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RESEARCH ARTICLE

“INSIGHTS REGARDING PERSONALITY DEVELOPMENT AMONG 1ST-YEAR GRADUATE NURSING STUDENTS - A STRUCTURED EDUCATION PROTOCOL”

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Abstract

Background: Students' personality development is a felt need in our newly built tertiary health care system. There is a definite and vital role of professionalism based on personality development programs, especially in their early adjustment, understanding of the medical stream, and more importantly helping them to grow more effectively in all spheres of life and to actualize their inherent potential.

Objectives: This study was conducted to determine the knowledge about personality development among 1st – year graduate nursing students.

Methods: A pre-experimental study with one group pre-test and post-test design was undertaken to conduct this study from 02.05.2016 to 12.07.2016 using a purposive sampling technique. A total of 60 1st year nursing students participated in the study through a structured knowledge questionnaire. Data was collected through pen and paper and exported to SPSS version 20.0 for further analysis. The descriptive statistics were presented with mean \pm standard deviation, frequency, and percentage. The data were analyzed using a paired t-test. The chi-square analysis was used to check the association.

Results: Results of the study revealed that in the pre-test level 45(75%) of the participants had inadequate knowledge, 15(25%) of them had moderate knowledge and none of the participants were having adequate knowledge. whereas after the intervention majority 49(81.7%) of the participants had adequate knowledge, 11(18.3%) of them had moderate knowledge and none of the study participants had inadequate knowledge regarding personality development. The paired “t” test was carried out and it was found significant at $p < 0.05$ level in age and knowledge level ($\chi^2 = 1.958$, $df = 1$). Furthermore, the association between gender and knowledge ($\chi^2 = 4.107$, $df = 1$) and previous knowledge regarding personality development ($\chi^2 = 7.907$, $df = 1$) were also found to be statistically significant.

Conclusion: Our data suggest that 1st year graduate nurses have significantly less knowledge regarding personality development. so, it is very important to make sure that the graduate nursing students must know about personality development as they are the backbone of healthcare system around the world.

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Introduction:-

Personality is something that enables a person to stand out as distinct from others. It is the individual's characteristic (and relatively enduring) organization (or integration) of ways of behaving (or traits, motives, interests, abilities, attitudes), and modes of adjustment to others and his total environment.¹ Personality includes the unique psychological qualities of an individual that influence a variety of characteristic behavior patterns across different situations overtime. These behavior patterns are both overt (which can be seen) and covert (which are not visible).²

Personality development is a tool through which we bring out our capabilities and our strengths making us self-aware of our inner self and becoming more confident to face the outside world. It has become an important tool today for developing overall skills within a person that helps him to develop professionally as well as personally.³ The development of human personality is generally believed to be a combined result of numerous environmental processes impacted by the family, society, tradition, culture, and upbringing along with internal genetic influences. Thus, there are several factors at play in shaping the final personality of an individual. The family and society play a substantial role in determining the personality or identity of the individual. It has also been accepted by many scholars that the brain function independently interrupting the external processes confirms an association between the organization of brains and the structuring of attitudes by individuals.⁴

Personality traits are major effective factors in learning approaches, educational achievements, employer's job satisfaction, and quality of care.⁵ As from the students' point of view effective and impressive personality development program helps the students to face, meet and overcome the challenges of the outside world more effectively and efficiently. It also makes it easier for them to ascend the complicated academic and corporate ladders more smoothly.⁶

It is believed that an individual will choose a profession or position that will give them personal fulfillment and suit their needs. Personality is thought to play a factor in career choice. The personality of nurses differs from other college-educated women, as well as between pediatric and general nurses, according to research on personality in nursing that dates back to 1927. Recent research by McPhail focused on the connections between personality and four nursing-related domains: direct care, administration, teaching, and research. This research reveals that personality influences the areas in nursing nurses are interested in, and it is possible to spot groups of people with similar personalities in these various roles. Given these results and other research that has found personality differences among other health professional groups, it is logical to indicate that an individual's personality traits may affect their choice of nursing specialty area and the amount of time an individual spends working within a specialty.⁷

As nurses play a major role in healthcare domain around the world, therefore, this study was planned to assess the knowledge regarding personality development among 1st year graduate students in Bengaluru, India. The findings of the study will help the students, teachers and also family members to understand students' personality and help to develop new ways to improve students' nurses' personality from the grassroot level.

