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The effectiveness of planned teaching program on knowledge and attitude regarding adjustment problems among B.Sc. 1st year students in selected Colleges of Shimla, H.P.: An interventional study

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Abstract
Background: Adjustment was introduced into the mental disorder classification systems almost 30 years ago, but similar syndrome was recognized for many years before that Adjustment disorders were a group of conditions that occur when people have difficulty in coping with a stressful life event. These include the death of a love one, relationship issues, or being fired from work. While everyone encounters stress, some people have trouble handling certain stressors. To increase the knowledge and improve attitude of students regarding adjustment problems Planned Teaching Program has been proved effective.
Aim and objective: The aim of the study was to evaluate the effectiveness of planned teaching program regarding knowledge and attitude regarding adjustment problems.
Methodology: A quantitative approach with quasi experimental, non- randomized control group pre-test, post-test design was used in the study.
Setting: The research was conducted in selected Nursing Colleges of Shimla.
Sampling technique: This study includes 80 Nursing Students. The Samples were selected by using convenient sampling technique.
Tools: The tools used for data collection were Demographic variables, Structured Knowledge questionnaire and Attitude Scale.
Result: The pre-test mean score of knowledge and attitude of experimental group were 9.20, 59.53 and that of comparison group were 9.23, 61.45 respectively. The post-test mean score of knowledge and attitude score of experimental group were 13.1, 72.9 and that of comparison group were 9.35, 62.5 respectively. In post-test knowledge score the t value 11.38 was found to be statistically significant at 0.05 level of significance as p value was 0.00*. In relation to attitude the t value 22.41 was found to be statistically significant as p value was 0.01*. The results depicted that planned teaching programme was effective and it was concluded that there was a significant improvement in the knowledge and attitude of nursing students regarding adjustment problems.

Keywords: Knowledge, effectiveness, planned teaching programme, attitude, Nursing students

1. Introduction
An adjustment disorder occurs when an individual has significant difficulty adjusting to or coping with significant psychosocial stressors. The maladaptive response usually involves emotional and behavioral reactions that manifest more intensely than usual (taking into account contextual and cultural factors), causing marked distress, preoccupation with the stressor and its consequences, and functional impairment [1].
The inability to adjust to the stressful event can cause one or more severe psychological symptoms and sometimes even physical symptoms. There are six types of adjustment disorders, each type with distinct symptoms and signs. Adjustment disorders can affect both adults and children. These disorders are treated with therapy, medication, or a combination of both. The disorder typically doesn't last more than six months, unless the stressor persists [2].
The 20.6% of the total population of 846 million in India consists of youth between 15-24 years of age. For young adults, the college years are a very critical period in which they feel the pressure to achieve in a competitive world and to fulfill responsibilities. Therefore, the knowledge must be provided which will help in assessing the extent of the adjustment towards self, others and the profession as a whole [3].
Adjustment disorders are a group of conditions that can occur when people have difficulty coping with a stressful life event. These can include the death of a loved one, relationship

issues, or being fired from work. While everyone encounters stress, some people have trouble handling certain stressors [4]. Unlike major depression, the disorder is caused by an outside stressor and generally resolves once the individual is able to adapt to the situation. The condition is different from anxiety disorder, which lacks the presence of a stressor, or post-traumatic stress disorder and acute stress disorder, which usually are associated with a more intense stressor [5].
Nursing students have to take up the responsibility for giving patient care in various situations adolescents who are healthy want to help others and want to assume responsibility. For this these adolescent students of nursing should have good adjustment among themselves and to the environment [6].
Adjustment problems are very common in adolescents such as the nursing students. If these are not treated or not paid attention, it can lead to severe psychiatric illness. So, it is very necessary to provide knowledge to the adolescents regarding adjustment problem.
There are number of therapies which are found to be effective in improving the knowledge and attitude of nursing students regarding adjustment problems. Planned Teaching Programme is also one among those therapies. So, the researcher found the need to conduct this study.

2. Methods and Materials

2.1 Research design

This study aimed to assess the effectiveness of planned teaching programme on knowledge and attitude regarding adjustment problems among B.Sc. nursing 1st year students. Quantitative approach was selected under that non-randomized control group pre-test post- test research design was used.

