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Effectiveness of Structured Teaching Module on Soft Skill

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Abstract

Introduction: Soft skill are individual attributes which is essential for establishing good communication and interpersonal relationship within the organizations. This can be understood as personal characteristics, own opinion or attitude and individual qualities. Lack of these soft skill create a gap in nursing care with effective nursing care or holistic nursing care. Active listening and therapeutic touch are important aspect of soft skill.

Method: The present study adopted Evaluating research approach. One group pre-test and post-test design was used to assess the effectiveness of Structured Teaching Module for Staff Nurses regarding knowledge of soft skill. In the study the sample comprised of 63 staff Nurses Betul was fulfilling the inclusive criteria. Convenient sampling technique was used to select the sample.

Result: The data presented show that out of 63 subjects' majority 23 (36.50%) staff nurses belonged to age group of 31-40 years, whereas majority 50 (79.36%) were females, highest percentage 33 (52.38%) of staff nurses are B.Sc. Nursing, Majority 28 (44.44%) staff nurses having 5-10 years of experience and majority 56 (89%) had no additional qualification regarding soft skill apart from their nursing program. The data depicts that the obtained t value was 15.00 and p value 0.001. Hence H1 was accepted and it is interpreted that knowledge of staff nurses regarding Soft Skill has significantly improved compared to pre-test.

Keywords: Soft skills; Structured Teaching Module; Staff Nurses.

INTRODUCTION

Soft skills are individual attributes which is essential for establishing good communication and interpersonal relationship within the organizations. This can be understood as personal characteristics, own opinion or attitude and individual qualities. Also called a combination of social, personal and emotional intelligence. Soft skill does not indicate towards any specific task or area it indicates whole approach towards life, relationship and work place environment with other people.[3]

The quality nursing care is not only limited to general patient care but along with spending time with patient, listening them and explaining them on various procedures and care. Soft skill plays a vital role in providing this information effectively. Lack of these soft skills create a gap in nursing care with effective nursing care or holistic nursing care. Active listening and therapeutic touch are important aspect of soft skills.[1]

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The term soft skill is also known as emotional intelligence. It is the skill of good harmonious communication, which leads to good interpersonal relationship. Soft skill sare personality attribute of the individual ability to express their view with productive results.

The importance of soft skill among health care professionals is a new area of consideration. Soft skill is a non-technical skill which is now introducing among health care professionals, medical education and among nursing education.

"Soft" skills, also known as personality skills, are harder to measure but are no less important or valuable than "hard" skills. In fact, there are those who would argue that "soft" skills are as crucially important to patients and families during their experience within any part of the healthcare system.[2]

Soft skills are difficult to measure but equally important as technical skills. Technical skills are helpful for all professionals to deal with problems but soft skills are even considered to be important when technical skill fail to survive. There is no single skill is sufficiently important but a good combination of both soft and technical skill is essential for quality patient care.

In the field of healthcare, skills, one of the main competence attribute measures among nurses, are still unidentified.[5]

Various approaches have been put forward to design professional development programs that help in preparing nurses to work in the field and on going training programs to keep them up to each new method and technique at the interpersonal improvement level.[4]

According to the American Association of Critical Care Nurses, soft skills are a crucial part of nursing that contribute to safe patient care and a healthy work atmosphere in which personal qualities, traits, and behaviours are displayed. Consequently, a broad comprehensive training and development program contributes in improving the soft skills required by nurses to acquire in fulfilling their day-to-day operational activities.[5]

Problem Statement

A study to assess effectiveness of Structured Teaching Program regarding soft skill among staff nurses of selected Hospitals, Betul Madhya Pradesh.

Objectives of the Study

1. To assess the knowledge regarding soft skill among staff nurses.
2. To assess the effectiveness of structured training program regarding soft skills.

Hypotheses

H_1: There will be significant difference between pre-test and post-test in the knowledge level of staff nurses after Structured Teaching Program.

METHODOLOGY

Research Approach: An Evaluating research approach was adopted for assessing the effectiveness of structured Teaching program for Staff Nurses.

Research Design: In this present study one group pre test post test design was used to assess the effectiveness of structured Teaching program on soft skill for staff nurses.

O1→X→O2

O Observation

X Intervention (Structured Teaching Program for Staff Nurses).

O1 pre-intervention score: Level of knowledge score before Structured Teaching Program.

O2 post-interventional score:Level of Knowledge score after Structured Teaching Program.

Independent Variable: Strucutred Teaching Program on soft Skill was the independent variables in the study.

Dependent Variables: Level of Knowledge was the dependent variable in the study.

Population

In the present study target population was all Staff Nurses.

Target Population: The target population of the research study was staff nurses working in private hospitals of Betul.

