

ORIGINAL ARTICLE

The Effectiveness of Teaching Program on Communication Skills and Quality Nursing Care among Pediatric Nurses in Selected Hospitals

Feba Stanley

How to cite this article:

Feba Stanley. The Effectiveness of Teaching Program on Communication Skills and Quality Nursing Care among Pediatric Nurses in Selected Hospitals Int J Pediatr Nurs. 2025; 11(1): 07–13.

ABSTRACT

Background: Nurses play a multiple role in hospital but the major role is promotion of health, prevention of disease and relieving pain. Developing good relationship of a nurse with the patients for providing comprehensive nursing care is essential. Nurses should have communication skills to maintain therapeutic relationship with patients. This study has assessed the effectiveness of teaching program on communication skills and quality nursing care among pediatric nurses.

Aims & Objectives: To assess the communication practices and factors affecting communication among pediatric nurses. To provide teaching program to nurses so that quality health care can be provided to the patients admitted in the pediatric hospitals.

Material & Methods: This study was an Experimental study (Pretest- Posttest control group design) done to assess the communication skills and quality of health care among pediatric nurses in selected hospitals. The total of 70 pediatric nurses were selected through convenient sampling technique, then they were divided into control (35) and experimental group (35). Pretest and posttest was conducted in both the groups but intervention was given only to the experimental group. The intervention was planned teaching program and educational pamphlet was given.

Result: The results showed that there is association between socio-demographic variables and communication skill scores in Experimental Group. There is a statistically significant difference in communication skills between control group and experimental group after the intervention. There is a statistically significant difference in communication skills in experimental group before and after intervention. There is a significant difference in quality nursing care in patients of control and experimental group after the intervention.

Conclusion: Therefore, in order to improve the quality of nursing care, training should be given to all nurses to enhance communication skills so that a good

AUTHOR'S AFFILIATION:

PhD Scholar, Child Health Nursing, Malwanchal University, Indore, Madhya Pradesh 452016, India.

CORRESPONDING AUTHOR:

Feba Stanley, PhD Scholar, Child Health Nursing, Malwanchal University, Indore, Madhya Pradesh 452016, India.

E-mail: feba_smile@yahoo.com

➤ Received: 07-01-2025 ➤ Accepted: 06-03-2025



Creative commons non-commercial CC BY-NC: This article is distributed under the terms of the creative commons attribution non-commercial 4.0 License (<http://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-commercial use, reproduction and distribution of the work without further permission provided the original work is attributed as specified on the Red Flower Publication and Open Access pages (<https://rfppl.co.in>)

relationship between patients and their parents can be developed.

KEYWORDS

• Communication Skills • Quality Nursing Care • Patients/Parents • Pediatric Nurses

INTRODUCTION

Nursing is a profession where the nurses have a major role in promotion of health, prevention of disease and relieving pain. Quality nursing care requires effective communication skills and good relationship between nurses, patients and their parents. Establishing an effective relationship with patients and their parents is essential in the process of treatment.⁽¹⁾ Therefore, nurses must have the both knowledge and communication skills in order to establish effective relationship with patients and their parents. Some experts believe that entire human development and human progress depends on communication process. The ability to establish an accurate communication is very crucial for nurses.⁽²⁾ Communicating correctly has positive effects on patient's health including improving vital signs, relieving pain and anxiety, increasing satisfaction, promoting health outcomes and better participation of patients in treatment programs.⁽³⁾

Patients can be protected from many potential harms when there is effective communication.⁽⁴⁾ Communication makes it easier for the patients and parents to reach a clear understanding of all the information given during care at hospital.⁽⁵⁾ On the other hand, poor communication can lead to errors in diagnosis, inability to know patient's psychological requirement, reduction of patient's participation in treatment, patient misunderstandings, failure to follow treatment protocols, and medical errors.⁽⁶⁾ Healthcare costs and negative patient outcomes increases due to poor communication. Nurses plays an important role in communication among all the health care team.⁽⁷⁾

Communication skills refer to the behavior which can help individuals express their feelings, needs well, and achieve their interpersonal goals.⁽⁸⁾ Skilled communication is essential for nurses as it surges patients trust and satisfaction and their recovery.⁽⁹⁾

Providing high quality nursing care and services is a priority in health care system, particularly in the field of nursing services. The quality nursing care is influenced by the relationship between nurse and patients and active participation of patients in making decisions during the caring process.⁽¹⁰⁾

Therefore, considering the current situation researcher realized that, to develop communication skills and to improve quality of nursing care proper teaching must be given to the nursing staff.⁽¹¹⁾

BACKGROUND OF THE STUDY

Effective communication is crucial in nursing care, especially in pediatric setting where need of the patients are unique and require sensitive communication. To provide Quality nursing care including physical care, emotional care, education etc., effective communication between nurses and patients and their parents is necessary.⁽¹²⁾

AIMS & OBJECTIVES

1. To assess the effective communication practices and the factors affecting communication among nurses at selected hospitals, helping to improve these skills to enhance the quality nursing care.
2. To evaluate the effectiveness of teaching program in improving communication skills and quality nursing care among pediatric nurses in selected hospitals.
3. To determine the impact of demographic variables on communication skills and quality nursing care among pediatric nurses of selected hospitals.

