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Effectiveness of guidance and counselling on stress and coping among newcomers of nursing profession

"Stress is nothing more than a socially acceptable form of mental illness"

- **Richard Carlson**

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Stress is a part of day to day living. As college students ma experience stress meeting academic demands, adjusting to a new living environment, or developing friendships. Stress from many sources has been reported for some time by student nurses. The sources are like academic sources, parental expectations, and competition for grades, relationships and career choices. Academic sources of stress like examinations, long hours of study, assignments and grades, lack of free time, and lack of timely feedback after their performance, special elements of the academic programme like arrangement and conduction of workshops, also produce stress among student nurses.

Nursing education is perceived as being stressful. It is characterized by many psychological changes in students. There is a growing concern about stress in nursing training. Studies have observed that nursing students experience a high incidence of personal distress during their undergraduate course.

.The guidance and counselling professions have long emphasized a model based more on health than illness. Counsellors have historically been in the business of helping their clients identify their strengths and build on those strengths. Studies on resilience have sought to understand how students who are subjected to risk factors in childhood nevertheless develop satisfactorily.

STATEMENT OF THE PROBLEM

"A study to assess the effectiveness of guidance and counselling programme on stress coping pattern among newcomers of nursing profession in a selected college at Bangalore''

OBJECTIVES OF STUDY

- To assess the pre-test and post-test level of stress and coping pattern among the newcomers of nursing profession.
- To evaluate the effectiveness of guidance and counselling programme on stress coping pattern among the newcomers of nursing profession.
- To correlate the pre-test stress level and pre-test coping pattern among newcomers of nursing profession.
- To associate the post-test stress level and selected demographic variables of newcomers of nursing profession.
- To associate the post-test coping pattern and selected demographic variables of newcomers of nursing profession.

OPERATIONAL DEFINITIONS

- **Effectiveness**: In this study 'effectiveness' refers to the extent to which guidance and counselling programme has achieved the desired outcome to bring about change in behaviour as expressed by gaining knowledge regarding stress and coping pattern.
- **Guidance**: In this study, guidance is the skill of helping newcomers of nursing profession, through discussions, to decide how best to cope in specific situations and take decisions
- **Counselling**: In this study, counselling is a formal intervention that consists of a discussion between among newcomers of nursing profession and his or her supervisor regarding problems with the work performance, behaviour, academic, conduct etc.
- **Stress**: In this study, stress is the body's non-specific response or reaction to demands made on it, or to disturbing events in the environment.
- **Coping**: In this study, coping is the process of managing stressful circumstances.

- **Newcomers**: In this study, newcomers is the students one who entering in nursing profession newly and studying in 1st year.

HYPOTHESIS

All hypotheses was tested at 0.05 level of significance.

H1: Mean post-test level of stress among newcomers of nursing profession who received guidance and counselling programme will be significantly lesser than the mean pre test level of stress.

H2: Mean post-test coping pattern among newcomers of nursing profession who received guidance and counselling programme will be significantly higher than the mean pre-test coping pattern.

H3 : There will be significant relationship between pre-test level of stress and pre-test coping pattern among newcomers of nursing profession.

H4: There will be significant association between post-test level of stress and selected demographic variables among newcomers of nursing profession who received guidance and counselling programme.

H5: There will be significant association between post-test coping pattern and selected demographic variables among newcomers of nursing profession who received guidance and counselling programme.

CONCEPTUAL FRAMEWORK

The conceptual framework of the present study is based on Daniel Stuffle Beam's Programme Evaluation Model. The conceptual framework presented in the figure shows Context evaluation, Input evaluation, Process evaluation and Product evaluation (CIPP).

The review of available literature was organized under the following headings:

- Studies related to Coping among students.
- Studies related to Stress among students.
- Studies related to guidance and counselling among students.

METHODOLOGY

Research Approach

In a view of the nature of problem selected and objectives to be accomplished, evaluative approach was considered appropriate for present study.

Research Design

The research design selected for present study was pre-experimental one group pre-test post-test design.

Variables under study

Independent variable: Guidance and counselling programme.

Dependent variable: Stress and coping pattern.

Extraneous variables: Age, Gender, Previous knowledge, Previous training programme.