Objectives of the study:-

1. To assess the existing knowledge among 1st-year graduate nursing students regarding personality development.
2. To evaluate the effectiveness of structured teaching protocol regarding personality development.
3. To determine the association between the knowledge score with selected demographic variables regarding personality development.

Materials And Methods:-

A pre-experimental study with one group pre-test and post-test design with an evaluative approach were used. A total of 60 1st year graduates nursing students between the age group of 19 to 22 years were selected by using purposive sampling technique who were willing to participate in the study. The data collection instrument was developed by the investigator and the validity of the tool was done with the help of nursing experts and biostatistician. The reliability of tool was computed by using split half technique with the Karl Pearson's method. The

reliability co-efficient was computed by using split half technique with the Karl Person's method and the reliability co-efficient found to be for knowledge score is " $r=1$ " and attitude " $r=0.77$ " revealing the tool is feasible for administration for the main study. Pre-testing was completed before structured instruction began, and after a short period of instruction, a post-test was given. Descriptive and inferential statistics were used to analyze the gathered data. In the study, demographic information includes their age, gender, eligion, type of family, place of residence, class of family, previous knowledge regarding personality development and source of information. Furthermore, the knowledge questionnaires include the questions related to general information regarding personality development, factor influencing personality development, personality traits, measurement tools and good personality development (40 questions). The total score of the knowledge questionnaire was 40 and each items carries 1 mark for the correct answer and 0 for the wrong answer. To complete the data a master data sheet was prepared by the investigator. Demographic data containing sample characteristics were analyzed using frequency and percentage. Paired "t" test was used to find out the significance of pre and post-test knowledge scores. A chi-square was computed to find out the association between pre-test knowledge regarding personality development with their selected demographic variable. Institutional research committee approval was taken. Formal approval was also taken from the institutional authority of research area. The investigator introduced the self to the participants and the purpose of the study was explained to ensure better cooperation during the data collection period.

Results:-

Table 1:- Description of socio demographic variables of 1st – year graduate nursing students at Bengaluru (n=60).

SL.no.	Demographic variables	Frequency (f)	Percentage (%)
1.	Age in years		
	a. 19 years	26	43.3
	b. 20 years	23	38.3
	c. 21 years	11	18.3
2.	Gender		
	a. Male	19	31.7
	b. Female	41	68.3
3.	Religion		
	a. Hindu	30	50.0
	b. Muslim	12	20.0
	c. Christian	18	30.0
	d. Others	-	-
4.	Type of family		
	a. Nuclear family	34	56.7
	b. Joint family	18	30.0
	c. Extended family	8	13.3
5.	Place of residence		
	a. Urban	44	73.3
	b. Rural	16	26.7
6.	Class of family		
	a. Upper class	6	10.0
	b. Middle class	40	66.7
	c. Lower class	14	23.3
7.	Previous knowledge regarding personality development		
	a. Yes	43	71.7
	b. No	17	28.3
8.	Source of information		
	a. In school	27	62.8
	b. News paper	1	2.3
	c. Health personnel	9	20.9
	d. Electronic media	6	14.0

Table 1 depicts the frequency, and percentage distribution of demographic variables of the graduate nursing students. The majority of the participants 26 (43.3%) fall in the age group of 19 years and most of them are females 41(68.3%). With regards to religion, majority of 30(50%) of the students belong to the Hindu community

and they reside in urban areas 44(73.3) with their parents 34(56.7). Furthermore 40(66.7%) of the students are from the middle class, and have 43(71.7%) previous knowledge regarding personality development. In addition, most of the students 27(62.8%) got to know about personality development from school.

Table 2:- Frequency and percentage distribution of pre and post-test knowledge on personality development among 1st year graduate nursing students in Bengaluru. n = 60.