HYPOTHESIS

H₀: There is no significant association between socio demographic variables and pre-test communication skill scores among Pediatric nurses of the Experimental group.⁽¹³⁾

H₁: There is a significant association between demographic variables and pre-test communication skill scores of Pediatric nurses of the Experimental group.⁽¹⁴⁾

H₂: There is a significant difference between post-test communication skills scores of Pediatric nurses of the control group and experimental group.⁽¹⁵⁾

H₃: There is a significant mean difference in Pre-test and Post-test Quality nursing care score among Pediatric nurses of Control group and Experimental group.⁽¹⁶⁾

H₄: There is a significant difference between pre-test and post-test communication skill scores of Pediatric nurses of Experimental group.⁽¹⁷⁾

METHODS AND MATERIALS

Research Approach

The Quantitative (Pre-Experimental) approach is considered to assess the viability of the teaching program.

Research Design

The research design chosen for the present study was a Pre-experimental study (pretest-posttest control group design)

VARIABLES

Independent Variable

In this study the independent variable was the teaching program and educational pamphlet on communication skills and quality nursing care.

Dependent Variable

In this study the dependent variables were age, gender, marital status, income, work experience, work pressure, job satisfaction, Previously attended training.

Extraneous variable

In this study the extraneous variables would be noise, overcrowding of patient, time of the day, shift pattern

Research Setting

The study was conducted in the selected hospitals at Bhopal, MP

Population

The study population consisted of pediatric nurses who were employed in the selected hospitals at Bhopal, MP.

Sample

In this study the samples were Pediatric nurses working in selected hospitals at Bhopal.

Sample Size

The Total sample size was 70.

Sampling Technique

Samples were selected by using Non-probability, purposive sampling technique, then they were divided into control group and experimental group.

Sampling Criteria

Inclusion criteria:

1. Nurses who are working in Pediatric ward.
2. Nurses who were ready to give their consent to participate in the study.

Exclusion criteria:

1. Nurses who were not willing to participate
2. Nurses who are working in other department except pediatric ward.

DATA COLLECTION TECHNIQUE

Section 1: Demographic data which includes 8 items that measures personal and social characteristics of nurses like Age, Gender, Work Experience, Marital Status, Monthly Income, Work Pressure, Job Satisfaction.⁽¹⁸⁾

Section 2: Communication skill questionnaire which includes 20 question based on Likert Scale grading 1 (strongly disagree) to 4 (strongly agree). Higher score indicates a higher level of communication skill. Validity of questionnaire was evaluated and to evaluate the reliability of the questionnaire, Karl Pearson's Coefficient of correlation was done and the questionnaire's reliability was confirmed at 0.84

Section 3: Quality Nursing Care Questionnaire includes 10 questions based on Likert scale grading rarely (1), sometimes (2), often (3). Higher score indicates higher quality. Validity of the questionnaire was evaluated and reliability was confirmed at 0.83 through Karl Pearson's coefficient of correlation.⁽¹⁹⁾

RESULTS

Table 1, 70 nurses have participated in this study, they were divided into control group and experimental group.⁽²⁰⁾ The majority of nurses were between the age 25-30 years. Majority of them were females and were unmarried. Majority of nurses were

having work experience of 2 to 3 years and have mentioned about work pressure with somewhat satisfied with their work in hospital. Maximum number of number of nurses were having monthly income between 10000-15000. Most of the nurses have never attended any training program on communication skills in past years.

Table 1: Demographic Data of Participants in control and experimental group and its association with Experimental group

