EFFECTIVENESS OF STUCTURED TEACHING PROGRAMME ON COPING STRATEGIES FOR PSYCHOSOCIAL STRESS RELATED DISORDERS AT WORK ENVIRONMENT IN TERM OF KNOWLEDGE AMONG STAFF NURSES OF A SELECTED HOSPITALS AT JAIPUR, RAJASTHAN

Mr. Hemant Sharma
Lecturer
M. Sc. Nursing (Mental Health Nursing)
College of Nursing Harish Hospital, Alwar, Rajasthan

ABSTRACT:-
BACKGROUND OF THE STUDY:-
Stress refer to the individual's reaction to disturbing factor in the environment. Stress is defined as an adaptive response as behavior that maintains the integrity of the individual. Adaptation is viewed as positive and is correlated with health responses. When behavior disrupts the integrity of the individual. It is perceived as mal adaptive. Mal adaptive responses by the individual are considered to negative and unhealthy. The term "stress", as it is currently used was coined by Hans Selye in 1936, who defined it as "the non-specific response of the body to any demand for change". Stress is the response of the body and mind towards various changes in the physical environment of a person.

Work stress in nursing was first assessed in 1960 when Menzies identified four sources of anxiety among nurses: patient care, decision-making, taking responsibility, and change. The nurse's role has long been regarded as stress-filled based upon the physical labor, human suffering, work hours, staffing, and interpersonal relationships that are central to the work nurses do. Since the mid-1980s, however, nurses' work stress may be escalating due to the increasing use of technology, continuing rises in health care costs, and turbulence within the work environment.

OBJECTIVES:-
1. To assess the level of knowledge of Staff nurses regarding the Psychosocial stress related disorders and its coping strategies.
2. To evaluate the effectiveness of structured teaching programme (STP) on coping strategies for Psychosocial stress related disorders at work environment.
3. To find out the association between Pre-test and Post-test knowledge score with selected demographic variables.

CONCEPTUAL/ THEORTICAL FRAMEWORK:-
Conceptual frame work based on Ludwing Von Bertalanffy Model.

HYPOTHESIS:-
H1.The mean post-test knowledge score of Staff nurses who had structured teaching programme (STP) regarding the coping strategies for Psychosocial stress related disorders at work will be significantly higher than the mean pre-test knowledge scores.
H2.There will be significant association between pre-test and post-test knowledge scores with selected demographic variables among staff nurses, who received structured teaching programme on coping strategies for Psychosocial stress related disorders at work environment.

SETTING OF THE STUDY:-
This study has been conducted at Sparsh hospital, Jaipur and Apex multispecialty hospital, Jaipur.

SAMPLE AND SAMPLING TECHNIQUE:-
The samples selected for the present study consists of 50 staff nurses of Sparsh hospital, Jaipur and Apex multispecialty hospital, Jaipur.
In this study, samples were selected by using Non- probability convenient sampling method.

METHODOLOGY:-

The research design adopted for this study is pre experimental one group pre-test post-test design, to measure the effectiveness of structured teaching programme on sample of 50 respondents.

The tool used for the data collection was structured questionnaire.

The self administered knowledge questionnaire comprised of three sections

Section-1 Consists of 06 items of demographic data which includes information of respondents about Age, Gender, Marital status, Professional qualification, Years of experiences, Income.

Section-2 Consists of 30 items of objectives type related to knowledge of Staff nurses regarding Stress, psychosocial stress, work stress, causes of work stress, biological implication of stress, symptoms, stress induced disorders, coping strategies for psychosocial stress related disorders at work environment in detail. All the items were scored as each correct answer was given a score of '1' and wrong answers a score of '0'.

Section-3 The planned structured teaching programme was developed based on the review of the related research. The structured teaching programme was titled "coping strategies for psychosocial stress related disorders at work environment. It includes an introduction, general and specific objectives and references. Structured teaching programme was planned and prepared to enhance the knowledge of staff nurses regarding work place stress and various coping strategies for psychosocial stress related disorders at work environment

Collected data analyzed by using descriptive and inferential statistics in term of frequency, percentage, mean, Standard deviation, Chi- Square test.

RESULT:-

In the pre test majority of them 15 (30%) had inadequate knowledge, 32 (64%) had average knowledge and 03 (6%) had adequate knowledge. In the post test majority of them had 34 (68%) adequate knowledge, 16 (32%) had average knowledge and no one had inadequate knowledge.

The mean, standard deviation and t – test value of knowledge score on coping strategies in the pre test and post test. The obtained post mean value 21.98 is higher than the pre test 13.94. the improvement between pre test and post test was 8.04 and obtained paired 't' test was 12.791, it is highly significant at 0.01% level. Hence it is inferred that there is significant increase in the knowledge level of the staff nurses on coping strategies for psychosocial stress related disorders after the structured teaching programme.

There was significant association between pre knowledge score and post knowledge score and selected demographic variables like gender significant level at 0.003 level and age significant 0.29 level and marital status 0.029 level significant

In post test association table age significant at 0.000 level and gender 0.041 level and marital status 0.002 level, professional qualification 0.004 level, year of experience and income significant at 0.000 level.

From this study, the investigator found the most of the staff nurses have in adequate knowledge regarding coping strategies for psychosocial stress related disorders at work environment. So it is very essential for them to have adequate knowledge on coping strategies for stress to protect them from its harmful effects as they are the pillars of health care.

RESEARCH DESIGN:-

Research design incorporates the most important methods logical decisions that a researcher makes in conducting a research study. It depicts the overall plan for organization of scientific investigation. It helps the researcher in selection of respondents.

The research design adopted for this study is pre experimental one group pre-test post-test design, to measure the effectiveness of structured teaching programme on sample of 50 respondents.

POPULATION

Population refers to the entire aggregate of individual or objects having common characteristics. In the present study the target population comprises Staff nurses of Sparsh hospital ,Jaipur and Apex multispecialty hospital, Jaipur.

