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RESEARCH ARTICLE

A STUDY TO “ASSESS THE KNOWLEDGE REGARDING TECHNIQUES OF COMMUNICATION AMONG FIRST YEAR B.Sc.(N) STUDENTS”, COLLEGE OF NURSING, SVIMS, TIRUPATI, A.P.

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ABSTRACT

The aim of study was to assess the knowledge regarding techniques of communication among first year B.Sc. (N) students, College of Nursing, SVIMS, Tirupathi. By using non-probability convenient sampling technique, a descriptive research design was adopted. Ninety five 1st year Nursing college students were taken as samples and data collection was done by using a self structured questionnaire. The study results revealed that out of 95 students, 31(32.6%) had inadequate knowledge, 38(40.0%) had moderate knowledge, 26(27.4%) had adequate knowledge. In association of demographic variables with knowledge, there was significant relationship between knowledge with educational status at $p < 0.034$ level and occupation of mother at $p < 0.042$ level. As the technology is increasing day by day, various styles of communication attract the persons, lacking a good guidance and support from the teachers, the students might lack appropriate communication techniques. Hence the present study aimed to show the importance of gaining good communication and improving knowledge on communication in order to develop positive relationship between student and patient.

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INTRODUCTION

Communication is the transmission of mental content - that is thinking or feeling, between two or more people who interact with each other. At the same time one of them serves as the sender, and the other(s) as the receiver, while their roles may change during the process. Communication takes effect through facial expressions, gestures, the touch, images, music, the body's movements, and above all, thanks to the natural languages. That's why in every aspect of life and social functioning the role of communication is so important.¹ In the etymological sense of the word communication comes from the Latin "communicare", which means 'to put in common', 'to share'. Although it is widely known and used in different languages, it is not always clear and well understood. There are about 100 different definitions of communication; here we are going to mention just a few in order to highlight the different functions of the communication process.² Communication as a basic term in 1909, Cooley formulated classic definition of communication in "Social Organization" as it is "the mechanism through

which human relations exist and develop—all the symbols of the mind, together with the means of conveying them through space and preserving them in time. It includes the expression of the face, attitude and gesture, the tones of the voice, words, writing, printing, railways, telegraphs, telephones, and whatever else may be the latest achievement in the conquest of space and time.³ Communication can be regarded as two way process of exchange or sharpening ideas, feeling and information. Broadly it refers "to the countless ways that humans have of keeping in touch with one another". Communication process is classified into different types based on certain criteria like the channels used for communication, style of communication, and relationship of the communicators.² The process of verbal communication involves a sender, a message, a channel and a receiver. In view of nurse-patient communication process, the patient is often the sender, and the nurse is often the receiver, but communication is always two ways. The patient formulates an idea, encodes a message (put idea into work), and then transmits the message with emotion.² By the process of communication, therapeutic interaction between nurse and patient relationship become more safe and effective when nurses understand the nature of the therapeutic nurse client relation.

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The nurse is responsible for establishing the boundaries of the relationship and is accountable for own behaviour, regardless whether harm was intended. The nurse is also responsible for terminating the relationship in an appropriate manner so that the safety and well being of the client.⁴ The nurse uses special techniques while engaging in the therapeutic communication with the client, e.g., active listening, asking open-ended questions, paraphrasing, etc.⁸ Active listening shows respect towards the person who is speaking and powerfully reinforces the relationships, allows the client to talk more without any inhibitions or bias.⁹ With active listening the nurse communicates acceptance and respect for the client, and trust is enhanced. A climate is established within the relationship that promotes openness and honest expression.¹⁰

Non-verbal Communication deals with patients who cannot hear well, nurses ideally need to use hands along with speech to tell what they want to say. Further, they also need to look out for non verbal cues they are reflecting.⁵ Even when the student has experience with therapeutic communication, there can still be the problem of a background in that communication. The student can have empathy, respect for the person, and use active listening skills, but the problem could still come about. The reason is that the students also need to do critical thinking. This kind of thinking means that is always assessing the patient and the situation another point is that sometimes it can be very difficult to see things from the perspective of patients.