2.2 Setting

The research setting was selected Nursing Colleges of Shimla, H.P. Study was conducted in two settings, Shimla Nursing College, Annandale was the experimental group and Shivalik Institute of Nursing was taken as comparison group.

2.3 Population

2.3.1 Target population

B. Sc. Nursing students of selected Nursing Colleges in Shimla, Himachal Pradesh.

2.3.2 Accessible population

B.Sc. 1st year students of Shimla Nursing College, Annandale, Shimla & Shivalik Institute of Nursing Bhattakufer H.P.

2.4 Sample and sampling technique

The sample size for the study comprised of 80 (B.Sc. 1st year) nursing students i.e. 40 (Experimental group) and 40 (Comparison group) and the samples were selected by convenient sampling technique.

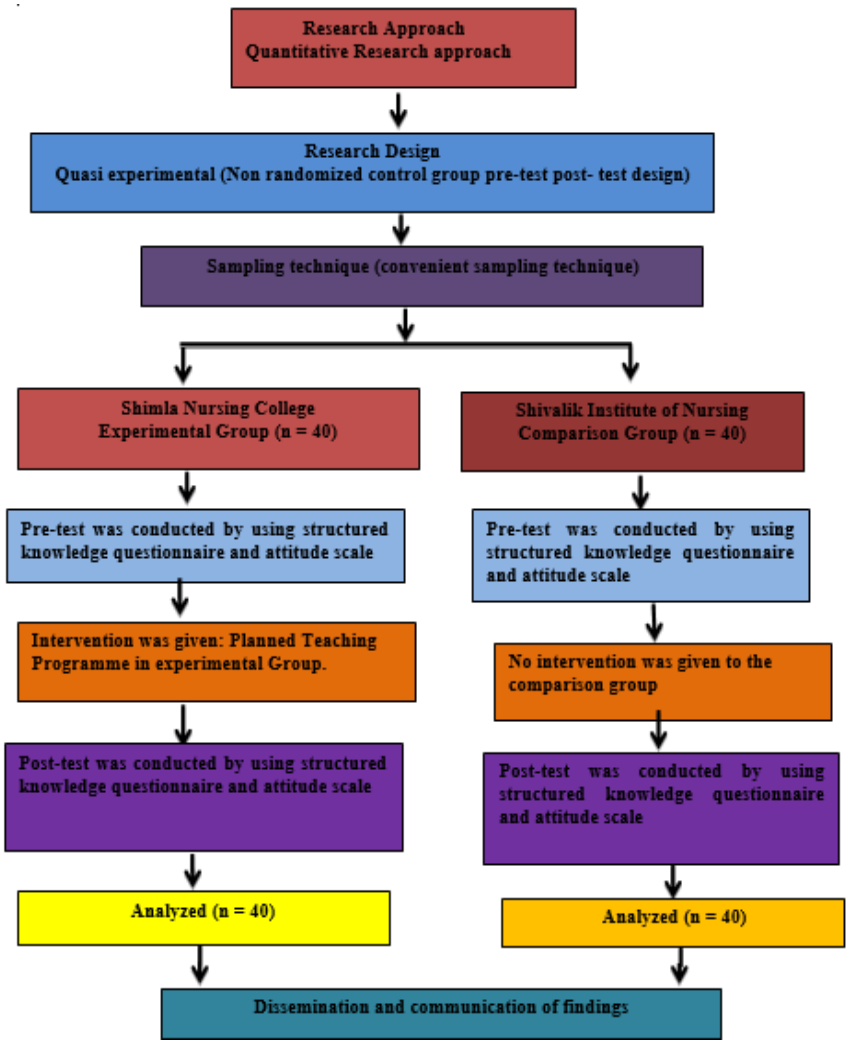

Fig 1: Depicts schematic representation of the research methodology

2.5 Data collection tools and techniques

Based on the objective of the study, tools were divided into the following section:

- Demographic variables.
- Structured knowledge questionnaire.
- Attitude scale.

