



“A Study To Evaluate The Effectiveness Of A Planned Teaching Programme On Knowledge Regarding Assertive Communication Among Nursing Students Of Selected Nursing College In Udupi”

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Abstract: Assertive communication encourages and empowers to maintain healthy boundaries within the professional relationships. Descriptive research designs with quantitative approach were used to assess the effectiveness of planned teaching programme on level of knowledge regarding assertive communication among nursing students of selected nursing college in Udupi. The objectives of the study were to assess the existing knowledge of adolescent students, to assess the effectiveness of planned teaching program and to identify the association between knowledge scores on assertive communication with selected demographic variables. 60 B.Sc. nursing students were selected by probability simple random sampling technique. The data collected through Structured knowledge questionnaire and analysed by using descriptive and inferential statistics. The result of the study reveals that majority 63.3% samples had moderate knowledge level, 36.7% samples had poor knowledge, and none of the samples shows good or excellent knowledge on assertive communication in pre-test. The mean pre-test knowledge score is 10.17 with standard deviation of 2.25 and post-test knowledge mean was 23 with standard deviation of 3.95. The mean different between a post-test and pre-test score was highly significant with computed value 35.02 ($p < 0.05$). The chi square values show that, except for religion ($p=0.047$) none of the other variable; age, gender, religion, type of family, previous knowledge and source of information shows any significant association with pre-test knowledge at 0.05 level of significance. This study concludes that the planned teaching programme on assertive communication for B.Sc. nursing students was highly effective. The demographic variables of students are not significantly associated with the assertive communication.

Index Terms - assertive communication, assertiveness, nursing students

I. INTRODUCTION

Communication is a lifelong process for the nurse. The psychiatric nurse often can prevent a crisis using early verbal and nonverbal intervention. Speak in calm; low voice can help decrease a patient's agitation. It is important that nurse should not raise their voices in response because this can be perceived as competition and further escalate the volatile situation. Communicating in an assertive manner can help to minimize conflicts, control anger, have your needs better met, and have more positive relationships with friends, family, and others. Assertiveness is a style of communication which many people struggle to put into practice, often because of confusion around exactly what it means. Assertive behaviour helps us to feel good about ourselves and increases our self-esteem. Honesty is the basic to assertive behaviour. An understanding of assertive

communication can also help us to handle family, friends, and co-workers more easily, reducing drama and stress. Assertiveness in the communication is an important aspect for modern nursing profession. Providing education regarding assertive communication to undergraduate nursing students during their course programme equips and prepares them to deal with the different situations in a professional way.¹⁻⁵

A cross-sectional, correlational survey has conducted among mental health nurses to examine the barriers to assertive communication skills in nurses and correlation between level of assertiveness and the perception of barriers inhibiting assertive behaviour. And concluded that assertiveness is need for qualified nurse and nursing students to overcome the barriers of assertive communication skills. A study conducted on the effect of assertiveness training programme, the students were non-assertive before and after the programme they significantly scored higher. The level of self-esteem did not significantly vary after delivering the training programme. But also, the participation in the programme has improved students their ability to self-analysis and practicing assertive communication with others using such skills appropriately.^{6,7}

An exploratory, co-relational, cross-sectional survey conducted among nurses working in hospitals with an aim to examine the relationship of assertive behaviour and interpersonal communication satisfaction among nurses. The findings of this study give an overview of assertive behaviour and interpersonal communication among the nurses. This study also recommended that; further studies can be done to examine the various circumstances that influence the individual to be assertive in communication. A descriptive cross-sectional survey was conducted, on assertiveness and self-esteem among nursing students. The study attempts to understand the relationship of assertiveness with self-esteem among nursing students. Data collection has done by purposive sampling. The study revealed the nursing students have moderate level of assertiveness and self-esteem and there is a significant association between assertiveness, level of study, residence, and self-esteem. There is significant positive correlation ($r=412$) among assertiveness and self-esteem score with p value <0.001 . The conclusion of the study shows the need of improved assertiveness and self-esteem among the nursing students.^{8,9}