Setting of the study

The study was conducted in Gayathri College of Nursing, Bangalore. The total numbers of students in the College was 575 and they were from different states of India and abroad. The different courses available in the College are M. Sc. Nursing, B. Sc Nursing, P.B. B. Sc Nursing, GNM, DMLT, DDXT.

Population

The target population for the study was newcomers in Nursing profession in Gayathri College of Nursing at Bangalore.

Sample Size

In the study sample consisted of 40 students, newcomers in Nursing profession who met the inclusion criteria.

Sampling technique

In this study purposive sampling technique has been used to select the sample.

Sampling Criteria

Samples were selected based on the following inclusion and exclusion criteria.

Inclusion Criteria

- Students of first year B.Sc nursing.

- Students of both genders.
- Students who were present in the college at the time of data collection.

Exclusion Criteria

- Students who were suffering from any other illness.
- Students who were not willing to participate in the research study.

Description of the tool

Section A: Consisted of items related to demographic data such as age, gender, religion, educational qualification, occupational status, type of family, income, marital status, habitation, medium of previous education and previous training on guidance and counselling programme.

Section B Tool-1: Consisted of structured questionnaire with 30 questions related to Self administered four point rating scale questionnaire to assess the stress The rating scale consists of 30 items which covers the areas of Academic, Physical, and Psychological factors. The maximum obtainable score was 90 allotted in Never (0) Occasionally (1), frequently (2), and Always (3).

Based on the above scoring the level of stress was assessed as:

75 and above: Severe Stress

51 – 74 : Moderate Stress

50 and less : Mild Stress

Section B Tool-2: Consisted of structured practice questionnaire with 20 activities related to coping pattern. Each activity had four options. Never, Sometimes, Often, and Always. The maximum obtainable score was 60 allotted in Never (0) Sometimes (1), Often (2), and Always (3)

Based on the above scoring coping pattern was assessed as:

75 and above: Adaptive

51-74 : Average

50 and less : Non-adaptive

Development of Guidance and counselling Programme

Guidance and counselling Programme was prepared based on the research topic and objectives pertaining to the domain of learning i.e. knowledge and application. The main objectives that were kept in mind while preparing a Programme were stress level and coping pattern of the sample, method of teaching to be adopted, including orientation, interaction, discussion and evaluation phase with simplicity of language and relevancy of teaching. The components included in the Guidance and counselling Programme were general knowledge regarding stress and coping.

Content Validity of the Tool

Content validity of the tool was established by ten experts who comprised of seven nurse educators, two doctors and two statisticians.

Reliability of the tool

The reliability was established by using split half method. Reliability coefficient of knowledge questionnaire was r = 0.83 and reliability coefficient of observation check list was found to be r = 0.86 which indicated that tool was reliable.

Planning for Guidance and counselling Programme

Selecting the method of teaching

Lecture cum discussion method was selected as appropriate methods of teaching (Guidance and counselling) the students. It was planned to teach groups. Group and individual teaching permits exchange of views and broadened knowledge through wider interaction.

Pilot Study

A pilot study was conducted at Gayathri Nursing Foundation, Bangalore to find out the feasibility of the study. The findings suggested that the study was feasible.

Procedure for data collection

Formal permission to conduct the study was obtained from the concerned authorities. The researcher used self administered four point rating scale questionnaire to assess the stress and structured practice questionnaire for coping pattern. Guidance and counselling Programme was given after pre-test. Each day Guidance and counselling Programme was conducted for 5 subjects by lecture, and discussion method. Each

session of Programme lasted for about 30 minutes. Post-test was conducted seven days after programme, using the same questionnaire which was used for pre-test.

Plan for data analysis

- Personal data were analyzed in terms of frequencies and percentages.
- The guidance and counselling programme on stress coping pattern among the newcomers of nursing profession were analyzed in terms of frequency, percentages, mean, standard deviation and were presented in the form of bar/column diagram.
- Paired 't' test was used to test the significant difference between two means in pre-test and post-test.
- Correlation coefficient 'r' value was used to find out the relationship between pre-test stress score and pre-test coping score and between post-test stress score and post-test coping score.
- Chi-square test was used to study the association between post-test level of stress and demographic variables and post-test level of coping and demographic variables.

Table 1: Frequency and percentage distribution of level of stress in pre-test (n=40)

Pre – test Level of stress	Level of stress					
	Mild		Moderate		Severe	
	No.	%	No.	%	No.	%
	0	0	23	57.5	17	42.5

The above table shows that in the pre-test majority of them 23 (57.5%) had moderate stress, 17 (42.5%) had severe stress and no one of them having mild stress.