The structured knowledge questionnaire and attitude scale had 20 items each. The tools were validated by 5 experts from the field of Nursing. The Experts were requested to judge the items for clarity, relevance, meaningfulness and content.

2.6 Ethical consideration

Ethical permission was obtained before conducting the study. Research participants were enrolled in the study after online informed consent and they were assured about the confidentiality of their responses.

3. Result

Table 1: Description of the demographic variable among the nursing students

S. No.	Socio demographic variable	Experimental group (n = 40) (f)	Experimental group (n = 40) (%)	Comparison group (n = 40) (f)	Comparison group (n = 40) (%)
1.	**Age**				
1.1	18-21 years	23	57.50%	15	37.50%
1.2	22-24 years	9	22.50%	12	30.00%
1.3	25 years and above	8	20.00%	13	32.50%
2.	**Religion**				
2.1	Hindu	23	57.50%	23	57.50%
2.2	Muslim	6	15.00%	7	17.50%
2.3	Sikh	6	15.00%	6	15.00%
2.4	Others	5	12.50%	4	10.00%
3.	**Place of residence**				
3.1	Hostel	28	70.00%	26	65.00%
3.2	Day scholar	12	30.00%	14	35.00%
4.	**Type of family**				
4.1	Nuclear family	20	50.00%	14	35.00%
4.2	Joint family	17	42.50%	19	47.50%
4.3	Extended family	3	7.50%	7	17.50%
5.	**Family income**				
5.1	Below 5000	9	22.50%	3	7.50%
5.2	Rs 5001-10000	9	22.50%	11	27.50%
5.3	Rs 10,001 -20,000	12	30.00%	13	32.50%
6.	**No. of sibling**				
6.1	One	11	27.50%	13	32.50%
6.2	Two	16	40.00%	11	27.50%
6.3	More than two	8	20.00%	9	22.50%
6.4	No	5	12.50%	7	17.50%
7.	**Parenteral support**				
7.1	Yes	30	75.00%	33	82.50%
7.2	No	10	25.00%	7	17.50%
8.	**Prior knowledge regarding adjustment problem**				
8.1	Yes	28	70.00%	25	62.50%
8.2	No	12	30.00%	15	37.50%
9.	**Source of information**				
9.1	Mass media	16	40.00%	21	52.50%
9.2	Family member	5	12.50%	6	15.00%
9.3	Formal Education	7	17.50%	5	12.50%
9.4	Friends\Neighbours	6	15.00%	5	12.50%
9.5	No information	6	15.00%	3	7.50%

NS- Not Significant, N = 80

Data presented in table-1 showed the frequency and percentage distribution of demographic variables with respect to their age, religion, place of residence, type of family, family income, no. of sibling, parenteral support, prior knowledge and source of information of nursing students in both experimental and comparison group.

Table 2: Mean, median, standard deviation of experimental and comparison group in terms of knowledge and attitude before planned teaching programme

	Groups	Mean	S.D.	Median
Pre- test knowledge	Experimental group (n = 40)	9.20	2.31	9
Pre-test knowledge	Comparison group (n = 40)	9.23	3.18	9
Pre -test attitude	Experimental group (n = 40)	59.53	4.904	59
Pre-test attitude	Comparison group (n = 40)	61.45	3.922	61

N = 80

The data presented in table-2 depicts the descriptive statistics and comparison in term of knowledge and attitude before administration of planned teaching programme regarding adjustment problem. The mean pre-test knowledge score is 9.20 in experimental group and 9.23 in the comparison group. The pre-test attitude was 59.53 in experimental group and 61.45 in comparison group.

Table 3: Depicts frequency and percentage distribution of post-test level of knowledge

Criteria measure of knowledge score		
Score level	**Post experimental**	**Post comparison**
Very good (16-20)	32 (80%)	11 (27.5%)
Good (11-15)	8 (20%)	25 (62.5%)
Average (0-10)	0 (0%)	4 (10%)

Maximum score = 20, Minimum score = 0, N = 80

Table-3 reveals that 80% students in experimental group had very good knowledge, 20% had good knowledge while 0% had average knowledge whereas in the comparison group 27.5% had very good knowledge, and 62.5% had good knowledge while 10% had average knowledge after intervention of Planned Teaching Programme.

