

## Effectiveness of psychodrama on assertive behavior among nursing students

<sup>1</sup> Dr. Shankar Shunmugam R, <sup>2</sup> Dr. Susila C, <sup>3</sup> Vijay Anand S

<sup>1</sup> MSc(N), PhD, MBA, Coordinator-Nursing Education & PME/Nursing Tutor, Tamilnadu Govt Multi Super Speciality Hospital, Chennai, Tamil Nadu, India.

<sup>2</sup> MSc(N), PhD., Principal, Billoth College of Nursing, Chennai, Tamil Nadu, India.

<sup>3</sup> Lecturer, Billoth College of Nursing, Chennai, Tamilnadu, India.

### Abstract

Assertiveness is the direct communication of the student’s needs, wants and opinions without punishing, threatening (or) putting down another person [1, 2]. Assertiveness is very much useful for students, it builds a confident personality and creates win-win situation and teach student to fight for their rights, thus respecting the rights of others [3]. Hence, the study was done to assess the effectiveness of psychodrama on assertive behavior among fourth year nursing students in Chennai. The Core objectives were to assess the assertive behavior before psychodrama and after the psychodrama. The Study design used was “One group Pre Test, Post Test. The level of assertive behavior was assessed by Self Structured Questionnaire on Assertiveness. The major findings of the study revealed that the psychodrama helps in overall improvement in the level of assertive behavior and there was a significant improvement in the level of assertive behavior after psychodrama.

**Keywords:** Assertiveness, Assertive Behaviour Psychodrama, Nursing Students

### Introduction

Assertive communications promote fairness and equality in human interactions, based on the positive respect for self and others. It is important that, we learn how to recognize the verbal and non-verbal characteristics of the different behavior styles. Once we know that, we will be able to recognize passive, assertive or aggressive behavior in ourselves and others. The first step in changing the behavior is recognizing which bits or parts we need to change. It may be like are able to speak assertively, i.e., if verbal skills are assertive, and the nonverbal communication is quite passive it will contradict the verbal communication. For example, if you say “ I don’t like do it when you do that, which is an assertive statement, but you do it in a very quiet voice with no eye contact and shaking your feet, then your nonverbal behavior will undermine your verbal and your message will probably not be taken seriously.

### Need for the study

“Assertive behavior encourages the person to act in his or her own best interest to stand up for him/herself, without any undue anxiety and helps the person to express honestly and comfortably. It also helps the person to exercise the personal rights without denying the rights of others [8]. The nursing students need this assertive behavior in their personal and professional life. Hence this study was taken up by implementing the psychodrama and helps the students [5, 6, 7].

### Problem Statement

A Study to assess the effectiveness of psychodrama on assertive behavior among fourth year nursing students in selected Colleges at Chennai.

### Objectives

- To assess the assertive behavior before psychodrama among fourth year students

- To assess the assertive behavior after psychodrama among fourth year students
- To determine the effectiveness of psychodrama on assertive behavior among fourth year students
- To associate the assertive behavior with their selected demographic variables.

### Research methodology

Quantitative Research approach with Pre -experimental one group pre-test and post-test design was used for this study.

Pre-test	Nursing intervention	Post-test
01	x	02

- 01 Assessment of assertive behaviour before psychodrama X playing psychodrama
- 02 Assessment of assertive behaviour after psychodrama

### Variables of the study were

Independent variable: Psychodrama  
Dependent variable: Assertive behaviour

### Research Setting

The study was conducted in selected nursing colleges in Chennai.

### Population

Population of the study includes all nursing students in college of nursing.

- **Sample;** Nursing students who fulfilled the inclusive sampling criteria were samples.
- **Sample Size:** 40 nursing students and they were selected using the convenient sampling technique.

**Description of the tool**

The tool was modified tool developed by the investigator. The tool consists of questionnaire with 2 parts.

