

# A Study To Assess The Effectiveness Of Planned Teaching Programme On Knowledge Regarding Personality Development Among B.Sc. Nursing Students In Selected College Of Nursing, Lucknow, U.P.



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## Abstract

### Objective:

- To assess the pre-test and post-test level of knowledge regarding personality development among B.Sc. Nursing students.
- To compare the pretest and post test level of knowledge regarding personality development among B.Sc. Nursing students.
- To find the association between pretest level of knowledge score of B.Sc. nursing students regarding personality development with their selected demographic variables.

**Methodology:** The research approach is a plan and procedure that consists of the step of broad assumption to detailed method of data collection, analysis and interpretation.<sup>30</sup> The research approach chosen for the study was Quantitative research approach.

**Results:** The study result shows that in pretest, majority of students 09(45%) had inadequate knowledge, 11(55%) had moderate knowledge and no one had adequate level of knowledge regarding personality development. In posttest, majority of the students 14(70%) had adequate knowledge whereas 06(30%) had moderate level of knowledge regarding personality development.

The study result shows that at pretest the mean knowledge score and SD was  $12.05 \pm 2.911$  whereas mean and SD was  $22.65 \pm 2.700$  in post-test. The obtained t & p value was  $t = 18.647$ ,  $p = 0.0001$ . The t-test revealed that there was significant difference within pretest and posttest knowledge scores among B.Sc. nursing students. There was no significant association found between knowledge score with their selected demographic variables such as age, gender, course & year, religion, father education, mother education, occupation of parents, history of attending any personality development programme and source of information regarding personality development. Whereas there was significant association shows in area of living.

**Conclusion:** The present study assessed the effectiveness of planned teaching programme on knowledge regarding personality development among B.Sc. Nursing students. The study concluded that after the administration of planned teaching programme; most of students had good knowledge whereas less number of students had average level of knowledge regarding personality development. The 't' test which was computed between pre-test and post-test knowledge score indicate a true gain knowledge. Hence, it was concluded that planned teaching programme was effective as method to improve knowledge among nursing students regarding personality development. As personality development is very essential for nursing profession to promote a competency and professional image of the nurses in the universe.

**Key Words:** Effectiveness, Planned Teaching Programme, Knowledge, Personality Development, B.Sc. nursing students.

## INTRODUCTION

Every individual has his own characteristic way of behaving, responding to emotions, perceiving things and looking at the world. No two individuals are similar.<sup>1</sup>

What an individual sees in his childhood days and most importantly his/her growing days form his personality. How an individual is raised plays an important role in shaping his/her personality. In a layman's language, how we behave in our day to day

lives reflects our personality. How an individual behaves depends on his family background, upbringing, social status and so on. An individual with a troubled childhood would not open up easily. He/she would always hesitate to open his heart in front of others. Some kind of fear would always be there within him. An individual who never had any major problems in life would be an extrovert and would never have issues interacting and socializing with others. It is essential to check his/her

background or past life. It is quite possible that as a child, he was not allowed to go out of his home, play and freak out with friends. These individuals start believing that their home is their only world and they are not safe outside. Such a mindset soon becomes their personality.<sup>2</sup>

The humanistic theory of personality eventually led to Maslow's famous Hierarchy of Needs model, which suggests that as people's basic needs are met, they are replaced with ones that are increasingly complex. Simple psychology had five levels of need i.e. highest to lowest; they are needs of self-actualization, needs of esteem, needs of love/belonging, safety needs and physiological needs.<sup>3</sup>

Personality is the combination of characteristics, attitudes and behaviors that make up an individual's unique character. It is often used to describe how people interact with each other in social situations. There are many different types of personalities and they can vary drastically between individuals. Some of the more common types include introverts, extroverts, optimists, pessimists, logical thinkers, emotional thinkers and loyalists. Each of these types of personalities have their own unique strengths and weaknesses and can help people to understand their own behavior and motivations.<sup>4</sup>

