

ORIGINAL ARTICLE

Evaluation of life skills in students of Nursing: a descriptive study

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Abstract

Background: Life skills are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The basic element of a skill is the ability to create and materialise an effective sequence of choices, so as to achieve the desirable effect. It is important that somebody allocates life skills in six broad sectors: sensitivity, experiencing emotions, realism thought, language and the internal logos, harmony in self-attribution and communication and finally, remuneration activity in finding a meaning in profession

Aim: The determination of nursing students' opinions with regard to the existence of life skills and to what degree they impact.

Methodology: The answers of 144 students of two Nursing Departments in Greece (one from Athens and one from providences) were evaluated using a questionnaire in order to determine their opinions about the non-existence or existence of life skills and if so what level of impact they had on. The questionnaire included 69 questions describing the following seven dimensions of life skills: emotion, thought, relations, study, professional settlement, leisure time, mental – bodily health. The answers were given based on the 4 point Likert scale (no need for improvement, minimal need, small need, large need). For data process we used SPSS 14 (Statistical Package for Social Sciences) for Windows and more concretely, the Mann –Whitney U control and Pearson' s cross-correlation parametric coefficient.

Results: The descriptive analysis of this questionnaire showed that the sample of students had an effectual or a large need of improvement at a percentage of 42.9% in the emotional sector, 32.2% in the sector of thought, 31% in the sector of relations, 41.3% in the sector of study, 32.7% in the sector of professional settlement, 30.7% in the sector of leisure time and 35.1% in the sector of health. Mann –Whitney U control showed statistically important differences in 23 of the 69 questions. The Pearson' s cross-correlation parametric coefficient showed that they should emphasize in sectors as maintenance of balance between work, personal relations and family, as well as decision-making.

Conclusions: The objective of education in life skill is to help people increasing the probability of making good and no insufficient choices in targeted skills.

Keywords

Health – promoting behaviors, social skills, psychosocial well-being, University students, interpersonal and communication skills, critical skills, life-style