

Comparison of Social Skills of Nursing Students from Two Universities of Lima

Rosa Perez-Siguas¹, Hernan Matta-Solis², Segundo Millones-Gomez³, Hernan Matta-Perez⁴, Alejandro Cruzata-Martinez⁵, Brian Meneses-Claudio⁶

¹TIC Research Center: eHealth & eEducation
Instituto Peruano de Saud Familiar
Lima, Perú

rosaperezsiguas@ipsaludf.org

²TIC Research Center: eHealth & eEducation
Instituto Peruano de Saud Familiar
Lima, Perú

hernanmattasolis@ipsaludf.org

³TIC Research Center: eHealth & eEducation
Instituto Peruano de Saud Familiar
Lima, Perú

segundomillones@yahoo.es

⁴TIC Research Center: eHealth & eEducation
Instituto Peruano de Saud Familiar
Lima, Perú

hernanmattaperez@ipsaludf.org

⁵TIC Research Center: eHealth & eEducation
Instituto Peruano de Saud Familiar
Lima, Perú

alejandrocruzatamartinez@yahoo.es

⁶Facultad de Ciencias Empresariales
Universidad Científica del Sur
Lima, Perú

bmeneses@cientifica.edu.pe

Abstract— Social competences in nursing students refers to the set of behaviors or abilities acquired by the nursing student, but they do not fully demonstrate or express their skills or competences, opinions for fear of negative comments and/or if it is correct or not. Finally, the students put their social skills into practice in each situation they face every day, therefore the research objective is to compare the social skills of nursing students from two universities in Lima. It is a quantitative, non-experimental, descriptive, and cross-sectional study, with a total population of 487 nursing students from two universities in Lima, who answered a questionnaire on sociodemographic aspects and the Gismero Social Skills Scale of 33 items. In the results, we observe that the total of nursing students from both Lima universities, 210 (43.1%) of the nursing students present high social skills and 277 (56.9%) present medium social skills. It is concluded that students demonstrate their social skills that they will later do in the workplace, so it is necessary to implement subjects on social skills that generate mental strengthening in students.

Keywords- Social Skills; Skills; Nursing; Health

I. INTRODUCTION

Globally, social skills are mainly oriented to prevent risky behaviors and promote a better lifestyle for young people [1].

The Pan American Health Organization maintains that social skills are adopted in the face of attitudes that will improve their behavior and achieve the purpose of each of the people facing various challenges in life, favoring their behaviors in the physical, mental and social areas, which will allow them to

satisfy their needs and face their environment that allows them to have a better life [2].

Social skills are considered an educational development that allows nursing students to have adequate training [3], since the nursing profession is very extensive since the beginning of the career, therefore students face scientific - theoretical knowledge, also, the incorporation of practical experiences where they relate theory to experience [4][5].

At a theoretical level, training in nursing students is based on learning and developing the competence of the professional profile, where it allows them to develop their intellectual capacities through the attitude of the student [6][7], likewise, to practical level the development of social skills allows to socialize or communicate more with the patient in a humanized way [8], since they require care but at the same time an interaction that generates confidence and to be able to satisfy their needs adequately [9][10].

In whether the different concepts of social skills in relation to nursing is based on the intelligence or ability that students present with the ability to perceive, express and understand the situation either academically or in practice [11][12], which allows to improve since the social skills will allow to improve the care to perform during their practices or when they are already practicing the profession [13].

At the same time, nursing students during their professional training develop their capacities involved in their performance in the healthcare form, although they also demonstrate their capacities in the other functions of the nursing professional [14]. All of this show that nursing students have social skills that allow them to perform or develop as a professional and as a person [15].

In the study carried out in Spain [16], it was observed that in nursing students they maintained that they have knowledge and self-evaluation towards themselves in addition to encouraging themselves to have good self-esteem, since the students were interested in interpersonal relationships, since they wanted to profile their social skills towards the competences exercised by the nursing profession, although they indicated that they have no studies about social skills in relation to the profession.

Likewise, another study carried out in Spain [17], maintains that social skills or social competence is part of the majority of people in which they demonstrate their ability to resolve based on experience in any situation in an effective way, demonstrating their qualities personal.