SL. no.	Level of knowledge	Pre-test		Post-test	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
1	Inadequate knowledge (<50%)	45	75.0	0	0
2	Moderately adequate knowledge (50-75%)	15	25.0	11	18.3
3	Adequate knowledge (>75%)	0	0	49	81.7
Over all		60	100.0	60	100.0

Table 2 depicts the pre-test and post-test level of knowledge towards personality development among 1st year graduate nursing students which was assessed by general information regarding personality development, factor influencing personality development, personality traits, measurement tools and good personality development. According to the total score obtained by subjects, awareness was classified into adequate knowledge (>75%), moderate knowledge (50–75%), and inadequate knowledge (>50%). Our study indicates that in the pre-test level 45(75%) of the participants had inadequate knowledge, 15(25%) of them had moderate knowledge and none of the participants were having adequate knowledge. whereas after the intervention majority 49(81.7%) of the participants had adequate knowledge, 11(18.3%) of them had moderate knowledge and none of the study participants had inadequate knowledge regarding personality development.

Figure 1:- Percentage of mean knowledge before and after STP.

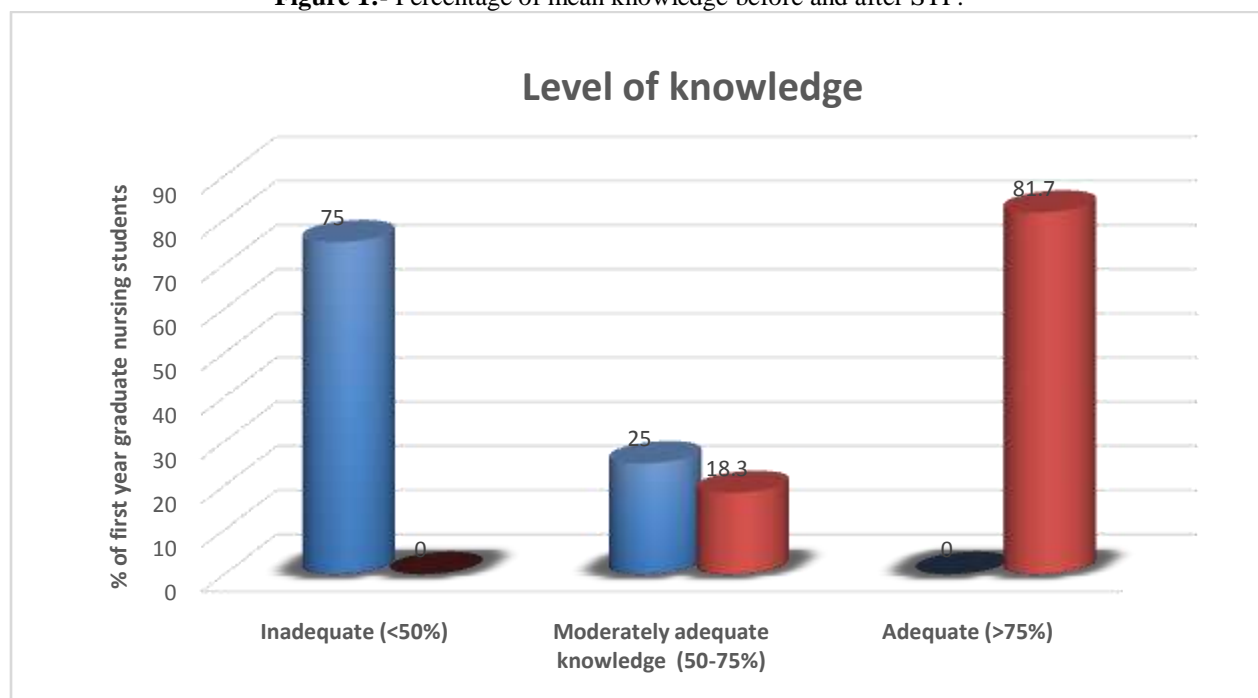


Table 3:- Paired t-test analysis for efficacy of STP by comparing the pre and post-test knowledge regarding personality development.n = 60

SL.no.	Variable	Max score	Enhancement Paired t-test difference			Paired t-test value	P-value
			Mean	SD	Mean%		
1	knowledge	40	14.98	4.45	37.5	26.029*	P<0.05

Note: *Significant at p<0.05 level, 59df

Paired “t” test was performed to determine the significance of pre and post-test knowledge regarding personality development. The table shows the mean, standard deviation, and mean score percentage of improvement in knowledge and statistical significance where out of a maximum score of 40, the mean score was found to be 14.98, with a standard deviation of 4.45, mean score percentage of 37.5 and paired “t” test value was 26.029 at the level of P<0.05.

