

A Study to Assess the Effectiveness of Structured Teaching Program on Burnout Management among Staff Nurses at Selected NMCH Hospital, Jamuhar, Rohtas

Dr. K. Latha, Anju Singh, Mantu kumar, Ashish Kumar Dubey, Isha Bharti, Mamta Kumari,
Sujata Kumari

¹Dean cum Principal, Narayan Nursing College, Gopal Narayan Singh University, Rohtas, Bihar

²Nursing Tutor, Narayan Nursing College, Gopal Narayan Singh University, Rohtas, Bihar

³⁻⁶GNM Final Year, Narayan Nursing College, Gopal Narayan Singh University, Rohtas, Bihar

Abstract: **Background:** Burnout among staff nurses is a critical occupational health issue characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. It directly affects patient care quality, workplace satisfaction, and staff retention. **Objectives:** To assess pre-intervention burnout management levels, administer a Structured Teaching Program (STP), evaluate post-intervention burnout management, compare pre- and post-intervention scores, and determine associations with demographic variables. **Methods:** A pre-experimental one-group pre-test/post-test research design was used among 60 staff nurses selected through convenience sampling at NMCH, Jamuhar. Data were collected using a validated burnout management questionnaire. After administering the Structured Teaching Program, post-test was conducted on the 7th day. Data were analyzed using descriptive statistics and paired t-test. **Results:** Pre-test scores indicated inadequate burnout management knowledge. The post-test showed a significant increase in knowledge after the STP. The paired t-test revealed a statistically significant difference between pre- and post-test mean scores ($p < 0.05$). **Conclusion:** The Structured Teaching Program was effective in enhancing knowledge and management strategies regarding burnout among staff nurses.

Keywords: Burnout, Staff Nurses, Structured Teaching Program, Mental Health, Occupational Stress.

I. INTRODUCTION

Burnout is a psychological syndrome resulting from prolonged occupational stress, frequently observed in the nursing profession. Nurses often face long working

hours, shift duties, emotional demands, and high patient load, making them vulnerable to burnout. The World Health Organization recognizes burnout as an occupational phenomenon affecting healthcare quality and workforce sustainability.

In hospitals like NMCH, Jamuhar, staff nurses often work under stressful conditions, and insufficient knowledge of burnout management may lead to emotional exhaustion, reduced efficiency, absenteeism, and poor patient outcomes. Structured educational interventions can empower nurses to recognize burnout symptoms and adopt coping strategies.

II. BACKGROUND OF THE STUDY

Nursing burnout has become a global concern. Studies indicate that 30–70% of nurses experience moderate to severe burnout due to workload, staff shortages, and emotional burden. Burnout impacts not only mental health but also job satisfaction, organizational commitment, and quality of nursing care.

In India, understaffing and overburden in healthcare institutions further increase burnout prevalence. Training programs focusing on coping mechanisms, stress management, and self-care enable nurses to handle workplace stress effectively. However, such structured interventions are limited in many institutions, including NMCH.

III. NEED FOR THE STUDY

Burnout causes decreased work performance, poor patient interaction, increased errors, and high turnover rates. Nurses at NMCH frequently report workload stress, shift pressures, and emotional strain. There is a need for structured teaching to improve awareness and management of burnout, enabling nurses to enhance their psychological well-being and provide optimal care.

Therefore, this study evaluates the effectiveness of STP in improving burnout management among staff nurses.

IV. OBJECTIVES

1. To assess the pre-intervention level of burnout management among staff nurses.
2. To administer a Structured Teaching Program (STP) on burnout management.
3. To assess the post-intervention level of burnout management.
4. To compare pre- and post-intervention levels to determine STP effectiveness.
5. To associate pre-intervention levels with demographic variables.

V. METHODOLOGY

Research Design

Pre-experimental one-group pre-test/post-test design.

Setting

Selected units of NMCH Hospital, Jamuhar, Rohtas.

Population

All staff nurses working in NMCH.

Sample and Sampling Technique

60 staff nurses selected using non-probability convenience sampling.

Tool Description

A structured burnout management questionnaire containing:

- Section A: Demographic variables (age, gender, experience, shift duty, qualification).

- Section B: Burnout management knowledge items.

Scoring categories:

- Poor: 0–10
- Average: 11–20
- Good: 21–30
- Excellent: 31–40

Intervention

A Structured Teaching Program covering:

- Meaning and causes of burnout
- Signs and symptoms
- Stress & time management
- Coping strategies
- Self-care and relaxation techniques

Data Collection Procedure

1. Pre-test administered on Day 1
2. STP given through lecture, discussion, demonstration
3. Post-test conducted on Day 7
4. Data analyzed using descriptive and inferential statistics

VI. RESULTS AND DATA ANALYSIS

Section A: Demographic Variables

Most participants were 21–30 years old, with majority being female nurses having 1–5 years of experience and working in rotating shifts.

Section B: Pre-Test Knowledge on Burnout Management

- Majority (65%) had poor knowledge
- 30% had average knowledge
- Only 5% showed good knowledge

Section C: Post-Test Knowledge After STP

- 10% had average knowledge

- 55% had good knowledge
- 35% had excellent knowledge

Section D: Comparison of Pre- and Post-Test Scores

A significant improvement was observed.

Test	Mean Score	SD
Pre-test	Low (poor)	±2.1
Post-test	Markedly higher	±3.4

The paired *t*-test value was statistically significant ($p < 0.05$), indicating that STP effectively improved burnout knowledge.

Section E: Association with Demographic Variables
Significant association was found between pre-test scores and:

- Age
 - Years of experience
 - Type of duty shift
- No significant association observed with gender or qualification.

VII. DISCUSSION

The study demonstrated that staff nurses initially had inadequate knowledge of burnout management. After implementation of the Structured Teaching Program, knowledge significantly improved. These findings support previous studies indicating that educational interventions effectively reduce burnout and enhance coping skills.

Burnout among nurses directly affects patient care; therefore, providing regular training programs, promoting self-care, ensuring healthy work environments, and adopting stress management strategies are essential.

VIII. SUMMARY

The study assessed the effectiveness of an STP on burnout management among 60 staff nurses at NMCH. Pre-test results showed low knowledge levels, while post-test scores significantly improved, proving the effectiveness of the intervention.

IX. CONCLUSION

The Structured Teaching Program was highly effective in enhancing knowledge related to burnout management among staff nurses. Regular educational programs and supportive administrative policies are recommended to prevent burnout and promote mental well-being in nursing personnel.

REFERENCES

- [1] Maslach C., Jackson SE. Burnout in health professions.
- [2] WHO. Burnout: An Occupational Phenomenon.
- [3] Polit & Beck. Nursing Research Principles and Methods.
- [4] Shinde M, Anjum S. Stress and burnout among nurses – Review studies.
- [5] National Institute for Occupational Safety and Health (NIOSH).
- [6] Kumar P, Singh A. Burnout among healthcare workers in India.