



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2020; 6(9): 47-51
www.allresearchjournal.com
Received: 17-07-2020
Accepted: 21-08-2020

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Effectiveness of structured teaching programme on knowledge regarding assertive communication and its benefits in nurse patient relationship among b.sc nursing students in selected nursing colleges at Jaipur

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DOI: <https://doi.org/10.22271/allresearch.2020.v6.i9a.7060>

Abstract

Introduction: Communication is usually a two-way process. It is not just giving information or signaling someone; it also involves the comprehension of the information or the signal by the receiver. When the act of giving information or sending message reaches the recipient and gets comprehended by him/her and the receiver sends a feedback as desired by the sender, the process of communication is said to be complete. Communication, therefore, involves more than one person. According to a research by Press Ganey Associates Inc. The nurse patient relationship sets the tone of the care experience and has a powerful impact on patient satisfaction. Nurses spend the most time with patients. Patients are seen nurses' interactions with others on the care team and draw conclusions about the hospital based on their observations. Without a positive nurse patient relationship, there cannot be patient and family satisfaction. Quality of communication in nursing has the highest impact on the life of the patients.

Material and Method: The present study will be conducted in the St. Florence College of Nursing and Institute of medical technology and Nursing Education, Sitapura, Jaipur. In the study 300 samples were selected from the population by using simple random sampling technique. Evaluative approach and quasi experimental one group pre-test and post test design was adopted. Structured knowledge questionnaire were used to collect the data.

Results: Findings revealed that the highest 50% of the B.Sc. nursing students were in the age group of 21-23 years, 80% of them were males, 80% were belongs to Hindu religion, 60% were belongs to nuclear family, 29% of the respondents father educated upto Graduate & 28% of the respondents mother educated up to senior secondary, 86% were not having previous knowledge about assertive communication and finally 42% were receiving information from their teachers. During Post-test 10.0% of the respondents have moderate knowledge level and 90.0% of the respondents have gain adequate knowledge level on Assertive Communication and Its Benefits in Nurse Patient Relationship after structured teaching program. The overall mean score was 32.20 plus or minus 4.90 in post-test of B.Sc. Nursing Students which was higher than the overall mean score 11.22 plus or minus 3.97 in pre-test. overall improvement in mean score was 20.98 (0.93) with paired t-value 91.44. The mean post-test knowledge score was significantly higher than the mean pre-test knowledge scores of B.Sc. Nursing students, t-value is $59 = 2.39, p < .05$ level. Thus, the research hypothesis was accepted.

Conclusion: Students have less moderate Knowledge level and none of them have adequate knowledge about assertive communication. So, after highly recommendation of structured teaching programme adequate knowledge level of the B.Sc. Nursing Students are high.

Keywords: Knowledge, assertive communication, B.Sc. nursing students, nurse patient relationships

Introduction

Communication is a continuous and dynamic process involving more than one person. It is a cyclic process denoting continuous flow of information. It essentially involves a sender, message and recipient. The sender conceives ideas and encodes them into a suitable medium (facts, figures, pictures), sends them through appropriate channel (email, phone, speech) to the recipient. The recipient decodes the message, understands it and encodes feedback and sends it to the sender. The process continues [3].

The communication process is classified into different types based on certain criteria like the channels used for communication, style of communication, and relationship of the communicators. One such communication is therapeutic communication.

It is a process in which the nurse consciously influences a client or helps the client to a better understanding. Assertiveness is the ability to express one’s feelings, opinions, beliefs, and needs directly, openly and honestly, while not violating the personal rights of others. Assertive staff nurses are able to present suggestions in a direct, comfortable way, give and take criticism, assess the rights and responsibilities in a nursery situation, and act on assessments in a thoughtful problem-solving way. When nurses express a lack of confidence and a lack of assertiveness, patients may notice.

Material and Methods

An evaluative approach was used as appropriate one for present study. The main aim of this study was to find the effectiveness of structured teaching programme on knowledge regarding assertive communication as in form of nurse patient relationship by comparing pre-test and post-test knowledge score. To associate the pre tests mean knowledge score with selected socio demographic variables of B.Sc. nursing students.

