



Effectiveness of Psychological Skills Enhancement Programme on Knowledge Regarding Psychological Skills among Nurse Educators and Nursing Students

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ABSTRACT

Nursing is a challenging profession, nurses should be prepared to meet those challenges, if she is not successful, she may develop physical and mental health problems and it affects her professional engagements. Psychological skills training programme found to be effective in promoting mental health, enhance their skills and prepare them to face the challenges at academic, job and personal life. The present study aimed to assess the effectiveness of psychological skills enhancement training programme on knowledge regarding psychological skills among nurse educators and nursing student. This study adopted a quantitative approach, and the research design was a pre experimental one group pre and post -test design, the study was conducted at faculty of nursing, SGT University, Gurugram, Haryana. The sample comprised of 11 nurse educators and 79 nursing students, total participants were 89, they were selected by purposive sampling technique. Data was collected using socio-demographic data sheet and self-administered knowledge questionnaire on psychological skills which was developed by the researcher, after the pre-test, psychological skills enhancement programme was conducted for 8 hours and post -test was done using the same questionnaire. Data was analyzed using descriptive and inferential statistics. The study finding revealed that the Mean±SD of pretest was 13.03±4.98 and in the posttest 18.54±6.86, it showed that there was a significant gain ($t=9.019$, $p<0.001$) in knowledge regarding psychological skills. The study conclude that psychological skills enhancement programme increases the knowledge regarding psychological skills such as self-awareness, countering academic stress, resilience building, work-life balance, assertiveness and effective articulation of thoughts. Nurses should participate periodically in training programmes that develops their mental health and able to face the personal and professional challenges effectively.

KEYWORDS: Psychological skills enhancement programme, knowledge, Nurse Educators and Nursing Students

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INTRODUCTION

Mental health of an individual is as important as physical health. According to the World Health Organization (WHO), mental health refers to "a status beyond the absence of mental disorders and it includes mental well-being, self-efficacy, autonomy, competence, social relations, social communication, prosperity, and intellectual and emotional potentialities".^{1,2} Mental health of an individual is influenced by several factors such as personality traits and cognitive and attitude of an individual such as hope, optimism, empathy, affiliation, forgiveness, religion and spirituality in the stability of a sense of well-being and health.^{3,4} The person with good mental health will be happy, positive thinker, cheerful and emotional maturity, self-esteem, and self-actualized. High mental health shows better understanding of others, and devoid of negativity such as ideas of deliberate self-harm, maladaptive behavior towards stress, and burnout.⁵ Nurses and nursing students come across various stressors in their professional life. Studies have showed that nursing students have poor physical and mental health in comparison to students from other medical and non-medical.^{6,7} As a part of Nursing curriculum, Nursing students were subjected to learn theoretical subjects, and undergoes training at various clinical posting according to the specialization to gain competency, experience and better clinical decision making to achieve professional competence.⁶ This is the period, in which they have come across stressful events which greatly affect nursing student's life, mainly the academic areas.⁸ Studies revealed that stressors such as academic training affected the mental health of the students. The most common source of stress among the students are academic environment, relationship with others at the work place, patients clinical condition and its outcome, deficit in knowledge and skills, lack of resources, communication related issues and medical and nursing procedures and the technical aspects of client care.⁹ A meta-analysis reported that one third of Iranian students develop mental disorders whereas in other countries, it was one fifth.¹⁰

Previous studies conducted in different developed and developing countries have showed that mental health issues are a growing concern among college student.^{11,12} Studies reported that mental health problems such as mood disorders, substance use disorders, poor sleep, excessive daytime drowsiness and anxiety were seen among nursing students.^{5,13} Another study findings indicated that 19.5% of nursing and other students developmental disorders.¹⁴ Training on psychological skills helps the nurse educators and nursing students in learning important psychological skill. The various components includes self awareness, countering academic or work stress, resilience building, work-life balance, articulation of thoughts and assertiveness training, etc. Psychological skills training can be used in educational, personal and clinical settings.

The study was done with an aim to assess the baseline knowledge regarding psychological skills and to evaluate the efficacy of psychological skills enhancement programme regarding psychological skills among nurse educators and nursing students.

