

Effectiveness of Modular Learning Regarding Personality Development in Terms of Knowledge and Skills: A Pilot Study

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ABSTRACT

Introduction: Personality refers to the unique way in which an individual's mind and body interact, enabling them to adapt to their environment. Personality development enhances self-awareness by helping individuals recognise their strengths and abilities, thereby building confidence and improving their interactions with the world around them. Modular learning regarding personality development is a powerful way to teach the students about personality development.

Aim: This study aimed to evaluate the effectiveness of modular learning in enhancing nursing student's knowledge and skills on personality development.

Materials and Methods: A quasi-experimental study using non-equivalent control group pre-test and post-test design was conducted at Maharishi Markandeshwar College of Nursing, Mullana, Ambala and Maharishi Markandeshwar College of Nursing, Sadopur, Ambala, Haryana. The study included 20 Post Basic B.Sc. Nursing 1st year students selected by using convenient sampling technique to experimental group (n=10) and comparison group (n=10). Data collection involved selected variables, a structured knowledge questionnaire and a structured observational checklist. The personality development module was administered over four

days, followed by a post-test conducted on 15day. Data were analysed using descriptive and inferential statistics including Chi square test, independent t-test, paired t-test and coefficient of correlation.

Results: The study revealed a significant improvement in both knowledge and skill scores after the modular learning intervention. In experimental group, mean post-test knowledge and skill scores (25.60 ± 2.11), (6.09 ± 2.25) and ($t=3.78$, $p=0.01$), ($t=3.15$, $p=0.03$) was higher than comparison group knowledge and skill scores (17.30 ± 3.65), (3.77 ± 1.74) and ($t=1.05$, $p=0.01$), ($t=0.13$, $p=0.89$) after the modular learning regarding personality development. In experimental group, paired t-test showed statistically significant improvement ($p<0.01$) in knowledge as well as skill scores. The findings indicated a significant positive correlation between knowledge and skill scores in the experimental group compared to the comparison group.

Conclusion: The pilot study concluded that modular learning effectively enhanced nursing student's knowledge and skills in personality development making it a valuable educational tool in nursing curricula.

Keywords: Knowledge, Modular learning, Nursing students, Personality development, Skills.

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