Personality is concerned with the psychological pattern of an individual, the thought, emotions and feelings – that are unique to a person. In fact, the totality of character attributes and traits of a person are responsible for moulding his personality. These inherent personality traits and the different soft skills interact with each other and make a person what he or she is. In simple words, personality is a set of qualities that make a person distinct from another. The word 'personality' originates from the Latin word 'persona' which means a mask. In the theatre of the ancient Latin speaking world, the mask was just a conventional device to represent or typify a particular character. It is the sum of the characteristics that constitute the mental and physical being of a person including appearance, manners, habits, taste and even moral character. The personality of a person is how he presents himself to the world; it is how others see him. It has been aptly said; 'Reputation is what people think you are, Personality is what you seem to be, and Character is what you really are. When we do something again and again, we form a habit. Ultimately these habits form a particular behaviour. If they recur frequently, they become part of our psyche. They are reflected in all our activities – what we say, what we do, how we behave in certain circumstances and even in how we think. They become the core of our personality.'<sup>2</sup>

Personality development refers to the process of developing, enhancing, and changing one's personality over time. Such development occurs naturally over the course of life, but it can also be modified through intentional efforts.<sup>5</sup>

Personality development helps an individual to gain confidence and high self-esteem. Personality development also is said to have a positive impact on one's communication skills and the way he sees the world. Individuals tend to develop a positive attitude as a result of personality development. The dominant viewpoint in personality psychology indicates that personality emerges early and continues to develop across one's lifespan. Adult personality traits are believed to have a basis in infant temperament, meaning that individual differences in disposition and behavior appear early in life, potentially before language of conscious self-representation develop. The Five Factor Model of personality maps onto the dimensions of childhood temperament. This suggests that individual differences in levels of the corresponding personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) are present from young ages.<sup>2</sup>

### NEED FOR STUDY

Personality development is about building our capacities, nurturing our talent, enhancing new skill sets, working on our weaknesses and transforming them into strengths. Personality development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations. Personality development includes activities that develop talents, improve awareness, enhances potential and looks to improve the quality of life. There is an increasing demand of the knowledge in the health care providers including students regarding personality development as the scope of personality development is quite broad. It includes knowing how to dress well, social graces, grooming, speech and interpersonal skills.

### PROBLEM STATEMENT

A study to assess the effectiveness of planned teaching programme on knowledge regarding personality development among B.Sc. Nursing students in selected College of Nursing, Lucknow, U.P."

### Objectives

- To assess the pre-test and post-test level of knowledge regarding personality development among B.Sc. Nursing students.
- To compare the pretest and post test level of knowledge regarding personality development among B.Sc. Nursing students.
- To find the association between pretest level of knowledge score of B.Sc. nursing students regarding personality development with their selected demographic variables.

### OPERATIONAL DEFINITION

**Assess:** In this study, it refers to process use to identify the level of knowledge among B.Sc. nursing students regarding personality development.

**Effectiveness:** In this study, it refers to the outcome of planned teaching programme which is assessed by using structured knowledge questionnaire

**Planned teaching program:** In this study, it refers to systematically developed instructional and information session prepared by investigator to assess the knowledge regarding personality development.

**Knowledge:** In this study, it refers to facts and information acquired through education regarding personality development as measured by using structured knowledge questionnaire.

**Personality development:** It refers to an individual's stable tendencies to think, feel and act in particular ways.

**B.Sc. Nursing:** It refers to the students who are studying B.Sc. Nursing in selected Nursing College.

**Conceptual Framework:** The conceptual framework facilitates communications and provides systematic approach to nursing research, education, administration and practice. It guides an investigator to know that what data need to be collected and gives the right direction to the research process.

### REVIEW OF LITERATURE

**Review of literature for the study has two important concepts which have been organized under the following headings:**

- Review of literature related to personality development or professional etiquettes.
- Review of literature related to effectiveness of planned teaching programme on knowledge regarding personality development or professional etiquettes.

### MATERIALS AND METHODS:

**Research approach :-** The research approach chosen for the study was Quantitative research approach.

**Research design :-** The research design adopted for the present study was Quasi experimental research design (one group pretest posttest design).

**Variable of the Study :** - A variable is defined is anything that has a quantity or quality that varies. Attributes that can have more one value, such as height or weight. In other variable are qualities, quantities, properties or characteristics of people, things or situation that change or vary.

**Independent variable:** - the independent variable of study was planned teaching programme regarding personality development.

**Dependent variables:** - the dependent variables of study were knowledge regarding personality development.

### Setting of the Study

The study was conducted in Jyoti College of Management, Science and technology, Bareilly U.P.

### Population

**Target population:** - In this study, the target population was B.Sc. nursing students Sardar Patel College of Nursing, Lucknow, U.P.

