



A Study To Assess The Effectiveness Of Intervention Program On Selected Assertiveness Techniques Among B.Sc Final Year Nursing Students In Selected Institutes Of Delhi, Ncr

¹ RACHNA

INURSING OFFICER,

¹ Mental Health Nursing Department,

¹ RAJIV GANDHI CANCER INSTITUTE & RESEARCH CENTRE,

Abstract:

Assertiveness is accepting ourselves and others; it is a skill-based on honest, real self, expressing genuine personal viewpoints, claiming one's entitlements, and achieving one's interests while taking into account the opinions, entitlements, and interests of everyone else. Assertiveness is essential in a student's life especially in nursing students as they are the backbone of professional nurses of tomorrow. To ensure competent and safe practice, they must be individuals with high assertiveness skills. A quantitative research approach was used. Simple random sampling technique was used to select 60 B.Sc. final year nursing student (30 experimental group and 30 control group) from SGT University and Amity University. Informed Consent was taken from the B.Sc. final year nursing student. A questionnaire on selected social demographic variable and a standardized Rathus assertiveness schedule were used to assess the level of assertiveness. The data was analysed by using Descriptive and Inferential statistics. Frequency and percentage distribution was used for demographic variable and assessing effectiveness of intervention program on selected assertiveness techniques. Chi square test was used to analyse association between post-test level of assertiveness with selected social demographic variables. Result revealed that the post-test mean score in the experimental group was 14.83 with S.D 13.110 and the post-test mean score in the control group was -1.07 with S.D 21.678. The calculated unpaired, "t" value of $t = 4.696$ with df value (58) was found to be statistically significant at 0.05 level of significance as p value ($p=0.001$). It can be concluded that there is effectiveness after the administration of intervention program on selected assertiveness techniques among B.Sc. final year nursing students in the experimental group and there is no effectiveness in control group. Level of assertiveness highly increases in the post-test from pretest in the experimental group.

INTRODUCTION

Student life is the most significant aspect of human life. This duration is full of joy and happiness whereas, on the other hand, it's full of new learning and experience. Student word originated from the Latin meaning "to study" This is a period where students built their characteristics. That's why this period is also called as formative period. There is usually a lot going on throughout the learning time. Students are our future's backbone. In this formative period, students also prepare for the outer world's interaction during which several key developmental experiences occur. Apart from academic growth and development, the goal of implementing such knowledge is to include the progression toward socioeconomic independence, the formation of identity, the acquisition of new skills necessary for adult interactions and roles, and the ability to think abstractly. Students are constantly expected to be capable of acting as leading change who can influence society.^[1] Being assertive is described as "It allows an individual to behave in their own preferences, speak up for herself or himself without fear, to express genuine thoughts without limiting anyone's liberties, and to exercise individual entitlements without violating the rights of someone other. Assertiveness is accepting ourselves and others; it is a skill-based on honest, real self, expressing genuine personal viewpoints, claiming one's entitlements, and achieving one's interests while taking into account the opinions, entitlements, and interests of everyone else. Assertiveness is a method of understanding and acting that permits one to assert one's values while still standing up for the rights of someone else. Assertive attitudes and behaviour are required for efficient advocacy. Individuals with an assertive posture are aware of their rights. These rights span the spectrum from legal protections to freedoms to express one's uniqueness, including choices, emotions, and ideas. "The ability to articulate oneself honestly and confidently is made possible by assertiveness, which encourages people to act selflessly, advocate for oneself, and act in their own best interests. needless fear. Additionally, it helps the person exercise their rights without endangering those of others. The young adults are nursing students. They must possess the confidence and honesty to express themselves honestly in order to be able to stand up for themselves without needless fear. In India, there are 1.7 billion people overall, with 1.2 billion of them being under 24 years old, or 16% of the world's population. According to a study conducted on the impact of an assertiveness-based intervention programme on nursing students' interpersonal communication and self-esteem by researcher Markid Amani Maryam, Markani Khorami Abdollah et al 2019 state that nursing student having moderate assertiveness level and need future program to increase the assertiveness. Hence, the assertiveness-based training increases self-esteem and interpersonal communication and can be used to increase self-esteem and communication skills of nursing students.