SAMPLE AND SAMPLE SIZE

Sample consist of a subject of a population selected in a research study. The samples selected for the present study consists of 50 staff nurses of Sparsh hospital, Jaipur and Apex multispecialty hospital, Jaipur.

DATA COLLECTION PROCEDURE

Stage of data collection

The data was collected as per the following stages:-

Stage 1:- Pre Test

Pre test was conducted on 50 Staff nurses by the administering the questionnaire

Stage 2:- Implementation of Intervention

Immediately after the pre test the structured teaching programme was administered to the staff nurses.

Stage 3:- Post Test

Post test would be conducted after 2 weeks of giving knowledge by structured teaching programme

Data collection method:-

The data collection was carried out from 26th June 2018 to 26th July 2018. Formal written permission obtain from Medical Superintendent of Sparsh Hospital, Jaipur, and Apex Hospital, Jaipur the investigator took consent to staff nurses confidentiality maintain during data collection. Every subject made comfortable and was asked to questionnaire. After the pre test same day the structured teaching programme was administered to the staff nurses. The average time taken by 40 to 45 minutes.

After an interval two weeks of each, the post test was done using the same structured knowledge questionnaire and same sample with the identification of registered number to evaluate the effectiveness of structured teaching programme respectively.

PLAN FOR DATA ANALYSIS

The obtain data will be analyzed in terms of the objectives and hypothesis of the study by both descriptive and inferential statistics.

The plan of data analysis is as follows:-

❖ Consolidate and organized data in master sheet
❖ Percentage of analysis of demographic variables of the samples
❖ The knowledge of staff nurse before and after of administration of structured teaching programme was analyzed by mean standard deviation and co-efficient of variation
❖ Comparison of pre test and post test knowledge score by using percentage difference indicating enhancement in knowledge
❖ The effectiveness of structured teaching programme will be analyzed by using 't' test
❖ The association between selected demographic variable and knowledge score will be determined by chi square test.
❖ Data present in diagrammed and graphs

Objective:1 To assess the level of knowledge of Staff nurses regarding the Psychosocial stress related disorders and its coping strategies.

Section-A
DISTRIBUTION OF RESPONDENTS ACCORDING TO DEMOGRAPHIC CHARACTERISTICS
Table no. 4.1
Distribution of respondents by Age in years

Demographic Variables	Category	N=50	
		Frequency	**Percentage{%}**
Age in years	21 to 30 years	17	34%
	31 to 40 years	24	48%
	41 to 50 years	9	18%
	Above 51 years	0	0
Total		50	100%

Table no.1 reveals the age wise distribution of samples where most of the subject 24 (48%) belongs to the age group 31-40years, 17 (34%) were in the age group 21-30 years and 9 (18%) belongs to age group 41-50 years.
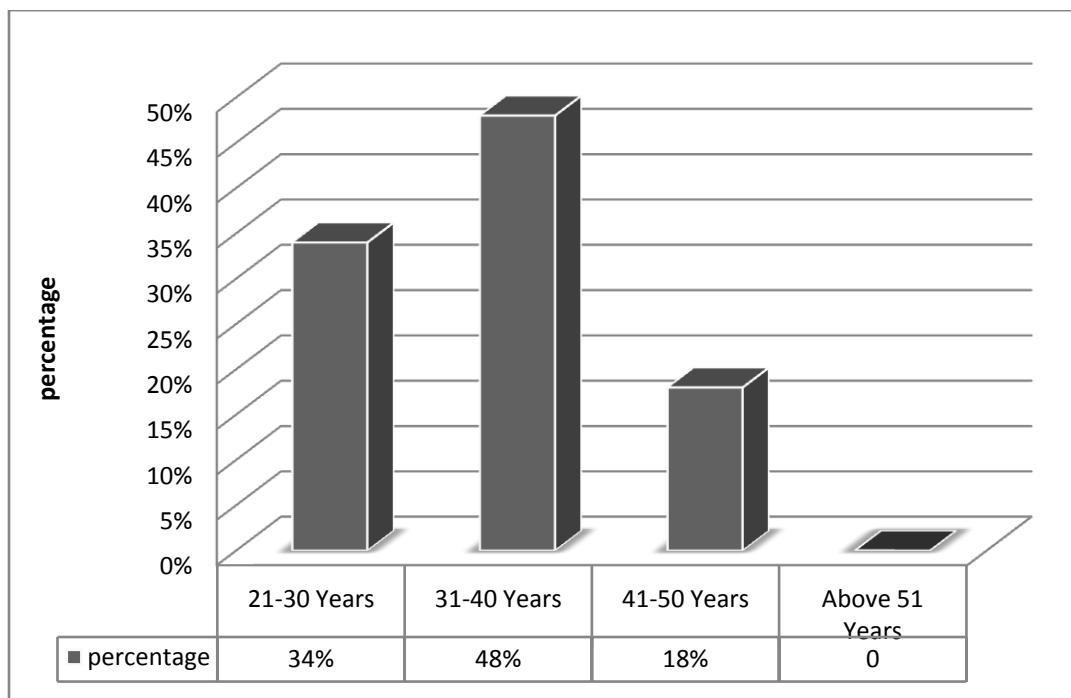

Fig no.4.1- Bar diagram representing percentage distribution of subjects by their Age

Table no. 4.2
Distribution of respondents by Gender

Demographic Variables	Category	N=50	
		Frequency	Percentage{%}
Gender	Male	27	54%
	Female	23	46%
Total		50	100%