**Accessible population:** - In this study the accessible population was B.Sc. nursing students of Sardar Patel College of Nursing, Lucknow, U.P. those who fulfilled the inclusive criteria

### Sample size

According to Polit (2008) sample refers to a subject of population selected to participate in research study. After pilot study the sample size was 125.

### Sampling technique

Non- probabilities convenient sampling technique was used to select the sample from the population

### Development of the tools

It consists of two parts: -

**1. Section A- Demographic variable:** Age, gender, course & year of study, religion, education of father, education of mother, occupation of parents, area of living, history of attended any personality development and source of information on personality development

**2. Section B- Structured knowledge questionnaire:**

It consists of closed ended multiple choice questions with four options for each question including a correct answer.

### Plan for data analysis

The analysis was planned based on objectives and hypotheses. Both descriptive and inferential statistics were planned to be used for data analysis such as:

- Descriptive statistics was used to describe the personal characteristics of the participants and data is presented in terms of number, percentage, mean and standard deviation.
- Inferential statistics was used to test the hypotheses. It was analyzed by applying Chi-square test and dependent t-test to compare the studied variables.

## Results

## SECTION - A: Description of demographic variables of study participants.

Table 1: Frequency and percentage distribution of demographic variables of study participants. N= 125

S. No.	Demographic variables	Frequency	Percentage (%)
1.	<b>Age</b>		
	a) Below 20 years	34	27.2
	b) 20-25 years	79	63.2
	c) Above 25 years	12	9.6
2.	<b>Gender</b>		
	a) Male	32	25.6
	b) Female	93	74.4
3.	<b>Course &amp; year of study</b>		
	a) B.Sc. Nursing I year	32	25.6
	b) B.Sc. Nursing II year	28	22.4
	c) B.Sc. Nursing III year	33	26.4
	d) B.Sc. Nursing IV year	32	25.6
4.	<b>Religion</b>		
	a) Hindu	67	53.6
	b) Muslim	30	24
	c) Christian	23	18.4
	d) Other	05	4
5.	<b>Education of Father</b>		
	a) No formal education	00	00
	b) Primary education	31	24.8
	c) Secondary education	34	27.2
	d) Graduation & above	60	48
6.	<b>Education of Mother</b>		
	a) No formal education	39	31.2
	b) Primary education	08	6.4
	c) Secondary education	28	22.4
	d) Graduation & above	50	40
7.	<b>Occupation of Parents (any one)</b>		
	a) Own Business	34	27.2
	b) Private job	23	18.4
	c) Government job	19	15.2
	d) Farmer	44	35.2
	e) Others	05	4

Table No. 1 shows frequency and percentage distribution of demographic variables of study participants & it depicts that age shows majority of the students 79(63.2%) were 20-25 years of age. Majority of the students 93(74.4%) were female whereas equal number of students 32(25.6%) were from B.Sc. Nursing I and IV year. Majority of the students 67(53.6%) were hindu whereas maximum of the student's father 60(48%) had graduation &