Keywords: Assertiveness, techniques, students, Nursing, Effectiveness,

REVIEW OF LITERATURE

Kadam Namdev Supriya, Naikare R vishal et al (2022) conducted a study on assessment of level of assertiveness among nursing students in selected area, pune. A descriptive study 20-question survey design was used and a convenience sample was used for selection of 150 nursing students. The Modified self-assessment assertiveness questionnaire was used to study the assertiveness of students. It comprising 20 situational statements result of the level of assertiveness of female was 90% and male was 80%. It revealed that the nursing students are having harmonious way of assertiveness.

Sumathi C,DeviJVanVagulaet al (2020) was conducted to determine assertiveness level among B.Sc nursing final-year students at a particular college of nursing in Chennai. At Venkateswara Nursing College, the study involved 30 BSc Nursing final year students. A quantitative research strategy, non-experimental, descriptive research design was used with improbability convenient sampling technique. The data was collected from the students using a 20-item 3-point rating scale to determine their level of assertiveness. The findings revealed 90 percent of pupils had an appropriate level of assertiveness, and 10% of students had a medium level. There was a significant correlation between gender, the number of siblings, and assertiveness at the 0.05 level. It concluded that nurses and students must develop assertiveness skills in order to provide patients with safe and effective treatment.

Ramaswamy C, Rukmini S (2017) conducted a research study to determine the level of assertiveness among undergraduate college students in the arts, sciences, and commerce disciplines. A comparative study design was used. One hundred and twenty healthy and well-motivated Undergraduate College students, sixty Males and sixty Females, studying B.A. (forty students; 20 Males and 20 Females), B.Sc. (forty students; 20 Males and 20 Females), and B.Com. (forty students; 20 Males and 20 Females) were selected by purposive sampling technique at Government First Grade College, Vijayanagar, Bangaluru, served as a sample for the current study. The Rathus Assertiveness Scale was used to examine the level of assertiveness among undergraduate college students as well as gender differences. The results showed that B.A. and B.Sc. college students are more assertive (P.001) than B. Com. college students. It concluded that Females perform better (P.001) than males in enhancing the Level of Assertiveness. High level of assertiveness promotes success in the academic, workplace and family life.

Hemavathy V and Christy C. Meribha et al (2016) the purposed of this study is to assess the assertiveness skills among post graduate nursing student at Matha College of Nursing, Mana Madurai. A Descriptive study design was used and sample size was 30 sample were selected by non-randomly. The standardized assertiveness tool constructed by Lloyd S. R (2000) was selected to collect data. As Result suggested that According to the level of assertiveness, 17% students have highly assertive skills, majority of the students (63%) have fairly assertive skills, 17% have assertive in some situation and only 3% students are difficulty being assertiveness. It concludes that majority of post graduate nursing students had fairly assertiveness skills.

METHODOLOGY

Research Approach: Quantitative research approach

Research Design: pretest post-test control research design

Target population: B.Sc. final year nursing students.

Sample size: 60 B.Sc. final year nursing students

Sampling technique: simple random sampling technique.

Research setting: SGT University, Budhera Road, Gurugram and Amity University.

Socio demographic variable - age, gender, area, father's education, mother's education, father's occupation, mother's occupation, capital income, No. of siblings, type of family, any training regarding assertiveness.

ANALYSIS AND INTERPRETATION

Frequency and percentage distribution of demographic variables of B.Sc final year nursing student in experimental and control group.