Accessible Population: In this study accessible population was the staff nurses working in private hospitals of Betul, who fulfil the inclusive criteria has been included in the study.

Sample: In the study the sample comprised of 63 staff nurses working in private hospitals of Betul, who fulfil the inclusive criteria.

Sampling Technique: Convenient sampling technique was used to select the sample.

Development of Tool for Data Collection: A set of self administered knowledge questionnaires used to collect data from staff Nurses regarding Soft Skill.

Based on the objective of the study the data collection tools were selected in order to obtain necessary data. The tool has two sections *i.e.*, section A and B.

Section A: Socio Demographic characteristics.

Section B: Knowledge Questionnaire on Soft skill it consists of:

- Component of soft skill
- Communication skills
- Self-assessment
- Team Work

Section C: Structured teaching module on Soft skill:

- Structured teaching module for staff nurses, was developed on the review of the literature and the objectives state for knowledge of Soft Skill. The investigator prepare the Structured Teaching Module on soft skill was include following area;
- Component of soft skill
- Communication skills & Techniques of communication
- Maintain good interpersonal relationship with patients, colleagues and society
- Development of Resilience
- Professionalism and team work
- Standard precautions
- Hospital acquired infection
- Uses of personal protective equipment (new Guidelines)

Consent has been taken from the participants and assured for confidentiality before Structured Teaching Module which lasting for 45 minutes followed by 1 hr of practice session. That helps to improve the knowledge of staff nurses regarding Soft skill.

Plan for Data Analysis

The data were tabulated and analyzed using descriptive statistics like mean, standard deviation, frequency distribution and percentage. Inferential statistics like paired t-test, and Chi-square test.

RESULT

Analysis and interpretation of data collected from 63 samples to find the effectiveness of Structured teaching module regarding Soft Skill.

Table 1: Frequency and percentage distribution of sample characteristics with selected demographic variables.

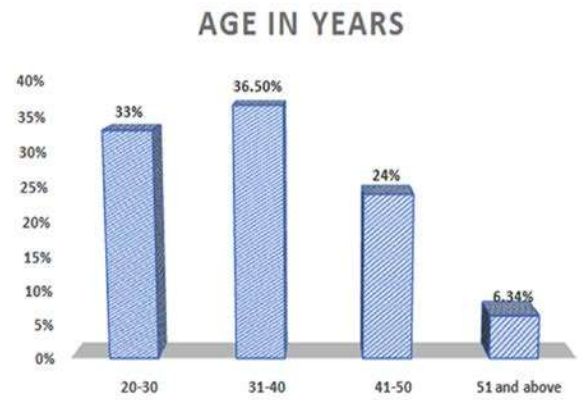
(N =63)

	Frequency	Percentage
Age (in years)		
20-30	21	33%
31-40	23	36.50%
41-50	15	24%
51 and above	4	6.34%
Gender		
Male	13	20.63%
Female	50	79.36%
Others	0	0%
Qualification		
ANM	5	7.93%
GNM	25	39.68%
B. Sc Nursing	33	52.38%
M. Sc Nursing	0	0%
Year of Experience		
0-5 years	23	36.50%
5-10 years	28	44.44%
10-15 years	12	19.04%
15 years and above	21	33%
Additional Qualification (related to Soft Skill)		
Yes	7	11.11%
No	56	88.88%

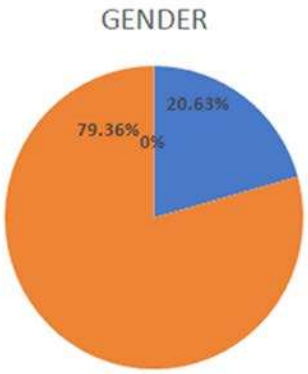
The data presented in the Table 1 show that out of 63 subjects' majority 23 (36.50%) staff nurses belonged to age group of 31-40 years, where as majority 50 (79.36%) were females, highest percentage 33 (52.38%) of staff nurses are B.Sc. Nursing, Majority 28 (44.44%) staff nurses having 5-10 years of experience and majority 56 (89%) had no additional qualification regarding soft skill apart from their nursing program.

Effectiveness of structured teaching module regarding knowledge of soft skill among staff nurses.

In order to find the effectiveness of structured teaching module one soft skill the following



Age in Years



Gender



hypothesis was stated H_1: There will be significant difference between pre-test and post-test in the knowledge level of staff nurses after Structured Teaching Program.

Parametric paired t test was preferred.

