

“EFFECTIVENESS OF MENTOR MENTEE PROGRAM ON NURSING COURSE RELATED ADJUSTMENT PROBLEMS AMONG STUDENTS IN SELECTED COLLEGE.”.**Dr.SAI***M.sc Nursing (Mental Health Nursing) Dr. Vithalrao Vikhe Patil foundations College of Nursing Ahmednagar, pallavikharade9222@gmail.com***Dr.ECCLESTON***Vice Principal and HOD, Department of Mental Health Nursing, Dr. Vithalrao Vikhe Patil foundations College of Nursing, Ahmednagar, canboy142002@yahoo.com***Dr.JULIE***M.sc Nursing (Mental Health Nursing) Dr. Vithalrao Vikhe Patil foundations College of Nursing Ahmednagar, rahulhillare505@gmail.com***Dr.HENRY***M.sc Nursing (Mental Health Nursing) Dr. Vithalrao Vikhe Patil foundations College of Nursing Ahmednagar, snehalruptakke18@gmail.com***PROF.KALAM NARREN***Nursing Officer Dist. Hospital, Ahmednagar, abhirajshinde777@gmail.com***ABSTRACT**

“Effectiveness of mentor mentee program on nursing course related adjustment problem among students in selected college.” An evaluative approach with non-probability purposive sampling technique were used for the study. the study was carried out in selected nursing college. the sample consisted 100 mentee (student nurse) and 10 mentors (nurse teacher). All statistical analysis performed by using descriptive and inferential statistics. The assessment of pre-test effectiveness of mentor mentee program on adjustment problem related nursing course shows that in pre-test the adjustment problem 17(17%) belongs to less effective and 87(87%) belongs to effective category In post-test adjustment problem 100(100%) belongs to more effective. The level of effectiveness during pre-test and post-test are compared to prove the effectiveness of mentor mentee program by using z test. Z value= -70.43 table value=0.03 p value =0.05 Analysis of sociodemographic variables showed a not significant association.

(Key words- Adjustment problem, Mentor (nurse teacher), Mentee (student nurse), Mentorship program.)

INTRODUCTION

A mentor (teacher nurse) is an individual with expertise who can help develop the career of a mentee (student nurse). Not only the class teacher is mentor. A mentor often has two primary functions for the mentee. The career related function establishes the mentor (Teacher Nurse) as a coach who provides advice to enhance the student nurse professional performance and development. The psychosocial function establishes the mentor (Teacher Nurse) as a role model and support system for the student nurse. Both functions provide explicit and implicit lessons related to professional development as well as general work–life balance. Mentoring is beneficial because it provides the individual being mentored the chance to feel connected, assimilated, and eventually legitimized into his or her future role. Mentorship is a challenging job for mentor (Teacher Nurse). The relationships that develop between a mentor (Teacher Nurse) and mentee (student nurse) are aimed at improved role understanding, successful role transition, and completion of goals and objectives. Socialization into a professional role is often successfully navigated through mentorship and has been well documented as an important element of role learning and role transition.¹

Mentoring in the training of student nurse, affects issues of quality in the health care. Mentoring is a way of socialisation and a supportive teaching learning strategy the progression of student nurse in higher education is a major focus internationally, with organizations recognizing the need to optimize student nurse support to help maximize achievement and minimize attrition. Student nurse on preregistration nursing programs have to balance academic and professional achievement with integration into practice settings.²

There is a strong relationship between the mentoring problems with mentoring style. Nursing Mentorship has always been a difficult and challenging profession.³

Mentoring is a reciprocal and collaborative learning relationship between two or more individuals, with mutual goals and shared accountability for the outcomes and success of the relationship. Mentoring is useful in helping improve the student nurse self-confidence, understand moral and ethical issues and develop real world skills not covered in the nursing school. A professional relationship with the mentors (Teacher Nurse) has a marked influence on the student nurse learning opportunities and consequently a positive impact on their learning outcomes and professional development. Mentors (Teacher Nurse) support student nurse with difficulties to fit in the new environment, increasing their self-esteem and assist student nurse into the nursing role. Mentorship is beneficial in the following ways; the advice given by mentors is helpful, self-confidence is increased, mentor helps in problem solving, the mentors are supportive, act as role models and assist student nurse to know their rights.⁴

2.METODOLOGY

A descriptive design is adopted for the present study. 100 mentee (student nurse) and 10 mentors (nurse teacher) were selected using purposive sampling technique. A structured questionnaire was used to assess the effectiveness of mentor mentee program on nursing course. Both descriptive and inferential statistics were used for data analysis.