MATERIAL AND METHODS

A quantitative research approach was adopted for this study using one group pre and post-test pre-experimental design. The study was carried out at faculty of nursing, SGT University, Gurugram, Haryana. The sample consists of 11 nurse educators and 79 nursing students studying in Faculty of Nursing, SGT University, Gurugram, Haryana. The sample of 89 subjects was recruited using purposive sampling technique. Data was collected using Socio-demographic data sheet and self-administered knowledge questionnaire on psychological skills. The psychological skills enhancement programme was conducted in 2 days for 8 hours, it was conducted in sessions which includes Self-awareness, personality assessment, countering academic stress, work life balance, professional resilience building, motivational interviewing, articulating thoughts effectively, and augmenting assertiveness techniques. The topics were delivered through different methodology, lecture, discussion, and hands on training, role play, and demonstration. Data was collected after obtaining Informed consent from the participants, assured confidentiality and anonymity of the data collected from the participants. Statistical Package for Social Science (SPSS) was used for analyzing the data collected from the participants. The data was plotted on master sheet and then computed, frequencies and percentages were used to analyze socio demographic data and knowledge regarding psychological skills and the findings were presented in tables and figures. Mean and standard deviation of pre and post test scores of knowledge regarding psychological skills were used to determine the effectiveness of psychological skills enhancement programme. With the application paired't' test, the statistical significance of the effectiveness of psychological skills enhancement programme on knowledge regarding psychological skills was analyzed. To assess the association of knowledge of participants regarding psychological skills in pre-test with their some of the specific variables related to demographic data.

RESULTS

Section A- Socio-demographic characteristics of study participants

Table 1 Distribution of participants' Socio-demographic variables in terms of frequency and percentage (N=89)

S. No.	Variables related to demographical data	f	%age
1.	Participant's Age in Years		
	19-21	41	46.1
	22-24	26	29.2
	>24	22	24.7
2.	Designation		
	Students	78	87.6
	Faculty	11	12.3
3.	Course		
	B.Sc.(Nursing)	49	55.1
	PBBSC	11	12.4
	M.Sc.(Nursing)	17	19.1
	NPCC	3	3.4
	GNM	9	10.1
4.	Gender		
	Male	22	24.7
	Female	67	75.3
5	Residential Status		
	Day Scholar	80	89.9
	Hosteller	9	10.1
6.	Family Monthly Income (Rs.)		

	<20,000	6	6.7
	20,001-30,000	13	14.6
	30,001-40,000	12	13.5
	>40,000	58	65.2
7.	Background		
	Urban	52	58.4
	Rural	25	28.1
	Semi-Urban	12	13.5
8.	Type of Family		
	Nuclear	65	73.0
	Joint	24	26.9
9.	No. of Sibling		
	One	40	44.9
	Two	26	29.2
	Three	11	12.4
	Four	8	8.9
	Single	4	4.5
10.	Birth Order		
	First	46	51.68
	Second	30	33.71
	Third	10	11.24
	Four & Above	3	3.37

Table 1 shows the socio-demographic variables of the participants in terms of frequency and percentage. Regarding Age, majority 41 (46.1%) of the participants belong to 19- 21 years, 26 (29.2%) in 22-24 years and 22 (24.7%) of them are more than 24 years of age. With respect to the designation, majority 79 (87.6%) are students and only 11 (12.3) of them were faculty. Regarding the course, majority 49 (55.1%) were B.Sc.(Nursing), 17 (19.1%) M.Sc.(Nursing), 11 (12.4%) PBBSc.(N), 9 (10.1%) GNM and 3 (3.4%) NPCC. In relation to the gender, Majority 67 (75.3) were females and 22 (24.7) males. With respect to the residential status majority 80 (89.9%) are day scholar and only 9 (10.1%). Regarding family monthly income, majority 58 (65.2%) have more than Rs. 40,000, 13 (14.6%) between Rs. 20,001 to 30,000, 12 (65.2%) have Rs. 30,001 to 40,000 and only 6 (6.7%) them have family monthly income less than Rs. 20,000 In relation to the background majority 52 (58.4%) were from urban, 25 (28.1%) from rural and 12 (13.5%) were from semi-urban background. With respect to the type of family, majority 65 (73%) belongs to nuclear family and 24 (26.9%) were from joint family. Regarding the number of siblings, nearly half 40 (44.9%) of them have one sibling, 26 (29.2%) have two siblings, 11 (12.4%) and 8 (8.9%) have three and four siblings respectively, and 4 (4.5%) have no siblings. With respect to the birth order, half 46 (51.68%) of the participants were first order, 30 (33.71%) second, 10 (11.24%) third and 3 (3.37%) belongs to four and above birth order.