N=60

Demographic data	Experimental group n ₁ = 30	Control group n ₂ =30	χ^2	df	p value
	f (%)	f (%)			
AGE					
20 – 22	26 (86.7)	24 (80)	0.72	1	0.79
23 – 25	4 (13.3)	6 (20)			
GENDER					
Male	8 (26.7)	13(43.3)	0.15	1	0.69

Female	22 (73.3)	17(56.7)			
AREA					
Urban	14 (46.7)	23 (76.7)	4.90	4	0.29
Rural	11 (36.7)	4 (13.3)			
Semi- urban	5 (16.7)	3 (10.0)			
TYPE OF FAMILY					
Nuclear	20 (66.7)	23 (76.7)	1.55	2	0.46
Joint	9 (30)	7 (23.3)			

Extended	0 (0)	0(0)			
Single Parent	1 (3.3)	0 (0)			
NO. OF SIBLINGS					
No any	3 (10)	3 (10)	11.63	9	0.235
1	9 (30)	11 (36.7)			
2	9 (30)	10 (33.3)			
3	9 (30)	6 (20.0)			
FATHER EDUCATION					
Illiterate	1 (3.3)	0 (0)	3.72	6	0.71
Primary	1 (3.3)	3 (10)			
Secondary	13 (43.3)	9 (30)			
Graduate or above	15 (50)	18 (60)			
MOTHER'S EDUCATION					
Illiterate	2 (6.7)	3 (10)	7.54	9	0.58
Primary	7 (23.3)	12 (40)			
Secondary	13 (43.3)	7 (23.3)			
Graduate or above	8 (26.7)	8 (26.7)			
FATHER'S OCCUPATION					
Military	1 (3.3)	2 (6.7)	15.23	16	0.51
Farming	1 (3.3)	3 (10)			
Government	8 (26.7)	7 (23.3)			
Private	9 (30)	7 (23.3)			
Self employed	11 (36.7)	11(36.7)			
MOTHER OCCUPATION					
Government	6 (20)	5 (16.7)	0.54	4	0.97
Private	1 (3.3)	0 (0)			
Self employed	0 (0)	1 (3.3)			
Housewife	23(76.7)	24(80.0)			
ANNUAL INCOME					
Less than 2 lakhs	9 (30)	6 (20)	18.64	16	0.29
2-4 lakhs	5 (16.7)	9 (30)			
5-7 lakhs	9 (30)	4 (13.3)			
8-10 lakhs	5 (16.7)	6 (20.0)			
More than 10 lakhs	2(6.7)	5(16.7)			

ANYTRAINING ASSERTIVENESS	ON				
Yes		2 (6.7)	0 (0)		
No		28(93.3)	30 (100)		