NEED FOR THE STUDY: Communication is an important factor in all aspects of professional practice, just as it is in the smooth working of daily life. Good communication is necessary to avoid legal problems, settling conflicts, managing change, motivating workers, using power appropriately, and effectively delegating tasks. Communication in Nursing reinforces the student-patient relationship. It makes the student appear more humane to a patient. It helps to curtail the barriers of culture and gender, establish a connection if there was a breakdown in communication and help deal in a situation where empathy is needed with the patient. With therapeutic communication, the patient's emotional state is considered as well as their feelings. Being sensitive to the needs of a patient and consider their feelings how to deal effectively with a patient. Ennis et al., (2013), the available 11 care providers would need to give more attention in order to clearly understand the patients' accents. According to Lambrini and Loanna (2014), words express only a part of the message being communicated; while attitude, tone and gestures convey the rest. Evans (2003) also added that non-verbal communication is an ongoing process that happens without even knowing. Listening thoughtfully, smiling, sitting at the same height as the patient could enhance interaction. Berengere et al., (1997) stated that most of non-verbal communication styles and interpretations are dependent on peculiar cultural custom of the communicator and the receiver respectively. To support this view, eye contact could mean a sign of positive regard and respect in most of the western countries. Whereas decades ago in some parts of Nigeria, direct eye contact might be regarded as disrespectful to an older person or passing a romantic/flirting message to an opposite sex, the basic knowledge of the patients' cultural background by the nurse would enhance the nurse-patient communication (Okodua 1991).

In India, this is the particular skill that needs to be emphasized among all nurses as available evidences suggest that majority of the Indian nurses either are poor in communication skills or are not using it effectively as a professional nurse due to a variety of reasons.² An evaluative study was conducted on communication enhancement, nurse and patient satisfaction outcomes in a complex continuing care facility. The aim of the study was to evaluate the communication enhancement intervention on staff and patients in a complex continuing care facility. One way to improve nursing staff communication is through a communication enhancement intervention. The twenty-one nursing staff members (Registered Nurses, Registered Practical Nurses and healthcare aides) working in a complex continuing care environment and 16 patients participated in this study. A repeated measures design was used to evaluate the effects of the communication enhancement intervention on outcomes. Data were collected from patients and nurses at baseline, 5 weeks into the intervention and at 10 weeks after the intervention. Nurse outcome variables included nurses' job satisfaction and their relationships with patients, patient outcome variables included two measures of patient satisfaction with care. The results revealed nursing staff felt closer to their patients following the intervention and reported higher levels of job satisfaction. No changes were found in the level of patient satisfaction with care. The researcher concluded that nursing staff can feel better about their job and about their patients as they enhance their communication skills.³

Training can be implemented to inform nurses about the communication challenges, to equip them with effective communication skills and improve their receptivity to patient cues. Information-sharing can be used as a non-threatening approach to initiate rapport-building and open communication. Nurses should consider patients' psychological readiness to communicate and respect their preference as to whom they wish to share their thoughts/emotions with. Hospitals/institutions also need to ensure a supportive ward culture and appropriate workload that will enable nurses to provide holistic care to patients. Hence the investigator felt to assess the communication skills and enhance their skills by imparting planned teaching programme.⁴

RESEARCH METHODOLOGY

Research approach: Quantitative research approach

Research Design: Descriptive research design

Setting of the study: First year B.Sc. (N) class room at College of Nursing, SVIMS, Tirupati.

Population: The population comprises of first year B.Sc. (N) students.

Sample: The study sample includes the First year B.Sc. (N) students who were falling under inclusion criteria.

Sample size: The sample size of this study was 95 student nurses at College of Nursing, SVIMS, Tirupati.

Sampling technique: Non-probability "convenient sampling technique"

Table 1: Frequency and Percentage Distribution of Level of Knowledge regarding Techniques of Communication among First Year B.Sc. (N) students

Knowledge regarding techniques of communication	Level of knowledge						Mean	SD
	Inadequate		Moderate		Adequate			
	n	%	n	%	n	%		
	31	32.6	38	40.0	26	27.4	18.51	4.417

N=95

Table 2: Association of demographic variables with level of knowledge among I year B.Sc. (N) students on techniques of communication