An experimental study on the effect of assertiveness training program on nurses. The aim of the study was to assess the effect of assertiveness program on nurses' self-esteem. In the result, statistically significant difference was noticed between before and after training program regarding practice about communication skills and assertiveness. The study was concluded as the implementation of assertiveness training program had positive effect on their communication and self-esteem, and there is need to implement assertiveness training program for nurses. A qualitative, non-experimental, descriptive study conducted on the level of assertiveness aimed to assess the level of assertiveness among final year B.Sc. nursing students. The study concluded that, it is crucial the nurse and students develop assertiveness skills so that they can provide safe and effective care for patients.^{10,11}

II. MATERIALS AND METHOS

Descriptive research designs with quantitative approach were used in this study to assess the effectiveness of planned teaching program on level of knowledge regarding assertive communication among nursing students. In the view of nature of the problem and accomplish the objectives of the study, a structured knowledge questionnaire was prepared to assess the knowledge regarding assertive communication and later the planned teaching program was given. 60 B.Sc. nursing students were selected by probability simple random sampling technique. This study compares the pre-test and post-test knowledge to assess the effectiveness of planned teaching program. The tool for data is a self-administered questionnaire which consists of two parts. First part (A) consists of 7 questions related to selected demographic variables. And the second part (B) consists of structured knowledge questionnaire regarding assertive communication which contains 35 items regarding assertive communication. The stability of the tool is found to be 0.8 and internal consistency found to be 0.89; which indicate the tool is stable and reliable, and feasible.

The total possible score of the structured knowledge questionnaire was 35. The same structured knowledge questionnaire was used for the assessment of pre-test and post-test. The data was collected and tabulated in MS Excel and analysed with descriptive and inferential statistics using IBM SPSS Version 22.

III. RESULT AND DISCUSSION

The demographic variables of the samples are described in terms of age, gender, religion, educational level, previous knowledge, and source of information.

Figure 1 shows that 23.3% of the samples are in 19 years of age, 38.3 % are in 20 years of age, 18.3% are in 21 years of age and, 20% are in 22 years of age.



Figure 2 shows that 13.30% of the samples were male and remaining 86.70 % were females.

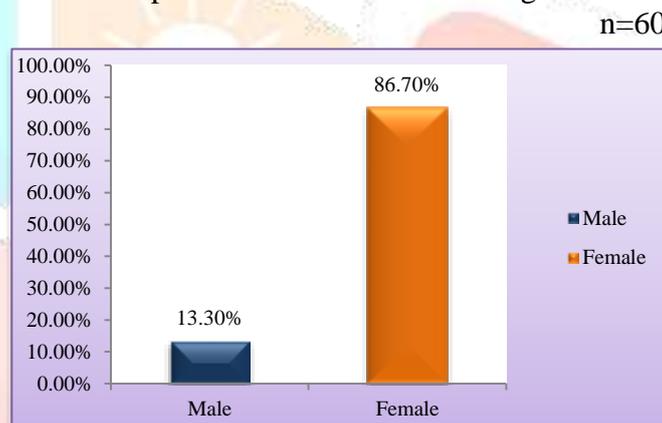


Figure 3 shows that 48.3% of the samples were Hindu, then 21.7% were Muslim and only 30% were Christian.

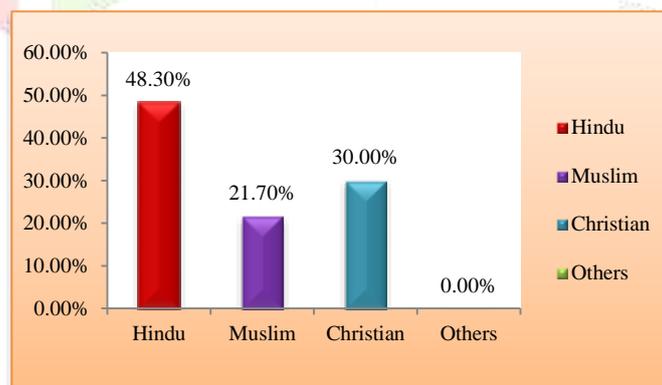


figure 4 shows that majority of the sample 85% were belongs to nuclear family, and remaining 15% were belong to joint family.