The above table shows that in the experimental group, most of the participants 26 (86.7%) between the ages of 20-22 years; 4 (13.3%) were between the ages of 23-25 years. In contrast, in the control group, majority of the 24 (80%) were between the age of 20 - 22 years and 6 (20%) were between the age of 23 25 years. The findings showed that in the experimental group, the majority 22 (73.3%) were females and 8 (26.7%) males, while in the control group, the majority 17 (56.7%) were females and 13 (43.3%) males. The data showed that in the experimental group, the majority of the 14 (46.7%) were from an urban area, 11 (36.7%) were from a rural area, and 5 (16.7%) students were from a semi-urban area. Where as in control group majority 23 (76.7%) were from an urban area, 4 (13.3%) were from a rural area, and 3 (10%) were from a semi-urban area. In the experimental group, the majority of 20 (66.75) were belongs to nuclear family, 9 (30%) from joint family and only 1 (3.3%) have single parent. Similarly in control group, the majority 23 (76.7%) were from nuclear family and 7 (23.3%) from joint family. The data showed that in the experimental group, equal number of students 9 (30%) have one sibling, 9 (30%) have two siblings, and 9 (30%) have three siblings. In contrast, in the control group, the majority 11 (36.7%) of the students have one sibling, 10 (33.3%) have two siblings, 6 (20%) have three siblings and 3 (10%) have no siblings, The results showed that in the experimental group, the majority of the father's 15 50%) were graduate or above, 13 (43.3%) have completed secondary education, 1 (3.3%) had primary education and 1 (3.3%) had no formal education. In the control group, the majority of the father's 18 (60%) were graduates or above, 9 (30%) were have secondary education, and 3 (10%) were have completed primary education. The study's findings showed that in the experimental group, the majority of the mothers 13 (43.3%) had secondary education, 8 (26.75) of the mothers were graduate or above, 7 (23.3%) had primary education, and 2 (6.7%) had no formal education. In the control group, the majority of the mothers 12 (40%) had primary education, 8 (26.7%) of the mothers had graduate degrees or higher, and 7 (23.3%) completed secondary education and 3 (10%) had no formal education. Finding revealed that the majority of the fathers 11 (36.7%) were self employed, 9 (30%) were employed in private industry, 8 (26.7%) were in government jobs, 1 (3.3%) were in military and 1 (3.3%) participant's father as farmer. In the control group, the majority of participants' fathers 11 (36.7%) were self employed, equal numbers of participant's fathers 7 (23.3%) were having Government and Private jobs, 3 (10%) were farmers and 2 (6.7%) were working in Military. In an experimental group, the majority of the mothers 23 (76.7%) were housewives, 6 (20%) were having government jobs, and 1 (3.3%) mother had a private job. In the control group, majority 24 (80%) of them were housewives, 5 (16.7%) have government jobs and 1 (3.3%) mother were self employed. According to the data, In the experimental group, majority of participants 9(30%) had yearly family incomes of less than 2 lakhs, followed by 9 (30%) had 5 -7 lakhs, 5 (16.7%) had 2-4 lakhs, 5 (16.7%) had annual income of 8-10 lakhs and 2 (6.7%) had more than 10 lakhs annual income. Whereas in the control group, the majority 9 (30%) have annual income between 2 to 4 lakhs,

6 (20%) with less than 2 lakhs of annual income, followed by 6 (20%) between 8-10 lakhs, and 5 (16.7%) have annual incomes of more than 10 lakhs, and 4 (13.3%) have 5 to 7 lakhs annual income. The data showed that in the experimental group, the majority 28 (93.35) participants received no assertiveness training and 2 (6.7%) had received assertiveness training. While in the control group, all of them received no assertiveness training.

Frequency and percentage distribution of pretest level of assertiveness among B.Sc. final year nursing students in experimental group and control group

LEVEL OF ASSERTIVENESS	PRETEST	
	Experimental group f (%)	Control group f (%)
GOOD(+30 to+90)	0(0)	2(6.7)
AVERAGE(-30 to +29)	29(96.7)	27(90)
POOR(-31 to -90)	1(3.3)	1(3.3)

Table 4.2 shows the pretest results, In the experimental group, the majority of participants 29 (96.7%) had average levels of assertiveness, 1 (3.3%) had poor and none had good levels of assertiveness. Whereas in the control group, the pretest results indicate that the majority of participants 27 (90%) had average levels of assertiveness, 2 (6.7%) had good levels and 1 (3.3%) had poor levels of assertiveness.

Comparison between the Frequency and percentage distribution of pretest and posttest level of Assertiveness among B.Sc.Final year nursing students in the experimental group and control group.

