

# EFFECTIVENESS OF ASSERTIVE TRAINING PROGRAM ON EMOTIONAL INTELLIGENCE AND RESILIENCE AMONG NURSES

Yashpreet Kaur<sup>1\*</sup>, Dr. Anoop Masih Sandhu

<sup>1\*</sup>Associate Professor, Chief Khalsa Diwan International Nursing College Amritsar

<sup>2</sup>Professor S.L.S.M Institute of Nursing, Mandi Gobindgarh, Punjab.

**\*Corresponding Author:** - Yashpreet Kaur

\*Associate Professor, Chief Khalsa Diwan International Nursing College Amritsar

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## ABSTRACT

**Background:** Assertiveness is an ability to voice for self-respect and desires without denying values of others'. Assertive training programme is self-structured programme that assists the individuals to improve emotional intelligence and resilience of people. Emotional intelligence is a kind of intelligence to act appropriately with an understanding of one's own and others' emotions. Resilience is a power to bounce back after one or more unsuccessful attempts till the success.

**Materials and methodology:** An experimental study was conducted to evaluate the effectiveness of assertiveness programme on emotional intelligence and resilience among nurses working in critical care units of selected hospitals. True experimental research design of Pre and Post-test control group was used. Simple random sampling technique was used and lottery method was adopted to collect the samples. The sample consists of 100 (50 in the experimental and 50 in the control group) nurses from 4 multispecialty hospitals of Amritsar, Punjab. The structured research tools were used to assess pre and post levels of study variables.

**Results:** The study findings of t-test revealed high significant differences in levels of emotional intelligence ( $t=4.848^{***}$ ,  $df=98$ ,  $p<0.001$ ) and resilience ( $t=8.988^{***}$ ,  $df=98$ ,  $p<0.001$ ) among study participants of experimental group as compare to the participants of control group.

**Conclusion:** The present study findings indicated that assertive training programme caused a significant difference on pre and post-test levels of emotional intelligence and resilience among nurses working in critical care units in selected hospitals. Hence, it is concluded that assertive training programme is highly effective to enhance emotional intelligence and resilience.

**Keywords:** Assertive Training Programme, Emotional Intelligence, Resilience.

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## BACKGROUND OF STUDY

Nowadays, everyone is running on toes to pay the living cost, no one has much free time to relax himself, understand others. In fast going life, failure is not easy to handle. A nurse is a key person who is the backbone of the health care team. It is comparatively easy to manage physical or mental stress, but very complex to handle emotional stress which arises due to problems at home or at work, faulty relationships, and several other strained situations. Faced with such circumstances, people find it hard to express their feelings and emotions and to understand others. Emotional disturbances caused frustration, hostility, sadness, and hopelessness which cause a lack of assertiveness and resilience. Emotional intelligence is an ability to understand one's own and other's emotions to take the right and effective decisions in life.<sup>1</sup>

Resilience is an ability to recover or adjust to any change in life. Resilience is often seen as one's capacity 'to bounce back' from the distractive event and to carry on normally. Resilience strengthens to individuals to withstand the pressures of daily life, as well as excessive demands and stressors. A resilient person can bring a significant change in every aspect of life with an optimistic approach because they know how to survive and move forward during difficult times. Resilient people learn to cope and regain their power to stand up rather than to get distressed. They firmly tend to win till last with full hope to come out on top.<sup>2</sup>

Assertiveness is an important aspect of emotional intelligence. Self-regulation, healthy personal & Professional relationships regulate behaviours. Being emotionally intelligent teach one to take accountability of his action and its consequences. The word 'LABEL' can help everyone to regulate positive and appropriate behaviour in every situation in an unique way; where L stands for patience listening, A for analysis of facts, situation and its consequences, and intuitions, B symbolize breathe calmly and take a pause to think, E tells here to express the thoughts in a very constructive way and the last letter L push one to lead the people and situation positively.<sup>3</sup>

A study was conducted to evaluate the effectiveness of an assertiveness training program on nursing and medical students' assertiveness, self-esteem, and interpersonal communication satisfaction. Sixty-nine participants whose scores on the Assertive Scale were < or = 50% (i.e., low assertiveness) and 33 subjects who were willing to participate were included and assigned to an experimental group. Participants in the experimental group received eight 2 hour sessions of assertiveness training once a week. The generalized estimated equation (GEE) method was used for Statistical analysis. The assertiveness and self-esteem of the experimental group were significantly improved in nursing and medical students after assertiveness training, although interpersonal communication satisfaction of the experimental group was not significantly improved after the training program.<sup>4</sup>