n=60

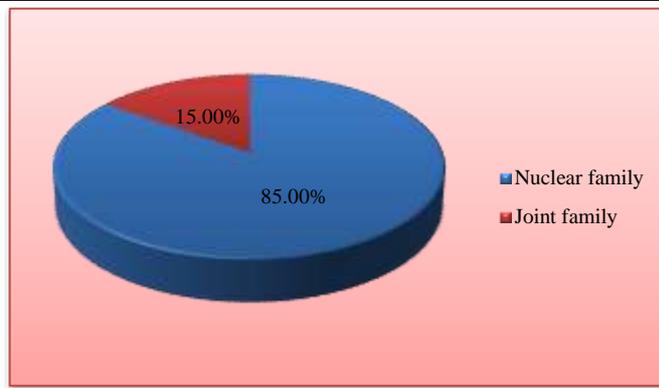


Figure 5 shows that majority of the sample 70% were fluent in English, then 10% were fluent in Hindi, only 15% were fluent in Malayalam and only 5% were fluent in all three languages.

n=60

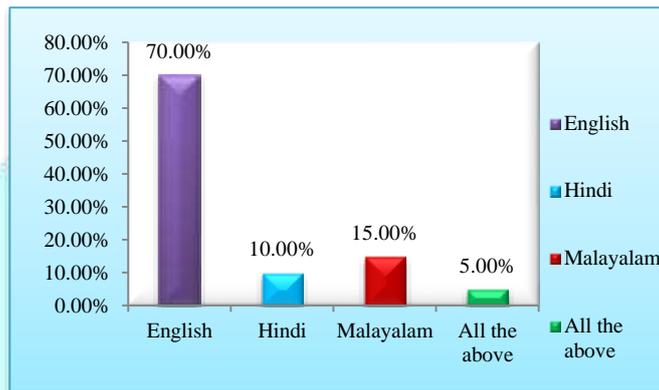


Figure 6 shows that 75% were having any previous knowledge about assertive communication and only 25% were not having knowledge about assertive communication.

n=60

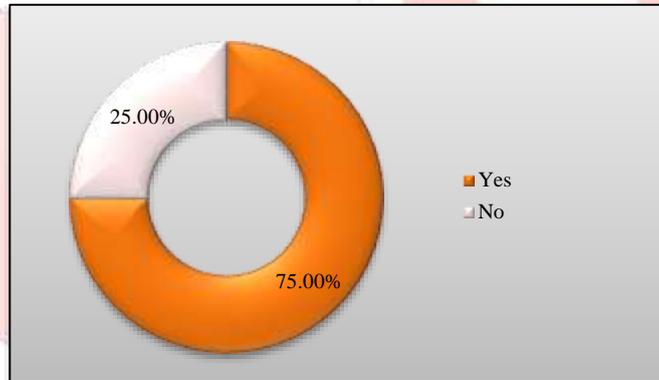


Figure 7 shows that 35% of the samples got the information on assertive communication from the teachers, 25% got information from friends, then 16.7% got information from relatives and 23.3% of the samples got information from mass media.

n=60

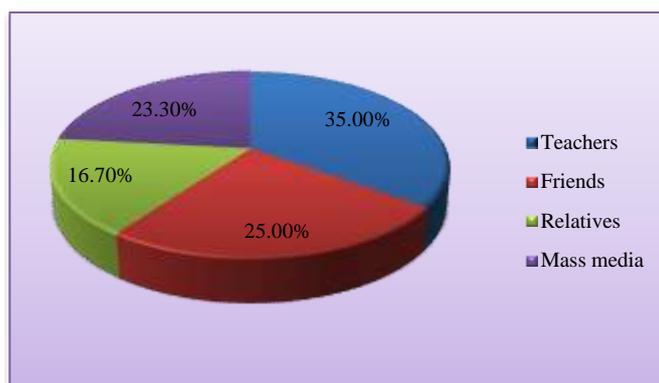


Table 1, shows that 63.3% samples had moderate knowledge level, and 36.7% samples had poor knowledge on assertive communication in pre-test.

During post-test 15% samples gained moderate knowledge, 78.3% samples gained good knowledge and 6.7% got excellent knowledge.

n=60

Overall knowledge of samples	Pre test		Post test	
	Frequency	Percentage	Frequency	Percentage
Poor	22	36.7%	0	0.0%
Moderate	38	63.3%	9	15.0%
Good	0	0.0%	47	78.3%
Excellent	0	0.0%	4	6.7%
Total	60	100%	60	100%

Table 2: Range, Mean, Standard deviation and Median of pretest and post-test Knowledge score of the samples

Knowledge assessment	Count (n)	Range	Mean	SD	Median	Mean difference
Total pre-test score	60	4-15	10.17	2.25	10	12.83
Total post-test score	60	14-31	23	3.95	23	

Table 3: Paired t test

n=60

Knowledge assessment	Mean	SD	Mean difference	95% CI	't' test value	p-value
Total pre-test score	10.17	2.25	12.83	9.59-10.75	35.02	<0.001*
Total post-test score	23	3.95				

*-significant at a p value less than 0.05.