The table show that most of the subjects were males 27 (54%) and 23 (46%) females.
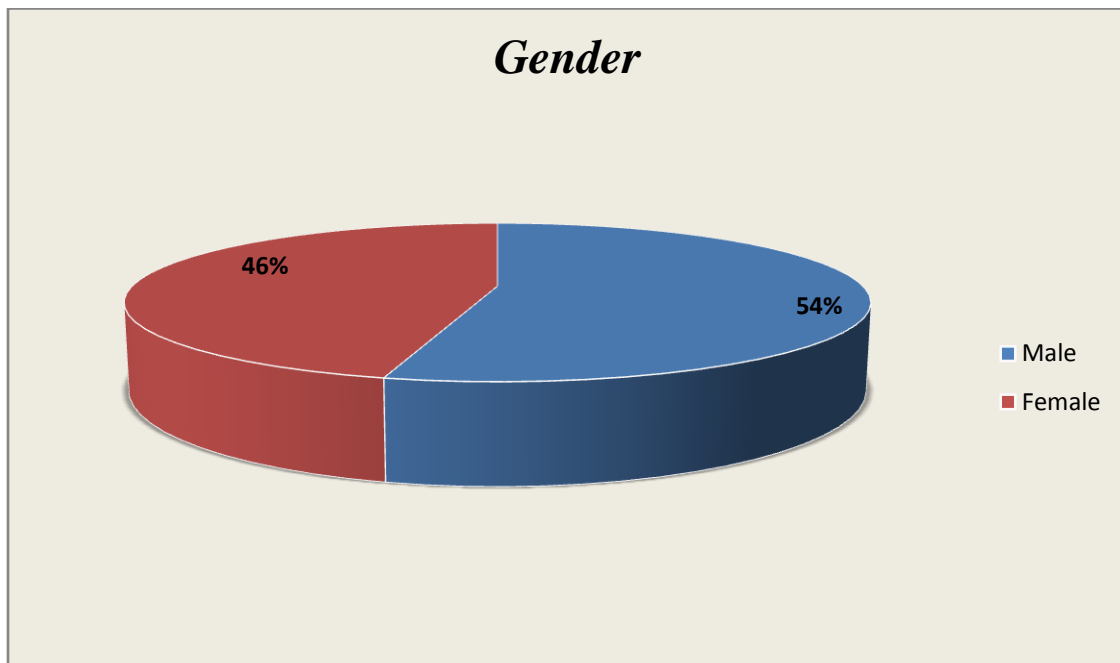

Fig no.4.2- Pie diagram representing percentage distribution of subjects by their Gender
Table no. 4.3
Distribution of respondents by Marital status

Demographic Variables	Category	N=50	
		Frequency	Percentage{%}
Marital status	Married	36	72%
	Unmarried	14	28%
Total		50	100%

The above table show that most of the subjects 36 (72%) were married where as 14(28%) were married.
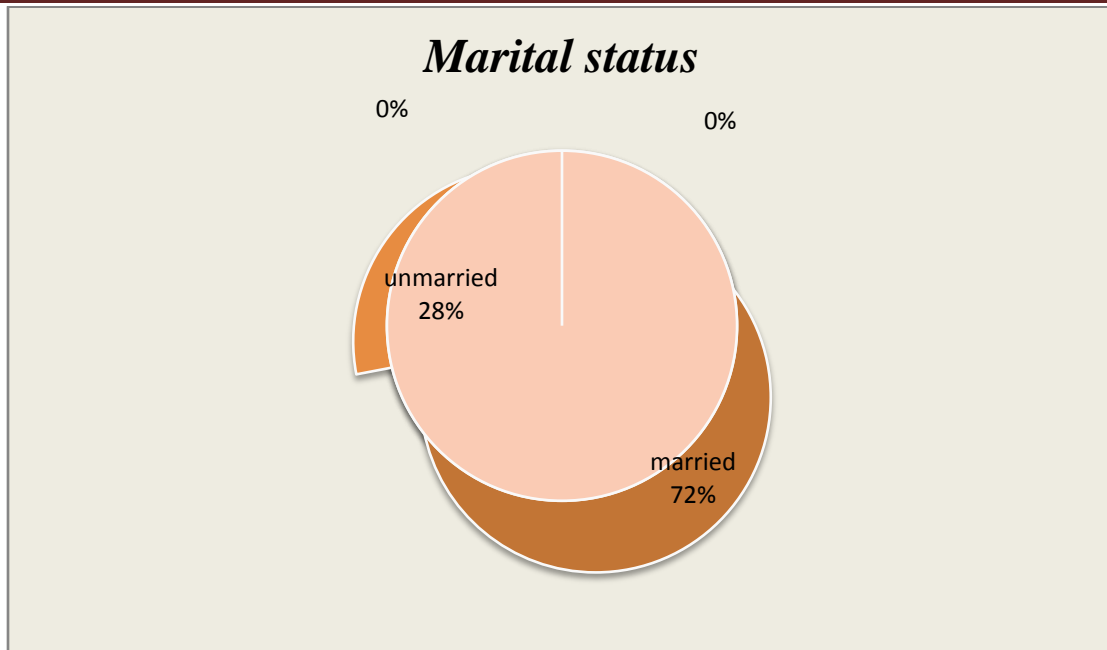
Fig no 4.3. Pie diagram representing percentage distribution of subjects by their marital status

Table no. 4.4
Distribution of respondents by Professional Qualification

Demographic Variables	Category	N=50	
		Frequency	Percentage{%}
Professional Qualification	GNM	22	44%
	Post B.Sc Nursing	19	38%
	B.Sc Nursing	09	18%
	M.Sc Nursing	0	0
Total		50	100%

