

A Study to Assess the Attitude Regarding Life Skill Training Programme among Nursing Faculty working in selected Nursing Colleges at Kollam, Kerala

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Abstract: A Study to assess the attitude regarding life skill training programme among nursing faculty working in selected nursing colleges at Kollam. The objectives of the study were to assess the attitude regarding life skill training programme among nursing faculty working in selected nursing colleges and to find the association between the attitude regarding life skill training programme and selected demographic variables. The research methodology adopted for the study was quantitative research approach, and non-experimental descriptive research design was used. The study was conducted at nursing colleges, Kollam and the nursing faculty members were the selected sample with sample size 72 those who were working in nursing colleges Kollam. The samples were selected using non-probability convenience sampling technique. The result showed that 38.9% of the participants belonged to the age group of 31-35 years, majority 96% of the participants were females, 87.5% of the participants had master in nursing. Regarding the participants' attitude towards life skill training only 25% had good attitude, 68% had moderate attitude and 17% had poor attitude regarding life skill training programme for the nursing students. The association was found between ages, gender, qualification, years of experience, department and teaching category. The finding of the study recommends that nursing faculty members need to undergo life skill training programme and inculcate life skills among nursing students to have improved nursing care and nursing skills in nursing profession and meet the demand of the growing society.

Keywords: Attitude, life skill training, nursing faculty and nursing students. **Introduction**

The tremendous changes in knowledge explosion and rapid technological advancement in the social and economic spheres at national and international level necessitate for improvement of national educational quality. Teachers' role is larger in that sense. Many countries are concerned with lifting up educational standards through compulsory school education to meet the demands of an active, happy and fulfilled life in the globalization era. To be prepared for the demands of the knowledge economy, students' need to know how to use their knowledge and skills, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems and making decisions (Saltpeter J., 2003).

According to WHO, Life Skills refers to "abilities for adoptive and positive behavior that enables an individual to deal effectively with the demands and challenges of everyday life".

The cycle of skills development starts with defining and promoting specific skills, promotion of skill acquisition and performance and fostering skill maintenance/generalization (WHO 2005). The World Health Organization (WHO) categorizes life skills into the following three components (1997): 1) Critical thinking skills/Decision-making skills including the skills of Problem solving, Decision making, Critical thinking and Creative thinking, 2) Interpersonal/Communication skills, consisting of Effective communication, Interpersonal skills and Empathy, 3) Coping and self-management skills like Coping with emotions, Coping with stress and Self-awareness.

According to UNICEF (2001) "Life-skills based education is -behavior change or behavior development approach -designed to address a balance of three areas i.e., knowledge, attitude, and skills".

The need is realized to envisage life skills program for the youth, adolescents and the teachers to be introduced at all levels of education. Very less has been done to provide life skills education in Indian schools. Indian educational practices give much importance to numeral and literacy/language skills i.e. 3R-skills (reading, writing and arithmetic skills). It is more concentrated on developing the cognitive aspects rather than on the applying reflective practices and developing psychological dimensions. School administrators have to recognize that teaching core subjects alone is not sufficient to equip students for the knowledge economy. "To be prepared for the demands of the knowledge economy, students "need to know how to use their knowledge and skills, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems and making decisions (Saltpeter J., 2003). Acquiring knowledge and information mere is not sufficed; students need to train their thinking skills and to be able to apply knowledge acquired. Teachers' role is larger in that sense. The teachers and school administrators are responsible for fostering learning environment which emphasizes on arranging practical exercises, organizing activities to enable learning from actual experiences and encouraging learners to improve their skills. For that the teachers themselves need to be trained first with life skill elements so that in future they would be able to cope with adolescents' and youth's related issue and events.

Life Skills refers to "abilities for adoptive and positive behavior that enables an individual to deal effectively with the demands and challenges of everyday life" like coping with difficulties they face in their personal, emotional and social development. Life

Skills Education aims at providing deeper understanding of the life skills especially in the case of adolescent. Life Skills Education programs have been adopted to target several objectives among one of the most vulnerable groups in India, adolescent girls. The objectives include the promote awareness of the world around them, create awareness on growing issues, enhance mobility, empower to express their opinion as well as promotion of an egalitarian participation in decisions that affect their lives, developing vocational skills and saving mentality in them. A positive and net effect is observed in the study on impact of the life skills based training in the attitude of adolescent girls (Rajib Acharya et al. 2009). Similarly the life skills based approach namely „Better Life Options Programme“ (BLO) for adolescent girls in India, implemented by the Centre for Development and Population Activities (CED -PA) especially in urban slums of Delhi and rural Madhya Pradesh/Gujarat has had vocational and training support along with skills training. There is a growing demand to educate adolescents with life skills to help them deal with their day to day life challenges and transition into adulthood with informed healthy choices. In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization, etc. Today’s youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her ‘self’, to develop empathy with surrounding and to have harmony in society. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive in the profession.

Materials and methods

The research methodology adopted for the study was quantitative research approach, and non-experimental descriptive research design was used. The study was conducted at nursing colleges ,Kollam and the nursing faculty members were the selected sample with sample size 72 those who were working in nursing colleges Kollam. The samples were selected using non-probability convenience sampling technique. Tool and instrument used were Section –A: demographic variables and Section-B: Five point Likert’s attitude scale on life skill program

Data collection procedure

The researcher obtained the institution ethical clearance from bishop Benziger college of Nursing, Kollam, and written permission was received from the head of the institution. The detailed participant information sheet and consent form was sent to the participants through online along with the self-administered questionnaire. Each participant took 10 minutes to complete the questionnaire. The response sent to the researcher through online. The data gathered was kept confidential and the data were compiled for analysis.