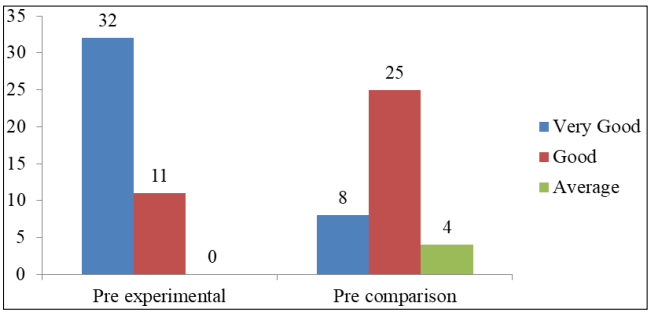

Fig 2: Depicts frequency distribution of study subjects as per post-test level of knowledge

Table 4: Depicts frequency and percentage distribution of post - test attitude

Criteria measure of attitude score		
Score level	**Post experimental**	**Post comparison**
Positive attitude (61-100)	40 (100%)	26 (65%)
Negative attitude (20-60)	0 (0%)	14 (35%)

N = 80, Maximum = 100, Minimum = 20

The data presented in the table-4 shows that in the experimental group all the students 40 (100%) were having the positive attitude and 0 (0%) were having negative attitude. On the other hand, in the comparison group 26 (65%) were having the positive attitude and 14 (35%) were having negative attitude.

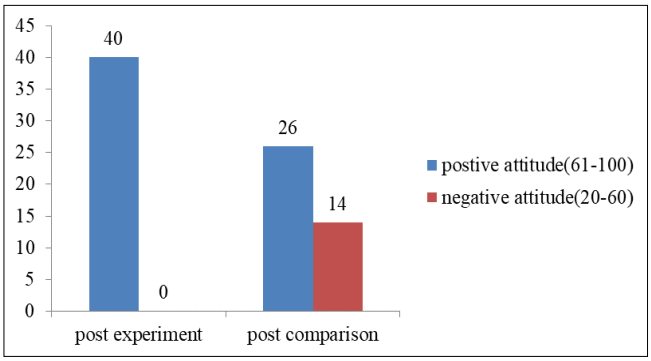

Fig 3: Depicts frequency distribution of study subjects post-test level of attitude

Table 5: Mean, median, standard deviation of experimental and comparison group in terms of knowledge and attitude after planned teaching programme

Groups		Mean	S.D.	Median
Post-test knowledge	Experimental group (n = 40)	13.1	2.304	13
Post-test knowledge	Comparison group (n = 40)	9.35	2.975	9
Post-test attitude	Experimental group (n = 40)	72.9	4.66	73
Post-test attitude	Comparison group (n = 40)	62.1	4.01	61

N = 80

The data represented in table-5 depicts the descriptive statistics and comparison in terms of knowledge and attitude after administration of planned teaching programme regarding adjustment problems. The mean knowledge score was 13.1 in post experimental group and 9.35 in the comparison group. The post attitude was 72.9 in the experimental group and 62.1 in the comparison group.

Table 6: 't' value of experimental and comparison group in terms of knowledge

Variable	Groups	Mean	S.D.	Mean difference	Standard error of mean difference	't' value	df	P value
Post-test knowledge	Experimental group (n = 40)	13.15	2.304	3.8	0.671	6.387	78	0.001*
	Comparison group (n = 40)	9.35	2.975					

N = 80

The data presented in the table- 6 depicts 't' value of experimental and comparison in terms of knowledge after planned teaching programme. The independent 't' test was applied and computed 't' value obtained (6.387) was found to be statistically significant at 0.05 level of significance which shows that there was significant difference in the post -test knowledge in both experimental and comparison group.

