

# A Quasi Experimental Study to Assess the Effectiveness of Assertiveness Training Program on Self Esteem and Interpersonal Communication Satisfaction among Nursing Students in Selected Nursing Institutes of Ambala, Haryana

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## Abstract

**Background:** Assertiveness is an important behavior for today's professional nurse. As nurses move away from traditional roles and perceived stereotypes, it is increasingly being recognized that a nurse needs to behave in an Assertive manner. Assertiveness is necessary for effective nurse/patient communication, it is suggested that its development may also aid the confidence and self esteem. So aim of the study to evaluate effectiveness of assertiveness training program on self esteem and interpersonal communication satisfaction among nursing students of selected institutes of Ambala Haryana.

**Methodology:** Quasi-Experimental research design "Non equivalent control group pre test-post test design was used. Data was collected from 60 nursing students (30 in experimental and 30 in comparison) by convenience sampling technique. Standardized Rosenberg self esteem Scale and Interpersonal Communication Satisfaction Inventory were used to collect data.

**Conclusion:** The 't' test analysis showed a significant difference before and after the administration of Assertiveness training program. in terms of self esteem( $t=11.78$  and  $p=0.001$ ) and Interpersonal communication satisfaction ( $t=12.78$  and  $p=0.001$ ) at 0.05 level of significance. Repeated measures ANOVA shows that there is a significant difference within the group in terms of self Esteem ( $F=4.45$ ,  $p$  value= $0.002$ ) and Interpersonal Communication Satisfaction ( $F=56.60$ ,  $p$  value= $0.001$ ) in experimental group.

**Key Words:** Effectiveness, Assertiveness training program, Self Esteem, Interpersonal Communication Satisfaction, Nursing students.

## Introduction

Today's nursing students are the nucleus of the professional nurses of tomorrow, who will interact with their colleagues and other health care professionals on a daily basis and provide the care for patients, their

families and society in the area of health and education in the future. Nursing students need more Assertive because they interact in different setting like they work in multidisciplinary team in which he/she play important role.<sup>1</sup>

Assertive behavior may be encouraged through educational methods or training programs. It is preferable that nurses receive this educational preparation during undergraduate programs. Assertiveness is important for a healthy self-esteem and for your overall wellbeing. By developing assertiveness skills and improving confidence and self-esteem it can be easier to navigate through the systems and to have better outcomes both for nurse and patient.<sup>2</sup>

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Most of the research evidences found that Assertiveness is closely associated with self-confidence, self-esteem, anxiety and especially school and colleges anxiety, low level of self esteem and poor interpersonal communication. Poor assertiveness can raise the academic anxiety and academic failure. It also leads to learning disabilities and decreased efficiency in students. Assertiveness is a learnable skill and mode of communication. Assertive students work in a confident manner. It is important for a students to be assertive, so that he or she may express his thoughts and feelings effectively. Increasing your assertiveness can help you both personally and professionally. This article focuses the importance of being assertive.<sup>3</sup>

Student nurses on a daily basis interact with other patients, colleagues, doctors and other staff, because the nature of nursing work require a high degree of personal and group interaction. It is crucial that nurses and students develop assertiveness skills so that they can provide safe and effective care for patients.<sup>4</sup> Expressing positive and negative feelings honestly and straightforwardly, without anxiety or intimidation. This can also allow the nurses to improve their care to their clients, peers, and even themselves. Nurse educators are the leaders of the next generation of nurses, and it is vital that they motivate their students to express their opinion and personal rights.<sup>5</sup>

The nature of nursing demands that nursing students face various stressful situations, and the relationship between self-esteem and the quality of nursing care is undeniable. In nursing, it is suggested that self-esteem is one of the most influential factors on occupational behavior of nursing students. Accordingly, there is no doubt in the significance of self-esteem among nursing students.<sup>6</sup>

According to our review of the literature, it seems that the majority of studies on nursing students' self-esteem have focused on determining the level of self-esteem or strategies to improve it and most of the studies suggest that in initial year of the course nursing students may have chances of low self esteem and problem in interpersonal communication because of changing environment from home to hostels or school to colleges.<sup>7</sup>

