



A PRE EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF A STRUCTURED TEACHING PROGRAM ON KNOWLEDGE ON EMOTIONAL RESILIENCE AMONG NURSING UNDERGRADUATES OF A SELECTED NURSING COLLEGE IN JALANDHAR , PUNJAB

**Prof Mrs Charlotte Ranadive Vice principal Army college of Nursing Jalandhar ,
Ms.Riya Sharma., Clinical Instructor,
Army College of Nursing, Jalandhar**

Abstract:-

In present study, the emotional resilience refers to one's ability to adapt to stressful situation or crisis. A theory states that resilient individuals "bounce back" from stressful experience quickly and more effectively whereas others are unable to come out of it. The concept of resilience develops when one is being able to move on despite negative stressors and does not demonstrate any luck on the part of that successful individual. Psychological resilience refers to effective coping and adaptation despite faced with loss, hardship, misfortune or adversity. This study is to assess the effectiveness of structured teaching programme on knowledge of emotional resilience among nursing under graduates. The result of study will help to determine the improvement of knowledge of emotional resilience after structured teaching programme among nursing under graduates.

KEY WORDS

Assess, effectiveness, structured teaching programme, knowledge, emotional resilience.

1. INTRODUCTION

The emotional resilience refers to one's ability to adapt to stressful situation or crisis. A theory states that resilient individuals "bounce back" from stressful experience quickly and more effectively whereas others are unable to come out of it. The concept of resilience develops when one is being able to move on despite negative stressors and does not demonstrate any luck on the part of that successful individual. Psychological resilience refers to effective coping and adaptation despite faced with loss, hardship, misfortune or adversity. Resilience to some extent has been analogized to elasticity in metals. For example, cast iron is hard, brittle, and breaks

easily which is not resilient, whereas, wrought iron is soft, malleable, and bends without breaking i.e., resilient. This metaphor can be applied over to emotional resilience, which produce similar resistance to the emotional strain associated with negative experiences. . This raises the question as to how is that possible. Two individual experiencing same situations, and consequently, one individual snap back effectively while the other one gives up as compared to the other individual.

1.1 PURPOSE

The purpose of the study is to assess the effectiveness of structured teaching program on knowledge of emotional resilience among nursing undergraduates.

1.2 OBJECTIVES

1. To assess the pre-test score on knowledge of emotional resilience
2. To assess the post-test score on knowledge of emotional resilience among nursing undergraduates.
3. To assess the effectiveness of structured teaching program on knowledge of emotional resilience among nursing undergraduates by comparing pre-test and post-test score.
4. To find the association between test score with selected demographic variables among nursing undergraduates.

1.3 HYPOTHESIS

H1-There is a significant difference in the knowledge score of nursing undergraduates on emotional resilience, before and after the administration of structured teaching program as measured by a structured knowledge questionnaire at a 0.005 level of significance.

1.4 ASSUMPTIONS

Structured teaching program is effective to increase knowledge of emotional resilience among nursing undergraduates.

1.5 VARIABLES

Independent variables-

In this study, independent variable is structured teaching program.

Dependent variables-

In this study, dependent variable is the knowledge of the nursing undergraduates regarding emotional resilience.

1.6 DELIMITATIONS

Undergraduates currently studying in B.Sc. (N) 1st year of selected nursing college in Jalandhar, Punjab.

RESEARCH METHODOLOGY

1.7 RESEARCH APPROACH

A quantitative research approach is selected.

1.8 RESEARCH DESIGN

In this study a pre-experimental (one group pre-test and post-test) design will be adapted

1.9 POPULATION OF THE STUDY

The present study population includes B.Sc. (Nursing) 1st year students (Nursing undergraduates)

- **Target population:**

B.Sc. (N) 1st year students of selected nursing college in Jalandhar, Punjab.

- **Accessible population:**

Accessible population are B.Sc. nursing first year students (Nursing undergraduates) of selected nursing college of Jalandhar, Punjab.

2.0 SAMPLE SIZE AND SAMPLING TECHNIQUE

Non-probability Purposive sampling techniques: total sample size is 60.

2.1 DATA ANALYSIS AND DATA INTERPRETATION

1. Analysis of pre-test score of nursing undergraduates on knowledge of emotional resilience

Level of knowledge	Frequency	%	Mean	Median	Range	Standard deviation
Poor(0-10)	0	0	0	0	0	0
Average(11-20)	41	68.33	17.68	18	20-12	2.21
Good(21-30)	19	31.66	22.57	22	27-21	1.92

2. Analysis of post-test score of nursing undergraduates on knowledge of emotional resilience

Level of knowledge	Frequency	%	Mean	Median	Range	Standard deviation
Poor(0-10)	0	0	0	0	0	0
Average(11-20)	10	16.66	18.6	19	20-14	1.77
Good(21-30)	50	83.33	23.88	24	28-21	1.69

3. Analysis of pre-test and post-test score of nursing undergraduates on knowledge of emotional resilience

Level of knowledge max. Score	Max. Score	Pre-test		Post-test		Difference in mean
		Mean	S.D.	Mean	S.D.	
Overall	30	19.23	3.12	23	2.61	3.76
Paired t-test	8.54					

2.2 DISCUSSION

In present study study, it highlights that out of 60 samples that were taken, 33.66% Nursing Undergraduates have good knowledge, 68.33% have average knowledge and no one have poor knowledge regarding Emotional Resilience. it highlights that out of 60 samples that were taken, 83.33% Nursing Undergraduates have good

knowledge, 16.66% have average knowledge and no one have poor knowledge regarding Emotional Resilience. The mean of pre-test score is 19.23 and that of post-test is 23. Whereas, standard deviation of pre-test score is 3.12 and that of post-test is 2.61 and the difference in mean of pre-test and post-test score is 3.76. the obtained chi-square value in variables such as age, religion, education of mother, education of father, type of family, no. of family members, source of knowledge and annual family income are less than the table value i.e., $p = 0.005$ which depicts the level of significance. Hence obtained chi-square value is less than the normal (p) value which depicts that the variables are non-significant. There's no association between these demographic variables and level of knowledge of emotional resilience among nursing undergraduates. The obtained chi-square value in variables such as previous knowledge about emotional resilience is more than the table value i.e., $p = 0.005$ which depicts the level of significance. Hence, obtained chi-square value is more than the normal (p) value which depicts that the variables are significant. There's association between these demographic variables and level of knowledge of emotional resilience among nursing undergraduates.

2.3 SUMMARY & CONCLUSION

According to post-test knowledge 83.33% have good knowledge, 16.66% have average knowledge and no one have poor knowledge which was higher than pre-test knowledge score range. According to pre-test 68.33% were having knowledge level as average, while 31.66% had found with good knowledge level and no one was with poor knowledge. The mean post-test knowledge score (23) also was higher than the mean pre-test score (19.23). There was significant difference in knowledge score regarding emotional resilience among nursing undergraduates of selected nursing college of Jalandhar. Thus, H_1 is accepted.

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