In the study carried out in Peru [18], it was observed in nursing university students that between 42% and 52% of the students had social skills to detect motivations and intentions of others, understand, socialize and perceive communications among themselves. In addition to interacting with others, it improves their socialization capacity that will allow then to improve during their stay at the university, whether in academic or practical terms.

The objective of the study is to compare the Social Skills of nursing students from two universities in Lima.

Also, the hypothesis of the research work is that the social skills in nursing students will improve their strategies and capacities to solve social situations effectively.

The following research work is structured as follows: In section II, the development of data collection processing for

nursing students will be presented, as well as the guidelines to consider so that they are included in the research work. In section III, the results that will be shown on social skills and the comparison of the social skills of nursing students between both universities. In section IV, we present the discussions of the research work, in section V, the conclusions and in section VI the recommendations as well as the future work that is intended to be reached with the research work.

II. METHODOLOGY

In this part, the type and design of the research will be developed, as well as the population and sample that will be carried out in the research work, the inclusion and exclusion criteria in detail, and finally the technique and the instrument for data collection.

A. *Research type and design*

In this study, due to its characteristics, the way of collecting data and measurement of the variables involved is a quantitative approach. As for the methodological design, it is a non-experimental, descriptive, cross-sectional study [19].

B. *Population*

In the study, it is made up of a total population of 487 nursing students from two universities in Lima.

C. *Inclusion criteria*

- Nursing students who attend from the 1st to the 10th semester.
- Nursing students who agree to participate voluntarily in research work.
- Nursing students who have signed the informed consent for the study.

D. *Technique and instrument*

In the study the social skills data collection instrument (EHS) was applied, the author of which is Elena Gismero Gonzáles from the Universidad Pontificia Comillas de Madrid - Spain, in which its usefulness to assess social skills or abilities has been demonstrated.

The technique to be used in this research work will be the survey, which will obtain important data optimally and effectively. The survey will determine the level of social competencies in nursing students and the Elena Gismero Gonzáles (EHS) questionnaire from the Universidad Pontificia Comillas in Madrid - Spain will be used. The EHS consists of 33 items, of which 28 are written in the negative sense, would indicate lack of assertion or deficit in social skills, and 5 of them in a positive sense. The answers consist of 4 alternatives, from "I do not identify myself at all and would feel or act like this in most cases". The higher the score, the person expresses

greater social ability and assertiveness in different contexts. If the score is 25 or below, it has a low level of Social Skills (SS), between 26 and 74 points, it has a medium level of SS, 75 or more has a high level of SS [20].

Regarding statistical validity, it was obtained using the Kaiser-Meyer-Olkin (KMO) obtained a sample adequacy coefficient of 0.866 and the Bartlett's Sphericity Test of 0,000 ($x^2 = 3911,217$; g.l. = 528; $p < 0,05$). Regarding the reliability of the instrument, it was determined based on the Cronbach's Alpha statistic. For the Social Skills Scale instrument, it was determined that it presents an internal consistency index of 0.876 ($\alpha > 0.6$).

In this research work, the aspects that protect the students who are part of this research will be considered. Bioethical principles are translated into essential norms that provide a basis to reinforce and guide actions [21].

The data to be entered was done in a data matrix that will be designed in the statistical program IBM SPSS Statistics Base 26.0, it proceeded to its corresponding analysis, in which it will allow us a better data processing to make statistical tables and graphs so that they can be described and interpreted in results and discussions, respectively.

E. Place and Application of the Instrument:

The survey was carried out to measure Social Skills in nursing students from two universities in Lima.

To start the data collection, it was coordinated with the faculty of health sciences for the study in the nursing students of the Universidad de Ciencias y Humanidades of North Lima and the Universidad María Auxiliadora of South Lima, to be participants in the research work, there were no mishaps in the coordination because the faculty of health sciences of both universities accepted the study.

It is important to emphasize that before entering the classrooms, a letter of Authorization was requested from the Faculty of Health Sciences to manage the permit and to carry out the surveys within the classrooms and with the help of the teachers present who gave us their support to finish with the questionnaires. At the same time, the presence of the nursing staff since the questionnaire is based on questions to be able to analyze them good and our presence allowed to resolve doubts from the same students at the precise moment, they were answering the questionnaire.