LEVEL OF ASSERTIVENESS	Experimental group		Control group	
	Pretest f(%)	Post test f(%)	Pretest f(%)	Post test f(%)
GOOD(+30 to+90)	0(0)	5(16.7)	2(6.7)	2 (6.7)
AVERAGE(-30 to +29)	29(96.7)	25(83.3)	27(90)	24(80)
POOR(-31 to -90)	1(3.3)	0(0)	1(3.3)	4(13.3)

Above table shows the comparison of frequency and percentage distribution of pre test and post test result in the experimental group and control group. In the experimental group, in pre test the majority of participants 29 (96.7) were having average level of assertiveness, 1 (3.3%) were having poor level of assertiveness and none of having good level of assertiveness. In post test, majority of participant 25 (83.3%) were having

average level of assertiveness, 5 (16.7%) were having good level of assertiveness and none of them have poor level of assertiveness. Whereas, in control group in the pre test, majority of 27 (90%) were having average level of assertiveness, 2 (6.7%) were having good level of assertiveness and 1 (3.3%) was having poor level of assertiveness. In the post test majority of 24 (80%) were having average level of assertiveness, 2 (6.7%) were having good level of assertiveness and 4 (13.3%) was having poor level of assertiveness.

Comparison of Mean \pm SD of pre and post-test level of assertiveness among B.Sc. final year nursing students in experimental group.

(n = 30)

Level of Assertiveness	Mean \pm SD	Median	Paired 't'	p value
Pre test	-6.10 \pm 12.965	-7	t = -6.054	0.001**
Post test	14.83 \pm 13.110	14	df = 29	

***Highly Significant**

Above table shows the comparison of Mean \pm SD of pretest and posttest level of assertiveness in experimental group. The pretest Mean \pm SD was -6.10 \pm 12.965 and in the post test it was 14.83 \pm 13.110. The calculated paired "t" value of t = -6.054 with the (df) value 29 for degree of freedom was found to be statistically significant at p=0.001. This clearly shows that the administration of intervention program on selected assertiveness techniques among B.Sc final year nursing students had significant improvement in their post test level of assertiveness among B.Sc. final year nursing students.

Comparison of Mean \pm SD pre and post test level of assertiveness among B.Sc final year nursing students in control group.

(n= 30)

Level of Assertiveness	Mean \pm SD	Median	Paired 't'	p value
Pre test	-4.13 \pm 17.820	-7	t = 1.192 df = 29	0.121
Post test	- 1.07 \pm 21.678	14		

Table shows the comparison of Mean \pm SD of pre and post test level of assertiveness in control group. The pretest Mean \pm SD was -4.13 \pm 17.820 and the post test was - 1.07 \pm 21.678. The calculated paired "t" value of t = 1.192 with the df value 29 for degree of freedom was not found to be statistically significant. This clearly shows that there was no significant difference between the pretest and post test level of assertiveness among B.Sc final year nursing students in the control group.

Comparison of Mean \pm SD in the posttest level of assertiveness among B.Sc. final year nursing students in between the experimental and control group

(N =60)

Groups	Mean \pm SD	Median	Independent Paired 't'	p value
Experimental	14.83 \pm 13.110	14	t = 4.696 df= 58	0.001**
Control	- 1.07 \pm 21.678	-0.5		

** Highly Significant

Table 4.7 shows the comparison of Mean \pm SD of the post test score between the experimental and control group, in the experimental group the post test Mean \pm SD was 14.83 \pm 13.110 and in the control group it was - 1.07 \pm 21.678. The calculated "t" value is 4.696 with df value (58) was found to be statistically highly significant at $p < 0.001$. Test of normality was kolmogorovsmirnov and shapiro- wilk found to be non-significant, hence data was normally distributed. This clearly indicates the effectiveness of intervention program on selected assertiveness techniques among B.Sc final year nursing students in the experimental group and there is no effectiveness in control group.

