



Research Article

EFFECTIVENESS OF PSYCHOSOCIAL INTERVENTION PACKAGE (PSI) ON PROFESSIONAL ADJUSTMENT AMONG NURSING STUDENTS

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ABSTRACT

Objective: The objective of the study was to determine the effectiveness of psychosocial intervention package on professional adjustment among nursing students. **Method:** quasi experimental design method was adopted. The study was conducted at selected nursing Colleges, Chennai. 200 samples that fulfilled the inclusive criteria were included in the study. The samples were selected by nonprobability convenient sampling technique. Professional adjustment scale was used for data collection. PSI was given comprehensively under the domains physical adjustment, social adjustment, emotional adjustment, environmental adjustment. **Result:** The results revealed that there is a improvement in the mean scores of professional adjustment posttests in study group when compared to the pre-test. The repeated measures of annova shows, The 'F' value in the study group F= 387.24 , shows statistically significant at p value<0.0001. **Conclusion:** The study concluded that psychosocial intervention package had significant changes in the level of professional adjustment among nursing students

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INTRODUCTION

Adjustment disorder is a stress related, nonpsychotic disturbance. Entering College is an important turning point for college freshmen in their early adulthood. The college life is both an opportunity and challenge for them. Adjustment in all areas like health, social, emotional and environmental are essential. The health denotes the physical adjustment in terms of ability to encounter the stress, adhering to balanced diet and exercises. Social adjustment means socialising well with friends, teachers, and higher authority and to the community. Emotional adjustment denotes the student nurses ability to accept both positive and negative emotions producing situation in a stable and realistic manner. Environmental adjustment refers to the student's adjustment to environment they interact with either in the college or in the clinical area.

Martin, Chemers& Garcia (2001) examined the effects of academic self –efficacy that is confidence ability to perform well academically, optimism, and stress on the academic performance and adjustment of first year university students. The sample was composed of 256 first year students. Result indicated that self-efficacy yielded ofdirect and indirect

powerful relationships with academic performance and adjustment of first year college students. Optimism was also found to be related to academicperformance and adjustment. Academically confident and optimistic students were more likely to see the university experience as a challenge rather than a threat and theyexperienced less stress.

When students are transferred from secondary schools to colleges, they commonly face unfamiliar experiences and more demanding academic environment. This transition from high school to college is a stressful event with new responsibilities and challenges. Emphasizing on academic atmosphere, Yalew (2003) asserted that college environment is mainly characterized by almost homogenous ability groups, high competitive situations, strict grading systems, poor teacher-student relationships, and the need to make important decisions on the part of the individual learner. Fischer (2009) has also argued that academic and social conditions in higher learning induce anxiety, a sense of incapability and feeling of inferiority for many students. The present study has intended to study the effectiveness of psychosocial interventions on professional adjustment. Psychosocial interventions capitalize on psychological and social actions to produce change in physical, emotional, social and environmental adjustment. In the present study the investigator has structured the psychosocial intervention package with the light of literature review, cognitive behaviour therapy and expert guidance. The

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intervention measures are targeted to promote satisfactory professional adjustment for nursing students.

Statement of the Problem

A study to evaluate the effectiveness of Psycho-social Intervention package on Professional Adjustment among the Nursing Students in selected Nursing Colleges, Chennai.

Objectives of the Study

1. To determine the effectiveness of psychosocial intervention package on professional adjustment among nursing students.
2. To associate the mean difference level of professional adjustment among nursing students in study group and control group with their selected demographic variables

Null Hypothesis

NH: There is no significant difference in the level of pre-test and post-test level of professional adjustment among nursing students in the study and control group.

METHODOLOGY

The research approach of the study was quantitative evaluative approach, quasi experimental design was chosen for the study, and the study was conducted at 8 nursing colleges affiliated under Dr.Tamil Nadu MGR Medical University in Chennai. In the present study, a total 200 nursing students were selected in which 100 students were allotted in the study and 100 students in control group. By Non-Probability Convenience sampling Technique and the samples that fulfilled the inclusive criteria were selected for the study. The data collection instrument was compiled by the investigator with the guidance of experts and review of literature. The tool used for the present study has the following components: Part-1 Semi Structured questionnaire on Back ground Variable and Part-2 Professional Adjustment Scale (PAS).