III. RESULTS

Social Skills

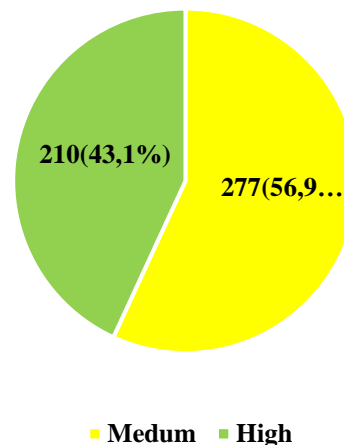


Figure 1. Social Skills of nursing students from two Universities in Lima

In Figure 1, we observe that the total of the nursing students from both Lima universities, 210 (43.1%) of the nursing students present high social skills and 277 (56.9%) present medium social skills.

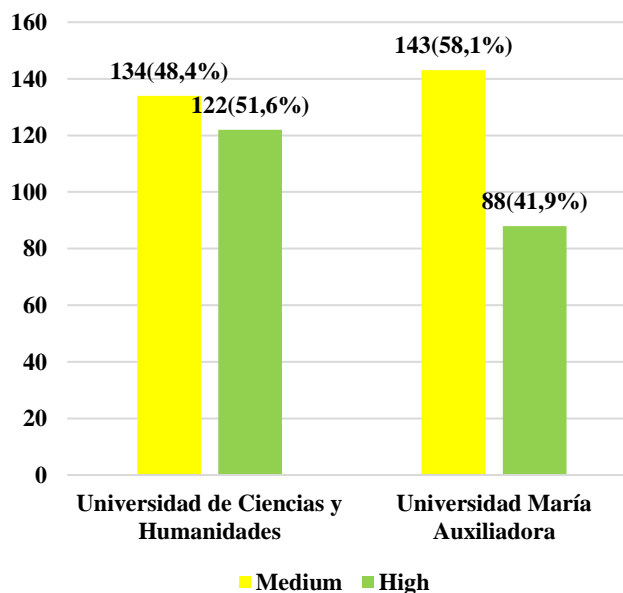


Figure 2. Comparison of Social Skills of nursing students from two Universities of Lima

In Figure 2, we observe the comparison between nursing students from two different universities in Lima, where nursing students from the Universidad de Ciencias y Humanidades 134 (48.4%) have medium social skills and 122 (51.6%) have high social skills and at the Universidad María Auxiliadora 143

(58.1%) have medium social skills and 88 (41.9%) have high social skills.

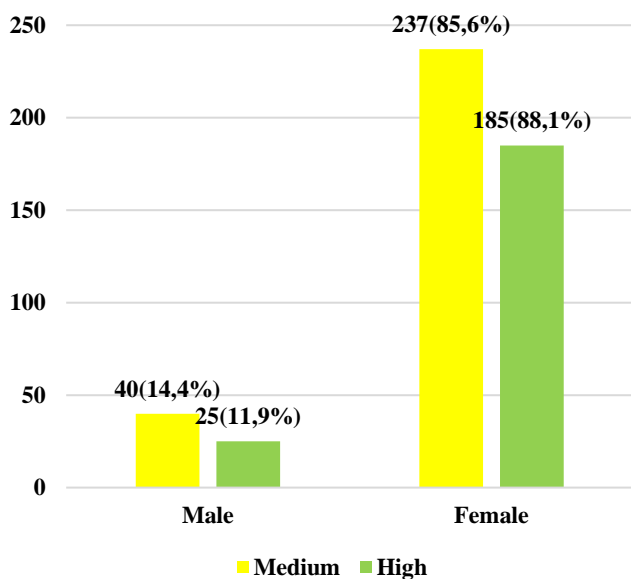


Figure 3. Comparison of Social Skills of nursing students in relation to sex from two universities in Lima

In Figure 3, we observe that in most of the population, the female sex is the one with the highest percentage of the population, where 237 (85.6%) of the female sex have medium social skills and 185 (88.1%) have high social skills, compared to males where 40 (14.4%) have medium social skills and 25 (11.9%) have high social skills.