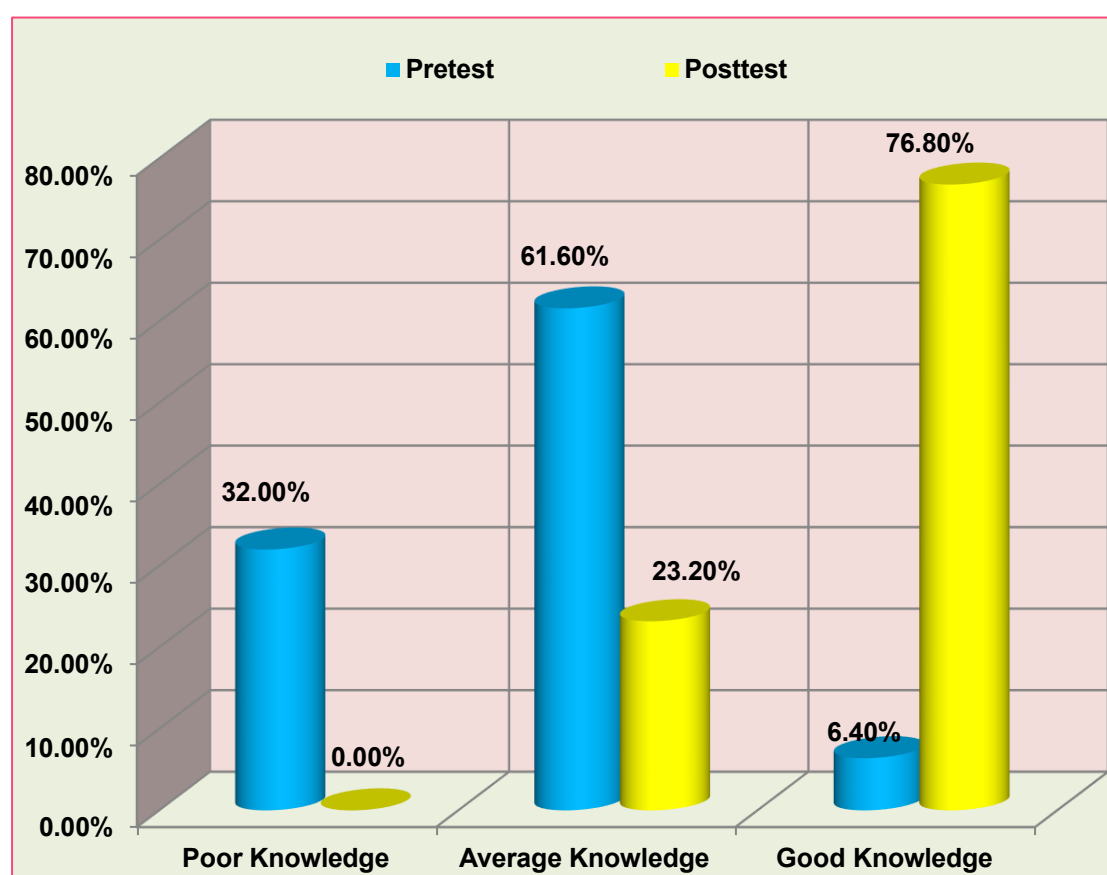
above as education. Majority of the student's mother 50(40%) had graduation & above as education. Maximum of the students 44(35.2%) had farmer as occupation whereas most of the students 100(80%) were from rural area. Majority of the students 73(58.4%) had History of attended any personality development programme. Majority of the patients 38(63.3%) had other as a source of information regarding any personality development programme

**Table no. 2: Frequency & percentage distribution of pre-test & posttest level of knowledge regarding personality development among B.Sc. Nursing students.**

		N=125			
Level of Knowledge	Scores	Pretest		Posttest	
		Frequency	%	Frequency	%
Good	21 & above	08	6.4	96	76.8
Average	11 to 20	77	61.6	26	23.2
Poor	10 & below	40	32	00	00

Table no. 2 shows frequency & percentage distribution of pre-test & posttest level of knowledge regarding personality development among B.Sc. Nursing students & it depicts that in pretest score majority of students 77(61.6%) had average knowledge, 40(32%) had poor level of knowledge

and only 08(6.4%) had good level of knowledge regarding personality development. In posttest score, most of the students 96(76.8%) had good knowledge and 26(23.2%) had average level of knowledge regarding personality development.



**Figure 11: Cylindrical diagram showing the percentage distribution of pretest-posttest level of knowledge regarding personality development among B.Sc. Nursing students.**

**Table no. 3: Comparison of mean and SD of pre and post-test knowledge score of B.Sc. nursing students regarding personality development.**

N=125					
Level of Knowledge	Mean	SD	df	Paired 't' value	p-value
Pretest	12.70	3.827	124	38.557	0.0001
Post test	23.13	2.741			

**Dependent t- test  $t_{124} = 1.984$  at  $p < 0.05$  level of significance, \*significant**

Table 3 shows comparison of pre and post-test knowledge score of students regarding personality development & it depicts that the mean knowledge score and SD was  $12.70 \pm 3.827$  in pretest whereas

$23.13 \pm 2.741$  in posttest.

Dependent 't'-test was performed to compare the knowledge score within pretest and posttest. The obtained t & p value was  $t = 38.557$ ,  $p = 0.0001$ . The t-

test revealed that there was significant difference within pretest and posttest scores. Hence the

research hypothesis was accepted and null hypothesis was rejected.