Results

Section A: Percentage distribution of socio-demographic variables of the subjects

Table 1: Frequency and percentage distribution of Respondents by Age in years N = 300

S No	Age	Frequency	Percentage
1.	18 – 20 Years	110	37.0%
2.	21 - 23 Years	150	50.0%
3.	24 – 26 Years	40	13.0%
Total		300	100%

Table: 1 show that out of 300 students, 110 students (37.0%) belong to age group of 18-20 years, 150 students (50.0%) belong to age group of 21-23 years, and 40 students (13.0%) belong to the age group of 24-26 years.

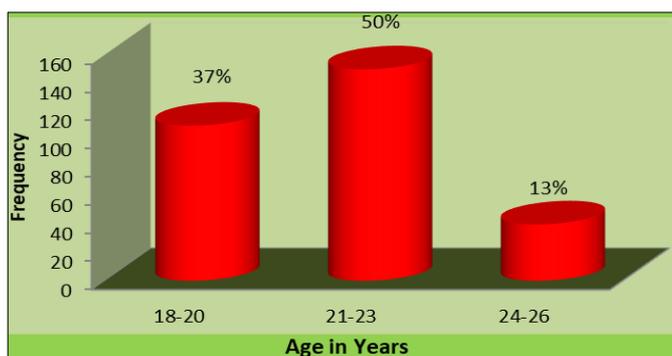


Fig 1: Distribution of students according to Age in years

Table 2: Frequency and percentage distribution of Respondents by Gender N=300

S No	Gender	Frequency	Percentage
1.	Male	240	80.0%
2.	Female	60	20.0%
Total		300	100%

Table: 2 show that out of 300 students, 240 students (80.0%) belong to Male Gender, 60 students (20.0%) belong to Female Gender.

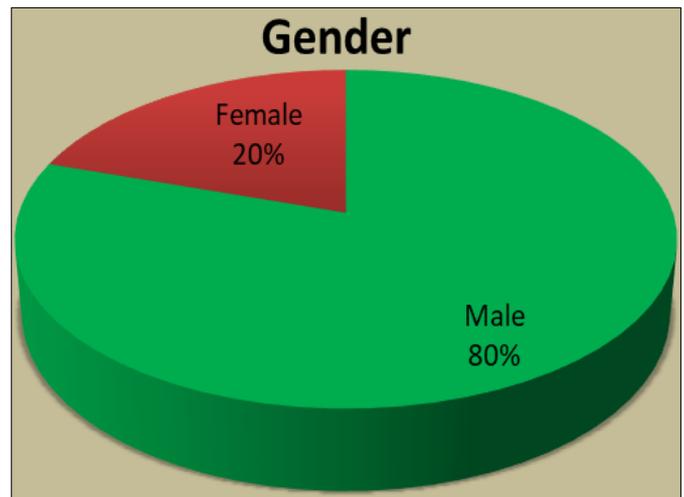


Fig 2: Distribution of students according to Gender

Table 3: Frequency and percentage distribution of Respondents by Previous knowledge about Assertive communication N=300

S No	Previous knowledge about Assertive communication	Frequency	Percentage
1.	Yes	42	14.0%
2.	No	258	86.0%
Total		300	100%

Table 3: Previous knowledge shows that out of 300 students 258 (86.0%) of respondents were not having previous knowledge about assertive communication and 42 (14.0%) of the respondents were having previous knowledge about assertive communication. It was inferred that majority of B.Sc. Nursing students were not having previous knowledge about assertive communication.

