

Effect of the Utilization of Psycho-Spiritual Modules on the Nursing Students' Determined Mind-Success (DMS) Self-Assessed Skills

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ABSTRACT

The study focused on the development and implementation of Determined Mind-Success (DMS) Modules, a psycho-spiritual approach to help the nursing students develop determined mind to propel them to succeed in their chosen profession. The tool consisted of a questionnaire and a set of modules. Experimental design was employed in the study. The initial draft of the DMS Tool was floated to a group of nursing students in a private school. After incorporating the corrections made by experts, the final draft was further reviewed by the deans of seven nursing schools and authorities of three government agencies for content validation. After incorporating their suggestions, the DMS Tool was pilot-tested at a certain private school, which finding revealed from moderate to high reliability. After establishing the reliability, the same tool went through standardization involving seven nursing schools in the National Capital Region, Luzon, Visayas and Mindanao. The final instrument was a set of DMS Modules consisting of nine components, four of which are related to having a determined mind, namely motivation, focus, decisiveness, and courage. The success components included self-confidence, productivity, hardwork, passion, and faith. The DMS Modules utilizing psycho-spiritual approach were formulated to develop and enrich further the psycho-spiritual values of nursing students. The modules were implemented to an experimental group for two months in a private school. The posttest using ANCOVA revealed significant results. The study points

to the potential of the DMS Tool to help students develop values that will motivate them to accomplish their goals and succeed in life.

Keywords - Education, Determined Mind-Success Tool, Psycho-Spiritual Approach, Nurse Licensure Examination, descriptive design, Philippines

INTRODUCTION

The psycho-spiritual approach is a method of viewing an individual's life struggle. In this approach, problems are treated as opportunities for personal growth and greater spiritual enlightenment. In the field of nursing, this is recognized as "holistic nursing". Holistic nursing holds that a person is an integral composition of body, mind, and spirit, i.e. a spiritual being with a physical body who uses one's mind, intellect, and all the resources within oneself to form an integral person. The psycho-spiritual approach advocated in this study is an innovative teaching strategy to help nursing students develop and enrich their psycho-spiritual values and attitudes.

The idea behind the study stems from the thought-provoking question raised by the researcher's professor in 2009. The question "What is your philosophy in life?" challenged the researcher to reflect deeply on her guiding philosophy. She, furthermore, argued that in order to succeed, one must possess a determined mind. Life struggles teach one to be resolute, courageous, decisive, and highly motivated individual; this assumption propelled the researcher to conduct a study about self-determination and its role in achieving success. The Determined-Mind-Success (DMS) philosophy of the researcher has it that the key to success is to have a determined mind. Self-determination can be defined as the act or power of making up one's mind about what to think or do, without outside influence or compulsion (Quinn, 2007).

Observations have proven that a number of people are unable to create the career they truly desire because they lack self-determination. Self-determination to succeed is the commonality found among people who have accomplished a great deal of what they set out to do. The researcher could attest to a number of cases in the school where students either dropped from a subject or from the program due to lack of focus or determination to pursue their respective goals. The lack of a determined mind has resulted in common problems among the school populace like lack of self-confidence, wobbly decision-making skills, unwillingness to do the hardwork of schooling, and other detrimental values and attitudes. Concrete manifestations of these problems are found in the classroom and in related learning experience settings. Exposed to instant gratification, students find long classroom

lectures boring. In Related Learning Experience (RLE) classes, some students were observed to be perennially tardy. Their holistic concept of caring for the patients by providing emotional, psychological, physical, and spiritual care is found wanting. Challenged by these prevailing values and attitudes, the researcher was impelled to formulate the DMS Tool to provide psycho-spiritual formation for future nurses. The need for DMS Tool is likewise reinforced by these significant storylines gathered by the researcher. Some highly motivated students affirmed the need for DMS Tool. A student in her early twenties ably coped with her problems. As a result of her experience, she has become courageous to overcome her fears and to speak her mind. She has learned the value of self-confidence to achieve her goals, dreams, and desires. Another experience depicted how a nursing student lost her trust, love, and respect for her philandering father. She prayed hard and focused on her studies so she could find employment and achieve her goals.

These storylines point out the need to offer the concept of spirituality as an integral part of holistic care in nursing course.

FRAMEWORK

This study is anchored on Achievement-Motivation Theory by David McClelland (2010) and Self-Determination Theory by Deci and Ryan (2000). According to McClelland (2010), persons with strong motivation to succeed have a strong need to set and accomplish challenging goals, take calculated risks to accomplish their goals, like to receive regular feedback on their progress and achievements, and often like to work alone. McClelland as cited by Akrani (2010) argued that some people have an intense desire to achieve while others are not so keen about achievement. McClelland had studied this phenomenon for over twenty years at Harvard University and proposed his Achievement Motivation Theory or Manifest Need Theory. He further explained that persons with achievement needs tend to be motivated by difficult, challenging, and competitive work situations and not by routine and non-competitive situations. They habitually spend time thinking about doing things better. They are not motivated by money, but in their future achievements. Such persons are better achievers, and naturally get promotion faster. An organization grows faster and moves towards prosperity with support of achievement seeker persons. McClelland Theory is important as he opines that the achievement motive can be taught. It can be achieved by learning. This contention could possibly operate among nursing students by developing psycho-spiritual approach through DMS Tool proposed by the researcher.