Table 2: Frequency and percentage distribution of level of knowledge in post-test (n=40)

Post Test Level of stress	Level of stress					
	Mild		Moderate		Severe	
	No.	%	No.	%	No.	%
	33	82.5	7	17.5	0	0

The above table shows that maximum number of students 33 (82.5%) had mild stress, 7 (17.5%) had moderate stress and no one had severe stress

Table 3: Frequency and percentage distribution of coping pattern in pre-test (n=40)

Pre-test Coping pattern	Coping pattern					
	Adaptive		Average		Non-adaptive	
	No.	%	No.	%	No.	%
	0	0	33	82.5	7	17.5

The above table shows that in pre-test majority of them 33 (82.5%) had average coping pattern, and the remaining 7 (17.5%) had non-adaptive coping pattern.

Table 4: Frequency and percentage distribution of level of Skill in post test

Post test Coping pattern	Coping pattern					
	Adaptive		Average		Non-adaptive	
	No.	%	No.	%	No.	%
	31	77.5	9	22.5	0	0

The above table shows that in post-test majority of them 31 (77.5%) had adaptive coping pattern, and the remaining 9 (22.5%) had average adaptive coping pattern.

Table 5: Comparison between the pre and post stress (n=40)

Domain	Pre-test		Post test		Improvement		
	Mean	SD	Mean	SD	Mean	SD	t- test
Stress	55.27	10.86	29.75	5-28	25.52	25.22	3.71

S*** p>0.05 level

The above table 5 shows that the mean pre-test stress score of the subjects was 55.27 Post-test stress was higher than the mean pre-test stress score of 29.75. In order to test the difference between the 2 means, t-test was computed and the obtained‘t’ value of 3.71 was found to be statistically highly significant at 0.05 level. This indicated that the intervention was effective.

Table 6: Comparison between the pre and post test coping pattern score (n=40)

Domain	Pre-test		Post test		Improvement		
	Mean	SD	Mean	SD	Mean	SD	t- test
Coping	34.05	5.05	19.82	3.45	14.23		1.83

S**= p>0.05 level

Data on the table 6 shows that the mean post-test coping score of 34.05 was higher than the mean pre-test coping score of 19.82. In order to test the difference between the 2 means t-test was computed and the obtained t-value of 1.83 was found to be statistically highly significant at 0.05 level. The difference between the means 14.23 was a true difference and had not occurred by chance. This indicated that the intervention was effective.

Table 7: Correlation between pre-test stress and pre-test coping (n=40)

Domain	Pre test stress		Pre test coping		r- value
	Mean	SD	Mean	SD	Mean
Correlation	55.27	10.86	34.05	5.05	-0.81

S* = p>0.05 level

Table 7 depicts that the obtained co-efficient of correlation r – 0.81 was significant at 0.05 level. This indicates that there was a highly negative correlation and marked relationship between pre-test stress and pre-test coping scores which was significant at 0.05 level. The finding suggested that when there is an increase in stress, there will be a decrease in coping.

Table: 8 Association of post-test level of stress of students with their demographic Variable (n=40)

S.N	Demographic Variables	No	%	Level of stress						chi-square χ^2
				Mild		Moderate		Severe		
				No.	%	No.	%	No.	%	
1	Age									
	a. 16-18 yrs	8	20	6	15	2	5	0	0	0.395, DF = 2 NS
	B19-21 yrs	26	65	22	55	4	10	0	0	
	c. above 21 yrs	6	15	5	12.5	1	2.5	0	0	
2	Gender									
	a. Male	8	20	7	17.5	1	2.5	0	0	0.173, DF = 1 NS
	b. Female	32	80	26	65	6	15	0	0	
3	Religion									
	a. Hindu	8	20	7	17.5	1	2.5	0	0	1.971, DF = 3 NS
	b. Muslim	2	5	2	5	0	0	0	0	
	c. Christian	26	65	20	50	6	15	0	0	
	d. Others	4	10	4	10	0	0	0	0	
4	Educational status of father									
	a. No formal education	1	2.5	1	2.5	0	0	0	0	5.733, DF = 8 NS
	b. Primary level	1	2.5	0	0	1	2.5	0	0	
	c. Secondary level	19	47.5	17	42.5	2	5	0	0	
	d. Graduate and above	19	47.5	15	37.5	4	10	0	0	
5	Educational status of mother									
	a. No formal education	2	5	2	5	0	0	0	0	1.803, DF = 8 NS
	b. Primary level	1	2.5	1	2.5	0	0	0	0	
	c. Secondary level	17	42.5	15	37.5	2	5	0	0	
	d. Graduate and above	20	50	15	37.5	5	12.5	0	0	