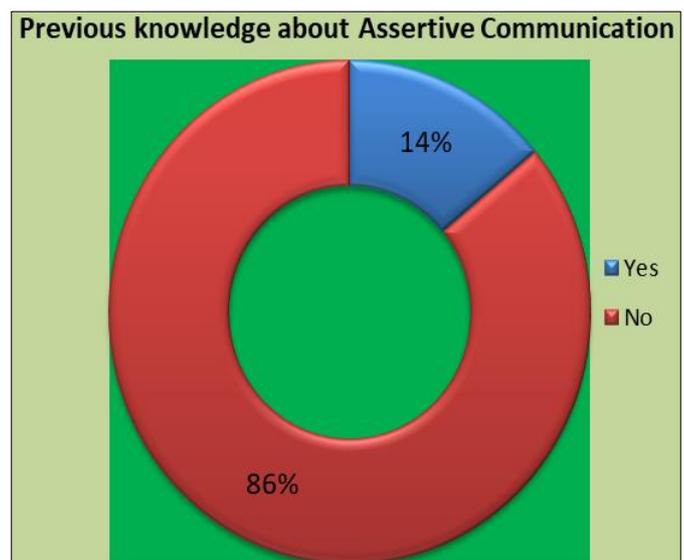


Fig 3: Distribution of students according to previous knowledge

Table 4: Frequency and percentage distribution of Respondents by source of Information

N=300

S. No	Source of Information	Frequency	Percentage
1.	Teachers	125	42.0%
2.	Friends	75	25.0%
3.	Relatives	30	10.0%
4.	Mass media	70	23.0%
Total		300	100%

Table 4: Source of Information shows that out of 300 students 125 (42.0%) of respondents were receiving the information from their teachers; 75 (25.0%) of the respondents were receiving information through their friends; 30 (10.0%) of them through relatives and finally 70 (23.0%) of the respondents through mass media. It was

inferred that majority of B.Sc. Nursing Students were receiving information through their teachers.

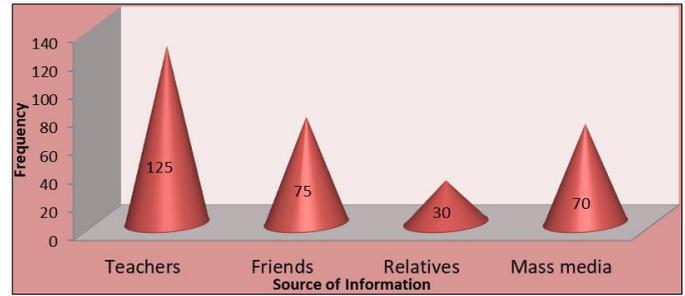


Fig 4: Distribution of students according to source of information

Section B

Table 5: Data Shows the Association between Pre-test Knowledge Scores on Assertive Communication and Its Benefits in Nurse Patient Relationship and Selected Socio-Demographic Variables.

SN	Variable	Category	Knowledge scores				value (p-value)	
			Inadequate		Moderate			Total
			f	%	f	%		
1.	Age (In Years)	18 – 20	105	35.0	05	2.0	110 0.51 (0.78) _{NS}	
		21 – 23	142	47.0	08	3.0		
		24 - 26	37	12.0	03	1.0		
2.	Gender	Male	230	77.0	10	3.0	240 0.08 (0.78) _{NS}	
		Female	57	19.0	03	1.0		
3.	Religion	Hindu	232	77.4	08	2.67	240 4.5048 (0.21) _{NS}	
		Muslim	33	11.0	02	0.67		
		Christian	18	6.0	02	0.67		
		Sikh	05	1.68	-	-		
4.	Type of Family	Nuclear	172	57.4	08	2.6	180 0.23 (0.63) _{NS}	
		Joint	116	38.7	04	1.3		
5.	Education of Father	Illiterate	17	5.7	-	-	17 21.21 (0.06) _{NS}	
		Primary	20	6.7	02	0.6		
		Secondary	50	16.7	03	1.0		
		Senior secondary	69	23.0	05	1.6		
		Graduation	80	26.7	06	2.0		
6.	Education of Mother	Post graduation	45	15.0	03	1.0	48 20.09 (0.049) _{NS}	
		Illiterate	22	7.3	-	-		
		Primary	16	5.3	02	0.7		
		Secondary	76	25.3	04	1.3		
		Senior secondary	80	26.7	04	1.3		
7.	Previous knowledge about assertive communication	Graduation	52	17.4	04	1.3	56 17.45 (0.467) _{NS}	
		Post graduation	37	12.4	03	1.0		
		Yes	40	13.3	02	0.7		
		No	248	82.7	10	3.3		
		Total	258	86.0	72	23.0		
8.	Source of Information	Teachers	119	39.7	06	2.0	125 4.24 (0.29) _{NS}	
		Friends	69	23.0	06	2.0		
		Relatives	27	9.0	03	1.0		
		Mass media	65	21.7	05	1.6		

Section C

Table 6: Distribution of Overall Respondent Knowledge Level on Assertive Communication and its Benefits in Nurse Patient Relationship in Pre-test.