Table 4:- Association between pre-test knowledge with selected demographic variablesn=60.

SL.no.	Demographic variables	Sample (n=60)		Level of knowledge				χ^2 - value	p-value	
				Inadequate		Moderate				
		F	%	F	%	F	%			
1.	Age in years								1.958, df=1, S	P<0.05
	a. 19 years	26	43.3	25	55.6	1	6.7			
	b. 20 years	23	38.3	17	37.8	6	40.0			
	c. 21 years	11	18.3	3	6.7	8	53.3			
2.	Gender								4.107, df=1, S	P<0.05
	a. Male	19	31.7	17	37.8	2	13.3			
	b. Female	41	68.3	28	62.2	13	86.7			
3.	Religion								1.19, df=2, NS	p>0.05
	a. Hindu	30	50.0	23	51.1	7	46.7			
	b. Muslim	12	20.0	9	20.0	3	20.0			
	c. Christian	18	30.0	13	28.9	5	33.3			
	d. Others	-	-	-	-	-	-			
4.	Type of family								1.044, df=2. NS	p>0.05
	a. Nuclear family	34	56.7	24	53.3	10	66.7			
	b. Joint family	18	30.0	14	31.1	4	26.7			
	c. Extended family	8	13.3	7	15.6	1	6.7			
5.	Place of residence								4.091, df=1, NS	p>0.05
	a. Urban	44	73.3	30	66.7	14	93.3			
	b. Rural	16	26.7	15	33.3	1	6.7			
6.	Class of family								3.803, df=2, NS	p>0.05
	a. Upper class	6	10.0	5	11.1	1	6.7			
	b. Middle class	40	66.7	27	60.0	13	86.7			
	c. Lower class	14	23.3	13	28.9	1	6.7			
7.	Previous knowledge regarding personality development								7.907, df=1, S	P<0.05
	a. Yes	43	71.7	28	62.2	15	100			
	b. No	17	28.3	17	37.8	0	0			
8.	If yes, source of information								0.607, df=3, NS	p>0.05
	a. In school	27	62.8	17	60.7	10	66.7			
	b. News paper	1	2.3	1	3.6	0	0			
	c. Health personnel	9	20.9	6	21.4	3	20.0			
	d. Electronic media	6	14.0	4	14.3	2	13.3			

Note: S-Significant at 5% level (p<0.05); NS-Not significant at 5% level (p>0.05%).

Table 4 depicts the association between pre-test knowledge and their selected demographic variables. The findings of the study revealed that the majority 41(68.3%) of the participants were females and among them 30(50%) of them were Hindu and falls in the age group of 26(43.3%). However, the association between age and knowledge ($\chi^2=1.958$, $df=1$) and between gender and knowledge ($\chi^2=4.107$, $df=1$) level was found to be statistically significant. Regarding type of family thirty-four (56.7%) of the participants live with their parents in urban area 44(73.3%). It was observed that the majority 40(66.7%) of the participants were belong to middle class family. Furthermore, it was found that 43(71.7%) of the students had previous knowledge regarding personality development which they got from school 27(62.8%). The association between previous knowledge regarding personality development and knowledge also found to be statistically significant ($\chi^2= 7.907$, $df=1$) It can be concluded that the association between age, gender and previous knowledge regarding personality development was found to be statistically significant ($p<0.05\%$) where as five variables i.e., religion, type of family, place of residence, class of family and source of information found to be statistically non-significant ($p<0.05\%$).

Discussion:-

The real purpose of education is to equip students with the potential to meet challenges in life. Students' personality development is really a felt need in nursing institutions. There is a definite and vital role of professionalism based on personality development program especially in their early adjustment and more importantly helping them grow more effectively in all spheres of life. Effective personality development program can carve them better in dealing with challenges in day today's life.⁸our result shows that in the pre-test level 45(75%) of the participants had inadequate knowledge, 15(25%) of them had moderate knowledge and none of the participants were having adequate knowledge. whereas after the intervention majority 49(81.7%) of the participants had adequate knowledge, 11(18.3%) of them had moderate knowledge and none of the study participants had inadequate knowledge regarding personality development. The paired "t" test was carried out and it was found significant at $p<0.05$ level in age and knowledge level ($\chi^2=1.958$, $df=1$). Furthermore, the association between gender and knowledge ($\chi^2=4.107$, $df=1$) and previous knowledge regarding personality development ($\chi^2= 7.907$, $df=1$) were also found to be statistically significant. It shows that after the implementation of structured knowledge program the knowledge level of the nursing students has improved. To our knowledge currently, there were only a few research data available about the knowledge regarding personality development among graduate nursing students.