S.N	Demographic Variables	No	%	Level of stress						chi-square χ^2
				Mild		Moderate		Severe		
				No.	%	No.	%	No.	%	
6	Occupational status of father									
	a. Unemployed	1	2.5	1	2.5	0	0	0	0	0.803, DF = 8 NS
	b. Daily wager	7	17.5	6	15	1	2.5	0	0	
	c. Self employed	23	57.5	18	45	5	12.5	0	0	
	d. professional	9	22.5	8	20	1	2.5	0	0	
7	Occupational status of mother									
	a. House wife	26	65	22	55	4	10	0	0	4.955, DF = 8 NS
	b. Daily wager	1	2.5	0	0	1	2.5	0	0	
	c. Self employed	5	12.5	4	10	1	2.5	0	0	
	d. professional	8	20	7	17.5	1	2.5	0	0	
8	Type of family									
	a. nuclear family	16	40	14	35	2	5	0	0	0.462, DF = 4 NS
	b. Joint family	24	60	19	47.5	5	12.5	0	0	
9	Family income per month									
	a. Up to Rs.2000	0	0	0	0	0	0	0	0	**22.841, DF = 8 S**
	b. Rs 2001-Rs4000	5	12.5	4	10	1	2.5	0	0	
	c. Rs.4001-Rs.6000	6	15	5	12.5	1	2.5	0	0	
	d. above Rs.6000	29	72.5	24	60	5	12.5	0	0	
10	Marital status of the parents									
	a. married	28	70	26	65	2	5	0	0	7.512, DF = 6, NS
	b. widow/widower	6	15	4	10	2	5	0	0	
	c. separated	6	15	3	7.5	3	7.5	0	0	
11	Habitation									
	a. Rural	11	27.5	9	22.5	2	5	0	0	0.005, DF = 4 NS
	b. Urban	29	72.5	24	60	5	12.5	0	0	

S.N	Demographic Variables	No	%	Level of stress						chi-square χ^2
				Mild		Moderate		Severe		
				No.	%	No.	%	No.	%	
12	Medium of instruction of previous school education									
	a. English	5	12.5	4	10	1	2.5	0	0	1.401, DF = 8 NS
	b. Kannada	2	5	2	5	0	0	0	0	
	c. Malayalam	11	27.5	10	25	1	2.5	0	0	
	d. Others	22	55	7	42.5	5	12.5	0	0	
13	Previous exposure of any guidance and counselling programme									
	a. Yes	2	5	2	5	0	0	0	0	0.447, DF = 4 NS
	b. No	38	95	31	77.5	7	17.5	0	0	

The table 8 chi-square value of all the demographic characteristics, such as age, gender, religion, educational qualification of father, educational qualification of mother, occupational status of father, occupational status of mother, type of family, marital status of parents, habitation, medium of instruction of previous school education and previous exposure of any guidance and counselling programme. Showed that there was no statistically significant association with the post-test level of distress. but, family income per month had statistically significant $\chi 2$ value is 22.841, DF = 8. Hence, the research hypothesis H4 (a) which stated that "there will be a significant association between the post-test stress score and selected demographic variables among students who received guidance and counselling programme on stress coping pattern" was accepted and the null hypothesis was rejected.