Analysis and Interpretation

The data were analyzed on the basis of research objectives and research questions. Analysis and interpretation of the findings were done with the help of descriptive statistics: - frequency and percentage distribution of demographic data.

Inferential statistics: - Chi-square was used to association between the attitude regarding life skill training programme and selected demographic variables.

Organization of study findings

In order to find the relationship, the data were tabulated, analyzed and interpreted using descriptive and inferential statistics. The collected data were organized and tabulated as follows:

Section I: Description of sample characteristics.

Section II: Description of attitude of samples towards life skill training programme Section III: Association between the attitude and selected demographic variables.

Table-1

SECTION I: DESCRIPTION OF SAMPLE CHARACTERISTICS.

Demographic Variables	Frequency	Percentage
Age in years		
20-25	02	02.8
26-30	17	23.6
31-35	28	38.9
36-40	13	18.0
Above 40	12	16.7
Gender		
male	03	04.0
Female	69	96.0
Qualification		
B. Sc (N)	09	12.5
M.Sc (N)	63	87.5
Department		
Nursing foundations	04	05.6
Medical surgical nursing	23	32.4
Child health nursing	17	23.9

Mental health nursing	06	08.5
Community health nursing	09	12.7
OBG nursing	12	16.9
Years of experience		
1-5	39	54.0
6-10	16	22.5
More than 10	16	22.5
Teaching category		
B.Sc. (N)	21	29.2
M.Sc. (N)	1	01.4
Both	50	69.4

The data present in the table.1 shows that 38.9% of the participants belonged to the age group of 31-35 years, only few 2.8% belonged to the age group of 20-25 years. With regard to gender majority 96% of the participants were females and only 4% were males. Regarding qualification 87.5% of the participants had master in nursing and very few 12.5% had under graduation in nursing. Among the participants 32.4 % had master degree in medical and surgical nursing and 23.9% were belong to child health nursing department. Regarding years of experience 54% had 1-5 years of experience and 22.5% had 6-10 years and more than 10 years of teaching experience. Most of the participants 69.4% of the participants were teaching both undergraduate and postgraduate students in nursing.

Section 2: Description of the level of attitude towards life skill training programme

Table 2: Frequency, percentage, mean and standard deviation of the attitude scores of the nursing faculty members working in selected nursing colleges.

Level of attitude	Frequency	Percentage	Mean	S.D
Good	18	25	19.94	3.18
moderate	42	68		
Poor	12	17		

The Data in table.2 shows that 25% had good attitude, 68% had moderate attitude and 17% had poor attitude regarding life skill training programme for the nursing students with mean of 19.94 and SD of 3.18.

SECTION III: Association between the attitude and selected demographic variables

Chi-square test was computed to determine the association between attitudes selected demographic variables such as Age, gender, qualification, Department, years of experience and teaching category.

Table 3: Association between attitude regarding life skill training programme and selected demographic variables such as Age, gender, qualification, Department, years of experience and teaching category.

Demographic data	Level of knowledge			df	X ²	P value	Significance
	Good	Moderate	Poor				
Age in years							
20-25 years	1	0	1	18.5	8	0.018	S
26- 30 years	0	7	10				
31-35 years	1	13	15				
36-40 years	0	6	6				
Above 40 years	0	5	7				
Gender							
male	0	2	1	0.853	2	0.153	S
Female	2	27	38				
Qualification							
B. Sc (N)	1	3	4	4.47	4	0.342	S
M.Sc (N)	1	27	35				
Department							
Nursing foundations	0	4	5	9.29	10	0.505	S
Medical surgical nursing	0	5	7				
Child health nursing	1	11	11				
Mental health nursing	0	8	9				
Community health nursing	0	1	5				
OBG nursing	1	2	2				
Years of experience							
1-5	2	18	19	3.21	4	0.524	S
6-10	0	5	11				
More than 10	0	8	9				
Teaching category							
B.Sc. (N)	1	7	13	2.39	4	0.664	S
M.Sc. (N)	1	24	25				
Both	0	0	1				

The data in the table 3 shows that the calculated chi-square values for demographic variables such as Age, gender, qualification, Department, years of experience and teaching category were greater than the table value at 0.05 level of significance . Hence the research hypothesis H₁- there will be significant association between attitude regarding life skill training programme and selected demographic variables such as Age, gender, qualification, Department, years of experience and teaching category was accepted.

Conclusion

A Study to assess the attitude regarding life skill training programme among nursing faculty working in selected nursing colleges at Kollam .The objectives of the study were to assess the attitude regarding life skill training programme among nursing faculty working in selected nursing colleges and to find the association between the attitude regarding life skill training programme and selected demographic variables. The research methodology adopted for the study was quantitative research approach, and non-experimental descriptive research design was used. The study was conducted among faculty members working in selected nursing colleges, Kollam. The study showed that Life skill training can improve the patient care by reducing the gap in communication, interpersonal relation and reducing stress and emotions. Periodic awareness class on life skill training is very important for the faculty members in nursing colleges to motivate the nursing students to improve their competency in nursing profession and meet the growing demand of the nursing profession.

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