On the other hand, this study is also anchored on Self-determination Theory (SDT) by Deci & Ryan (2000) as a theory of motivation. It is concerned with

supporting the natural or intrinsic tendencies to behave in effective and healthy ways. To be self-determined is to endorse one's actions at the highest level of reflection. When self-determined, people experience a sense of freedom to do what is interesting, personally important, and vitalizing. This theory is based on the premise that people are actively growth-oriented and that they move toward a unified sense of self and integration with others. The satisfaction that accompanies being able to make choices and control one's goals, etc. will lead to personal growth and fulfillment. Therefore, in order to be fulfilled, people will strive to self-determine their own choices and goals. Ryan and Deci contend that there are three innate and universal psychological needs that must be satisfied for a person to become self-determined: autonomy, competence, and relatedness.

OBJECTIVE OF THE STUDY

The study addressed specifically the establishment of the norm of the standardized DMS Tool based on validity and reliability and the determination of the significant difference in the pretest and posttest results of both the control and experimental group.

METHODOLOGY

This study employed the mixed methods of research, an approach where the results of either a qualitative or quantitative method can be reviewed alongside the results generated by an alternative method (Robson, 2002). The combining of methods from qualitative and quantitative research can enhance the reliability, validity and trustworthiness of the research study and its overall quality (Moule & Goudman, 2009).

The study utilized three (3) methods of data collection, namely focus-group discussion (FGD), interview, and a DMS Tool that was pilot- tested to selected nursing schools in National Capital Region, Baguio City, Cagayan de Oro City, Cebu City, and Davao City.

Focus group method as adopted by Madriz (2003) is a means that allows a researcher to advance his/her causes and concerns. It is also synonymous with market research as opined by Munday, (2006). The reason why focus group method has become popular in qualitative research in health and social science is its usability in a wider range of people and groups in different settings (Wilkinson, 2004).

To test the efficacy of the DMS Modules, an experimental design was employed

involving a control and an experimental group in a private school in Region 10. The extent of the contribution of the DMS Modules in the experimental group was measured using a posttest, which was administered to both groups. Nine sets of researcher-made DMS Tool consisting of concepts on motivation, decisiveness, courage, focus, productivity, self-confidence, hard work, passion and faith were utilized in the study. The first draft of the tool and modules was first checked by the research adviser and validated by the deans of the nursing departments of selected nursing schools in Luzon, Visayas and Mindanao with special participation of the leaders of three government agencies.

RESULTS AND DISCUSSION

This study was participated in by six hundred eleven (611) Level IV nursing students of the aforementioned nursing schools in Luzon, Visayas, and Mindanao, 473 or 77 percent of whom were female and 138 or 23 percent were male. Seven (7) nursing school deans and three (3) leaders of government agencies served as validators of the DMS Tool and Modules. Thirty eight (38) students in a private school participated in the experimental study and fifteen (15) employed registered nurses and graduates of the same private school participated in the focus group discussion and interview. The findings that nursing students manifest *very good* level in *faith and good level in productivity and hard work* may be credited to the formal training in the form of religious studies, formation seminars, recollections and retreats among sectarian schools. Specifically, students from School C, which got the highest DMS overall mean, shared during the FGD that the values of faith, focus, hardwork, and productivity are enhanced through the following: a) the incorporation of the values of their school founder into all their subjects with emphasis on deep sense of commitment to God and care for others; b) the witnessing of family values at home especially fear of God; c) constant prayer and reflection if one's actions are in consonance with God's greater honor and glory; d) emphasis of the school slogan "being men and women for others"; e) constant challenge of the value of "magis", which means to do more and not settle for mediocrity; f) belief in active faith (that faith without deed is dead); g) love for work and dedication to serve others; h) setting goals and prioritizing them to meet the standard of the school being the "cream of the crop students"; i) high expectation from their parents knowing that their school is the most expensive school; j) teachers' motivation and support from classmates; k) training in time management; l) the practice of conscientiousness when doing things; m) awareness of one's talents; and n) strong sense of commitment. As a consequence of faith, hardwork, and sense of focus, the students become productive and goal-

oriented as they showcase their talents with a deep sense of responsibility.

Other DMS indicators, specifically decisiveness, courage, focus, self-confidence, and passion were observed to be relatively low in some schools. In the FGD, students revealed that while they generally believe in the concepts on faith, motivation, hardwork, and productivity, they also honestly accept that they still have to work hard to enhance their decisiveness, courage, focus, self-confidence, and passion. They claimed that these values will gradually develop through their day-to-day experiences. They further claimed that these values are their areas for growth. Furthermore, environmental destruction and calamities usually experienced by the schools in the National Capital Region (NCR) may have contributed to their lack of focus.