A study results revealed the effect of assertive training on early adolescents' improvement of resilience from study findings. In this study 24 nursing students aged between 10-12 years were selected through a simple random sampling technique. A total of 10 sessions of 50 minutes were arranged at Army Day Secondary School. The summary of the research questions and hypothesis answered showed that there was a positive effect of assertiveness training on the improvement of resilience in respondents. From the statistical analysis, it was concluded that assertive training has been able to improve the level of resilience in the experimental group. It was also revealed that both males and females were affected equally by the assertiveness training.<sup>5</sup>

## **NEED OF STUDY**

Assertiveness is the ability to honestly express opinions, feelings, attitudes, and rights, without any stress in a way that doesn't infringe on the rights of others. Emotional intelligence is a kind of wisdom that can be learned to enhance positivity in thinking, beliefs, and values. Emotional intelligence revealed thinking, beliefs, values, and even what is sacred to one. Assertiveness is the ability to honestly express opinions, feelings, attitudes, and rights, without undue anxiety, in a way that doesn't infringe on the rights of others. Resilience is the ability to adapt to difficult situations. When stress, adversity, or trauma strikes, one can experience anger, grief, and pain. Resilience isn't about putting up with something difficult; in fact, being able to reach out to others for support is a key part of being resilient.

The investigator reviewed significant literature and realized that one who can manage emotions appropriately has more chances to recollect the strength for the next attempt. In the same way, it is also highlighted in the research literature that assertive people have a low figure to get anxious and stressed in life. The need for assertiveness is widely acknowledged in different work settings, and in order to manage the stress of working as part of a team every day, one has to become assertive, because stress decreases attention, concentration, decision-making, and judgment skills. This information made the investigator curious to check emotional intelligence, resilience, and level of stress among staff nurses and to explore the psychological strength of assertive behavior to them.

## **PROBLEM STATEMENT**

Effectiveness of assertive training program on emotional intelligence and resilience among nurses working in critical care units of selected hospitals in Amritsar, Punjab, India.

**AIM OF THE STUDY**

The primary aim of the present study is to improve the assertiveness of nurses working in critical care units to promote emotional intelligence and resilience to empower nurses.

**HYPOTHESIS**

1. There will be no significant effect of assertive training on the level of emotional intelligence as assessed by the emotional intelligence scale developed by Schutte et al (1998) among nurses working in critical care units in the experimental group at  $P < 0.05$  as compared to the control group.
2. There will be no significant effect of assertive training on the level of resilience as assessed by the Connor-Davidson Resilience scale among nurses working in critical care units in the experimental group at  $P < 0.05$  as compared to the control group.

**METHODOLOGY**

An experimental study was conducted to evaluate the effectiveness of assertiveness programme on emotional intelligence, resilience, job stress and coping among nurses working in critical care units of selected hospitals. True experimental research design of Pre and Post-test control group was used. Simple random sampling technique was used and lottery method was adopted to collect the samples. The sample consists of 100 (50 in the experimental and 50 in the control group) nurses from 4 multispecialty hospitals of Amritsar, Punjab. Emotional intelligence scale by Schutte et al. (1998), Connor-Davidson Resilience scale were used to assess pre and post-interventional levels of emotional intelligence, resilience, respectively.

**DATA COLLECTION PROCEDURE**

Data collection procedure started from October-November 2023. A systematic process was followed to collect data. At first step the simple random sampling technique was followed to select 4 multispecialty hospitals from Amritsar. The lottery system was used to select 100 nurses as study participants, 50 from each hospital. After sample selection the research tools were administered to study participants to assess pre-interventional levels of emotional intelligence and resilience among both groups. At the third step Assertive training program was delivered to participants of the experimental group with help of power point projector, and hand-outs were distributed during the program. As the literature suggests that a significant time is required to check skill development, therefore, after a month post-interventional levels of emotional intelligence and resilience among nurses in both groups was checked in both control and experimental groups. Being ethically right, at the last step after post-test an assertive training program was organized for participants of the control group. Data collection process was terminated after intimating the participants and thanking each respondent for their participation and co-operation.

**RESULTS**

The descriptive and inferential statistics applied to test the constructed hypothesis.