Section B- Effectiveness of psychological skills enhancement training programme on knowledge regarding psychological skills

Table 2 pre-test and post- test scores of knowledge on psychological skills among the participants in terms of Mean and standard deviation (N=89)

Test	Mean \pm SD	t-value	Df	Significance
Pre test	13.03 \pm 4.98	-9.019	88	P less than 0.001
Post test	18.54 \pm 6.86			

Table 2 shows the participant's pre-test and post-test scores of knowledge regarding psychological skills in terms of Mean \pm SD. It reveals that the Mean \pm SD of pre-test and post- test are 13.03 \pm 4.98 and 18.54 \pm 6.86 respectively, it showed that there was a gain in knowledge regarding psychological skills after attending the psychological skills enhancement programme. It is also revealed that there was a statistically significant (t-9.019, p<0.001) gain in the knowledge regarding psychological skills

Table 3 Distribution of participant's frequency and percentage regarding pre test and posttest psychological skills knowledge. (N=89)

Knowledge	Pre Test		Post Test	
	Frequency	Percentage	Frequency	Percentage
Poor	50	56.18	17	19.10
Average	33	37.07	30	33.71
Good	6	6.75	42	47.19

Table 3 depicts the participant's pre and post test scores regarding their knowledge on psychological skills in terms of frequency and percentage. In the pre-test majority 50 (56.18%) had poor knowledge, 33 (37.07%) had average and only 6 (6.75%) had good knowledge regarding the psychological skills. Where

as in post test, after attending the psychological skills enhancement programme majority 42 (47.19%) had good knowledge, 30 (33.71%) had average and 17 (19.10%) had poor knowledge, the finding revealed that the psychological skills enhancement programme significantly improved their knowledge on psychological skills.

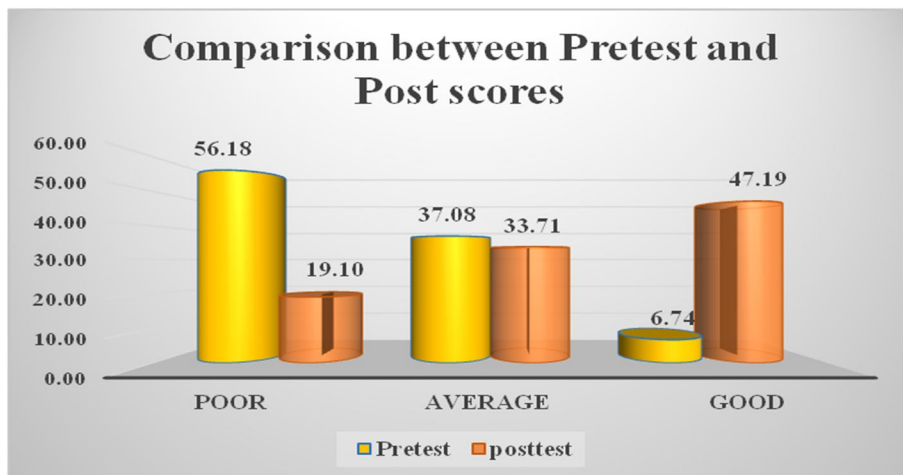


Figure 1 Comparison of percentage of pretest and post scores of knowledge on psychological skills among the participants.

Figure 1 depicts the percentage of pre test and post scores of knowledge on psychological skills among the participants. In the pre test 56.18 % had poor and only 6.74% had good knowledge on psychological skills whereas in post test 47.19% had good knowledge and only 19.10% had poor knowledge.

Section C- Association between the knowledge on psychological skills with selected demographic variables of the participants

Table 4 knowledge score regarding psychological skills of participants in pre-test and their association with selected demographic variables (N=89)

Sl. No.	Demographic Variables	Level of Knowledge			χ^2	df	Significance
		Good	Average	Poor			
1.	Age (Years)						
	19-21	1	30	10	5.05	4	0.28
	22-24	2	14	10			
>24	3	14	5				
2.	Designation						
	Students	4	52	23	3.25	2	0.19
Faculty	2	6	2				
3.	Course						
	B.Sc.(Nursing)	1	33	15	6.96	8	0.54
	PBBSC	1	7	3			
	MSC	2	10	5			
	NPCC	0	2	1			
GNM	2	6	1				
4.	Gender						
	Male	0	12	10	5.61	2	0.06
	Female	6	46	15			
5	Residential Status						
	Day Scholar	4	54	22	4.32	2	0.12
Hosteller	2	4	3				
6.	Family Monthly Income (Rs.)						
	<20,000	1	10	2	4.92	6	0.55
	20,001-30,000	0	10	8			
	30,001-40,000	1	10	3			
>40,000	4	28	12				
7.	Background						
	Urban	5	33	14	2.13	4	0.71
	Rural	1	16	8			
Semi-Urban	0	9	3				
8.	Type of Family						
	Nuclear	5	44	16	1.59	2	0.45
Joint	1	14	9				
9.	No. of Sibling						