DISCUSSION

The findings of the present study had been

Table 2: Frequency and Percentage Distribution of Pre-Test and Post Test knowledge score

Knowledge	Pre test		Post test	
	Frequency	Percentage	Frequency	Percentage
Good	10	15.87%	43	68.25%
Average	35	55.55%	20	31.57%
Poor	18	28.57%	0	0%

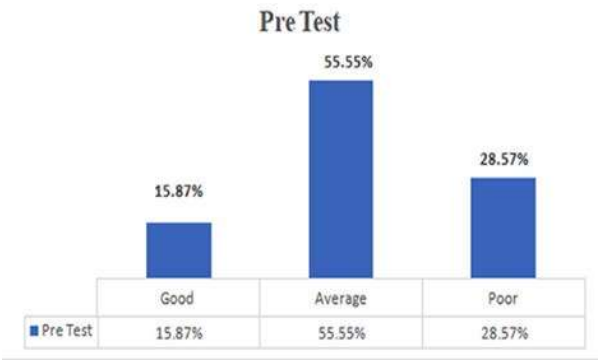


Fig. 1.1: shows that out of 63 staff nurses 10 (15.33%) of the participants have good knowledge, where as majority 35 (55.55%) had Average knowledge and 18 (28.57%) have Poor knowledge regarding soft skill.

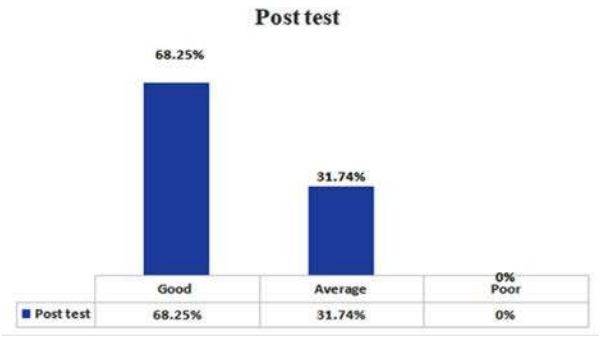


Fig. 1.2: Shows that out of 63 staff nurses majority 43 (68.25%) of the participants have Good knowledge , whereas 20 (31.57 %) had Average knowledge and no staff nurses have Poor knowledge regarding Soft skill after implementations of structured teaching module regarding Soft skill among staff nurses.

discussed with reference to its objectives, hypothesis, and results finding of other studies. In the present study total 63 participants (Staff Nurses) participated out of which 18 (28.57%) have Poor knowledge regarding soft skill. This finding support the report of another similar study conducted by Luka L, Barbara M Dube in 2017 among 62 nursing students to assess the importance of soft skill training among nurses 55% agree that it is important to have knowledge of soft skill during professional education because this will improve the quality of nursing care and enhance professional

Table 3: Comparison between pre and post score

(n=63)

Group	Mean	Mean Difference	SD	DF	't' value
pre test	10.07		4.2		
		5.97		62	15
post test	16.04		2.94		

The data depicts in Table 3 shows that the obtained t value was 15.00 and p value 0.001. hence H1 was accepted and it is interpreted that Soft Skill has significantly improved compared to pre-test. Thus, it can be concluded that Soft Skill Program for Soft Skill Teaching found effective to enhance the Knowledge of Staff Nurses among Staff Nurses.

performance.[1]

Limitations

- A limited time for data collection.
- Sample was selected from Selected hospital of Betul only.
- The study was confined to 63 samples.
- The study was limited to Staff Nurses only who fulfil the inclusive criteria of study.

Recommendation for Further Research

- Similar study can be conducted in other settings.
- Comparative study can be done.
- Comparative study can be done among different Hospitals.
- A similar study can be conducted on large number of samples.

Implication

Nursing Practice

Psychiatry nursing is a field of variation which not only limited to theatrical and clinical field for nurses but can contribute in overall personality development of nursing personnels. Present study is an initiation helps those staff nurses to improve their knowledge for soft skill and to implement the knowledge into their day-to-day practice. It helps them to communicate much effectively with patient and relatives especially in condition of grief and other difficult situations.

Nursing Policy

Present study emphasis on the soft skill development among nursing personels. The researcher felt a great need of soft skill development program for develop a sense of self worth and confidence among nursing staff. Their must be some regular enhancement program to be organised periodically in every nursing college so all the students can get benefited.

Nursing Research

The nurse researcher should work on the need and existing problem of health care domains. Evidence based nursing is give emphasis and shows need of further researches of various problems. In the present study researcher gave much more emphases on problem which is not yet diagnosed as problem area or neglected area. The module is design in such easy way so the nursing personnel will be get knowledge on soft skill and also gain the confidence to improve their communication skills.

CONCLUSION

The study concludes that, there was significant increase in the of soft skill knowledge level of staff nurses after introduction of Structured Teaching Module for Staff Nurses. To assess the effectiveness of Soft skill structured Teaching Module Program for Staff Nurses "t" teat was applied and the calculated t value was found significantly higher than mean value of post test value. Thus it was concluded that Soft skill structured Teaching Module Program for Staff Nurses was found effective.

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