

Effectiveness of SIM on Knowledge Regarding Student Counseling Among Nursing Teachers

Harish R Wade

Abstract

Introduction: Counseling is a process of assistance extended by an expert in an individual situation to needy person. The adjustment difficulties of college students have been an emerging issue. Many studies have proved that the adjustment difficulties like appetite disturbance, concentration problems and depression are most evident in freshmen. To help college students in resolving their adjustment issues, we made efforts in the form of establishing a counseling system to provide intervention to the students, so that their social and emotional problems did not interfere with their academic performances.¹ *Aim and Objective:* The aim and objectives of the study laid down to improve knowledge regarding student counseling among teachers with assess the effectiveness of self-instructional module (SIM) on knowledge regarding student counseling among teachers and to associate the knowledge score with selected demographic variables. *Methodology:* Based on the objectives of the study, demographic data and structured knowledge questionnaire are prepared to evaluate the knowledge of student counseling before and after treatment (self-instructional module). The data collected was analyzed with the help of descriptive and inferential statistics. *Result:* The sample consisted of 60 nursing teachers working in the selected nursing colleges of city. The study reveals, mean pretest knowledge score was so less and the mean post-test knowledge was more than pretest which indicates, the self-instructional module on knowledge regarding student counseling among nursing teachers was effective.

Keywords: Student counseling; Nursing teachers; Self-instructional module (SIM).

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Introduction

There is an urgent need of introducing and strengthening the counseling service in the schools and colleges of our country to meet the various needs of the students administrative and the educational system. To help in the total development of the student: Along with the intellectual development proper motivation and clarification of goals and ideas to pupils in conformity with their basic

potentialities and social tendencies are important total development of the student necessitates that individual differences among them are expected, accepted, understood and planned for and all types of experiences in an institution are to be so organized as to contribute to the total development of the student, to help in the proper choices of courses, to help in the proper choices of careers, to help in the students in vocational development, to develop readiness for choices and changes to face new challenges, to minimize the mismatching between education and employment and help in the efficient use of manpower, to motivate the youth for self-employment, to help fresher's establish proper identity.²

College student struggle with developmental issues and chronic problems. Previous study find out that university student experience mental health problem studies one-third of the undergraduate student had a diagnosis psychological problem and one-fourth entering college student are disturbed 6% undergraduate 4% graduate student had seriously

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considered suicidal ideation and especially the male graduates were high risk to commit suicide. Female student develop severe depression. While improving knowledge of teachers and student regarding student counseling prevent the problem facing by the student.³ Student suffer lots of problem require support to achieve the goals. Counseling is aimed at bringing about desired changes. Bringing out the Brilliance this study evaluated the impact of a small group counseling intervention designed for students who underachieve. The results of the study demonstrated significant improvement for ninth- and tenth-grade underachieving students in the areas of organizational skills, time management, and motivation. The author discusses implications and recommendations for school counselors working with underachieving students.⁴

Teachers have a long tradition of helping students with personal problems. They also interact with the students daily, and thus are in excellent position to provide personal direction, in fact, effective teachers share many of the same traits as effective counselors: ability to empathize with students, patience and flexibility, excellent interpersonal skills, openness to new ideas, and awareness of individual differences, good teachers also habitually promotes and sustain positive group interaction in their classes, and develop a helping relationship with both students

and parents. In all these ways, the teacher’s role is closely allied to that of the counselor.⁵

Hence the researcher believes that there is a great need to develop a SIM on student counseling to assist the nursing teachers in acquiring the knowledge which will help them to solve the student’s problem effectively.

Objectives of the studies are to assess pretest knowledge regarding student counseling among teachers, to assess post-test knowledge regarding student counseling among teachers, to assess the effectiveness of self-instructional module on knowledge regarding student counseling among teachers, and to associate the knowledge score with selected demographic variables of the teachers.

Methods

This study Quantitative approach is used. The research design used in this study is pre-experimental design. The setting was selected nursing colleges of the city. The sample includes 60 nursing teachers who were selected by non-probability convenient sampling. The tool was structured questionnaires for assessing the knowledge regarding student counseling.