Nursing practice should have a commitment to caring directed to oneself, caring directed to others and

caring directed to life itself and to well being. This kind of perspective is one of the bases of human existence and is inherent to all human beings. This process of caring cannot exist without the sharing of information and feelings and a very close relationship between the nurse and his/her patient. The main aim of this study is to assess the effectiveness of assertiveness training program on self esteem and interpersonal communication among nursing students.<sup>8</sup>

## **Material and Method**

The study was conducted during the period from October 2018 to April 2019 in Haryana, India. Total 60 students were selected from two institutes (30 in experimental and 30 in comparison group) by using convenience sampling technique. Assertiveness training was provided to experimental group ( Assertiveness training program has a set of 7 sessions. This include several teaching Methods i.e lecture cum discussion with the help of power point presentation, brain Storming, and examples from real life, Modeling ,Role playing, getting Participants feedback, providing feedback, and Assigning Homework).Data was collected by using standardized Rosenberg self esteem scale and interpersonal communication satisfaction inventory.

### **Description of Tool**

#### **Part- A – (Performa for socio demographic variables).**

It consisted of items regarding socio demographic variables. The selected variables included the age , gender ,type of family, monthly income of family, education status of father, , education status of mother, occupation of father, occupation of mother, current year of the study, percentages of marks obtained in higher secondary, choice of course selection, hobbies, socioeconomic status.

#### **Part-B (The Rosenberg Self –Esteem Scale).**

It is a standardized tool that contains -10 items and developed by sociologist Dr. Morris Rosenberg to assess the self-esteem of the nursing students .Each statement had five responses it was rated on 4 point Likert scale.

#### **Part (C) Interpersonal Communication Satisfaction Inventory**

Interpersonal communication satisfaction inventory is a self-report which included 20 items used to Interpersonal communication satisfaction measures in nursing students. The maximum score of Interpersonal communication satisfaction inventory was 100 and minimum was 20.

### Data Analysis

(a) Descriptive statistics:

- Frequency and percentage distribution to describe selected variables.

- Frequency, percentage, mean, mean percentage, Standard Deviation and range of score to describe the self esteem, Interpersonal communication satisfaction.

(b) Inferential statistics:

- Karl Pearson’s correlation was used to check the relationship between self esteem and interpersonal communication satisfaction among nursing students.

- Anova and T-test was used to check the association of selected sample characteristics with self esteem and interpersonal communication satisfaction among nursing students.

### Result

Data were entered in Microsoft excel, and analysis was done with SPSS version 20. Result of the study shows that Assertiveness training program is effective in improving the self esteem and interpersonal communication satisfaction among nursing students.

**Table 1: Mean, mean difference, standard deviation of difference, Standard Error of Mean Difference and ‘t’ value of Self Esteem among Nursing students after Assertiveness training in experimental and comparison group.**

N=60

Variable	Group	Mean ± S.D.	MD	SEMD	‘t’ value	df	P Value
Self Esteem post-test1	Experimental group(n=30) Comparison group(n=30)	16.10±1.85 10.30±1.93	5.76	0.48p	11.78	58	0.001*
Self Esteem post-test2	Experimental group(n=30) Comparison group(n=30)	15.10±1.82 10.50±2.25	4.60	0.53	8.68	58	0.001*

t(58)= 1.67

\*- significant (p ≤ 0.05)

**Table.1** depicts the level of self esteem among nursing students after administration of assertiveness training program. Independent t test was applied and the mean difference between experimental group and comparison was found to be statistically significant

(t=11.78,p=0.001) at 0.5 level of significance and in post test II Independent t test score was (t=8.68,p=0.001).