Figure 7 reveals that post-test Ogive lies to the right of the pre-test Ogive over the entire range. This indicates that the post-test knowledge score is consistently higher than pre-test score on assertive communication.

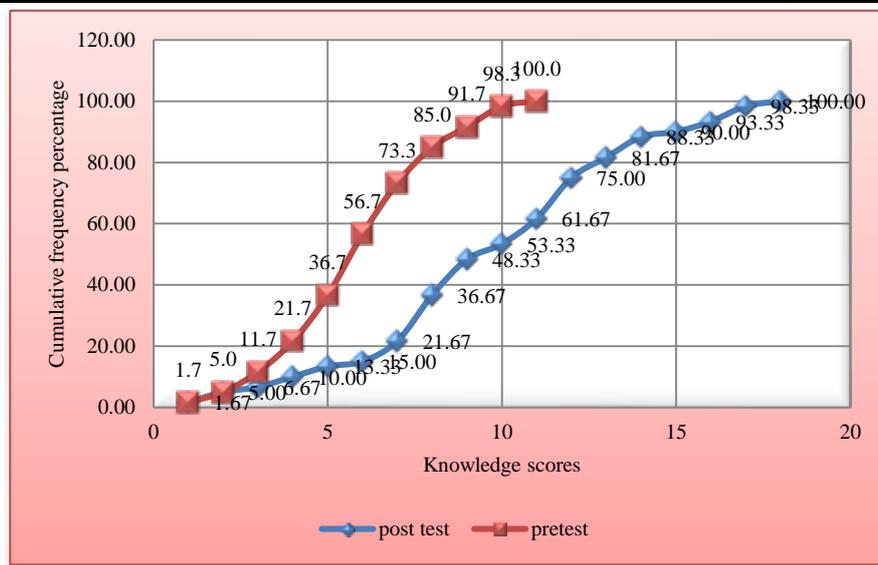


Table 4: A Pearson correlation test shows a positive association between age and pretest knowledge. This means as age increases knowledge also increases.

	N	Pearson Correlation	Significance
Pre-test Knowledge	60	0.175	0.181*
*Correlation is significant at the 0.05 level (2-tailed).			

Table 5: Association between selected demographic variables and pre-test knowledge scores using chi-square; Except for religion (p=0.047) none of the other variable; age, gender, type of family, previous knowledge and source of information shows any significant association with pre-test knowledge at 0.05 level of significance.

Sl. No	Demographic variables	Chi-square value	Df	p- value	Significance
1	Gender	0.541	1	0.698	Non-Significant
2	Religion	6.127	2	0.047*	Significant
3	Type of family	0.051	1	0.999	Non-Significant
4	Language	3.267	3	0.352	Non-Significant
5	Previous knowledge	4.689	1	0.061	Non-Significant
6	Source of information	3.958	3	0.266	Non-Significant
* Correlation is significant at the 0.05 level (2-tailed).					

The data gathered were summarized in the master sheet and both descriptive and inferential statistics were used for analysis and interpretation of the findings. The analysis and interpretation of the data focuses on the results of the study. The findings revealed that there was a significant increase in the post-test knowledge on Assertive Communication compared to the pre-test score in all areas.

Limitations of the study

1. The study is done only on 60 samples. Hence generalization is possible only for the selected participants.
2. Study was conducted only in one college; So, the generalization of the finding is limited.
3. Study did not use control group.

Recommendations

1. The same study could be undertaken in large samples where findings can be generalized.
2. A comparative study on the urban and rural population could be conducted regarding their quality of life.
3. A comparative study on the assertiveness and aggressiveness among the nursing students could be conducted.
4. Research is also needed to evaluate the effectiveness of training programmes for staff nurses.
5. A comparative study on assertive communication can be done in nursing education and clinical nursing setting.

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