Table: 9 Association of post-test coping pattern of 1st year nursing students with demographic variables

(n=40)

S.N	Demographic Variables	No	%	Coping pattern						chi-square
				Adaptive		Average adaptive		Non-adaptive		
				No.	%	No.	%	No.	%	
1	Age									
	a. 16-18 yrs	8	20	6	15	2	5	0	0	2.062 DF = 6 NS
	b. 19-21 yrs	26	65	19	47.5	7	17.5	0	0	
	c. above 21 yrs	6	15	6	15	0	0			

								0	0	
2	Gender									
	a. Male	8	20	8	20	0	0	0	0	2.903, DF = 4 NS
	b. Female	32	80	23	57.5	9	22.5	0	0	
3	Religion									
	a. Hindu	8	20	5	12.5	3	7.5	0	0	
	b. Muslim	2	5	2	5	0	0	0	0	
	c. Christian	26	65	20	50	6	15	0	0	2.832, DF = 8 NS
	d. Others	4	10	4	10	0	0	0	0	

S.N	**Demographic Variables**	**No**	**%**	**Coping pattern**						**chi-square**
				Adaptive		**Average adaptive**		**Non-adaptive**		
				No.	**%**	**No.**	**%**	**No.**	**%**	
4	Educational status of father									
	a. No formal education	1	2.5	1	2.5	0	0	0	0	
	b. Primary level	1	2.5	1	2.5	0	0	0	0	
	c. Secondary level	19	47.5	13	32.5	6	15	0	0	1.969, DF = 8 NS
	d. Graduate and above	19	47.5	16	40	3	7.5	0	0	
5	Educational status of mother									
	a. No formal education	2	5	1	2.5	1	2.5	0	0	
	b. Primary level	1	2.5	0	0	1	2.5	0	0	
	c. Secondary level	17	42.5	15	37.5	2	5	0	0	5.507, DF = 8 NS
	d. Graduate and above	20	50	15	37.5	5	12.5	0	0	
6	Occupational status of father									
	a. Unemployed	1	2.5					0	0	
	b. Daily wager	7	17.5					0	0	
	c. Self employed	23	57.5					0	0	0.947, DF = 8 NS
	d. professional	9	22.5					0	0	
7	Occupational status of mother									
	a. House wife	26	65	22	55	4	10	0	0	
	b. Daily wager	1	2.5	1	2.5	0	0	0	0	4.533, DF = 8 NS
	c. Self employed	5	12.5	4	10	1	2.5	0	0	
	d. professional	8	20	4	10	4	10	0	0	
8	Type of family									
	a. nuclear family	16	40	13	32.5	3	7.5	0	0	0.215,

	b. Joint family	24	60	18	45	6	15	0	0	DF = 4 NS
9	Family income per month									
	a. Up to Rs.2000	0	0	0	0	0	0	0	0	1.742, DF = 6 NS
	b. Rs 2001-Rs4000	5	12.5	3	7.5	2	5	0	0	
	c. Rs.4001-Rs.6000	6	15	4	10	2	5	0	0	
	d. above Rs.6000	29	72.5	24	60	5	12.5	0	0	
S.N	**Demographic Variables**	**No**	**%**	**Coping pattern**						**chi-square**
				Adaptive		**Average adaptive**		**Non-adaptive**		
				No.	**%**	**No.**	**%**	**No.**	**%**	
10	Marital status of the parents									
	a. married	28	70	21	52.5	7	17.5	0	0	2.246, DF = 6 NS
	b. widow/widower	6	15	6	15	0	0	0	0	
	c. separated	6	15	4	10	2	5	0	0	
11	Habitation									
	a. Rural	11	27.5	9	22.5	2	5	0	0	0.162, DF = 4 NS
	b. Urban	29	72.5	22	55	7	17.5	0	0	
12	Medium of instruction of previous school education									
	a. English	5	12.5	5	12.5	0	0	0	0	3.767, DF = 8 NS
	b. Kannada	2	5	1	2.5	1	2.5	0	0	
	c. Malayalam	11	27.5	7	17.5	4	10	0	0	
	d. Others	22	55	18	45	4	10	0	0	
13	Previous exposure of any guidance and counselling programme									
	a. Yes	2	5	2	5	0	0	0	0	0.611, DF = 4 NS
	b. No	38	95	29	72.5	9	22.5	0	0	

From the Table 9 it can be seen that the age, gender, religion, educational qualification of father, educational qualification of mother, occupational status of father, occupational status of mother, type of family, family income per month, marital status of parents, habitation, medium of instruction of previous school education and previous exposure of any guidance and counselling programme students had no significant association with the post-test coping of the students.

RECOMMENDATIONS

- A comparative study can be done between effectiveness of guidance and counselling versus other interventions.
- A similar study can be conducted using a true experimental design.
- A Similar kind of the study can be conducted in different setting and on a large sample size.
- Similar kind of study can be conducted among newly joined staff nurses in the hospital.

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