**Part 1** : Deals with demographic data

**Part 2** : Semi Structured Questionnaire on Assessment of Assertiveness.

**Data collection procedure**

The investigators obtained formal permission from the principals, college of nursing, and Institutional review board of college of nursing to conduct the study. The period of data collection was four weeks 60 samples were selected by convenient sampling the purpose of the study was explained and got consent from students. The students were given opportunity to decline from participation in the study. Necessary Ethical approval was obtained.

After the pretest of assertive behavior which was assessed through self-structured questionnaire the psychodrama was implemented in four sessions. It was a group session with 5students in each group.6 weeks after the implementation of psychodrama posttest was done. On assertive behavior. The collected data was analyzed by using descriptive and inferential statistics.

**Major findings of the study**

These findings indicates that, there is increase in consistent assertive behavior up to the significant level

- In the pretest most of the students 47.5% were fairly assertive, 45% were consistently assertive and 7.5 % were aggressive.
- In posttest most of the students 95% were consistently assertive, 5% were fairly assertive and 0 % were aggressive, which indicates that there is an increase in consistent assertive behaviour up to the significant level.

**Table 1:** Comparison of Mean and standard deviation of pre-test and posttest level of assertive behavior

variables	Pre-test		Post- test		Pair ‘t’ test
	Mean	S.D	Mean	S.D	
Assertiveness	44.35	7.95	65.25	6.950	2.93 Significant*

\*P<0.05

The pretest over all mean of assertiveness was 44.35 and S.D was 7.95 and in posttest the overall mean was 65.25 and S.D was 6.95. The pair “t” value was 2.93 which was significant at \*P<0.05 level. These findings indicate that, there is an increase in consistent assertive behavior up to the significant level. The association of the assertive behavior with the selected demographic variables showed that, there is no significant association with demographic variables.

**Study Implications**

The student nurse should develop the skill, knowledge and Attitude on assertive behavior and to practice it in the patient Care, interpersonal and intrapersonal relationship.

Nursing administrators and organization should encourage and organize workshop and inter discipline and intra discipline conference regarding emerging and fast progressing issue on assertive behavior among young adults and also to organize in service education to update the knowledge regarding the

measures like counseling, individual psychotherapy, group therapy to prevent the chances for nonassertive behavior.

All Clinical instructors, Nursing Tutors, Lecturers, and professors on various grades and other higher authorities should train all the nurses and nursing student in developing skill, knowledge and attitude on assertive behavior and to practice it in the patient care, interpersonal and intrapersonal relationship and also conducting public awareness campaign regarding assertive behavior.

**Future recommendation to research**

More samples can be taken in future studies regarding assertive behavior. New studies like factors influencing assertive behavior among student, staff nurse and nurses in various cadres should be conducted in various settings. Studies regarding assessing assertive behavior among school students also can be conducted.

**Conclusion**

Assertiveness can be inculcated among students by the technique of psycho drama.

The result of this study shows that ther is significant rise in assertive behavior after psychodrama So, more studies in various settings needed to conducted regarding the effectiveness of psychodrama on assertive behavior among fourth year students and also other studies to be conducted based on pertaining with new intervention to reduce chances of Non Assertive behavior among various batches of students in various disciplines.

**References**

1. Anthony Spirito, Textbook on evaluating assertive behavior, Edn 2, Elsevier Publications, California, 2003.
2. Dana Worchel, Textbook on assertive behavior, Edn 1, Springer’s company publications, India, 2010.
3. David A. Wolfe, Textbook on behavioral and emotional disorders in young adults, Edn 1, Guilford publications, New York, 2006.
4. Diana T. Marsh, Handbook of serious emotional disturbances in children and young adults, Edn 1, John Wiley and sons publications, New York, 2002.
5. Angela Browne. Student nurse training on assertive behavior, American journal of Prevention medicine. 2005;29(5):233-239.
6. Anthony Spirito, Evaluation of assertive behavior among nursing students. Journal of the American academy of child and adolescent psychiatry. 1988;27(6):705-711.
7. Spirito A, Assessing assertive behavior among nursing students, Journal of clinical Psychology. 2006; 2:237-266.
8. Pillai A, Aggressive behavior in young people in India, Indian journal of Epidemiology. 2008; 38(2):459469.