According to table no 4 , most of the subjects 22(44%) had GNM qualification where as 19 (38%) had Post B.Sc Nursing qualification and 09 (18%) had B.Sc Nursing.
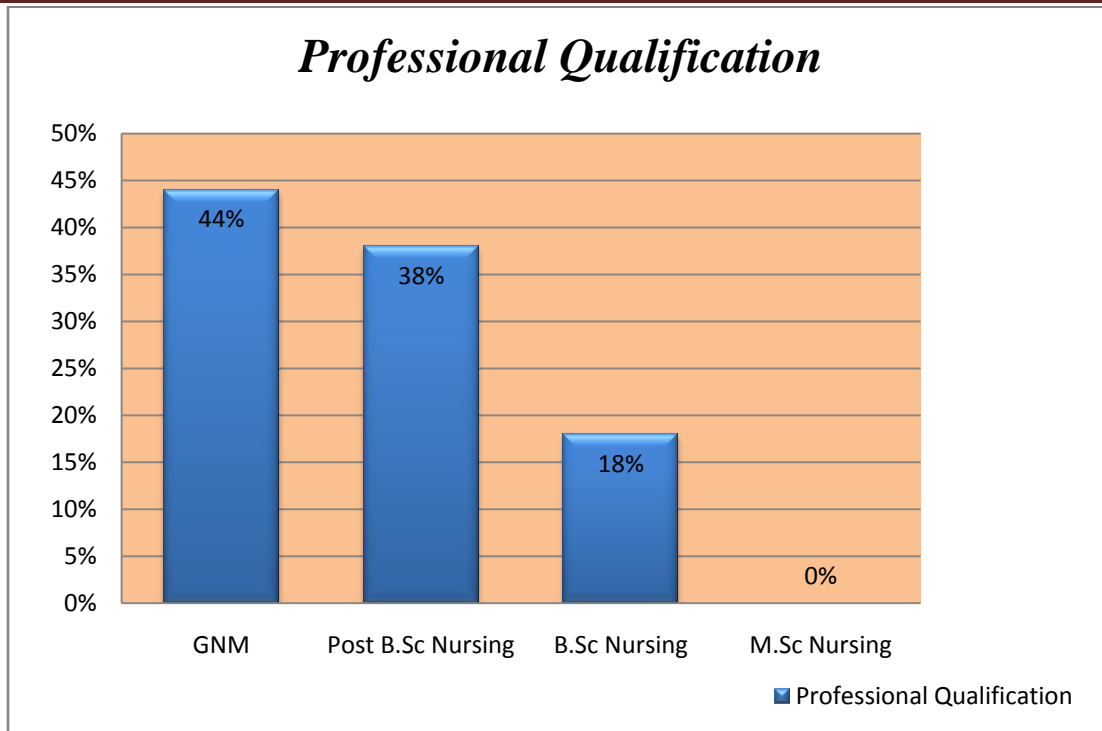
Fig no 4.4. Column diagram representing percentage distribution of subjects by their Professional Qualification

Table no. 4.5
Distribution of respondents by Year of experience

Demographic Variables	Category	N=50	
		Frequency	**Percentage{%}**
Year of experience	1-5 years	25	50%
	6-10 years	17	34%
	11-15 years	8	16%
	16 years and above	0	0
Total		50	100%

Table no.5 show that most of the subjects 25(50%) had 1 to 5 years of experience and 1 7(34%) had 6 to 10 year experience and 8 (16%) had 11-15 year experience.
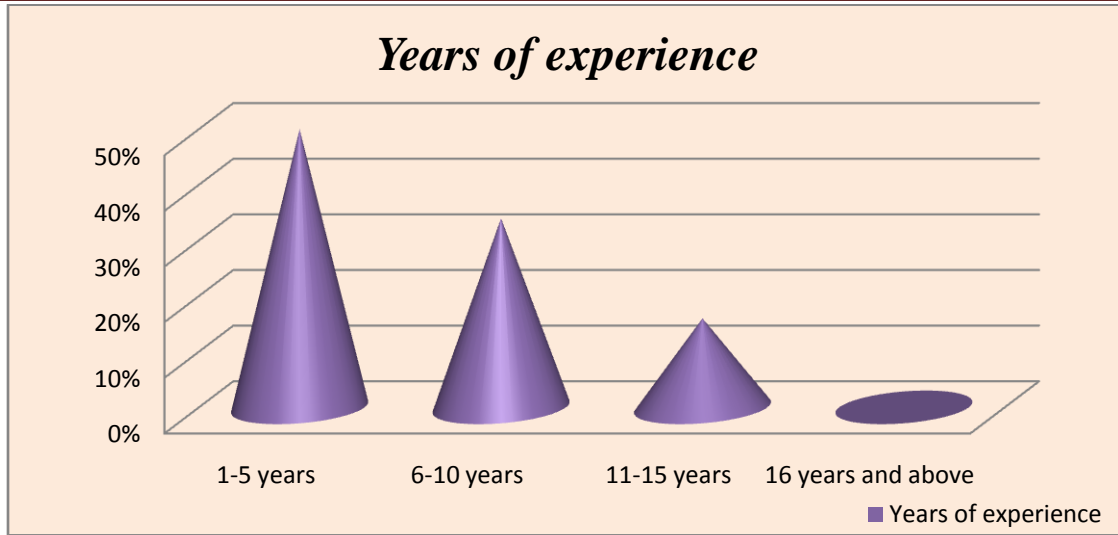
Fig no4.5. Cone diagram representing percentage distribution of subjects by their Years of experience

Table no. 4.6
Distribution of respondents by Income (per month in Rs.)

Demographic Variables	Category	N=50	
		Frequency	**Percentage{%}**
Income(per month in Rs.)	Below 10000	06	12%
	10001-20000	37	74%
	20001-30000	7	14%
	Above 30000	0	0
Total		50	100%