**Table 1** Comparison of the pre-and post-interventional levels of emotional intelligence among nurses working in critical care units in experimental and control groups.

Intervention	Experimental Group n=50		Control Group n=50		N = 100	
	Mean	SD	Mean	SD	df	t
Pre-interventional score	103.56	16.816	104.60	16.097	98	0.316
Post interventional score	122.26	12.242	107.14	18.341	98	<b>4.848***</b>
	df	t	df	t		
	49	<b>7.183***</b>	49	1.274		

**Maximum score= 165** \*\*\* significant at  $p < 0.001$

**Minimum score= 33**

**Table no. 1** depicts a highly significant difference ( $t = 4.848^{***}$ ,  $df = 49$ ,  $p < 0.001$ ) in post-interventional levels of emotional intelligence in experimental and control group. It also shows a high significance ( $t = 7.183^{***}$ ,  $df = 49$ ,  $p < 0.001$ ) difference in pre and post-interventional levels of emotional intelligence. Hence, first null hypothesis is rejected.

**Table 2** Comparison of the pre-and post-interventional levels of resilience among nurses working in critical care units in experimental and control groups.

**N=100**

Intervention	Experimental Group (n=50)		Control Group (n=50)		df	t
	Mean	SD	Mean	SD		
Pre-interventional score	39.90	12.938	44.68	12.238	98	1.898
Post interventional score	62.76	8.854	43.44	12.354	98	<b>8.988<sup>***</sup></b>
	<b>Df</b>	<b>t</b>	<b>df</b>	<b>t</b>		
	49	<b>11.002<sup>***</sup></b>	49	1.447		

**Maximum score= 100**

\*\*\* significant at  $p < 0.001$

**Minimum score= 33**

**Table no. 2** depicts a highly significant difference ( $t = 8.988^{***}$ ,  $df = 49$ ,  $p < 0.001$ ) in post-interventional levels of resilience in experimental and control group. It also shows a high significance difference ( $t = 11.002^{***}$ ,  $df = 49$ ,  $p < 0.001$ ) in pre and post-interventional levels of resilience. Hence, second null hypothesis is rejected.

## DISCUSSIONS

### Assessment of effectiveness of assertive training programme on emotional intelligence among nurses working in critical care units.

In the present study the findings of comparison of the pre-and post-interventional levels of emotional intelligence among nurses working in critical care units in experimental and control groups revealed highly significant difference ( $t = 4.848^{***}$ ,  $df = 49$ ,  $p < 0.001$ ) in post-interventional levels of emotional intelligence in experimental and control group. It also shows a high significance ( $t = 7.183^{***}$ ,  $df = 49$ ,  $p < 0.001$ ) difference in pre and post-interventional levels of emotional intelligence. These results are congruent with the results of study conducted to assess the effectiveness of assertive training in developing social-emotional competencies among adolescents. Where Paired sample t-test showed statistically significant difference in means of overall score of SEC before and after treatment ( $t = -15.50^{***}$ ,  $p = .000$ ) in the experiment group, concluded that assertive training significantly improved the overall social emotional competencies among adolescents.<sup>6</sup>

### Assessment of effectiveness of assertive training programme on resilience among nurses working in critical care units.

In the present study the findings of comparison of the pre-and post-interventional levels of resilience among nurses working in critical care units in experimental and control groups showed a highly significant difference ( $t = 8.988^{***}$ ,  $df = 49$ ,  $p < 0.001$ ) in post-interventional levels of resilience in experimental and control group. It also shows a high significance difference ( $t = 11.002^{***}$ ,  $df = 49$ ,  $p < 0.001$ ) in pre and post-interventional levels of resilience. These results advocated by the results of study which was conducted to assess effectiveness of assertiveness training program on the resilience and clinical symptoms of students with symptoms of generalized anxiety disorder. The statistical findings concluded the assertiveness training program led to increase resilience ( $F = 41.25^{***}$ ,  $P < 0.001$ ) and reduce clinical symptoms of generalized anxiety disorder ( $F = 28.34^{***}$ ,  $P < 0.001$ ) in students.<sup>7</sup>

## CONCLUSION AND RECOMMENDATIONS

In the light of study findings it is concluded that assertive training programme do have a significant effectiveness on emotional intelligence and resilience among nurses working in critical care units. Therefore, it is recommended that hospital authorities should organize assertive training sessions to enhance emotional intelligence and resilience among healthcare personals.

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