Factors	Control group (35)		Experimental group (35)		Experimental group		Remark
	Frequency	Percentage %	frequency	Percentage %	Chi Square	P-value	
Age (years)							
25-30	15	42.85	13	37.14	2.003	0.1570	NS
30-35	8	22.85	10	28.57			
35-40	7	20.00	5	14.28			
>40	5	14.28	7	20.00			
Work Experience (Years)							
2-3 years	17	48.57	23	65.71	8.129	0.0044	S
3-4 years	10	28.57	8	22.85			
4-5 years	6	17.14	4	11.42			
>5 years	2	5.70	0	0			
Gender							
Male	2	5.70	3	8.5	8.203	0.0042	S
Female	33	94.28	32	91.4			
Marital Status							
Married	13	37.14	14	40.0	0.584	0.4447	NS
Unmarried	22	62.85	21	60.0			
Monthly Income							
10000-15000	20	57.1	24	68.57	5.852	0.0156	S
15000-20000	11	31.42	10	28.57			
20000-25000	3	8.5	1	2.8			
>25000	1	2.8	0	0			
Work Pressure							
Yes	27	77.14	27	77.14	10.953	0.0009	S
No	8	22.85	8	22.85			
Job Satisfaction							
Satisfied	10	28.57	13	37.14	15.045	0.0001	S
Somewhat satisfied	20	57.14	17	48.57			
Not Satisfied	5	14.28	5	14.2			
Attended training program in previous year							
Yes	2	5.7	9	25.71	4.846	0.0277	S
No	33	94.28	26	74.28			

Table 1 shows that

There is a significant association between Socio Demographic Variable and Pre Test Communication skill scores of pediatric nurses of Experimental Group

Table 2: Pretest and Post test score of Communication Skills and Quality Nursing care of Control and Experimental groups.

Variable	Group	Mean	Standard Deviation	T value	Degree of freedom	P value
Pre-test (Unpaired t test)						
Communication Skills	Control	35.685	8.930	1.13	68	0.263
	Experimental	33.49	8.04			
Quality Nursing Care	Control	16.2	4.594	0.63	68	0.53
	Experimental	15.57	4.427			
Post-test (Unpaired t test)						
Communication Skills	Control	36.74	8.97	11.5550	68	0.0001
	Experimental	63.97	10.52			
Quality Nursing Care	Control	17.17	4.42	7.31	68	0.0001
	Experimental	24.77	4.53			

Table 2 shows that

1. There is a statistically significant difference between post-test communication skills score of pediatric nurses of Control group and Experimental group.
2. There is a statistically significant mean difference in pretest and posttest quality nursing care score in pediatric nurses of Control Group and Experimental group.

Table 3: Pre-test and Posttest score of communication skill score of Experimental Group (Paired t test)

Communication Skills	Experimental group	Pre-test		Post-test		Statistical Indicators		
		Mean	Standard Deviation	Mean	Standard Deviation	T value	Degree of Freedom	P value
		33.49	8.04	63.74	10.52	29.8500	34	0.0001

Table 3 Result shows that

There is statistically significant difference in pretest and posttest Communication skills scores in the Experimental group.

DISCUSSION

With this study it is found out that the posttest communication skills and quality of health care has been enhanced after the teaching program and educational booklet among the pediatric nurses in experimental group.⁽²¹⁾

CONCLUSION

To deliver Quality nursing care, a nurse

should develop good communication skills but there are few variables which can hinder communication between nurse and patients/parents. Hence, further studies need to be done so that nurses will communicate effectively with patients/parents and quality nursing care will be given.⁽²²⁾ The present study was conducted in small number of nurses, therefore, it is suggested that future researches be executed with a bigger sample size and for longer time duration. In this study, the communication skills and quality nursing care were evaluated by questionnaire based on Likert scale and Rating scale. Therefore, it is suggested that similar researches uses observational checklist method.

Conflict of Interest: None

Funding: None

Ethical Consideration

Permission to conduct the study was taken from the hospital authority.

The informed consent was taken from the Pediatric nurses of the selected hospitals, Bhopal.