Table no 6 show that most of the subjects 06 (60%) had below 10000 income and 37 (74%) of subject had 10001 to 20000 income per month and 7 (7%) had 20001-30000 income per month.
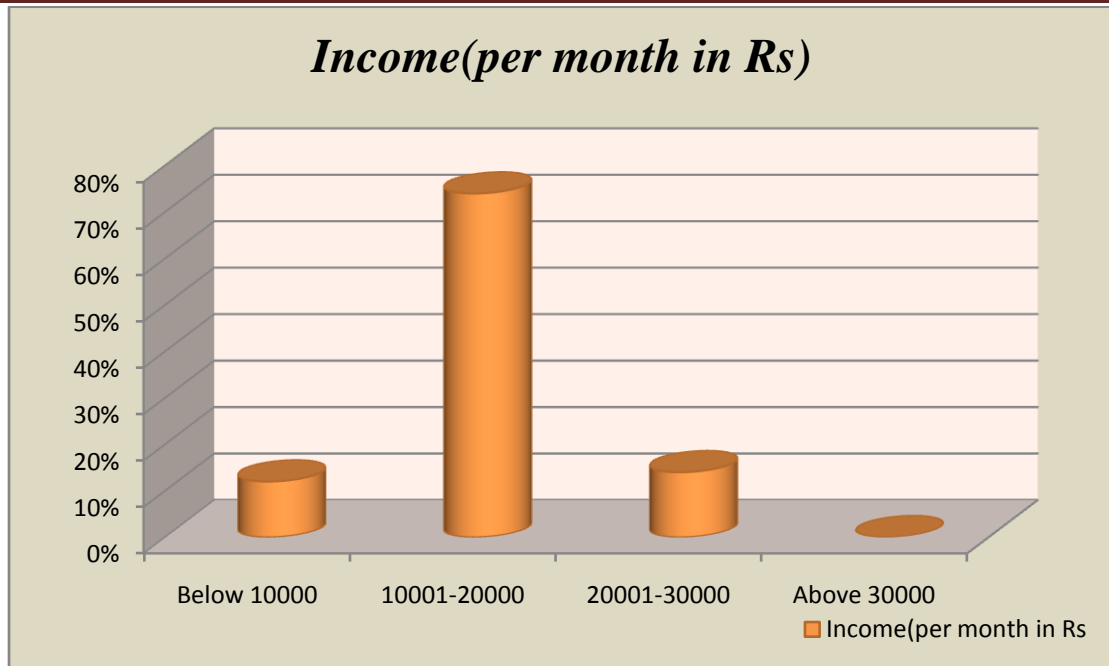
Fig no 4.6. Cylindrical diagram representing percentage distribution of subjects by their Income (per month in Rs)

Objective:2 To evaluate the effectiveness of structured teaching programme (STP) on coping strategies for Psychosocial stress related disorders at work environment.
Section-B

ANALYSIS OF THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING COPING STRATEGIES FOR PSYCHOSOCIAL STRESS RELATED DISORDERS AT WORK ENVIRONMENT AMONG STAFF NURSES.

Table no. 4.7

Aspect Wise Pretest mean knowledge Percentage regarding coping strategies

Aspect	No. of questions	Knowledge score			
		Range	Mean	±SD	Mean%
Stress and its symptoms	08	0-8	3.04	±0.989	38%
Disorders related to stress	07	0-7	3.24	±1.255	46.28%
Coping strategies	15	0-15	7.66	±2.576	51.06%
Overall score	30	0-30	13.94	3.992	46.46%

Distribution of respondents by level of knowledge in pretest

Level of knowledge	Percentage of score	Actual score
In Adequate	Less than 50%	0-10
Moderate	51% to 75%	11-20
Adequate	75% and above	21-30

Table no. 4.8
Distribution of respondents by level of knowledge in pretest

Level of Knowledge	No. of respondents	%
Inadequate Knowledge	15	30%
Moderately Knowledge	32	64%
Adequate Knowledge	03	06%
Total	50	100%

The above table show that pretest knowledge of staff nurses. In which 15(30%) had inadequate knowledge, 32(64%) had moderate knowledge and 03 (06%) had adequate knowledge regarding coping strategies for Psychosocial stress related disorders at work environment.
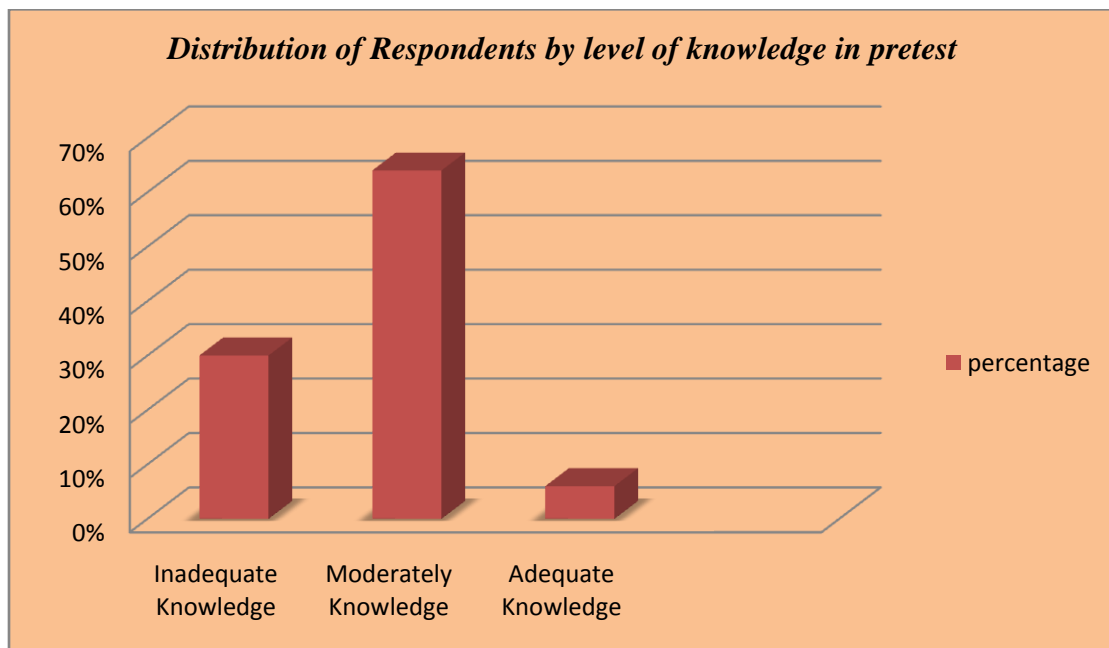

Fig no 1.7. Column diagram representing percentage distribution of respondents by level of knowledge in pretest

Table no. 4.9
Aspect Wise Post test mean knowledge Percentage regarding coping strategies

Aspect	No. of questions	Knowledge score			
		Range	Mean	±SD	Mean%
Stress and its symptoms	08	0-8	5.80	±1.195	72.5%
Disorders related to stress	07	0-7	4.98	±1.169	71.14%
Coping strategies	15	0-15	11.20	±2.030	74.66%
Overall score	30	0-30	21.98	3.094	73.26%

Post test mean was found to be 21.98, mean percentage 73.26% and range of knowledge of staff nurses regarding Coping strategies for psychosocial stress related disorders at work environment were 0-30 with a SD of 3.094.