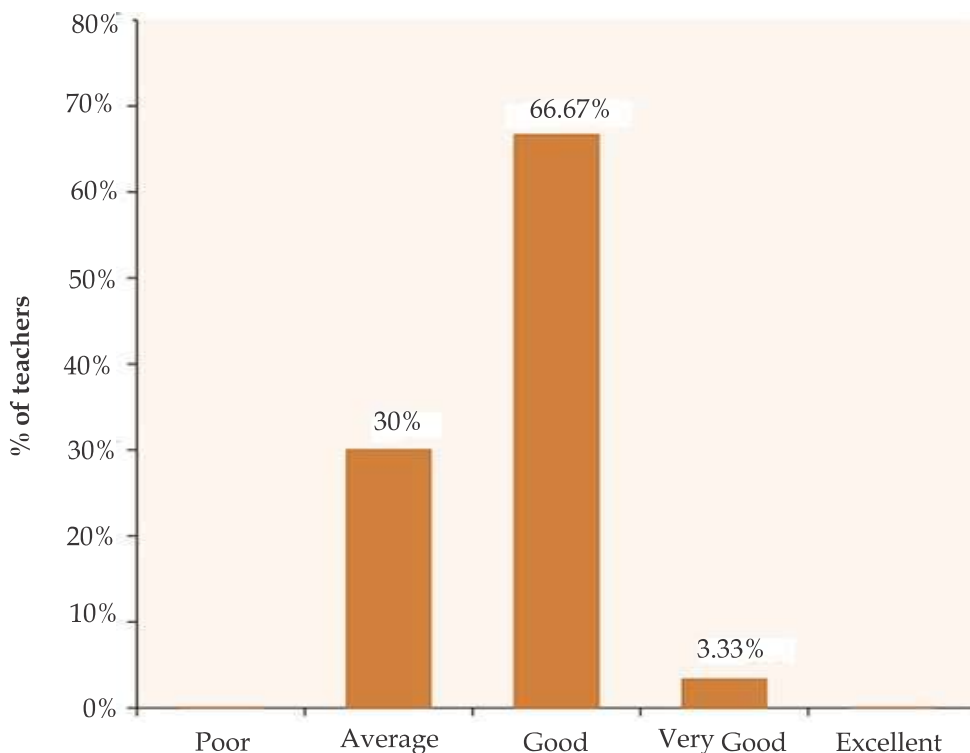


Fig. 1: Bar diagram showing distribution of teachers with regards to pre-test knowledge regarding student counseling