N = 300

Inadequate Knowledge (0 - 13)		Moderate Knowledge (14 - 26)		Adequate Knowledge (27 - 40)	
N	%	N	%	N	%
260	86.7	40	13.3	-	-

Table 6: reveals the distribution of overall respondent knowledge level regarding Assertive Communication and Its Benefits in Nurse Patient Relationship before structured teaching program.

From the above table shows that 86.7% of respondents have inadequate knowledge level; 13.3% of the respondents have moderate knowledge level and finally none of the respondents have adequate knowledge on Assertive Communication and Its Benefits in Nurse Patient Relationship before structured teaching program.

Section D**Table 7:** Distribution of Overall Respondent Knowledge Level on Assertive Communication and its Benefits in Nurse Patient Relationship in Post-test.

N = 300

Inadequate Knowledge (0 - 13)		Moderate Knowledge (14 - 26)		Adequate Knowledge (27 - 40)	
N	%	N	%	N	%
-	-	30	10.0	270	90.0

Table 7: reveals the distribution of overall respondent knowledge level regarding Assertive Communication and Its

Benefits in Nurse Patient Relationship after structured teaching program.

From the above table shows that 10.0% of the respondents have moderate knowledge level and 90.0% of the respondents have gain adequate knowledge level on Assertive Communication and Its Benefits in Nurse Patient Relationship after structured teaching program.

It was inferred that majority of B.Sc. Nursing Students in selected Nursing Colleges At Jaipur; overall the structured teaching program was very effective to enhance knowledge level on Assertive Communication and Its Benefits in Nurse Patient Relationship.

Section E**Table 8:** Mean and Standard deviation of different sections of knowledge on Assertive Communication and its Benefits in Nurse Patient Relationship among B.Sc. Nursing Students in Pre-test and Post-test.

N = 300

S No.	Different sections of Knowledge	Pre-test		Post-test		t-value	p-value
		Mean	SD	Mean	SD		
1.	Knowledge assessment regarding Information on general communication	9.76	1.50	-	-	-	-
2.	Knowledge assessment regarding assertive communication	20.34 [#]	2.04	19.67 ^{##}	1.83	0.724 ^{**}	0.043 [*]
3.	Knowledge assessment regarding benefits of assertive communication in nurse patient relationship	-	-	33.60	2.53	-	-
Overall		11.22	3.97	32.20	4.90	91.44	0.03 [*]

40 students, ## 30 students

** exclude 10 students not common in Pre-Test and Post Test,

*Significant.

Table 9: depicts Mean, Standard deviation of aspect wise knowledge of B.Sc. Nursing Students in pre-test and post-test. B.Sc. Nursing Students obtained the highest mean in assertive communication in post-test (33.60 plus or minus 2.53) when compared with pre-test (20.34 plus or minus 2.04).

The overall mean score was 32.20 plus or minus 4.90 in post-test of B.Sc. Nursing Students which was higher than the overall mean score 11.22 plus or minus 3.97 in pre-test. Thus it indicates that there is an enhancement of knowledge

among B.Sc. Nursing Students regarding Assertive Communication and Its Benefits in Nurse Patient Relationship.

Results reveals that the overall improvement in mean score was 20.98 (0.93) with Paired t-value 91.44. The mean post-test knowledge score was significantly higher than the mean pre-test knowledge scores of B.Sc. Nursing Students at $p < 0.05$ level. Thus, the research hypothesis was accepted.

