

Effectiveness of a Structured Teaching Programme on Assertive Training for Anger Management

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Abstract: Nursing is developmental stage between college study and professional education. During nursing education students encounter various professional work leads to emotional, social and medical issues. Therefore, students feel functional anger characterize by self-inferiority, self-obsession, lack of concentration, undesirable physiological reactions and lower educational performance. Researcher has found various technique to reduce anger e.g. assertive technique, stress management technique etc. out of all technique researcher planned to evaluate effectiveness of structured teaching program on knowledge regarding assertive training for anger management among nursing students. Researcher has used evaluative approach with pre-experimental one group pretest and post-test design. Study was conducted on 50, 2nd year B.Sc. nursing students by using simple random sampling technique. Result: study shows 40% of nursing students having moderate level of anger. In post-test score 62% students gained knowledge up to considerable level, 38% gained adequate level of knowledge regarding assertive training. Discussion: structured teaching program on assertive technique in anger management was found effective.

Keywords: nursing education, anger management, assertive training, emotional well-being, structured teaching program

1. Introduction

In a country like India, anger is generally perceived to be a negative emotion, more over Females are forced to suppress their anger in a male dominant society. The lack of proper ventilation (passive anger) or unhealthy expression (aggression) of anger is very commonly seen in young females, investigator during her stay the hostel have seen and experienced various conflicting situations. She observed that lack of proper communication techniques and ineffective coping mechanism causes conflicts and broken relationships thus leading to stressful hostel life.

This anger is related to nursing students' competition with their classmates and reduction in standards of educational performance, assignments, examinations and high rigidity, ability to study and worry about the future. It seems that in our country fear of low marks, and associated blame from families, classmates' and friends' ridicule, fear of inability to continue education, especially on entry to university.

Assertiveness enables to withstand the stress. Those suffering from bullying and stress need to have high level of assertiveness to resist and to cope successfully. Hence it was considered vital to assess the assertiveness level of nursing students. The investigator felt that nursing students require being more assertive to express confidently their views and to resist and cope successfully with stress. It will help in professional development of nursing students and honest expression of rights, thoughts and feelings.

2. Material and Methods

The study was conducted using pre-experimental one group pre-test post-test design. Samples were B.Sc. nursing students; sample size was 50. After selection of samples pre-test was conducted using self-structured multiple-choice questionnaire. Self-prepared structured teaching program was introduced to students included meaning and type of

assertive technique, strategies to say no and making request technique, techniques of coping criticism, strategies to deal anger. Afterwards post-test data was collected.

3. Results and Discussions

Figure 1: shows in pre-test 88% of students having moderate level of knowledge regarding assertive technique on anger management, while only 2% having adequate knowledge. After introduction of STP, 38% students having adequate knowledge level.

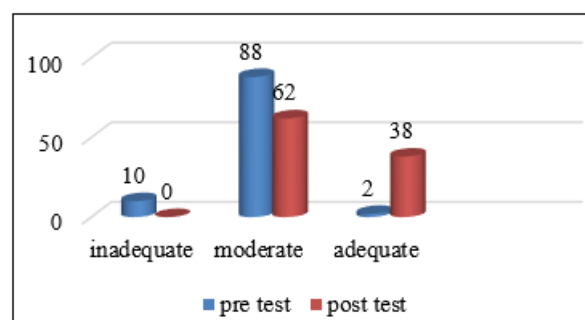


Figure 1: Pretest and post-test knowledge score regarding assertive technique on anger management among nursing students.

Table 1: Effectiveness of STP

S.N.	Knowledge score	Mean	SD	Mean Diff.
01	Pre test	126.52	1.86	13.88
02	Post test	140.4	10	

4. Conclusions

The pre-test findings of the study revealed that the overall score in the pre-test Mean was 126.52, standard deviation 1.86 and mean score percentage was 66.58%. After administration of structure teaching program on knowledge regarding assertive technique the sample have showed the knowledge score in post- test as mean 140.4, standard

deviation was 10.01 and mean score percentage was 73.89%. Hence the overall improvement in knowledge score is 7.31.

This significant difference between the pre and post-test knowledge score on Assertive training for anger management among nursing students shows effectiveness of STP.

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