Where these DMS components were rated fair, the nursing schools need to enrich their training on these psycho-spiritual values for their graduates to perform competently healing modalities. It is imperative for nurses to develop these values to be able to render more compassionate and competent nursing care. Decisiveness, which is a willingness to make decisions even in the face of complexity or uncertainty, it is a virtue that a nurse should develop when one is decisive, he/she weighs the information that is available to him/her and uses his/her judgment to choose among the possibilities (Wisdom Organization, 2012). It is easier to be decisive when one is clear about one's values and goals. The concept of decisiveness means taking the risk that one may be wrong, but knowing that perfect clarity is rarely available and indecision can be costly. It also means taking responsibility for the outcome of the decision.

On the other hand, focus is a positive virtue that should be learned by nurses in order to become successful in their career. In a research conducted by Killingsworth and Gilbert as cited by Rossman (2011), subjects who were paying full attention to what they were doing were more likely to report feeling happy. For nurses to become happy in the work of nursing the sick, they must be passionate and focused.

Furthermore, nurses should manifest self-confidence. It is an attitude which allows nurses to have a positive, yet realistic view of themselves and their situations. Self-confident nurses trust their own abilities, have a general sense of control of their lives, and believe that they will be able to do what they wish, plan, and expect to do for patients. Having self-confidence does not mean that one is able to do everything, but recognizing that there are moments when one would also fail. Nevertheless, they will continue to be positive and to accept themselves despite their failures.

There is also a need for strong feelings of love and compassion for the sick for nurses to become more committed to their healing ministry. The need to develop passion was also emphasized by Heacock (2009), author of the book entitled "Inspiring the Inspirational: Words of Hope from Nurses to Nurses", who reminded

nurses of the positive impact they have on the lives of their patients, families, and loved ones every day. Passionate about this goal, the author opined that their passion is not related to money, fantastic work schedules, short work weeks, or because their moms told them to become nurses; but rather the motivation to care. This keeps nurses in the nursing profession.

In schools where the DMS indicators were rated fair and poor by the students, the nursing curriculum could be enriched through the implementation of the DMS Modules. As found, psycho-spiritual integration does play a significant role in identifying well-prepared or at-risk college students. It could very well become part of the mainstream admission process. Testing students for psycho-spiritual intelligence and identifying at-risk students would enable the school to provide the necessary psycho-spiritual coaching or training, which in turn could result in a higher licensure examination passing rate. The DMS Modules could be a source of learning to support the students' goal to have a successful outcome of the graduates' licensure examination.

In this study, the DMS Modules were more effective to the adolescent participants. This observation is important in the light of the behavioral development theory that this is the appropriate developmental age to train and educate because behavior can be learned and unlearned at this stage. This is also the best time to develop positive emotions and training skills as they seek efforts to identify their personality types (Hosseini et. al., 2010).

This study is significant in several aspects. First, it contributes to the knowledge of how instructors can assist nursing students to explore their personal beliefs and focus these beliefs on the goal to pass the Nurse Licensure Examination. Second, results of this study can inform nursing leaders and administrators, health-related governmental agencies, and other nursing schools about the use of DMS Psycho-spiritual approach as a factor to improve the performance in the Nurse Licensure Examination. Third, the results can be used to refine this study, and guide further research. Fourth, this study tests the generalizability of the DMS tool to prospective examinees of the Nurse Licensure Examination. This is a way to further validate the value of the tool.

CONCLUSIONS

This study was conceived in an attempt to verify if there is a grain of truth in the researcher's personal philosophy that to reach one's goal, one should possess a determined mind. This philosophy also echoes what McClelland (2010) asserted that persons with strong motivation to succeed have a strong need to set and accomplish challenging goals and that persons with achievement needs tend to be motivated by

difficult, challenging, and competitive work situations.

On this premise, the researcher was inspired to develop the DMS Tool as a diagnostic instrument to evaluate the students' strengths and weaknesses in terms of psycho-spiritual values and motivational strength. She believes that motivation, the stamina to achieve, and the attitude for endurance and high performance are psycho-spiritual traits that can be measured and developed. To dig into the psycho-spiritual consciousness of the individual, the researcher developed a procedure contained in the DMS Modules. The DMS Modules serve as a form of intervention to the individuals develop self-perception in the areas of achievement and hardwork. This realization can help students develop the values found lacking. It was the ardent desire of the researcher that to motivate nursing students to develop positive values, and healthy work attitude for them to succeed in their career.

Using the DMS Tool, the study was able to establish that the students from the participating nursing schools have developed the values of faith, productivity, and hardwork even before they enrolled in their respective schools. However, they lacked motivation, focus, decisiveness, self-confidence, passion, hardwork, and courage. These values are not only important but are indispensable for them to pass the Nurse Licensure Examination and to excel in the nursing profession.

The study acknowledges that developing positive values is a long process. For this reason, it is necessary that the DMS Modules be incorporated into the formation program for nursing students at all levels.

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