Section F**Table 9:** Mean difference and Standard Deviation difference Pre-test and Post-test by using Paired t-test (Effectiveness of Structured Teaching Programme)

N = 300

S. No.	Different sections of Knowledge	Inadequate Knowledge (0 - 13) Moderate Knowledge (14 - 26) Adequate Knowledge (27 - 40)		Paired t-value
		Mean Diff.	SD Diff.	
1.	Knowledge assessment regarding Information on general communication	9.76	1.50	-
2.	Knowledge assessment regarding assertive communication	0.67	0.21	0.724 ^{**} (0.043 [*])
3.	Knowledge assessment regarding benefits of assertive communication in nurse patient relationship	33.60	2.53	-
Overall		20.98	0.93	91.44 (0.03 [*])

Table: 9 Reveals that the overall improvement in mean score was 20.98 (0.93) with paired t-value 91.44. The mean post-test knowledge score was significantly higher than the

mean pre-test knowledge scores of B.Sc. Nursing students, t-value is 59 = 2.39, $p < .05$ level. Thus, the research hypothesis was accepted.

Table 10: Correlation

S No.	Different sections of Knowledge	Pre-test	Post-test
2.	Knowledge assessment regarding assertive communication	0.839 (0.029 [*])	

*Significant Relationship between Pre-Test and Post Test.

This study reveals that correlation between pre-test and post-test score in knowledge assessment on assertive communication found to be 0.839 (0.029^{*}) more effective,

so in this study teaching programme become more effective in assertive communication.

Discussion

The present study was conducted to assess the effectiveness of structured teaching programme on knowledge regarding assertive communication and its benefits in nurse patient relationship among B.Sc. nursing students in selected nursing colleges at Jaipur.

In order to achieve the objectives of the study, one group pre-test and post-design with Pre-experimental design was adopted. The sample comprised of 300 B.Sc. nursing students. The data were collected from them before and after the administration of structured teaching program using a structured questionnaire.

The objectives of the study

1. To assess pre test levels of knowledge on assertive communication and its benefits in nurse patient relationship of B.Sc. nursing students.
2. To assess post test levels of knowledge on assertive communication and its benefits in nurse patient relationship of B.Sc nursing students.
3. To evaluate the effectiveness of STP on assertive communication and its benefits in NPR by comparing the differences between the pre test and post test knowledge scores.
4. To associate the pre tests mean knowledge score with selected socio demographic variables of B.Sc nursing students.

The study attempted to test the following Hypothesis:

RH₁: There will be a significant difference between the mean pre-test and post-test knowledge scores.

RH₂: There will be a significant association between pre-test knowledge scores with selected demographic variables.

In the present study distribution of overall respondent knowledge level regarding Assertive Communication and Its Benefits in Nurse Patient Relationship after structured teaching program. 10.0% of the respondents have moderate knowledge level and 90.0% of the respondents have gain adequate knowledge level on Assertive Communication and Its Benefits in Nurse Patient Relationship after structured teaching program.

Conclusion

This presents study concluded that implications to nursing fields, limitations, and delimitations with study designs and methods and recommendations of the study. The focus of this study was to assess the effectiveness of structured teaching programme on knowledge of assertive communication and its benefits in nurse patient relationship among B.Sc Nursing students at St. Florence college of Nursing and Institute of Medical Technology and Nursing Education, Sitapura at Jaipur.

The following conclusions were drawn from the Pre-test and post test of the study

Findings revealed that the highest 50% of the B.Sc. nursing students were in the age group of 21-23 years, 80% of them were males, 80% were belongs to Hindu religion, 60% were belongs to nuclear family, 29% of the respondents father educated upto graduate & 28.0% of the respondents mother educated up to senior secondary, 86.0% were not having previous knowledge about assertive communication and finally 42.0% were receiving information from their teachers.

It was inferred that the socio-demographic factors such as age, gender, religion, types of family, education of father & education of mother, previous knowledge about assertive communication and finally sources of information of the respondents shows there is a significant association between the Pre-test knowledge level and socio-demographic variables ($P > 0.05$).

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