Data Collection Procedure

Step-I Pre interventional: The investigator received the Ethical committee approval from the Institutional ethical committee.

Step-II Interventional phase

		Experimental group			Control group	
Day/session	Intervention plan focussed	Teaching Aids	Duration	Goal of the intervention		
Day-1		Pre test			Pre test	
Day-1	Psycho education on social anxiety and professional adjustment	PPT	45minutes	To orient on professional adjustment and how it influences nursing profession		No Intervention
Day -2	Professional adjustment(PA) domain-Physical adjustment strategies	Demonstration of Deep breathing exercise	10 minutes	To calm down and relax thoughts		No intervention
Day -3	PA domain-social adjustment Strategies	Video modelling	30 minutes	*To demonstrate the way of interaction with others		No intervention
Day -4	PA domain-Emotional adjustment strategies	Self-instructional booklet	30 minutes	*To speak in group. To demonstrate emotional adjustment		No intervention
Day -5	PA domain- Environmental and social adjustment strategies	PPT	45 minutes	To demonstrate adjustment in the college and clinical area		No intervention
Day -6	End of the intervention-review what learned	Self-instructional -booklet	45mts	Help the students to maintain changes		No intervention
Step-III- Post Interventional Phase						
	Post-test-1	at second month			Post-test-1 at second month	
	Post-test-2	at fourth month			Post-test-2 at fourth month	

Formal written permission was obtained from the Principals of selected college of Nursing. The students were explained regarding the purpose and usefulness of the study. The investigator assured about the anonymity and confidentiality. After, the brief introduction about the purpose of the study and after obtaining the informed consent, using the instruments PAS as a screening tool the samples were selected. After screening the students the scores that fulfilled the inclusive criteria were selected for the study and this score was taken as a pre-test score.

RESULTS AND DISCUSSION

Table 2 Frequency and percentage distribution of overall pretest and post tests level of professional adjustment among nursing students in the experimental and control group

N = 200

Professional Adjustment	Unsatisfactory (<50%)		Average (50 – 75%)		Good (>75%)	
	No.	%	No.	%	No.	%
Experimental Group (n= 100)						
Pretest	36	36.0	64	64.0	0	0
Post Test 1	32	32.0	59	59.0	9	9.0
Post Test 2	22	22.0	46	46.0	32	32.0
Control Group (n = 100)						
Pretest	48	48.0	52	52.0	0	0
Post Test 1	45	45.0	55	55.0	0	0
Post Test 2	35	35.0	65	65.0	0	0

The above table shows that pretest in the study group shows none of them had good professional adjustment, in posttest-1, 9(9%) of the students had good professional adjustment and in posttest-2, 32(32%) of the students had good professional adjustment but in the control group, in the pretest none of them had good professional adjustment, in posttest-1, and posttest-2 none of them had good professional adjustment.

The results revealed that there is an improvement in the mean scores of professional adjustment posttests in study group when compared to the pre-test. The repeated measures of ANOVA shows, The 'F' value in the study group F= 387.24, shows statistically significant at p value<0.0001

Table 3 Comparison of pretest and post tests level of professional adjustment among Nursing students in the study and control group

Group	N = 200						Repeated Measures ANOVA Value
	Pretest		Post Test 1		Post Test 2		
	Mean	S.D	Mean	S.D	Mean	S.D	
Study(n=100)	71.14	18.34	81.79	20.76	92.0	20.38	F = 387.24 p = 0.0001, S***
Control(n=100)	67.97	18.23	68.04	18.20	68.05	18.23	F = 2.762 p = 0.066, N.S

***p<0.0001, S – Significant, N.S – Not Significant

Major Findings and outcome of the study

The mean difference scores of professional adjustment in the study group have increased when compared with control group. It was found there is no significant association with none of the selected variables and professional adjustment in the study group. And it was found there is a significant association with professional adjustment and selected demographic variable-father’s occupation in control group

CONCLUSION

The study concluded that psychosocial intervention package had significant changes in the level of professional adjustment among nursing students.

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The null hypothesis formulated “There is no significant difference in the level of pre-test and post-test level of professional adjustment among nursing students in the study and control group” was rejected.

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