Demographic variables	Categories		Level of Knowledge			Total	df	Chi square	p value
			Less	Moderate	High				
Age in years	17 years	N	4	5	2	11	6	4.479	0.612
		%	4.2%	7.00%		23.00%			
	18 years	N	19	19	16	54			
		%	20.00%	20.00%	16.8%	56.8%			
	19 years	N	8	13	6	27			
		%	8.4%	13.7%	6.3%	28.4%			
20 years	N	0	1	2	3				
	%	0.0%	1.1%	2.1%	3.2%				
Gender	Male	N	5	1	2	8	2	4.058	0.131NS
		%	5.3%	1.1%	2.1%	8.4%			
	Female	N	26	37	24	87			
		%	27.4%	38.9%	25.3%	91.6%			
Educational status	intermediate	N	15	26	20	61	4	10.408	0.034
		%	15.8%	24.7%	21.1%	64.2%			
	Vocational	N	8	2	1	11			
		%	8.4%	2.1%	1.1%	11.6%			
	Degree	N	8	10	5	23			
		%	8.4%	10.5%	5.3%	22.2%			
Education of father	Postgraduate	N	2	1	3	6	4.651	4.651	0.325NS
		%	2.1%	1.1%	3.2%	11.00%			
	Graduate	N	4	5	6	15			
		%	4.2%	5.3%	6.3%	15.85%			
	Intermediate	N	9	8	5	22			
		%	9.5%	8.4%	5.3%	23.2%			
	High school	N	11	13	5	29			
		%	11.6%	13.7%	5.35%	130.5%			
	Middle school	N	2	6	4	12			
		%	2.15%	6.3%	4.2%	12.6%			
	Postgraduate	N	1	0	1	2			
		%	1.1%	0.0%	1.1%	2.1%			
Graduate	N	3	4	3	10				
	%	3.2%	4.2%	3.2%	10.5%				
Education of the mother	Intermediate	N	2	3	2	7	12	9.58	0.653NS
		%	2.1%	3.2%	2.1%	7.4%			
	High school	N	8	16	11	35			
		%	8.4%	16.8%	11.6%	36.8%			
	Middle school	N	5	5	2	11			
		%	5.3%	5.3%	1.1%	11.6%			
	Primary school	N	7	6	5	18			
		%	7.4%	6.3%	5.3%	18.9%			
Illiterate	N	5	4	3	12				
	%	5.3%	4.2%	3.2%	12.6%				
Monthly income of father	Rs 5000-10000	N	23		4	27	8	7.806	0.453NS
		%	23.00%		4.00%	27.00%			
	10001-15000	N	22		6	28			
		%	22.00%		6.00%	28.00%			
	15001-20000	N	12		10	22			
		%	12.00%		10.00%	22.00%			
	20001-25000 or more	N	9		14	23			
		%	9.00%		14.00%	23.00%			

n=95

Continue

Monthly income of mother	Rs 5000-10000	N	48		24	72	12	5.834	0.924NS
		%	48.00%		24.00%	72.00%			
	10001-15000	N	12		6	18			
		%	12.00%		6.00%	18.00%			
	15001-20000	N	3		1	4			
		%	3.00%		1.00%	4.00%			
20001-25000 or more	N	3		3	6				
	%	3.00%		3.00%	6.00%				
Monthly family income	>= 52734	N	11		16	27	10	18.900	0.042
		%	11.00%		16.00%	27.00%			
	26355-52733	N	27		6	33			
		%	27.00%		6.00%	33.00%			
	19759-26354	N	5		6	11			
		%	5.00%		6.00%	11.00%			
	13161-19758	N	10		6	16			
		%	10.00%		6.00%	16.00%			
7887-13160	N	13		0	13				
	%	13.00%		0.00%	13.00%				
Marital Status	Married	N	7		3	10	2	1.801	0.042
		%	7.00%		3.00%	10.00%			
	Unmarried	N	59		31	90			
		%	59.00%		31.00%	90.00%			
Occupation of the father	Home maker	N	3		1	4	42	1.801	0.153
		%	3.00%		1.00%	4.00%			
	Coolie	N	23		12	35			
		%	23.00%		12.00%	35.00%			
	Government employee	N	11		10	21			
		%	11.00%		10.00%	21.00%			
	Private employee	N	13		7	20			
%		13.00%		7.00%	20.00%				
Others, specify	N	16		4	20				
%	16.00%		4.00%	20.00%					
Occupation of the mother	Government Employee	N	1	0	2	3	12	16.901	0.153
		%	1.1%	0.0%	2.1%	3.2%			
	Private Employee	N	3	2	4	9			
		%	3.2%	2.1%	4.2%	9.5%			
	Home maker	N	18	35	14	67			
		%	18.9%	36.8%	15.6%	70.5%			
	Coole	N	4	1	4	9			
		%	4.2%	1.1%	4.2%	9.5%			
Business	N	1	0	1	2				
	%	1.1%	0.0%	1.1%	2.1%				
Type of family	Nuclear family	N	26	27	21	74	1	5.316*	0.021
		%	27.4%	28.4%	22.1%	77.9%			
	Joint family	N	5	11	5	21			
		%	5.3%	11.6%	5.3%	22.1%			
Monthly income of Family	>126000	N	0	3	0	3	3	9.068*	0.028
		%	0.0%	3.2%	0.0%	3.2%			
	63001-126000	N	0	1	1	2			
		%	0.0%	1.1%	1.1%	2.1%			
	47001-63001	N	1	1	3	3			
		%	1.1%	1.1%	3.2%	3.2%			
	31501-4700	N	3	4	0	10			
		%	3.2%	4.2%	0.0%	10.5%			

