Questionnaire. Questionnaire was developed by the researcher after extensive review of regarding Assertiveness, and its awareness among the student nurses
1. Extensive Review of Literature. 2. Preparation of Blue print. 3. Consultation with experts. 4. Validation from experts.

The questionnaire consists of 2 Sections.

Section I: Demographic data on 4 different variables such as age, gender, type of family, area of residence.

Section II: It consists of 10 items regarding knowledge on assertiveness. Each item has 4 choices. The choices under each item has both appropriate and inappropriate options, the most appropriate choice has score 3 and inappropriate choice has score zero.

Method of data collection

Permission from concerned authority Formal permission was obtained from the authorities of selected nursing college in and around the city to conduct the study. Informed consent was taken from the subjects explaining them about the purpose of study while clearing their doubts. The investigator was collected the pre and post test data while administering the planned health teaching after the pre-test. Pre-test was conducted by using the Modified

assertiveness scale with 10 questions prepared on knowledge regarding assertiveness. The questionnaire was distributed to the student nurses, reading every item carefully, until the student nurses understood the question. Adequate time was given to them to complete the item and then proceeded to the next one. It took approximately 30 minutes to answer the questionnaire. The investigator then collected the completed questionnaire. Implementation of Planned Health Teaching Following pre-test, planned health teaching was administered by the investigator on the same day of the pre-test. Post-test has been conducted after 7 days of planned health teaching by administering the same questionnaire on the same student nurses.

Validity

Tool was send to experts belong to psychiatric field which included, Senior Doctor lecturer of Psychiatry department, Lecturers of psychiatric nursing, Clinical Psychologist and Biostatisticians They were requested to give their opinions on the appropriateness and relevance of the items in the tool. The overall suggestions by the experts related to the tool was satisfactory and can be considered as valid for my further research with some minor modifications and changes such as in section I student demographic data- provide more options and give options for education status. In Section II - Modified assertiveness scale, suggest to use simple language for Question. The content validity of tool enclosed two sections: 1. Section A - Demographic Data. 2. Section B:-Modified assertiveness scale. The necessary modification was done as per the expert's advice.

Reliability

Reliability was calculated using split half method and test-retest method separately.

R^2 value will be calculated by $-2(r_{ht})$ $r = 1 - (r_{ht})$

Pilot study: pilot study was conducted on samples before actual data collection on 10% of the sample size. After establishing the validity of the tool to be used for the study, the final tool was made and then the reliability of the tool was done. The reliability was done by conducting Pilot study. After obtaining formal administrative permission the tool was administered to 6 samples, selected as per the set criteria. The scores were calculated and then given for statistical analysis. To test the reliability of the tool was made. Reliability was assessed using Karl Pearson's test-retest method. Pearson's correlation coefficient was found to be reliable.

Procedure for data collection

The investigator obtained permission from the authorities and the head of the collage department. Informed consent was taken from the Student nurses of the study participants prior to the study and informed them regarding the objectives of the study and assured the subjects about the confidentiality of the data. To get the cooperation of the student nurses, orientation about the investigator's study topic and procedure was given to them. On the first day the investigators observed the setting. The investigator explained the purpose of the study to the Student nurses in the selected nursing college of the city. The student nurses were given with Pre-Test to assess the knowledge regarding awareness of assertiveness. Then student nurses were provided planned health teaching regarding Identify their own assertive profile, Explain the benefit of assertive communication, Describe the techniques of communication,

Explain the behavioral components of assertive behavior, Enlist the human assertive rights, Promote the assertiveness, Explain the importance of assertiveness in organization, Describe the guideline for being assertive. After completing planned health teaching post-test was administered to assess the effectiveness of knowledge regarding awareness of assertiveness among the student nurses. The data collection procedure was terminated by thanking the respondents.

Pre-test score

This figure shows that the pre-test score of knowledge about assertiveness. 12 student nurse having no knowledge about assertiveness, 42 student nurse having mild knowledge about assertiveness. 6 student nurses having moderate knowledge about assertiveness, 0 student nurses having severe knowledge about assertiveness.