Distribution of respondents by level of knowledge in post test

Level of knowledge	Percentage of score	Actual score
In Adequate	Less than 50%	0-10
Moderate	51% to 75%	11-20
Adequate	75% and above	21-30

Table no. 4.10
Distribution of respondents by level of knowledge in post test

Level of Knowledge	No. of respondents	%
Inadequate Knowledge	0	0%
Moderately Knowledge	16	32%
Adequate Knowledge	34	68%
Total	50	100%

The above table show that most of the respondent 34(68%) had adequate knowledge, 16(32%) had moderate knowledge and none of them had inadequate knowledge regarding coping strategies for Psychosocial stress related disorders at work environment in Post test.
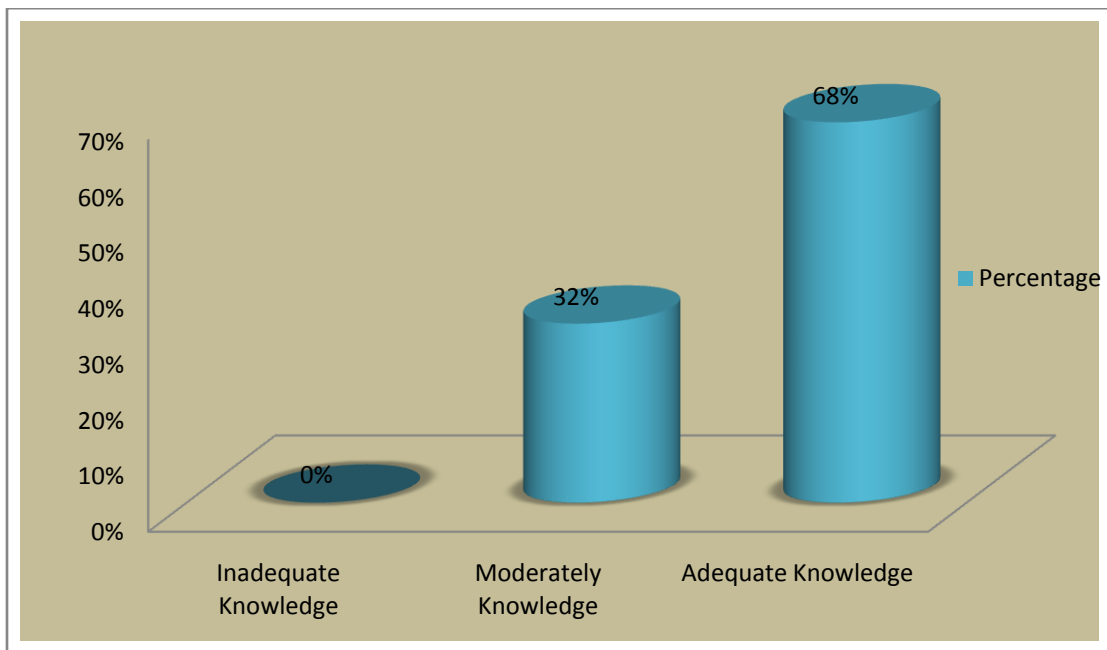

Fig no 4.8. Cylindrical diagram representing percentage distribution of respondents by level of knowledge in post test

Table no. 4.11
Comparison of coping strategies Pretest and Post test Knowledge score

Aspect	Pretest		Post test	
	Mean	**SD**	**Mean**	**SD**
Stress and its symptoms	3.04	±0.989	5.80	±1.195
Disorders related to stress	3.24	±1.255	4.98	±1.169
Coping Strategies	7.66	±2.576	11.20	±2.030
Overall Score	13.94	3.992	21.98	3.094

Table no. 4.12
Determination of overall knowledge score before and after structured teaching programme and effectiveness

Paired Sample Statistics & Effectiveness of Structured teaching programme									
Aspects	**Tests**	**Mean**	**N**	**S.D.**	**Std. Error Mean**	**Mean Diff.**	**Paired t test**	**p value**	**Result**
Stress & it's Symptoms	Pre	3.04	50	0.989	0.140	2.760	13.722	.000	**Significant**
	Post	5.80	50	1.195	0.169				
Disorders related to stress	Pre	3.24	50	1.255	0.177	1.740	8.717	.000	**Significant**
	Post	4.98	50	1.169	0.165				
Coping Strategies	Pre	7.66	50	2.576	0.364	3.540	8.275	.000	**Significant**
	Post	11.20	50	2.030	0.287				
Over All	Pre	13.94	50	3.992	0.565	8.04	12.791	.000	**Significant**
	Post	21.98	50	3.094	0.438				