Associations of posttest level of assertiveness among B.Sc. final year nursing students with their selected demographic variables in experimental group

(n=30)

Demographic data	Good	Average	Poor	χ^2	p
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	f (%)	f (%)	f (%)		value
AGE					
20 – 22	5 (16.6)	21 (70)	0 (0)	0.923 (Df=1)	0.36 NS
23 – 25	0 (0)	4 (13.3)	0 (0)		
GENDER					
Male	1 (3.3)	7 (23.3)	0 (0)	0.136 (Df=1)	0.71
Female	4 (13.6)	18 (60)	0 (0)		
AREA					
Urban	3 (10)	11 (36.6)	0 (0)	1.247 (Df=2)	0.54 NS
Rural	2 (6.6)	9 (30)	0 (0)		

Semi- urban	0 (0)	5 (16.6)	0 (0)		
TYPE OF FAMILY					
Nuclear	5 (16.6)	15 (50)	0 (0)	3.000 (Df=2)	0.22 NS
Joint	0 (0)	9 (30)	0 (0)		
Extended	0 (0)	0 (0)	0 (0)		
Single Parent	0 (0)	1 (3.3)	0 (0)		
NO. OF SIBLINGS					
No any	1 (3.3)	2 (6.66)	0 (0)	1.200 (Df-3)	0.75 NS
1	2 (6.6)	7 (23.3)	0 (0)		
2	1 (3.3)	8 (26.6)	0 (0)		
3	1 (3.3)	8 (26.6)	0 (0)		
FATHER EDUCATION					
Illiterate	0 (0)	1 (3.3)	0 (0)	0.535 (Df-3)	0.911 NS
Primary	0 (0)	1 (3.3)	0 (0)		
Secondary	2 (6.6)	11 (36.6)	0 (0)		
Graduate or above	3 (10)	12 (40)	0 (0)		
MOTHER EDUCATION					
Illiterate	0 (0)	2 (6.66)	0 (0)	3.762 (Df-3)	0.288 NS
Primary	0 (0)	7 (23.3)	0 (0)		
Secondary	4 (13.3)	9 (30)	0 (0)		
Graduate or above	1 (3.3)	7 (23.3)	0 (0)		
FATHER OCCUPATION					
Military	0 (0)	1 (3.3)	0 (0)	1.591 (Df-4)	0.81 NS
Farming	0 (0)	1 (3.3)	0 (0)		
Government	1 (3.3)	7 (23.3)	0 (0)		
Private	1 (3.3)	8 (26.6)	0 (0)		
Self employed	3 (10)	8 (26.6)	0 (0)		
MOTHER OCCUPATION					
Government	0 (0)	6 (20)	0 (0)	1.826 (Df-2)	0.40 NS
Private	0 (0)	1 (3.3)	0 (0)		
Self employed	0 (0)	0 (0)	0 (0)		
Housewife	5 (16.6)	18 (60)	0 (0)		
ANNUAL INCOME					

Less than 2 lakhs	1 (3.33)	8 (26.6)	0 (0)	2.080 (Df-4)	0.72 NS
2-4 lakhs	1 (3.33)	4 (13.6)	0 (0)		
5-7 lakhs	1 (3.33)	8 (26.6)	0 (0)		
8-10 lakhs	1 (3.33)	4 (13.6)	0 (0)		
More than 10 lakhs	1 (3.33)	1 (3.3)	0 (0)		
ANY TRAINING ON ASSERTIVENESS					
Yes	0 (0)	2 (6.6)	0 (0)	0.464 (Df-2)	0.79 NS
No	5 (16.6)	23 (76.6)	0 (0)		

Above table depicts that chi-square values showing that the post-test assertiveness scores were not associated with the selected demographic variables (age, gender, area, father's education, mother's education, father's occupation, mother's occupation, annual income, number of siblings, type of family, any training regarding assertiveness) in experimental group as chi-square values were not found to be statistically significant at 0.05 level of significance.

