

A STUDY TO ASSESS THE IMPACT OF ASSERTIVENESS TRAINING PROGRAMME ON LEVEL OF ASSERTIVE BEHAVIOUR AMONG B.SC NURSING STUDENTS

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ABSTARCT- of this research show that B.Sc. Nursing students benefited from a designed training curriculum on assertiveness and its advantages in a psychiatric setting, both in terms of knowledge and attitude. Before implementing the intended curriculum, the sample population had a fairly average level of self-esteem. It is obvious that the programme was successful in improving assertive conduct among the samples and its advantages in a psychiatric setting after it was administered. The study suggested that further assertiveness teaching programme has to be developed for nursing students to improve knowledge and attitude regarding assertiveness in psychiatric field as well as in other fields.

KEY WORDS- programme, improving assertive, assertiveness

Introduction:- Assertiveness is a communication style in which the ordinary nursing care should reflect it to enhance successful relationships with patients, families, and colleagues. While assertiveness is necessary for effective nurse/patient communication, a study found that some nursing student lack of confidence, while others lack of basic communication skills during their studying.

RELIABILITY

Unwavering quality has to do with nature of estimation, in all its detects dependability has consistency or repeatability of measures. Dependability is steadiness and repeatability of the information assortment instrument. Solid instruments acquire steady outcomes when reused. Test having a high co-effective of unwavering quality, blunders of estimation are decreased to a base. Dependability of the device might be raised by expanding the quantity of things. Readability is another important feature of a research instrument. It is observed that the people and instrument employed in a research are considered the way data is obtained and recorded from one subject to next ,one data collection to next and one data collection point to next reliability concerned with consistency and accuracy of an instrument reliability is accurate and trustworthy test is considered reliable if researcher frequently gets the same reading at different time interval. The

concept of reliability can well understand with classical measurement theory it said that the total score of an instrument is combination of true score and random and systematic errors.

The true value, which is the value that would be achieved if there were no random error of measurement, and the error value, which is the contribution of random measurement error that happens to be present at the moment of measurement, are the two components that make up every measured value. The true value is the value that would be received if there were no random error of measurement. Quantitative research places a premium on dependability and places particular emphasis on stability, equivalence, and internal consistency as the three most important aspects of dependability. It refers to the portion of the instrument's playing surface within which a score of an equivalently high level may be achieved on several times. Evaluation of the effect of external influences on a variety of time scales is what we mean when we talk about stability. The researcher makes sure that the study apparatus produces the same findings at a variety of different times in time. In order to determine whether or not the feature is reliable, the test-retest technique was carried out.

Polite and Hungler (1999) in this context, "consistency" and "accuracy" relate to a device's ability to measure a number. The frequency with which a gadget causes undesirable consequences and the severity of those effects

Formulation of the Spearman-Brown Coefficient Prediction: This formula is frequently used for ordinal scales as well as multi-item scales. What is the extent to which all of the elements on an instrument measure the same variable? This is the essence of what is known as internal consistency dependability, which is sometimes referred to as scale homogeneity. This degree of dependability is appropriate for the instrument only in situations in which it is evaluating a single concept or construct. The primary emphasis of this kind of reliability is placed on measuring tools.

A test-retest approach is one method that may be used in order to assess the reliability of an instrument. Researchers use the test-retest methodology, in which they administer the same examination to the same set of individuals at two different periods of time. Comparing the outcomes of the two separate tests will allow us to calculate the reliability coefficient. It is the correlation coefficient that will be used in order to calculate the reliability coefficient. It's also true that the opposite is true: a lower figure for the coefficient of correlation shows that there is less reliability. The same population is put through a test that has been carefully prepared and

developed repeatedly, at different intervals of time. In order to calculate the level of correlation, the product moment coefficient correlation formula developed by Pearson will be used.

Objectives was to assess the level of self-esteem among B. Sc. Nursing students at selected Nursing colleges of Gandhinagar district, Gujarat, to assess the Assertiveness training among B. Sc. Nursing students at selected Nursing colleges of Gandhinagar district, to evaluate the effects of assertiveness training on self-esteem among B. Sc. Nursing students at selected Nursing colleges of Gandhinagar district, Gujarat, to associate the level of self-esteem among B. Sc. Nursing students with their selected socio- demographic variables.

Methods: In this research quantitative approach was used and Pre experimental one group pre-test and Post –test research enterprise was adopted. Total 400 students of selected nursing colleges were participated by obtaining their informed consent. Samples were selected by non-probability purposive sampling technique. Instrument administered for data collection was standardized tool. The data was analysed by deferential and inferential statistics.

Result: The information uncovers the vast majority of the samples 188 (47%) samples are in the age group of 19-20 years, 344 (86%) of the samples belongs to Female group, 378 (94.5%) samples belongs to Hindu religion, 178 (44.5%) samples lives in nuclear family , 208 (52%) samples lives in joint family and 14 (3.5%) samples belong to single parent family, 173 (43.25%) of the sample's father work as farmer and 57 (14.25%) sample's father work as businessman, 336 (84%) of the sample's mother is housewife, 150 (37.5%) of the sample's family income was found to be above 20000rs, 167 (41.75%) samples have 2 siblings, 122 (30.5) have more than 2 siblings, 210 (51.5%) samples stay at home, 170 (47.5%) samples live in hostel and 20(5%) of the samples lives as paying guest. Based on place of residence, 198 (49.5%) samples live in urban area, 202 (50.5%) samples live in rural area. Before administration of assertive training program to the samples, 4 (01%) samples had low self-esteem, 314 (78.5 %) samples had moderate self-esteem and 82 (20.5%) samples had high self-esteem. After intervention, none of them had low self-esteem, 226 (56.5 %) samples had moderate self-esteem and 174 (43.5%) samples had high self-esteem. The mean pre-test score was 11.71 and the mean post-test score was 32.59 and the mean difference was found to be 20.87. The standard deviation of pre-test score that was 21.82 and the standard deviation of post-test score was 16.37. The calculated 't' value is 15.304 and the tabulated 't' value is 1.962 at 0.05 level of significance. It reveals that the mean post-test knowledge score was significantly higher than mean pre-test score. The calculated 't' value was

greater than the tabulated 't' value. Hence the null hypothesis was rejected and the research hypothesis was accepted. Therefore, it can be concluded that after administration of the assertiveness training, there was enhancement in the level of self-esteem among the samples. Further, demographic variables like age, religion, type of family, parent's occupation, family income etc are associated with self-esteem level. Gender and type of residence are not associated with self-esteem level.

RECOMMENDATIONS

A number of conclusions have been drawn and discussed in the chapter four based on the findings of the research. The research process has increased the investigators knowledge about content available for nurses to promote health of individual. It is thus recommended for further studies on assertive behaviour with an in-depth tool for data collection and analysis. Health professionals must utilize this opportunity to the pass on the information at grass root level.

1. Based on the results of this investigation, we suggest the following.
2. First, a larger-scale research with the same goals may be carried out.
3. Students at both the undergraduate and graduate levels might be included in a comparative research.
4. Third, the knowledge and outlook of staff nurses on assertive communication may be evaluated by a descriptive research.
5. It is possible to perform an experimental research with an experimental and control group to evaluate the knowledge and attitude of staff nurses on assertive communication and its advantages in the nursing profession.
6. It would be possible to undertake research on the factors that prevent nursing students from using aggressive language.
7. Sixth, research of the challenges that nurses face while attempting to communicate assertively is possible.
8. A similar study can be undertaken among the general public.

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