Significant at P≤0.05** highly significant at p≤0.01*** very high significant at p≤0.001
Evaluation of structured teaching programme on knowledge regarding coping strategies for Psychosocial stress related disorders at work environment among staff nurses with statistical significance show significance at 0.000 level with a 't' value of 12.791 which showed that STP was effective in improving the knowledge.
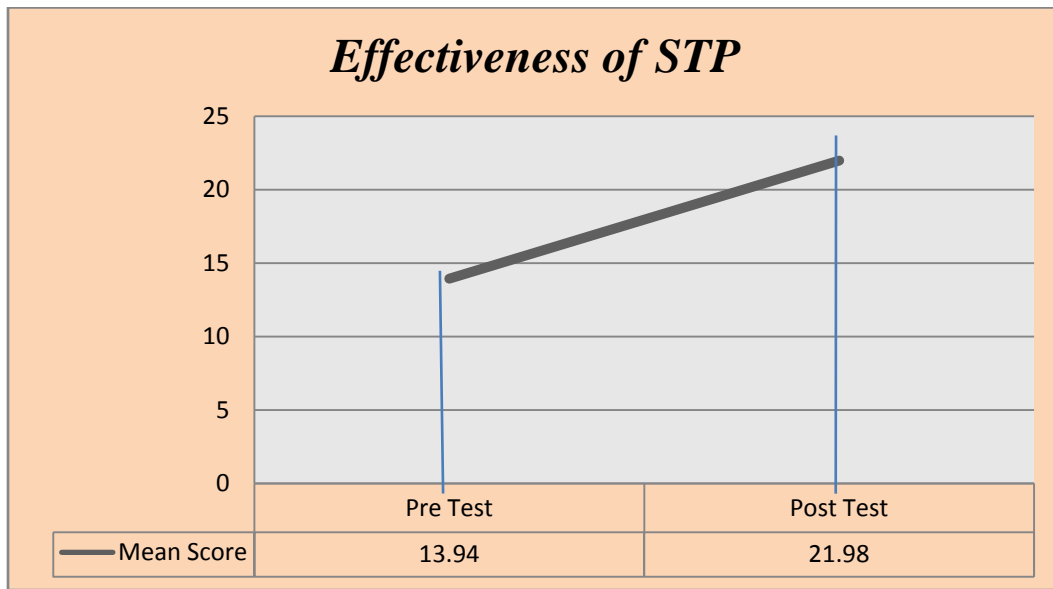
Fig no 4.9. Graph showing pre-test and post-test mean score of respondents

Table no. 4.13
Knowledge Gain after structured teaching programme

Knowledge Assessment	% of Pretest Knowledge	% of Post test Knowledge	% of Knowledge gain
Stress and its symptoms	38%	72.5%	34.5%
Disorders related to stress	46.28%	71.14%	24.86%
Coping strategies	51.06%	74.66%	23.6%
Overall score	46.46%	73.26%	26.8%

The above table shows that the pre test knowledge of respondents regarding coping strategies for Psychosocial stress related disorders at work environment was 46.46% and post test-knowledge was 73.26%. the table also shows that the respondents had a knowledge gain of 26.8%.
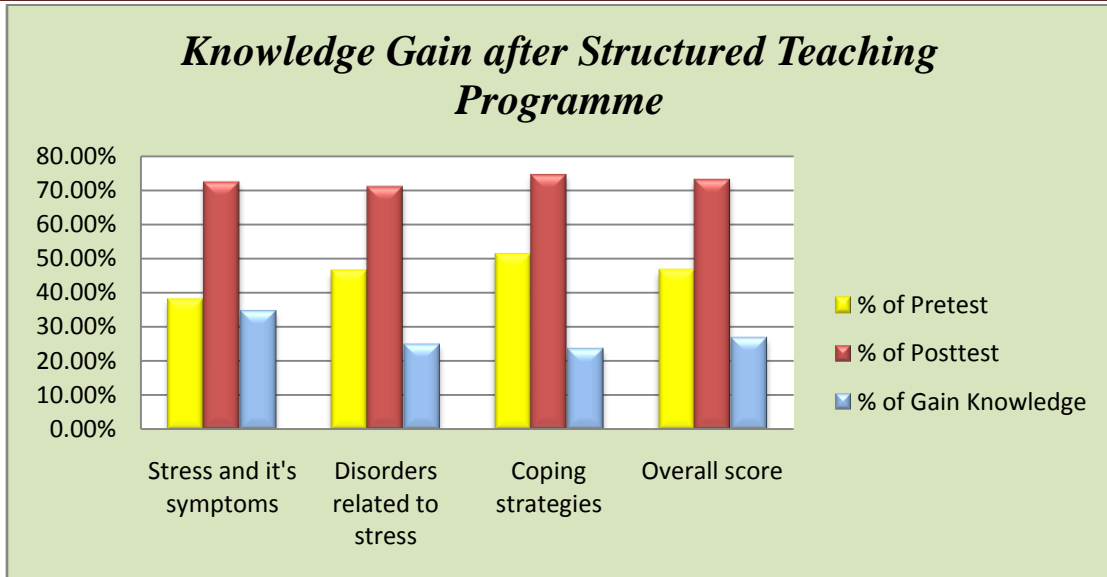
Fig no 1.10. The graph represents knowledge gain of respondents after structured teaching programme

Table no. 4.14
Comparison of Pretest and Posttest level of knowledge

Level of Knowledge	Pretest		Posttest	
	n	**%**	**n**	**%**
Inadequate knowledge	15	30%	0	0%
Moderate adequately Knowledge	32	64%	16	32%
Adequate Knowledge	03	6%	34	68%
Overall performance	50	100%	10	100%

Fig no 4-.11. The graph representing comparison of pretest and post test level of knowledge