3.RESULT AND DISCUSSION

This chapter deals with the analysis and interpretation of the data collected from the student nurse in a selected college in selected area. Analysis is a process of organizing and synthesizing data in such a way that research questions can be answered and hypothesis tested. The data obtained were analysed and interpreted in the light of objectives and the hypothesis of the study. The collected data were tabulated in a master data sheet and analysed by using descriptive and inferential statistics.

OBJECTIVES

1. To assess the nursing course related adjustment problems faced by nursing students.
2. To assess the effectiveness of mentor mentee program on adjustment problems related to nursing course among 1st year students in selected college.
3. To find out the association between adjustment problem with selected demographic variable among student in selected college.

PRESENTATION OF DATA

To begin with, the data was entered in a master sheet, for tabulation and statistical processing. To find the relationship, the data were tabulated, analysed, and interpreted by using descriptive and inferential statistics.

The data is presented under the following headings.

Section A: - socio-demographic data for mentee student nurse and mentor (nurse teacher)

Section B: -

- Self-reported structured tool for Adjustment problems of mentees (Likert scale) student nurse.
- Self-reported structured mentorship scale (Likert scale) for mentors (nurse teacher)

Section C: - To assess the effectiveness of mentor mentee program on adjustment problems related to nursing course among 1st year students in selected college.

Section D: -To find out the association between adjustment problem with selected demographic variable among student in selected college

(SECTION.A) DESCRIPTION OF SOCIO-DEMOGRAPHIC CHARACTERISTICS OF MENTEE AND MENTOR**Table 1 Frequency and percentage distribution of demographic variable of mentee (student nurse).****N=100**

Sr.no	Demographic variables		Frequency	Percentage
			F	%
1	Age	17-20	78	78%
		21-23	22	22%
2	Gender	Male	50	50.00%
		Female	50	50.00%
3	Religion	Hindu	86	86.00%
		Muslim	5	5.00%
		Christian	9	9.00%
4	Mother language	Marathi	95	95.00%
		Hindi	5	5.00%
5	Monthly income of parents	3000-8000	5	5.00%
		Above 8000	95	95.00%

SOCIO-DEMOGRAPHIC DATA FOR MENTOR (NURSE TEACHER)**Table 2 Frequency and percentage distribution of demographic variable of mentor (nurse teacher).****N=10**

Sr.no	Demographic variables		Frequency	Percentage
			F	%
1	Age in years	30 and below	5	50.00%
		Above 30	5	50.00%
2	Gender	Female	5	50.00%
		Male	5	50.00%
3	Language known	English, Hindi, Marathi	10	100.00%
4	Qualification	B.sc nursing	4	40.00%
		M.sc Nursing	6	60.00%
5	Designation	Asso. Professor	1	10.00%
		Asst. professor	2	20.00%
		Clinical Instructor	4	40.00%
		Lecturer	3	30.00%
6	Year of Experience	Below 5yrs	7	70.00%
		5yrs and above	3	30.00%

4.2 (SECTION B) 1 To assess the nursing course related adjustment problems faced by nursing students.**Table no. 3: Pre-program distribution of domain wise adjustment problems scores of student Nurses according to Mean, SD and Mean%**

N=100

Sr. no	PRE-PROGRAM			
	Domain	Mean	±SD	Mean%
1	Subject Issue	12.81	1.4	85.4
2	Discipline Issue	13.68	1.21	91.2
3	Physical Health	13.46	1.57	89.73
4	Attendance Issue	14.26	0.6	95.07
5	Difficulty in Remembering	6.36	0.98	42.4
6	Language Issue	12.73	0.63	63.65
7	Exam Issue	6.82	1.77	45.47
8	Financial Issue	9.94	1.71	66.27
9	Other	17.57	1.04	87.85

Table no. 7 the above table shows the pre-test domain wise adjustment problems of student nurse the highest mean % was seen in the domain of 17.57 other problems, followed by Attendance issue 14.26%, discipline issue, 13.68%, physical health 13.46%, subject issue 12.81%, language issue 12.73%, financial issue 9.94%, exam issue 6.82%, difficulty in remembering 6.36%.

Table no. 4: Pre-program distribution of domain wise distribution of Mean, SD, Mean% of knowledge, Attitude and Practice of Nurse teacher.