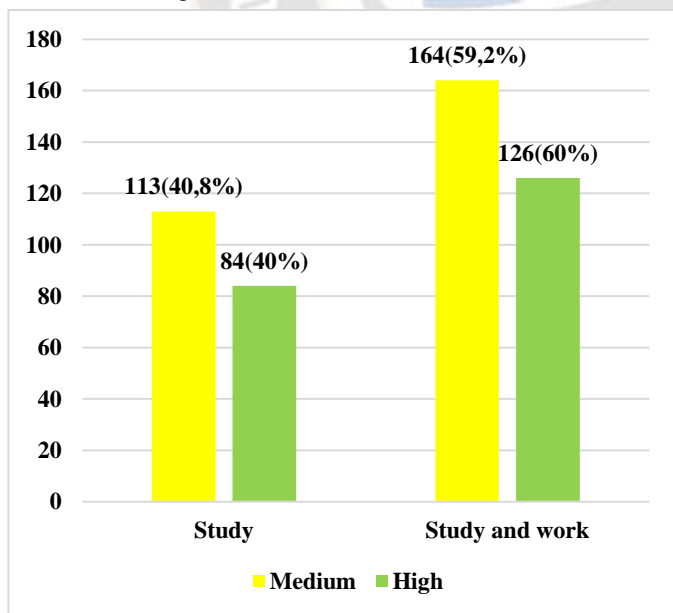


Figure 4. Comparison of Social Skills of nursing students in relation to the occupation of two Universities of Lima.

In Figure 4, we observe the social skills in relation to the occupation of nursing students where 113 (40.8%) of nursing

students with average social skills only study and 164 (59.2%) have medium social skills that they study and work, 84 (40%) have high social skills and only study and 126 (60%) have high social skills that study and work

These results are important since they will allow us to demonstrate in detail at what level the social skills of nursing students from both universities are, also, the comparison between both, will allow us to observe if the place or location where the finds universities have a fundamental role in the training of nursing students.

IV. DISCUSSION

This research work focuses on the mental health of nursing students from the two universities of Lima, emphasizing the capacity for social response that nursing students have in the face of situations that compromise their social and intellectual aspects, whether at the university or in their clinical practices of the profession.

In the expected results, we find that the nursing students from both universities mostly have medium social skills, this is because they themselves do not demonstrate their ability to express themselves according to their needs, feelings, or opinions, where they can correctly understand situations interpersonal and they can put it into practice during the time they spend in the university, from the first years. Likewise, it is necessary to know the stages of the training of each of the students and detect their weaknesses to strengthen them, that is why it is proposed to use a subject as part of the academic training of the students, including activities that put into practice their capacities, knowledge, skills, and abilities so that they can function socially. In [16], the authors argue that during the university instance, especially in nursing students, during the training process they demonstrate their intellectual and social capacities that allow them to perform in areas of the profession that allow them to increase their capacities of social confrontations and therefore nursing students are those who have better social response capacity than other careers since they are in constant contact with patients either working or in their practices as a student.

In the results obtained on the comparison of nursing students from both universities, the students of the Universidad María Auxiliadora present medium social skills, although the Universidad de Ciencias y Humanidades presents more nursing students with high social skills, this is due to the fact that the students manifested their social skills with respect to others, the ability to face situations that affect socially in the same, a fact that students improve their social skills since both universities come from different societies. In [18], they argue that culture, socialization and the place where the student is, will promote different capacities for social response, although both will see

the ability to cope with situations that may affect socially, but in them it will be in two different ways.

In the results in the comparison of nursing students in relation to sex, we observe that the female sex has a high index of social skills than the male sex, we can interpret that in women they present more social skills because women present better conversational skills, acceptance, and successful opposition, and that they can respond appropriately to specific interpersonal situations. In [22], they argue in women the differences in assertiveness could be due to social factors such as the participation of women in the world of work or also that the teachings of parents are currently more flexible, since women acquire behaviors and activities that were previously the role of men, today women are part of the traditions that formerly were only linked to men.