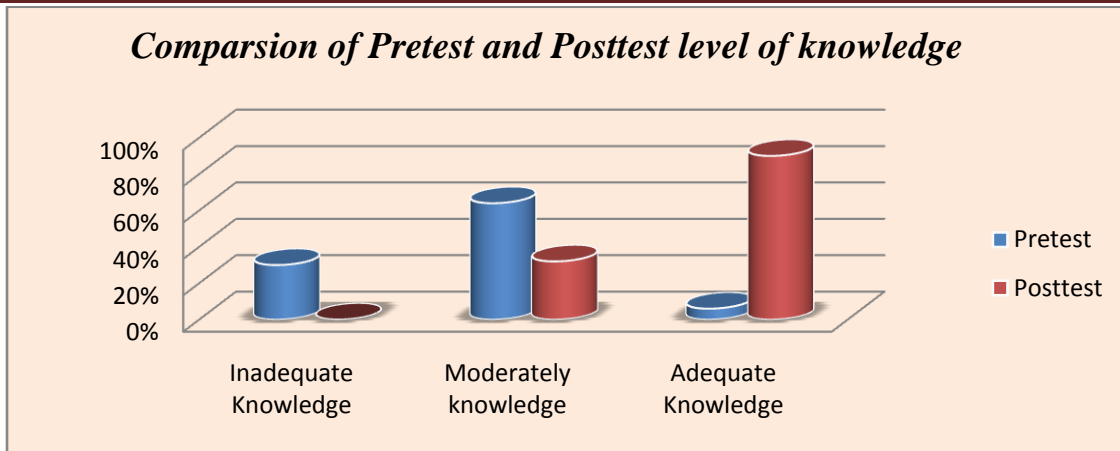**Objective:3 To find out the association between Pre test- Post test of knowledge score with selected demographic variables**

Table no. 4.15

Association between Pre test of Knowledge score and Demographic variables

Demographic variables		Knowledge Score						N	Pearson Chi-Square test
		Unfavorable		Favorable		Most Favorable			
		n	%	n	%	n	%		
Age	21to30yrs	03	20%	14	43.75%	0	0	17	χ^2=10.827[a] P=0.29*** df=4,Significant
	31to40yrs	11	73.33%	10	31.25%	03	100%	24	
	41to50yrs	01	6.66%	08	25%	0	0	09	
	Above51yrs	0	0	0	0	0	0	0	
Gender	Male	13	86.66%	14	43.75%	0	0	27	χ^2=11.319[a] P=0.003*** df=2,Significant
	Female	02	13.33%	18	56.25%	03	100%	23	
Marital Status	Married	14	93.33%	19	59.37%	03	100%	36	χ^2=7.083[a] P=0.029*** df=2,Significant
	Unmarried	01	6.66%	13	40.62%	0	0	14	
	Widow	0	0	0	0	0	0	0	
	Divorced	0	0	0	0	0	0	0	
Professional Qualification	GNM	07	46.66%	12	37.5%	03	100%	22	χ^2=4.672[a] P=0.323*** df=4,Non Significant
	PostB.ScNursing	06	40%	13	40.62%	0	0	19	
	B.Sc Nursing	02	13.33%	07	21.87%	0	0	09	
	M.Sc Nursing	0	0	0	0	0	0	0	
Year of experience	1-5 years	09	60%	16	50%	0	0	25	χ^2=7.957[a] P=.093*** df=4, Non-Significant
	6-10 years	05	33.33%	09	28.12%	03	100%	17	
	11-15 years	01	6.66%	07	21.87%	0	0	08	
	16 years &above	0	0	0	0	0	0	0	
Income	Below 10000	05	33.33%	01	3.125%	0	0	06	χ^2=12.474[a] P=0.014*** df=4,Significant
	10001-20000	10	66.66%	24	75%	03	100%	37	
	20001-30000	0	0	07	21.87%	0	0	7	
	Above 30000	0	0	0	0	0	0	0	

Table no. 4.16
Association between Post test of Knowledge score and Demographic variables

Demographic variables		Knowledge Score						N	Pearson Chi-Square test
		Unfavorable		Favorable		Most Favorable			
		n	%	n	%	n	%		
Age	21to30yrs	0	0	3	18.75%	14	41.17%	17	χ^2=23.328ᵃ P=0.000*** df=2,Significant
	31to40yrs	0	0	4	25%	20	58.82%	24	
	41to50yrs	0	0	9	56.25%	0	0	9	
	Above51yrs	0	0	0	0	0	0	0	
Gender	Male	0	0	12	75%	15	44.11%	27	χ^2=4.177ᵃ P=0.041*** df=1,Significant
	Female	0	0	04	25%	19	55.88%	23	
Marital Status	Married	0	0	16	100%	20	58.82%	36	χ^2=9.150ᵃ P=0.002*** df=1,Significant
	Unmarried	0	0	0	0	14	41.17%	14	
	Widow	0	0	0	0	0	0	0	
	Divorced	0	0	0	0	0	0	0	
Professional Qualification	GNM	0	0	2	12.5%	20	58.82%	22	χ^2=11.168ᵃ P=0.004*** df=2, Significant
	PostB.ScNursing	0	0	11	68.75%	08	23.52%	19	
	B.Sc Nursing	0	0	3	18.75%	06	17.64%	09	
	M.Sc Nursing	0	0	0	0	0	0	0	
Year of experience	1-5 years	0	0	04	25%	21	61.76%	25	χ^2=20.502ᵃ P=.000*** df=2, Significant
	6-10 years	0	0	04	25%	13	38.23%	17	
	11-15 years	0	0	08	50%	0	0	08	
	16 years &above	0	0	0	0	0	0	0	
Income	Below 10000	0	0	01	6.25%	05	14.70%	06	χ^2=17.355ᵃ P=0.000*** df=2,Significant
	10001-20000	0	0	08	50%	29	85.29%	37	
	20001-30000	0	0	07	43.75%	0	0	07	
	Above 30000	0	0	0	0	0	0	0	

*significance at P≤0.005   **significance at P≤0.01   ***significant at P≤0.001

The above table 4.15 shows that χ^2 value computed between the level of knowledge score of pre test and selected demographic variables. Variables such as age, gender, marital status and income were significant at 0.05 level. Variable such as professional qualification and work experience were not significant at 0.05 level therefore the hypothesis stated there will be an association between pre test knowledge score of staff nurses with the selected demographic variables is accepted.

The table 4.16 shows that χ^2 value computed between the level of post test knowledge and selected demographic variables. Variables such as age, gender, marital status, professional qualification, experience, income were significant at 0.05 level. There fore the hypothesis stated there will be an association between post test knowledge score of staff nurses with the selected demographic variable is accepted.

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