CRITERIA FOR SAMPLE SELECTION

Inclusion criteria

-) Students who are present willing to participate study
-) Present at the time of data collection

Exclusion criteria

-) Students who are absent during data collection
-) Students who participated in pilot study

-) 23 students(24.2%) were answered correctly for nineteenth question,
-) 15 students(15.7%) were answered correctly for twenty question,
-) 45 students(47.3%) were answered correctly for twentyfirst question,
-) 42 students (44.2%) were answered correctly for twenty second question,
-) 39 students (41%) were answered correctly for twentythird question,
-) 39 students(41%) were answered correctly for twenty fourth question,

Table 3. Distribution of responses of among I year Bsc (N) students on techniques communication

n=95

S. No	Content	Frequency	Percentage
1.	Effective communication requires	37	38.9%
2.	For effective communication is important to	81	85.2%
3.	Effective communication depends on	19	20%
4.	Learning to communicate with others is key to	55	57.8%
5.	Which of the following communication method is the most effective?	45	47.3%
6.	Which of the three components are parts of the human communication process?	24	25.2%
7.	The process of communication enhances through:	81	85.2%
8.	Encoding is important because it []	49	51.5%
9.	A message can only be deemed effective when it	33	34.7%
10.	. In the communication process, a receiver is	69	72.6%
11.	To decode a message is to which of the following required	25	26.3%
12.	Feed back is:	65	68.4%
13.	Ethics in interpersonal communication	32	33.6%
14.	Interpersonal communication occurs only when	30	31.5%
15.	Inter personal communication helps	27	28.4%
16.	Giving non-verbal messages is:	23	24.2%
17.	Which of the following is an example of a nonverbal message?	64	67.3%
18.	Major role of non-verbal communication for the speaker is	80	84.2%
19.	Active listening requires	23	24.2%
20.	Active listening refers to	15	15.7%
21.	. All of the following are the components of listening except	45	47.3%
22.	Effective skills of listening requires	42	44.2%
23.	Preparing the listener is simple and involves	39	41%
24.	An effective listener always	39	41%
25.	Listening barriers refers to	49	51.5%
26.	Listening is badly affected by	81	85.2%
27.	Feedback refers to	69	72.6%
28.	Listening can be improved by	31	32.6%
29.	. An effective listener avoids	33	34.7%
30.	Reflection refers to	48	50.5%
31.	A health professional who reflects is able to	46	48.4%
32.	Self awareness	53	55.7%
33.	Self awareness helps the healthy professional to recognize	50	52.6%
34.	Silence sometimes occurs during interactions and	33	34.7%
35.	positive gesture of body is	64	67.3%
36.	Important of humor in communication is	21	22.1%
37.	Touching a person	56	58.9%
38.	Expression of empathy	14	14.7%
39.	Effective communication is affected by	29	30.5%
40.	Physical environment affects communication by which of following	39	41%

- J 49 students(51.5%) were answered correctly for twenty fifth question,
- J 81 students(85.2%) were answered correctly for twenty sixth question,
- J 69 students (72.6%) were answered correctly for twenty seventh question,
- J 31 students (32.6%) were answered correctly for twenty eighth question,
- J 33 students(34.7%) were answered correctly for twenty ninth question,
- J 48 students(50.5%) were answered correctly for thirty question,
- J 46 students(48.4%) were answered correctly for thirty one question,
- J 53 students(55.7%) were answered correctly for thirty two question,

- J 50 students(52.6%) were answered correctly for thirty three question,
- J 33 students(34.7%) were answered correctly for thirty fourth question,
- J 64 students(67.3%) were answered correctly for thirty five question,
- J 21 students (22.1%) were answered correctly for thirty six question,
- J 56 students(58.9%) were answered correctly for thirty seven question,
- J 14 students(14.7%) were answered correctly for thirty eighth question,
- J 29 students(30.5%) were answered correctly for thirty ninth question,

) 39 students (40%) were answered correctly for fourty question.

Conclusion

In this study out of 95, 31(32.6%) had inadequate knowledge, 38 (40.0%) had moderate knowledge, 26 (27.4%) had adequate knowledge. In association of demographic variables with knowledge there was a significant relationship between knowledge with education status at $p < 0.034$ level and occupation of mother at $p < 0.042$ level.

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