Regarding the results of social skills in relation to occupation, those who study and work present better their social skills, this is because as health workers, they have already focused their social skills during the care of patients, all this has allowed them to improve their skills, allowing them to have the ability to solve situations on a social level. In [13], the authors argue that health workers have more social skills than other professions, because their social skills are shown daily and continuously during their working hours, directly attending patients and his helps to improve and gain more confidence so that they can work properly.

The relationship between social skills and socialization of the nurse is important since it allows the development or improvement of the ability to relate to other people, to be able to communicate more fluently and provide confidence that allows them to function in any clinical setting that is up.

V. CONCLUSION

Nursing students are not fully capable of demonstrating their social competences and will be affected in the workplace, which is why it is proposed to implement subjects on social skills or competencies that generate the strengthening of mental health in students.

It is concluded that nursing students perceive themselves with a high development of the self-concept of social skills.

It is concluded that the students of the Universidad de Ciencias y Humanidades have better social skills than the students of the Universidad María Auxiliadora.

It is concluded that nursing students who work present better their social skills.

VI. RECOMMENDATIONS

It is proposed to teachers, tutors, or health professionals that they establish practices or activities that strengthen the mental health of students, that allow them to enhance their capacities, abilities, skills and perform better socially.

Regarding to the area of Psychopedagogy, it should start the development of the activities that are intended to be carried out, engaging with other entities that can contribute other improvement techniques and be able to achieve increased social skills in nursing students.

Specific training is recommended to train and develop the personality traits that are related to empathy within social skills.

Strategies are recommended that allow the promotion of social skills in nursing students.

It is recommended to carry out activities in the classrooms of the students so that they develop more their social skills since this will allow nursing students to carry out their practices improving their communication skills and to be able to carry out their practices without any difficulty.

It is recommended that the health faculties of both universities focus on the development of study plans oriented to the formation of social skills.

It is proposed that more research be carried out on this topic and that this allow achieving the goal in a short time.

The limitation in the present study is the time it took us to carry out the research work since both universities are at different distances, considering the days that the surveys are carried out for the research work.

The research work will be beneficial for other studies, since the comparison of universities on social skills will allow us to observe if education is different in both and if the sociodemographic aspect is one of the characteristics that mainly differentiates nursing students

Finally, it is necessary to strengthen nursing students, so that further research is carried out in this field, which is fundamentally important in interpersonal communication, since nursing professionals do it every day in their working hours, so it is important encourage students to follow the same path and become successful professionals.

REFERENCES

- [1] M. Aparicio, "Habilidades para la vida. Manual de conceptos básicos para facilitadores y educadores.," *CEDRO*. pp. 1–38, 2013.
- [2] M. Arévalo, A. Tomás, and L. Mendoza, "Dirección Ejecutiva de Educación para la Salud. Habilidades Para A Vida Y Su Importancia En La Salud.," *Direccion Ejecutiva de*