	One	4	27	9	7.59	8	0.47
	Two	2	17	7			
	Three	0	6	5			
	Above three	0	4	4			
	Single	0	4	0			
10.	Birth Order				3.57	6	0.74
	First	5	27	14			
	Second	1	22	7			
	Third	0	7	3			
	Four & Above	0	2	1			

Table 4 depicts the association among the knowledge of participants regarding psychological skills in pre-test scores and particular variables of the participants' related to demographical data. Finding showed that in age (χ^2 -5.05, $p=0.28$); designation (χ^2 -3.25, $p=0.19$); course- (χ^2 -6.96, $p=0.54$); gender (χ^2 -5.61, $p=0.06$); residential status (χ^2 -4.32, $p=0.12$); family monthly income (χ^2 -4.92, $p=0.55$); background (χ^2 -2.13, $p=0.71$); type of family (χ^2 -1.59, $p=0.45$); No. of siblings (χ^2 -7.59, $p=0.47$); and birth order (χ^2 -3.57, $p=0.74$). Results of the study showed that there wasn't any significant association amongst knowledge regarding psychological skills as provided by the scores of the pre-test with the participants' some particular variables related to demographical data.

DISCUSSION

In this present study majority 41 (46.1%) of the participants belong to 19- 21 years, 78 (87.6%) are students, 49 (55.1%) were doing B.Sc.(Nursing) course, 67 (75.3%) were females. Majority 80 (89.9%) are day scholar, 58 (65.2%) have more than Rs. 40,000 as family monthly income. 52 (58.4%) were from urban, 65 (73%) belongs to nuclear family, 40 (44.9%) of them have one sibling, 46 (51.68%) of the participants were first birth order.

In this study the Mean \pm SD of pre test and posttest are 13.03 \pm 4.98 and 18.54 \pm 6.86 respectively, it showed that there was a gain in knowledge regarding psychological skills after attending the psychological skills enhancing programme. It is also revealed that there was a statistically significant ($t=9.019$, $p<0.001$) gain in the knowledge regarding psychological skills. Similar study by Traeger L (2013) showed that brief psychological skills training for nurses significantly reduced the emotional exhaustion ($p = 0.02$) and stress ($p = 0.04$) [20]. In another study by Abdelaziz EM [21] a significant difference was found between the effectiveness of two different mediations of an intervention program regarding psychological health, professional involvement and assertiveness.³¹ In another study by Naoki Y., et al [18] and Kanade A. [19] stated that significant difference between before and after training program on the assertiveness among nurses. In contrary to the study finding Esalami AR., et al [22] reported that nurses had good level of psychological skills in anger management.³² In another study by Buvaneswari, R. and Juliet S. [16] and Abdel RS [23] stated that majority (92.8%) of the nursing students have average to very high level of self-awareness. The finding revealed that in the pretest majority 50 (56.18%) had poor knowledge, 33 (37.07%) had average and only 6 (6.75%) had good knowledge regarding the psychological skills. Where as in posttest, after attending the psychological skills enhancing programme majority 42 (47.19%) had good knowledge, 30 (33.71%) had average and 17 (19.10%) had poor knowledge, the finding revealed that the psychological skills enhancement programme significantly improved their knowledge on psychological skills. Study findings revealed that there exists no significant association between the pre-test knowledge scores regarding psychological skills with participant's selected socio- demographic variables.

CONCLUSION

The study finding revealed that psychological skills enhancement programme significantly increases the knowledge regarding psychological skills among nurse educators and nursing students. The gain in knowledge in different areas such as Self-awareness, personality assessment, countering academic stress, work life balance, professional resilience building, motivational interviewing, articulating thoughts effectively, and augmenting assertiveness techniques. It is recommended the nurses, nurse educators and nursing students should participate in skill development programmes that promote their mental health and helps them to manage the challenges which they come across in their personal and professional life.

CONFLICT OF INTEREST

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