One of the main objectives of the study was to assess the existing knowledge about personality development among graduate nursing students. and the result shows that 75% of the participant had inadequate knowledge, 25% of them had moderate and none of them had adequate knowledge. This finding is supported by a pilot study done in India⁸ on medical and nursing students where 119 MBBS 1st year students and 53 B.sc nursing 1st year students were included. Evaluation was done through 'partially open ended anonymous structured feedback' questions. after the program it was found that most of the students started conducting themselves better and developed better interpersonal relationships, time-table, stress management, emotional regulation, adaptability etc. and the program was found to be effective.

Other objectives of the study were to assess the association between knowledge score and demographic variables. This study found the significant relationship between age ($\chi^2=4.107$, $df=1$), gender ($\chi^2=4.107$, $df=1$) and previous knowledge ($\chi^2= 7.907$, $df=1$) with demographic variables. similar study was done in Sweden⁹ on 122 Swedish nursing students and the mean age of the students was 27.6 years ($SD=7.6$). The result shows that high change group on trait anxiety ($n=31$), scored an average of 41.29 ($SD=6.15$) on the first measurement occasion and 30.19 ($SD=5.40$) on the second. The low or negative change group ($n=28$) had a mean score of 32.36 ($SD=5.70$) on the first occasion and 36.32 ($SD=6.56$) on the second. After the completion of two groups significant association were found in age, sex and previous education which supports this study. Furthermore, another study was also done in Saudi Arabia¹⁰ where nursing students participated from six governmental universities where the result shows that professional dimension recorded the highest mean, followed by the intellectual, spiritual, physical and psychological dimensions and significant association was found in intellectual, psychological, social and spiritual development.

It's been argued that health professional students may show dissatisfaction with a course of studies due to certain personality traits. However, personality assessment is not practiced during entry into the nursing programs in India. Therefore, the nursing institutes should adopt proper methodology in the curriculum to not only develop professional skills but also prepare students to cope with their professional life.

Limitations:-

The study was conducted at two nursing institutions which leads to a small sample size, and hence the findings of this study cannot be generalized to all the 1st year graduate nursing students at Bengaluru. In addition, this study is limited to the 1st year graduate students from private institutions in Bengaluru and did not make a comparison between private versus public nursing institutions.

Conclusion and Recommendations:-

Personality development is a lifelong process. Since the today's students is tomorrow's teachers, parents, citizens etc. educating them about personality is the need for the era. Many students are having inadequate knowledge regarding personality development. Therefore, the main focus of the study was to check the graduate nursing student's knowledge regarding personality development in Bengaluru. We have found that that in the pre-test level 45(75%) of the participants had inadequate knowledge, 15(25%) of them had moderate knowledge and none of the participants were having adequate knowledge. whereas after the intervention majority 49(81.7%) of the participants had adequate knowledge, 11(18.3%) of them had moderate knowledge and none of the study participants had inadequate knowledge regarding personality development. The outcome of paired "t" test analysis was significant where the maximum score was 40, the mean was 14.98, the standard deviation was 4.45, the mean percentage was 37.5%, and paired "t" test value was 26.029 that shows that there is a significant effect on the level of knowledge before and after administration of structured education program regarding personality development. Therefore, proper education related to personality development, community conversation, and parents' involvement is important to improve personality among nursing students. A similar study can be conducted by using cross-sectional and comparative study design to compare the factors between private and public nursing colleges by using different teaching strategies like interactive learning sessions and video-assisted teaching also future researchers can also attempt to identify factors in nursing education which can be improved to develop personality among nurses.

Ethical Approval:-

Ethical approval and permission were obtained from the intuitional research review board committee. permission was secured from each nursing college authority through formal letter and the authority was explained on the relevance, and objectives of the study. The purpose of the study was explained to the participants and written informed consent was obtained from each participant.

Conflict of interest:-

The author reports no conflicts of interest in the research work.

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