- Educación para la Salud*. 2014.
- [3] D. Murillo, "Empatía y habilidades sociales en enfermeras asistenciales en el Servicio Madrileño de Salud.," *Comunitania Rev. Int. Trab. Soc. y ciencias Soc.*, vol. 12, pp. 111–125, 2016.
- [4] M. C. De Souza Cruz and M. I. Mariscal Crespo, "Competencias y entorno clínico de aprendizaje en enfermería: autopercepción de estudiantes avanzados de Uruguay. *Enfermería Global* [revista en Internet] 2016; 15(1): 121.," doi: 10.6018/eglobal.15.1.229551.
- [5] C. Muggenburg, A. Riveros, and F. Juárez, "Entrenamiento en habilidades de comunicación en enfermeras y percepción del paciente que recibe su cuidado," *Enfermería Univ.*, vol. 13, no. 4, pp. 201–207, 2016, doi: 10.1016/j.reu.2016.08.001.
- [6] M. Chaves, M. Menezes, L. Cozer, and M. Alves, "Competencias profesionales de los enfermeros: el método desarrollando un currículum como posibilidad para elaborar un proyecto pedagógico," *Enfermería Glob.*, vol. 18, pp. 1–18, 2010, doi: 10.4321/s1695-61412010000100012.
- [7] R. Estévez, O. Montejó, M. Santisteban, I. Basset, and M. Pérez, "Competencias sociales y su representación en estudiantes de maestría de enfermería," vol. 31, no. 3, 2015.
- [8] M. De Souza Cruz and M. Mariscal, "Competencias y entorno clínico de aprendizaje en enfermería: autopercepción de estudiantes avanzados de Uruguay," *Enfermería Glob.*, vol. 15, no. 1, p. 121, 2016, doi: 10.6018/eglobal.15.1.229551.
- [9] A. Oviedo, I. Delgado, and J. Licona, "Habilidades sociales de comunicación en el cuidado humanizado de enfermería: Un diagnóstico para una intervención socioeducativa," *Esc. Anna Nery*, vol. 24, no. 2, p. 20190238, 2020, doi: 10.1590/2177-9465-ean-2019-0238.
- [10] R. Ramón, M. Segura, M. Palanca, and P. Román, "Habilidades sociales en enfermería. El papel de la comunicación: Centrado en el familiar," *Rev. Española Comun. En Salud*, vol. 3, no. 1, pp. 49–61, 2014, doi: 10.20318/recs.2016.3336.
- [11] López N, Iriarte C, and González M, "Aproximación y revisión del concepto «competencia social» Revista española de pedagogía [revista en Internet] 2015; 62(227): 143-156."
- [12] C. Dandicourt, "Competencias profesionales para el especialista de enfermería comunitaria en Cuba," *Rev. Cubana Enferm.*, vol. 32, no. 1, pp. 16–26, 2016.
- [13] J. Arévalo, "Evolución de habilidades sociales en internos de Enfermería de una universidad privada de Lima," *Rev. Cienc. y Arte Enfermería*, vol. 2, no. 1, pp. 19–26, 2017, doi: 10.24314/rcae.2017.v2n1.05.
- [14] R. Estévez, O. Montejó, M. Santisteban, I. Basset, and M. Pérez, "Competencias sociales y su representación en estudiantes de maestría en enfermería," *Rev. Cubana Enferm.*, vol. 31, no. 3, 2015.
- [15] E. Şenyuva, H. Kaya, and G. Bodur, "Effect Social Skills of Nursing Students of the Project Based Teaching Methods," *Procedia - Soc. Behav. Sci.*, vol. 152, pp. 393–398, 2014, doi: 10.1016/j.sbspro.2014.09.218.
- [16] N. González and C. Lobato, "Evaluación de las Competencias Sociales en estudiantes de enfermería," *Rev. Pedagog.*, vol. 60, no. 2, pp. 91–105, 2008.
- [17] Levy C and Prieto J, *Gestión de las competencias [Internet]. Barcelona: Ediciones Gestión; 2016; 18 p. .*
- [18] E. Flores, M. Garcia, W. Calsina, and A. Yapuchura, "Las Habilidades sociales y la comunicación interpersonal de los estudiantes de la Universidad Nacional del Altiplano – Puno.," *Comunicación*, vol. 7, no. 2, 2016.
- [19] Sousa V, Driessnack M, and Costa I, "REVISIÓN DE DISEÑOS DE INVESTIGACIÓN RESALTANTES PARA ENFERMERÍA. PARTE 1: DISEÑOS DE INVESTIGACIÓN CUANTITATIVA. *Enfermería Latinoamericana* [revista en Internet] 2019; 15(3): 1-6."
- [20] G. Health, "Habilidades sociales en estudiantes de enfermería de una universidad privada de Lima Norte. *Peruvian Journal of Health Care and Global Health* [revista en Internet] 2020;16-19.," doi: 10.22258/hgh.2020.41.69.
- [21] Vera O, "ASPECTOS BIOÉTICOS EN LA ATENCIÓN DE LOS PACIENTES DE LAS UNIDADES DE CUIDADOS INTENSIVOS. *Med La Paz* [revista en Internet] 2015; 21(1): 61-71."
- [22] G. Cabanillas, V. Morán, and F. Olaz, "Diferencias de género en habilidades sociales en estudiantes universitarios de Argentina Matias García Terán," *Disert. Anu. Electrónico Estud. en Comun. Soc.*, vol. 7, no. 2, pp. 114–135, 2014, doi: 10.12804/disertaciones.v7i2.4622.