Hence it inferred that assertiveness training program is effective in improving the self esteem of the nursing students

**Table 2: Mean, mean difference, standard deviation of difference, Standard Error of Mean Difference and ‘t’ value of Interpersonal communication satisfaction among Nursing students after Assertiveness training in experimental and comparison group.**

N=60

Variable	Group	Mean ± S.D.	MD	SEMD	‘t’ value	df	P Value
Interpersonal Communication Satisfaction post-test I	Experimental group(n=30)	69.63±6.40	21.03	1.64	12.78	58	0.001*
	Comparison group(n=30)	48.60±6.33					
Interpersonal Communication Satisfaction post-test II	Experimental group(n=30)	70.90±6.21	22.43	1.76	12.92	58	0.001*
	Comparison group(n=30)	48.47±7.38					

\*- significant (p ≤ 0.05)

**Table.2** depicts the level of Interpersonal Communication Satisfaction among nursing students after administration of assertiveness training program. Independent t test was applied and the mean difference between experimental group and comparison was found to be statistically significant (t=12.78,p=0.001) at 0.5 level of significance and in post test II Independent t test score was (t=12.92,p=0.001).Hence it inferred that assertiveness training program is effective in improving the Interpersonal Communication Satisfaction of the nursing students.

**Table-3: Repeated measures ANOVA showing the significant difference within groups in term of Self Esteem in the experimental group and comparison**

N=60

Group	Test	Mean	F value	P value
Experimental group(n=30)	Pre test	14.57	4.45	0.002*
	Post test-1	16.10		
	post test-2	15.07		
Comparison group(n=30)	Pre test	10.30	1.97	0.15NS
	Post test-1	10.50		
	post test-2	11.47		

NS -Not significant (p>0.05)

\*- significant (p ≤ 0.05)

**Table 3** depicts repeated measures ANOVA showing the significant difference within the group in terms of self esteem. In experimental group computed F value was 4.45,p=0.002 which was statistically significant at 0.05 level of significance, where as in comparison computed F value was 1.97, p=0.15 which was statistically non significant at 0.05 level of significance.

**Table 4: Repeated measures ANOVA showing the significant difference within groups in term of Interpersonal communication satisfaction in the experimental group and comparison.**

N=60

Group	Test	Mean	F value	P value
Experimental group(n=30) Pre test Post test	Pre test Post test-1 post test-2	52.57 69.63 70.90	56.60	0.001*
Comparison group(n=30) Pre test Post test	Pre test Post test-1 post test-2	48.07 48.60 48.47	0.06	0.63NS

NS -Not significant ( $p > 0.05$ )\*- significant ( $p \leq 0.05$ )

**Table 4** depicts repeated measures ANOVA showing the significant difference within the group in terms of Interpersonal communication satisfaction. In experimental group computed F value was 56.60,  $p=0.001$  which was statistically significant at 0.05 level of significance, where as in comparison computed F value was 0.06,  $p=0.63$  which was statistically non significant at 0.05 level of significance.

**Table 5: Correlation between Self esteem and Interpersonal communication satisfaction scores among Nursing students**

N=60

Correlation(pre test )	Self Esteem r ( p value)	Interpersonal communication Satisfaction(r and p value)
Self esteem and Interpersonal communication Satisfaction	XX	0.09 (0.48 NS)

NS -Not significant ( $p > 0.05$ ) $r(58) = 0.27$ 

## Discussion

The findings of the present study stated that In experimental group mean post-test-1 Self esteem score ( $16.10 \pm 1.85$ ) was higher than that of mean pre-test score ( $14.57 \pm 2.09$ ), where as in comparison group, mean post-test-1 Self esteem score  $10.30 \pm 1.93$ . It is also observed that mean post- test scores of experimental group was higher than mean post-test scores of comparison group .The findings of the present study is consistent with the study conducted by Nisha et al on effectiveness

of Assertiveness training program in improving self esteem among nursing students which shows that in experimental group mean post-test self esteem score ( $20.97 \pm 3.07$ ) was higher than that of mean pre-test score ( $11.47 \pm 2.58$ ), where as in control group , mean post-test self esteem score ( $14.57 \pm 2.09$ ) was almost similar to the mean pre- test score ( $11.47 \pm 2.58$ ). It is also observed that mean post-test scores of experimental group was higher than mean post-test scores of comparison group.

## Conclusion

The study concluded that Assertiveness training program is effective in improving the self esteem and interpersonal communication satisfaction among nursing students.

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