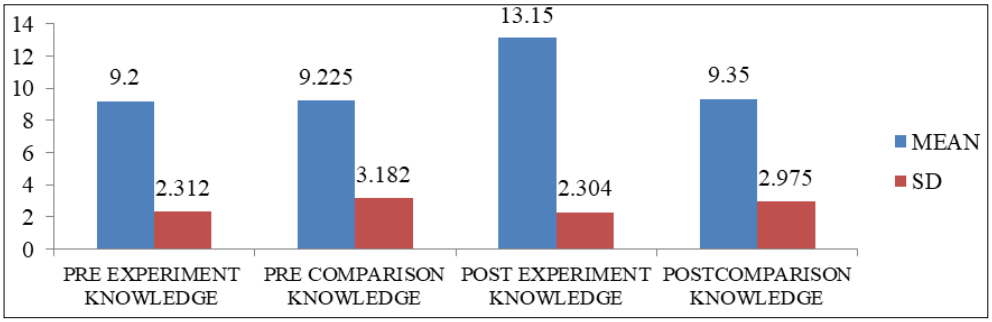

Fig 4: Showing comparison of pre-test and post-test mean score and S.D. of knowledge in experimental and comparison group

Table 7: 't' value of experimental and comparison group in terms of attitude

Variable	Groups	Mean	S.D.	Mean difference	Standard error of mean difference	't' value	df	P value
Post-test attitude	Experimental group (n = 40)	72.95	4.633	10.18	0.617	11.099	78	0.01*
	Comparison group (n = 40)	62.15	4.016					

N = 80

The data presented, in the table-7 depicts the 't' value of experimental and comparison group in terms of attitude after planned teaching programme. The independent 't' test was applied and computed 't' value obtained (11.099) was found to be statistically significant at 0.05 level of significance which shows that there was a significant difference in the post-test attitude in both experimental and comparison group.

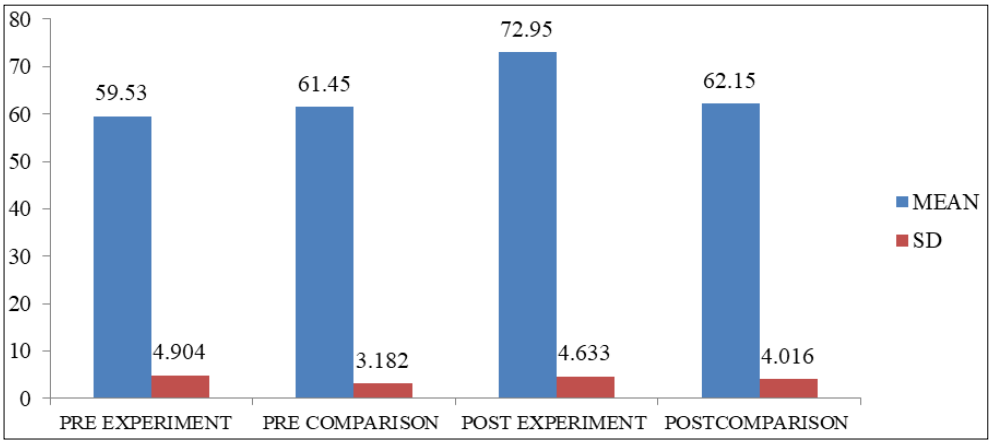

Fig 5: Showing comparison of pre-test and post-test mean score and S.D. of attitude in experimental and comparison group

Table 8: Comparison and effectiveness of planned teaching programme on knowledge among experimental and comparison group

Groups	Mean	S.D.	Mean difference	Standard error of mean difference	't' value	df	P value
Experimental group			3.95	0.008	11.381	39	0.001*
Pre-test (n = 40)	9.2	2.312					
Post-test (n = 40)	13.15	2.304					
Comparison group			0.425	0.207	1.705	39	0.090^{NS}
Pre-test (n = 40)	9.225	3.182					
Post-test (n = 40)	9.35	2.975					

N = 80

This table shows the comparison and effectiveness of planned teaching programme in both experimental and comparison group. In experimental group by computing the above values shows that values of mean (13.15) was higher than the mean (9.2) value of pre-test, and the computed t value (11.381) was found to be significant at 0.05 level of significance. Whereas in comparison group the Pre–test mean 9.22 was similar to the post- test mean 9.35 and the computed t value (1.705) was found to be not significant at 0.05 level of significance. Hence it could be stated that PTP was effective in improving the Knowledge of nursing students in experimental group while no improvement was seen in the comparison group.

