Comparative Investigation of Correlative Competency between the 6th & 8th Semester Students of Zahedan School of Nursing and Midwifery 1394

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Abstract

Introduction: Effective communication with the patients is one of the basic concepts for the nursing students because the role in nursing profession could be possible only by communication. Hence, attention to the communication between the students, not only provide the patients satisfaction but also is the infrastructure of the high quality nursing care. This study is conducted due to investigation of correlative competency between the Zahedan School of nursing and midwifery students.

Method: This study is a descriptive-analytical research which is conducted on 88 nursing students in 1394. A two-part questionnaire is used in order to data collection which the first part is about the demographic information and the second part is a communication skills inventory. After data collection they were analyzed by the SPSS software 19th edition, descriptive statistics, Pearson and T correlation.

Findings: The age average of people in this study is 22.14 ± 1.64. 39 of them was male and 66 was single. From all the nursing students, communication skills of 41 person was high, 46 person was medium and 1 was week (low). The correlation between the age, marital status and communication skill was not meaningful (P>0.05).

Conclusion: The results of this study have shown that correlative competency between the students is about average and up. Also the difference between the correlative competency mean score of the 6th & 8th semester students is low and negligible. Therefore it is suggested to pay more attention to this topic and necessary actions happen in order to increase the correlative competency mean score.

Keywords: Correlative Competency, Communication skill, Nursing, Students, Zahedan.
Introduction:
The ability of proper communication is one of the basic (fundamental) skills of social life [1]. Some experts consider the proper communication as one of the most important characteristics of health professionals [2]. According to the American society of critical care nursing, as the nurses are skilled in other clinical skills, they should have sufficient skills in communications [3]. The four components of clinical functionality which together set up the essence of good clinical practice are as follow: Knowledge, Communication skills, Problem solving skills and Physical examination among them communication skills are the main components of clinical functionality [4]. In fact nurse and patient correlation leads to many caring behaviors that are considered the foundation of high quality nursing care so that proper communication between nurses and patients lead to patients health promotion and moreover, proper communication between them is an essential factor in patient satisfaction [5]. The results of various studies have shown that effective communication can effectively improve patient satisfaction with care, reduce anxiety and depression and lead to diet therapy compliance [6]. From the patient perspective, the quality of services makes sense through the proper and effective communication. The studies show that the final cause of most complaints, grievances and violations of health care environments is communication errors and lack of effective communications [7].

In addition to the nursing staff, students and specially nursing students are one of the most important segments which are directly and long-term communicated with the patients. They are often at the forefront of patient care, and many patients share their experiences with them. Student – Patient communication provides valuable care experiences to both sides, especially when both of them should participate in solving patient problems [8]. Therefore proper communication is an important part of the nursing student responsibilities [9].

Communication is an important daily human activity and while it may seems simple, but there is a very wide variation in the quality of healthcare workers communication. Therefore, poor communication between health workers and patients has concerned the health care planners. Also preparing the students for constructive interaction and communication with clients is essential for the nursing profession [10]. And attention to the communication in student education can improve their communication and ultimately patient care [11]. Since that studies on nursing students’ communication skills in Zahedan is limited, this study is conducted due to investigation of correlative competency between the Zahedan School of nursing and midwifery students.

Method:
The current is a descriptive-analytical study in which it has been dealt with the survey of the communication skills in 88 individuals from terms 6 and 8 in Zahedan medical sciences university, nursing major and all of them have been students of the university in 2016 and they were in their late term in BA degree and the study sample method was selected based on a random method but with equal number of the students from each term (44 people from term 8 and 44 people from term 6). To gather the information required for the study there was made use of a questionnaire which was comprised of two parts, the first part of which was related to the
demographic characteristics (age, gender and marital status) and the second part was pertained to the communication skills scale. The questionnaire contained 37 items which had been designed in three aspects of preparatory communication, supervisory communication and managerial communication. The students’ ability regarding each of the items has been expressed in the format of a 4-point scale ranging from less than 30%, 30%-50%, 50%-75% and 70-100%, the scoring method was in this way that the scores 37-74 were considered as weak, 74-111 indicated an intermediate ability and 111-148 was suggestive of a good and high ability. To determine the questionnaire validity we made use of content validity assessment method. The instrument reliability assessment through taking advantage of the internal stability indicated that Cronbach’s alpha for various aspects has been ranging from 0.96 to 0.97 and for the whole instrument it was shown to be 0.96.