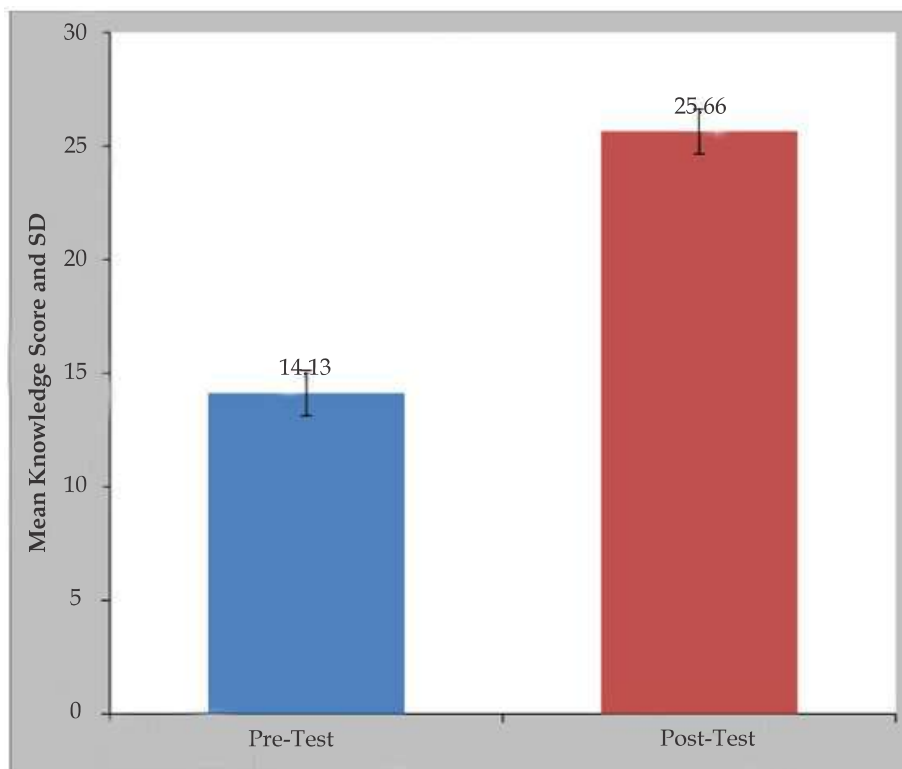


Fig. 2: Bar diagram showing significance of difference between knowledge scores in pre and post-test of teachers in relation to student counseling

In present study the self-instructional module contains more information regarding meaning, elements, needs, skills, principle, tools, techniques of counseling special features of self-instructional module in present study. It gives an opportunity to teachers to rate their counseling skills through a scale called as self-check skills for counseling.

Self-instructional module helped the nursing teachers to improve their knowledge regarding student counseling.

The levels of knowledge were seen into 5 categories: poor, average, good, very good and excellent. 30% of the teachers had average, 66.67% had good and 3.33% each had very good level of knowledge score. Mean knowledge score of the teachers was 14.13 ± 2.97 .

It is statistically interpreted that self-instructional module on knowledge regarding student counseling was effective. Thus H_1 is accepted and H_0 is rejected.

Results

Findings of the study were based on the objective of the study.

Distribution of nursing teachers' knowledge regarding student counseling shows that in pretest 66.67% of nursing teachers were having good knowledge and 30% were average knowledge 3.33% were very good knowledge but no one scored more than 66.66%. The minimum score in pre-test was 8 and the maximum score was 21, the mean score for the pre-test was 47.11 ± 9.92 whereas in post-test 65% of nursing teachers were having excellent knowledge and 31.67% had very good knowledge and 1.67% had good and average knowledge. The minimum score in post-test was 10 and the maximum score was 30. This shows the knowledge of nursing teachers is increased in post-test.

Mean standard deviation and mean score percentage values are compared and z test is applied at 5% level of significance. The tabulated value for $n=60 - 1$, i.e. 59 degrees of freedom was 2.00. The calculated value was respectively for the knowledge regarding student counseling. the calculated 't' value are much higher than the tabulated value at 5% level of significance which is statically acceptable level of significance in addition the calculated 'p' values for all the areas of knowledge regarding student counseling was

0.000 which is ideal for any population. Hence it is statically interpreted that the self-instructional module regarding student counseling was effective. Thus the H_0 is rejected and H_1 is accepted that there is significant difference between pre-test and post-test knowledge score of nursing teachers regarding student counseling which is measured by structured questioner at level of significance $p < 0.05$.

Conclusion

After the detailed analysis, this study leads to the following conclusion:

There was a significant increase in the knowledge of nursing teachers after the introduction of self-instructional module. To find the effectiveness of self instructional module 't' value was applied and 't' value was calculated, post-test score was significant higher at 0.005 level than that of pre-test score. Thus, it was concluded that self-instructional module on student counseling was found effective

Hence, based on the above cited findings, it is clear that the self-instructional module helped the nursing teachers to improve their knowledge regarding student counseling.

Limitations

- The study was conducted only on nursing teachers.
 - The sample size was small to generalize the findings of the study.
 - The study was limited to measure the knowledge of student counseling
- The tool for data collection was prepared by investigator himself with the help of literature review, opinion from the experts and through his personnel experience. Further the reliability and validity was established and could be used only for this study.

On the basis of the findings, it is recommended that—A similar study may be conducted on a larger sample for generalization of findings, Studies may be conducted to evaluate the efficacy of self-instructional module versus other method of teaching on knowledge regarding student counseling, SIM can be used for student and different colleges, Study may be designed to explore the attitude of nursing teachers towards SIM. A similar study could be conducted with a control group. Instead of self-instructional module, planned teaching can be used.

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