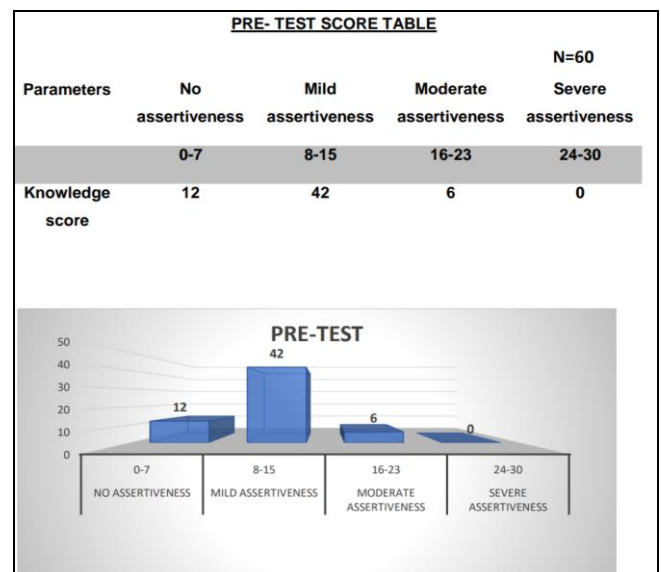


Fig 1: The bar graph showing pre-test score of the student nurses of study group

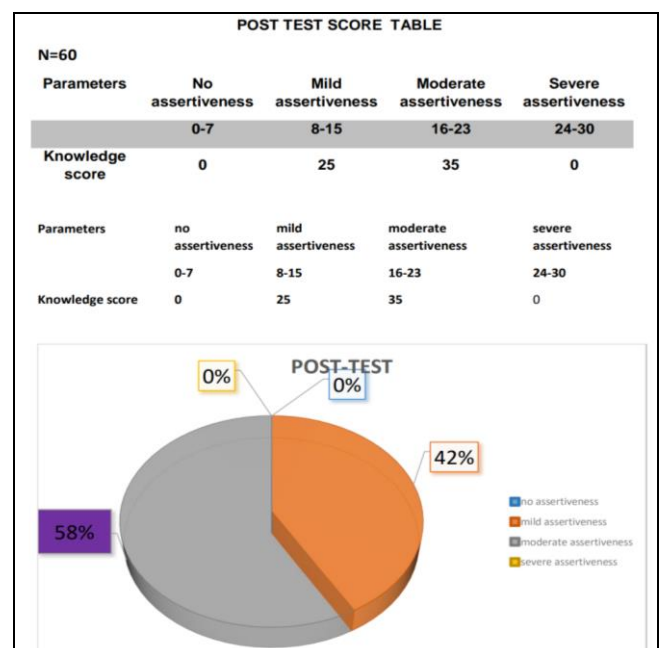


Fig 2: This figure shows that the post-test score of knowledge about assertiveness. 58% student nurse having mild knowledge about assertiveness, 42% student nurse having moderate knowledge about assertiveness.

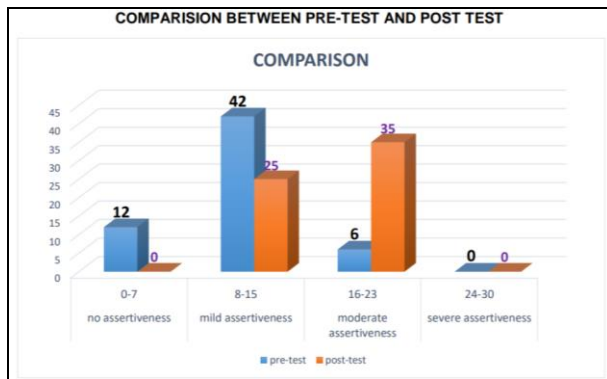


Fig 3: Bar graph showing comparison between pre-test and post-test

This bar chart showing the comparison between pre-test and post-test, concluded that the increase in level of knowledge. After administration of planned health teaching there is change in level of knowledge.

Table 1

Mean score Of Pre And Post Test Knowledge Of Assertiveness Among student nurses In Study Group

Parameters	Pre-test	Post test	Wilcoxon Z Value	P Value
	Mean \pm SD (n=100)	Mean \pm SD (n=100)		
Knowledge score	15.36 \pm 3.15	22.85 \pm 3.17	5.29	<0.0001

Table 1 confirms that, there is a highly significant difference between pre and post-test knowledge score of assertiveness among student nurses in study group as the P value is < 0.0001. The planned health teaching is highly effective in increasing the knowledge of Assertiveness among student nurses in the study group.

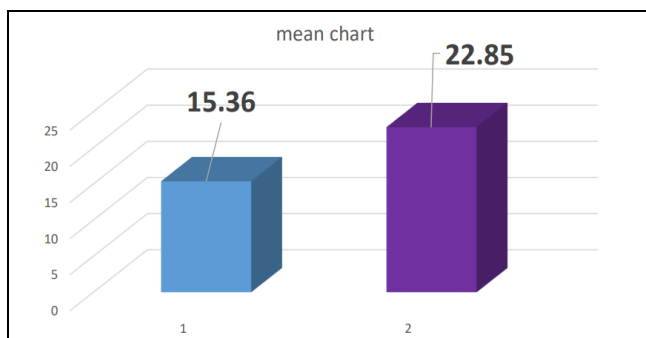


Fig 5: In above figure, shows that, mean score of pre-test knowledge is 15.36 and mean score of post test knowledge is 22.85. Planned health teaching shows impact on knowledge of study group

Conclusion

The findings of the study suggest that the student nurses had inadequate knowledge about assertiveness during pre-test and there was significant increase knowledge regarding assertiveness after administration of planned health teaching regarding awareness on assertiveness. The present study also states that there was no significant association between knowledge regarding assertiveness and demographic variables like age, gender, area of residence, type of family. This study could help in bringing about awareness on

assertiveness and maintenance of assertiveness, leading to a healthy life ahead.

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