Table 9: Comparison and effectiveness of planned teaching programme on attitude among experimental and comparison group

Group	Mean	SD	df	t	P value
Experiment group (n = 40)					
Pre-test	59.93	4.904	39	22.411	0.01*
Post-test	72.95	4.663			

Comparison group (n = 40)					
Pre-test	61.450	3.922	39	1.776	0.08 NS
Post-test	62.15	4.016			

N = 80, Maximum score = 100, Minimum score = 20

The data represented in table-9 reveals that mean pre-test value in the experimental group is 59.93 and 61.450 in the comparison group. The value of standard deviation is 4.904 in the experimental group and 3.922 in the comparison group. The mean post-test value in the experimental group is 72.95 and 62.15 in the comparison group. The value of standard deviation is 4.663 in the experimental group and 4.016 in the comparison group. The computed t value (22.41) was found to be significant at 0.05 level of significance. Whereas in comparison group computed t value (1.77) was found to be not significant at 0.05 level of significance. Hence it could be stated that PTP was effective in improving the attitude of nursing students in experimental group while no improvement was seen in the comparison group.

Table 10: Correlation between knowledge and attitude

Correlation	Post-test knowledge	Pre-test attitude	Post-test attitude
Pre-test knowledge	0.54 (0.001**)	0.23 (0.147 NS)	0.07 (0.967 NS)
Post-test knowledge		0.14 (0.343 NS)	0.04 (0.884 NS)
Pre-test attitude			0.83 (0.001 **)

** - Highly significant, NS – Not significant, N = 80

The finding in table-10 shows the correlation between Post-test knowledge and attitude score. The correlation between pre-test knowledge and post-test knowledge was 0.54 (0.00**) was found statistically significant at 0.05 level of suggesting statistically positive correlation. The correlation of pre-test attitude and post–test attitude 0.80 (0.03**) was statistically significant at 0.05 level of suggesting statistically positive correlation.

4. Discussion

In the present study all the participants were female. These finding were consistent with the study conducted by Mary Virginia Prof. and Lalitha K. Dr. which shows that in their study (n = 329) and 100% of the sample were female.

In the present study before the administration of planned teaching programme the mean score of knowledge was 9.2 and S.D. was 2.312 whereas after the administration of planned teaching programme the mean score of knowledge was 13.15 and S.D. is 2.304 which were consistent to the finding of the study conducted by Puthiyidam Kurian Jemmey Ms. The finding of the study showed that post-test mean knowledge score (16.53% & SD of 3.02%) was higher when compared with pre-test knowledge score (8.07% and SD 2.57%). The study improved the knowledge and attitude of nursing students regarding adjustment problem.

5. Conclusion

The study assessed the level knowledge and attitude regarding adjustment problems among 1st year nursing students. The nursing student had inadequate knowledge and attitude regarding adjustment problems prior to administration of planned teaching program. After planned teaching program, there was a significant improvement in nursing student's level of knowledge and attitude regarding adjustment problems. The study concluded that the planned teaching program was found effective in improving the knowledge score and attitude regarding adjustment problems among 1st year students of Shimla Nursing College Annandale Shimla H.P.

6. Limitations

1. COVID -19 was one of the biggest limitations as the researcher had to conduct the study online.
2. The arrangement of the study setting was difficult.
3. The researcher faced the network issues during conduction of the study.
4. Generalization of the study findings was not possible.

7. Recommendations

On the basis of study findings, the following recommendations were made:

1. A quasi-experimental study can be conducted on a large sample to evaluate the effectiveness of planned teaching program on knowledge regarding adjustment problems.
2. A qualitative study can be conducted to explore the level of knowledge and attitude of nursing students regarding adjustment problems.

8. Acknowledgement

This study appears in its current from due to the assistance and guidance of several people. We would like to express our sincere thanks to all of them. Our special thanks goes to the nursing and other experts who validated the content of tools and by considering and extending their hearted cooperation and valuable suggestions. Our sincere thanks to the students of Shivalik Nursing College and Shimla Nursing College who had participated in the final study.

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