To gather the data, after an ethical confirmation letter was obtained for the study plan from Zahedan Medical Sciences University research vice chancellorship and after a letter of recommendation was acquired the researcher attended the nursing and obstetrics department and after making the necessary coordination with the department of nursing and obstetrics, firstly, the study objectives were explained to the students and then an oral consent was obtained from them and finally the questionnaires were distributed in sufficient number among the students and in each education term. Of course term-eight students due to not having a theoretical class in the college received the questionnaires in the hospital. At the beginning of the questionnaire there was inserted a text to inform the students of their conscious cooperation with the study project and it read “your participation in the current study means that you are fully aware of your cooperation and that the information you provide in this questionnaire is confidential and you are not exposed to any risk by any means.” After the questionnaires were gathered and revised they were again returned to the students in case of any existing incompletion and the students were asked again to complete them perfectly. The data extracted from the questionnaires were inserted into SPSS ver.19 and they were analyzed by taking advantage of descriptive statistics, Pierson correlation and independent t-test.

**Findings:**

The individuals’ average was 22.14 ± 1.64. 39 (44.3%) individuals were men and 66 individuals (75.00%) were single. Among the nursing students, 41 individuals (46.6%) had communication skills in a high level among which 25 individuals (61.0%) were studying in term eight, 46 individuals (52.3%) enjoyed communication skills in a moderate level among which 19 individuals (43.2%) were studying in term eight and one individual (1.1%) had a communication skill in a weak level who was studying in term 6. The relationship between age and the marital status with the overall communication skills and each of its aspects was not found to be statistically significant (P>0.05).

The relationship between gender and communication skills and each of its aspects has been illustrated in table (1).
Table 1: the relationship between gender and communication skills and each of its aspects and fields (independent t-test)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Overall communication skills</th>
<th>Preparatory communication skills</th>
<th>Supervisory communication skills</th>
<th>Managerial communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 112.17</td>
<td>Mean 14.56</td>
<td>Mean 58.07</td>
<td>Mean 39.53</td>
<td></td>
</tr>
<tr>
<td>18.80</td>
<td>3.66</td>
<td>12.20</td>
<td>5.49</td>
<td></td>
</tr>
<tr>
<td>0.22</td>
<td>0.46</td>
<td>0.21</td>
<td>0.45</td>
<td></td>
</tr>
<tr>
<td>Mean 107.77</td>
<td>Mean 14.06</td>
<td>Mean 55.14</td>
<td>Mean 38.57</td>
<td></td>
</tr>
<tr>
<td>15.22</td>
<td>2.71</td>
<td>9.95</td>
<td>6.27</td>
<td></td>
</tr>
</tbody>
</table>

The relationship between curriculum term and communication skill and each of its areas has been tabulated as table (1).

Table 1: the relationship between the curriculum term and communication skills and each of its areas (independent t-test)

<table>
<thead>
<tr>
<th>term</th>
<th>Mean 106.63</th>
<th>Std. Deviation 16.63</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall communication skills</td>
<td>Six</td>
<td>16.63</td>
<td>0.08</td>
</tr>
<tr>
<td>Eight</td>
<td>112.81</td>
<td>16.87</td>
<td></td>
</tr>
<tr>
<td>Preparatory communication skills</td>
<td>Six</td>
<td>14.02</td>
<td>0.44</td>
</tr>
<tr>
<td>Eight</td>
<td>14.54</td>
<td>3.39</td>
<td></td>
</tr>
<tr>
<td>Supervisory communication skills</td>
<td>Six</td>
<td>53.90</td>
<td>0.03</td>
</tr>
<tr>
<td>Eight</td>
<td>58.97</td>
<td>10.44</td>
<td></td>
</tr>
<tr>
<td>Managerial communication skills</td>
<td>Six</td>
<td>38.70</td>
<td>0.643</td>
</tr>
<tr>
<td>Eight</td>
<td>39.29</td>
<td>6.40</td>
<td></td>
</tr>
</tbody>
</table>
Discussions:

In the present study it was found that the communication skills mean was in a moderate and upward level among the students. Barati et al also asserted that Zahedan Medical Sciences University students communication skills are in an intermediate level for verbal, listening and feedback skills [12]. This is while Ryan et al in Ireland reported such skills in the majority of the medicine and nursing students in a good to excellent level [13]. But, Szubz et al and also Salimi et al reported the students’ communication skills in an unfavorable and low level [14, 15]. The studies performed in our country concerning the relationship between the nurses and the patients signify the existence of some problems in this regard, for instance Abedi et al in their study came to this conclusion that the process of the relationship between the nurses and the patients is declining [16]. A’een et al also speaks about the marginalization of the interpersonal relationships between the nurses and the care-seekers [17]. It is possible for the students to be faced with insufficient number of the human resources, work pressures, the stress resulting from the work sensitivity, absence of on time encouragement and also the lack of patients and the related professors’ gratefulness in respect to the nursing students causes the nurses to make a lesser application of the communication skills [18]. Establishing a comfortable and calming environment for having friendly talks with the patients from the perspective of the acoustic noises, temperature and lighting can be of great value to such communications and relations. Unfavorable conditions such as noise, high temperature and low light disrupts such communications and quite conversely the creation of a comfortable and cozy environment cause the feeling of safety and security to emerge in the patients [19]. Also, the lack of interest and motivation and absence of tendency and discouragement of the nursing students regarding their profession and occupation are among the important barriers for establishing a relationship between the nursing students group and the patients [20]. In the study performed by Nakha’ee et al, the results indicated that physical and psychological tiredness in the students and not being familiar with the dialect with which the patient talks are among the individual factors influencing the relations between the students and the patients [21]. Also, the findings obtained by Baraz and Aghabarari have indicated that the difference in the colloquial languages are among the important factors effective on the relationship between the patients and the nurses [9, 20]. Perhaps, the issue is unquestionable but what is of a great importance is that in many of the cases there is not enough attention paid to the issue and this is what hinders the students from learning well and also deprives the patients from receiving sufficient and proper health care services. 

Also the results of the current study indicated that the communication qualification mean score among the students from term 6 and 8 do not differ much. That means that the students have not upgraded to higher communication levels after passing two terms and this is what has left out of the students’ attention. Establishing communication and relationship with the patients has been described as a difficult and potentially stressful aspect of the nursing occupation. And it is in a way that many of the nurses think that they need training and education regarding communication skills. In the study performed by Pejmankhah et al which dealt with the survey of the factors effective on the relationship between the patients from the perspective of the nurses it...
was found that among the factors contributing to the effective establishment of communication between patients and nurses is having knowledge and information about the communication skills and making practical use of such knowledge [22]. To be able to convey what one means in speaking and conversation the verbal and speech skills should be learnt and put into practical use. Nursing students play a more caring and supporting role in their jobs and they need to have acquired and used communication skills before getting on the nursing care services since the substantial problems regarding the caring part of their jobs between the nurses and patients can arise consequent to the absence of a proper and effective communication establishment.

Conclusions:

The results of the present study indicated that the communication qualification and competency among the university students has been in an intermediate level and it is moving in an upward direction. Also, the difference between the communication qualifications mean scores among the term-6 and term-8 students is trivial. Therefore, the education and clinical systems managers should try to eliminate or improve the most important factors stated here to corroborate such a relationship and the clinical training quality improvement would come out accordingly. Also, the results of the current study can be made available to the universities nursing management systems to provide for the patients’ satisfaction and content and eventually the enhancement in their health through the elimination of the weak points and augmenting the strong points of the education system in the paradigm of effective communication skills training workshops in every level of the treatment and caring services the result of which would be the elimination of any sort of disruptions in the communications and the relationships between the students and the patients.

Acknowledgement

This study was the result of a student research project approved at Zahedan University of Medical Sciences. Hereby, we express our deep gratitude to those people who participated and collaborated in this study and Research authorities of Zahedan University of Medical Sciences who helped us in the process of data collection and financial support.
References