Associations of post-test level of assertiveness among B.Sc. final year nursing students with their selected demographic variables in control group

(n=30)

Demographic data	Good	Average	Poor	χ^2	p value
	F (%)	f (%)	F (%)		
AGE					
20 – 22	2 (6.6)	18 (60)	4 (13.3)	1.875 (Df-2)	0.39 NS
23 – 25	0 (0)	6 (20)	0 (0)		
GENDER					
Male	1 (3.33)	12 (40)	0 (0)	3.529 (Df-2)	0.17 NS
Female	1 (3.33)	12 (40)	4 (13.6)		
AREA					
Urban	0 (0)	20 (66.6)	3 (10)	9.153 (Df-4)	0.06 NS
Rural	1 (3.33)	3 (10)	0 (0)		
Semi- urban	1 (3.33)	1 (3.3)	1 (3.3)		
TYPE OF FAMILY					
Nuclear	2 (6.6)	19 (63.3)	2 (6.6)	2.28 (Df-2)	0.32 NS
Joint	0 (0)	5 (16)	2 (6.6)		

Extended	0 (0)	0 (0)	0 (0)		
Single Parent	0 (0)	0 (0)	0 (0)		
NO. OF SIBLINGS					
No any	0 (0)	2 (6.66)	1 (3.3)	4.114 (Df-6)	0.66 NS
1	1 (3.3)	8 (26.6)	2 (6.6)		
2	0 (0)	9 (30)	1 (3.3)		
3	1 (3.33)	5 (16.6)	0 (0)		
FATHER'S EDUCATION					
Illiterate	0 (0)	0 (0)	0 (0)	1.250 (Dr-4)	0.87 NS
Primary	0 (0)	3 (6.66)	0 (0)		
Secondary	1 (3.3)	7 (23.3)	1 (3.3)		
Graduate or above	1(3.3)	14 (46.6)	3 (10)		
MOTHER'S EDUCATION					
Illiterate	0 (0)	3 (10)	0 (0)	7.626 (Df-6)	0.28 Ns
Primary	1 (3.33)	11 (30)	0 (0)		
Secondary	1 (3.33)	5 (16.6)	1 (3.33)		
Graduate or above	0 (0)	5 16.6)	3 (10)		
FATHER'S OCCUPATION					
Military	0 (0)	2 (6.66)	0 (0)	15.974 (Df-8)	0.43 NS
Farming	0 (0)	3 (10)	0 (0)		
Government	2 (6.6)	2 (6.6)	3 (10)		
Private	0 (0)	7 (23.3)	0 (0)		
Self employed	0 (0)	10 (33.3)	1 (3.3)		
MOTHER'S OCCUPATION					
Government	0 (0)	4 (13.33)	1 (3.33)	14.771 (Df-4)	0.01 S
Self employed	1 (3.33)	0(0)	0 (0)		
Housewife	1 (3.33)	20 (66.66)	3 (10)		
ANNUAL INCOME					
Less than 2 lakhs	0 (0)	4 (13.3)	2 (6.6)	10.958	0.20

2-4 lakhs	0 (0)	9 (30)	0 (0)	(Df-8)	NS
5-7 lakhs	0 (0)	4 (13.3)	0 (0)		
8-10 lakhs	1 (3.33)	3 (10)	2 (6.6)		
More than 10 lakhs	1 (3.33)	4 (13.3)	0 (0)		
ANY TRAINING ON ASSERTIVENESS					
Yes	0 (0)	0 (0)	0 (0)		
No	2 (6.66)	24 (80)	4 (13.3)		

Above Table Depicts the chi-square values showing that the post-test assertiveness scores were not associated with the selected demographic variables (age, gender, area, father's education, mother's education, father's occupation, mother's occupation, annual income, number of siblings, type of family, any training regarding assertiveness) in the experimental group as chisquare values were not found to be statistically significant at 0.05 level of significance.

The post-test assertiveness scores were found to be associated with the selected demographic variables in the control group, with the mother's occupation 't' value = 14.771 with df value (4) being found to be statistically significant at 0.05 level of significance as p-value ($p=0.01$) while remaining variables such as the age, gender, area, father's education, mother's education, fathers occupation, annual income, number of siblings, type of family, any training regarding assertiveness were deemed statistically nonsignificant, i.e., p-value is greater than 0.05 level of significance.

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