**Figure No. 10: Line graph representation of estimated marginal mean value between pretest and posttest.**

**Table 4: Association between pre-test level of knowledge of B.Sc. nursing students regarding personality development with their selected demographic variables.** N= 125

S. No	Demographic variables	Level of knowledge			Chi- square	df	p- value
		Good	Average	Poor			
1.	<b>Age</b> a) Below 40 years b) 40-60 years c) Above 60 years	02 06 00	20 48 09	12 25 03	1.662	4	0.810
2.	<b>Gender</b> a) Male b) Female	02 06	21 56	09 31	0.316	2	0.890
3.	<b>Course &amp; year of study</b> a) B.Sc. Nursing I year b) B.Sc. Nursing II year c) B.Sc. Nursing III year d) B.Sc. Nursing IV year	04 01 00 03	16 20 23 18	12 07 10 11	7.220	6	0.306
4.	<b>Religion</b> a) Hindu b) Muslim c) Christian d) Other	05 03 00 00	42 16 16 03	20 11 07 02	3.521	6	0.755
5.	<b>Education of Father</b> a) No formal education b) Primary education c) Secondary education d) Graduation & above	00 02 02 04	00 22 23 32	00 07 09 24	3.714	4	0.462
6.	<b>Education of Mother</b> a) No formal education b) Primary education c) Secondary education d) Graduation & above	03 01 02 02	27 04 18 28	09 03 08 20	4.021	6	0.680
7.	<b>Occupation of Parents</b> a) Own Business b) Private job c) Government job d) Farmer e) Others	03 01 01 03 00	24 12 09 28 04	07 10 09 13 01	6.581	8	0.588
8.	<b>Area of living</b> a) Urban area b) Rural area	01 07	13 64	11 29	2.155	2	0.421
9.	<b>History of attended any personality development programme</b> a) Yes b) No	02 06	27 50	23 17	6.423	2	<b>0.041</b>
	<b>Sources of information regarding personality development</b>						



10.	a) Friend & family members	02	18	09	5.076	8	0.772
	b) Mass media & printed media	02	13	03			
	c) Educational programme	00	07	05			
	d) Others	04	31	20			
	e) No information	00	08	03			

df2=5.99, df4 =9.48, df6 =12.59, df8 =15.50 at p<0.05 level of significance

Table 4 depicts the description about association between pre-test level of knowledge and demographic variables among B.Sc. nursing students regarding personality development. Chi square test was performed to find the association on knowledge of B.Sc. nursing students regarding personality development with their selected demographic variables. And it shows that there was no significant association between age ( $\chi^2 = 1.662$ ;  $p=0.810$ ), Gender ( $\chi^2 = 0.316$ ;  $p=0.890$ ), course & year of study ( $\chi^2 = 7.220$ ;  $p=0.306$ ), religion ( $\chi^2 = 3.521$ ;  $p=0.755$ ), education of father ( $\chi^2 = 3.714$ ;  $p=0.462$ ), education of mother ( $\chi^2 = 4.021$ ;  $p=0.680$ ), occupation of parents ( $\chi^2 = 6.581$ ;  $p=0.588$ ), area of living ( $\chi^2 = 2.155$ ;  $p=0.421$ ) and sources of information regarding personality development ( $\chi^2 = 5.076$ ;  $p=0.772$ ). Whereas there was significant association shows in history of attended any personality development programme ( $\chi^2 = 6.423$ ;  $p=0.041$ )).

### Discussions

The main aim of the study was to assess the effectiveness of planned teaching programme on knowledge regarding personality development among B.Sc. Nursing students in selected college of Nursing, Bareilly, U.P."

### RECOMMENDATIONS

- A similar study can be replicated on a sample with different demographic characteristic. An experimental study may be conducted using a larger population of the community.
- Alternative teaching techniques, such as interactive sessions on personality development and an organized teaching programme may be used to perform and analyze similar research.
- A comparative study can be done among administrative staff working in government and private hospitals regarding knowledge and practices of professional/ personality development.
- A descriptive study can be done among students & nurses to assess the knowledge, attitude and practices regarding professional etiquettes.

### SUMMARY

This chapter dealt with the summary of the study, major findings, discussion, nursing implication, limitation, recommendation and conclusion.

### CONCLUSION

The present study assessed the effectiveness of planned teaching programme on knowledge regarding personality development among B.Sc. Nursing students. The study concluded that after the administration of planned teaching programme; most of students had good knowledge whereas less number of students had average level of knowledge regarding personality development. The 't' test which was computed between pre-test and post-test knowledge score indicate a true gain knowledge. Hence, it was concluded that planned teaching programme was effective as method to improve knowledge among nursing students regarding personality development. As personality development is very essential for nursing profession to promote a competency and professional image of the nurses in the universe.

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### CONFLICTS OF INTEREST

Regarding the publishing of this work, the authors state that they have no conflicts of interest.

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