REFERENCES

1. Elizabeth oldland. (2020). A framework of nurses' responsibilities for quality healthcare – Exploration of content validity. Elsevier. <https://doi.org/10.1016/j.colegn.2019.07.007>
2. Encyclopedia.com. (n.d.). Interpersonal communication. <https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/interpersonal-communication>(Google Scholar)
3. Spitzberg B.H. (2000). A model of intercultural communication competence. In Samovar L.A., Porter R.E. (Eds.), Intercultural communication: A reader (pp. 375-387). http://www.communicationcache.com/uploads/1/0/8/8/10887248/a__model_of_intercultural_communication_competence.pdf(Google Scholar)
4. vanRosseF., deBruijneM., SuurmondJ., Essink-Bot M.L., Wagner C. (2016). Language barriers and patient safety risks in hospital care: A mixed methods study. International Journal of Nursing Studies, 54 (February), 45-53. <https://doi.org/10.1016/j.ijnurstu.2015.03.012>(Google Scholar)
5. Wiseman R.L., Hammer M.R., Nishida H. (1989). Predictors of intercultural communication competence. International Journal of Intercultural Relations, 13(3), 349-370. [https://doi.org/10.1016/0147-1767\(89\)90017-5](https://doi.org/10.1016/0147-1767(89)90017-5)(Google Scholar)
6. Dorothy afriyie. (2020). Effective communication between nurses and patients: an evolutionary concept analysis. National Library of Medicine.25(9): 438-445.doi: 10.12968/bjcn.2020.25.9.438 (Pub Med)
7. P vermeir. (2015). Communication in healthcare: a narrative review of the literature and practical recommendations; 69(11) 1257-67.doi: 10.1111/ijcp.12686. (PubMed)
8. Elaine Bramball. (2024). Effective communication skills in nursing practice. National Library of Medicine; 29(14) 53-9.doi: 10.7748/ns.29.14.53.e9355(PubMed)
9. Julie Gregory. (2024). Understanding the communication skills that support nurses to provide person-centre; 39(2): 61-66.doi: 10.7748/ns. 2024.e12132. Epub 2024 Jan2. (PubMed)
10. Ae young Kim, (2020). Communication Skills, Problem-Solving Ability, Understanding of Patients' Conditions, and Nurse's Perception of Professionalism among Clinical Nurses: A Structural Equation Model Analysis; 17(13): 4896. doi: 10.3390/ijerph17134896(PubMed)
11. McCabe C. (2004) Nurse-patient communication: An exploration of patients' experiences. J Clin Nurs; 13(1): 41-9. doi: 10.1111/j.1365-2702.2004.00817.x. [DOI] [PubMed] [Google Scholar]
12. McGilton K., Irwin-Robinson H, Boscarr V., Spanjevic L. (2006). Communication enhancement: nurse and patient satisfaction outcomes in a complex continuing care facility. J Adv Nurs; 54(1): 35-44. doi: 10.1111/j.1365-2648.2006.03787.x. [DOI] [PubMed] [Google Scholar]
13. Chant S., Tim Tim, Randle J., Russell G., Webb C. (2002). Communication skills training in healthcare: A review of the literature. Nurse Educ Today; 22(3): 189-202. doi: 10.1054/nedt.2001.0690. [DOI] [PubMed] [Google Scholar]
14. Namdar H., Rahmani A., Ebrahimi H. (2009). The effect of a skill-training model on nursing students' skills in communicating with mental patients. Iranian Journal of Medical Education; 8(2): 323-332. [Google Scholar]
15. Keivani S. (2000). The evaluation of communication and interactional skills in above 18 old psychotic patients [Master Thesis]. Tehran: School of Occupational Therapy, University of Rehabilitation and Welfare Sciences. (Persian).
16. Chauhan G., Long A. Chauhan G., Long A (2000). Communication is the essence of nursing care1: Breaking bad news. Br J Nurs; 9(14): 931-8. doi: 10.12968/bjon.2000.9.14.931. [DOI] [PubMed] [Google Scholar]
17. Humphris GM. (2002). Communication skills knowledge, understanding and OSCE performance in medical trainees: a multivariate prospective study using structural equation modelling. Med Educ; 36(9): 842-52. doi: 10.1046/j.1365-2923.01295.x. [DOI] [PubMed] [Google Scholar]

18. Parry R. (2002). Are interventions to enhance communication performance in allied health professionals effective, and how should they be delivered? Direct and indirect evidence. *Patient Educ Couns*; 73(2): 186-95. doi: 10.1016/j.pec.05.029. [DOI] [PubMed] [Google Scholar]
19. Greene J.O. (2013). Models of adult communication skill acquisition: Practice and the course of performance improvement. In: Greene J.O., Burleson B.R., Editors. *Handbook Communicate. Social interaction skills*. London: Routledge.
20. Gunther M., Alligood M.R. (2002). A discipline-specific determination of high quality nursing care. *J Adv Nurs*; 38(4): 353-9. doi: 10.1046/j.1365-2648.2002.02201.x. [DOI] [PubMed] [Google Scholar]
21. Neishabory M., Raeisdana N., Ghorbani R., Sadeghi T. (2011). Nurses' and patients' viewpoints regarding quality of nursing care in the teaching hospitals of Semnan University of Medical Sciences. *Koomesh*; 12(2): 134-43. [Persian] [Google Scholar]
22. Rhezaii Rhezaii, Sh Sh, Hosseini A.M., Fallahi M. (2008). Evaluating impact of communication skills training on level of job stress among nursing personnel working at rehabilitation centers in cities: Ray- Tehran- Shemiranat. *Tehran University Medical Journal*; 64(1): 21-26. [Persian] [Google Scholar]
23. Rowan K.E. Monthly communication skill coaching for healthcare staff. *Patient Educ Couns*. 2008; 71(3): 402-4. doi: 10.1016/j.pec.2008.02.016. [DOI] [PubMed] [Google Scholar]