N=10

Sr no	PRE-PROGRAM			
	Domain	Mean	±SD	Mean%
1.	Knowledge	36	0.00	72.00
2.	Attitude	28.60	1.26	57.20
3.	Practice	31.60	1.43	63.20

4.3 (SECTION .C) 2. To assess the effectiveness of mentor mentee program on adjustment problems related to nursing course among 1st year students in selected college.

Table no.5: post-program distribution of domain wise adjustment problems Mean, SD, Mean% of student nurse.

N=100

Sr no	POST-PROGRAM			
	Domain	Mean	±SD	Mean%
1	Subject Issue	6.89	0.51	45.93
2	Discipline Issue	4.78	1.87	31.87
3	Physical Health	4.19	1.78	27.93
4	Attendance Issue	4.54	1.37	30.27
5	Difficulty in Remembering	6	0	40
6	Language Issue	6.56	0.96	32.8
7	Exam Issue	4.66	0.83	31.07
8	Financial Issue	4.44	0.5	29.6
9	Other	9.23	1.08	46.15

Table no.6: Domain wise distribution of Post-program Knowledge, Attitude and practice Mean, SD and Mean% of Nurse Teachers.**N=10**

Sr.no	POST-PROGRAM			
	Domain	Mean	±SD	Mean%
1	Knowledge	46.4	0.84	92.8
2	Attitude	40.6	0.7	18.2
3	Practice	45.7	0.48	91.4

TABLE NO 7. Overall distribution of effectiveness of adjustment problems of mentee (student nurse)

There will be significant effect of mentor mentee program on nursing course related adjustment problem.

N=100

Mentee scores	Mean	±SD	Mean Difference	SD Difference	z- value	significant
pre program	107.63	4.34	56.34	2.45	-70.43	**Sig
post program	51.29	6.79				

df=99, p value=0.05, table value=0.03, **significant

the z value is -70.43 were found less then table value 0.03, p value is 0.05, hence researcher reject null hypothesis and accept research hypothesis

TABLE NO 8. Overall distribution of effectiveness of knowledge attitude and practice of mentor (Nurse teacher)**N=10**

Mentor	Mean	±SD	Mean Difference	SD Difference	t value	significant
Over all pre program	96.2	1.93	36.5	2.67	38.49	**Sig
Over all post program	132.7	1.25				

Df=9, p value=0.05 table value=1.833 **significant

4.4 (SECTION D) To find out the association between adjustment problem with selected demographic variable among student in selected college.

(Table no 9) There will not be significant association between adjustment problem with selected demographic variables

N=100

Sr.no	Variables	< Median	> Median	χ^2	Significant
1	Age	42	36	0.003	No association
		12	10		
2	Gender	24	26	0.28	No association
		30	20		
3	Religion	46	40	0.064	No association
		8	6		
4	Mother language	2	3	0.415	No association
		52	43		
5	Monthly Income of parents	2	3	0.41	No association

$\chi^2=3.84$, $P<0.05$ Chi-square values were calculated to find out the adjustment problem with selected demographic variable among student in selected college.

The study findings reveal that there was not significant association of adjustment problem with selected demographic variable among student in selected college.

(TABLE NO 10) There will not be significant association between knowledge, attitude and practice with selected demographic variable

N=10					
Sr.no	Variables	< Median	> Median	Fishers exact test	Significant
1	Age in year	2	3	0.523	No association
		4	1		
2	Gender	4	1	0.5238	No association
		2	3		
3	Language known	2	8	As only one category so there is no association	
4	Qualification	2	2	1	No association
		4	2		
5	Designation	2	1	1	No association
		4	3		
6	Year of Experience	4	3	1	No association
		2	1		

P≤0.05

Fishers test values were calculated to find out the knowledge, attitude and practice with selected demographic variable among Nurse teacher in selected college.

The study findings reveal that there was not significant association of knowledge, attitude and practice with selected demographic variable among Nurse teacher in selected college.

CONCLUSION

The finding of the study showed that the mentorship program was effective as evidenced by the result of pre-test and post-test score. This study was proved that it helps to decrease the problems of mentee. (Student nurse)

The following conclusions were drawn based on the findings of the study:

The assessment of pre-test effectiveness of mentor mentee program on adjustment problem related nursing course shows that, in pre-test the adjustment problem 17(17%) belongs to less effective and 87(87%) belongs to effective category.

In post-test adjustment problem 100(100%) belongs to more effective. The level of effectiveness during pre-test and post-test are compared to prove the effectiveness of mentor mentee program by using z test.

The findings of the study revealed that there was no significant association between adjustment problems with selected demographic variable and selected demographic variables such as age, gender, religion, mother language and monthly income.

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