

Indonesian Nursing Students in Caring Behavior

Nursalam, Andri Wijaya, Abu Bakar and Ferry Efendi

Abstract-Background: Caring behavior in nursing education is essential as this is the first stage for students to learn about the most significant values and essence of their profession. Application on the caring behavior of nursing students is influenced by various factors.

Purpose: The purpose of this study was to analyze the influence of individual, psychological, and organizational factors on the caring behavior of nursing students in internship program.

Methods: Design used in this study was descriptive analytic with cross-sectional approach. The population was Regular Nursing Students of Internship Program in Faculty of Nursing Airlangga University. The total sample was 26 respondents, taken according to inclusion criteria. The independent variables in this study: GPA, personality, motivation, and workload. The dependent variable was caring behavior. Data were collected by using modified questionnaires for independent variables and observation checklist for caring behavior, modified of Middle Range of Caring Theory Swanson. Data were analyzed by using multiple linear regression by level of significance $p < 0.05$.

Results: The result showed that caring behavior was influenced by GPA ($p=0.003$), extraversion ($p=0.045$), conscientiousness ($p=0.005$), need for achievement ($p=0.008$), need for affiliation ($p=0.007$), need for power ($p=0.012$), and workload ($p=0.001$).

Conclusion: Workload was the most dominant factors that influence caring behavior in nursing students. Initial recognition intervention is needed to introduce students with internship situation. Empowers faculty member to excel as clinical educator on this stage will be helpful for student.

Keywords: GPA, big five personality, motivation, workload, caring behavior, nursing students.

I. INTRODUCTION

Nurse students in internship level are students who are applying the knowledge during the academic learning to clinical education. Caring is central to nursing practice and the ability to caring is desired components in nursing students(1). Caring behavior on student nurse is critical because this is the first place for students to learn about the essence of their profession(2). Caring is a complex phenomenon in nursing education. Application of caring behavior in nursing students in the clinical learning is influenced by various factors. There are only a few studies related to the caring behavior among Indonesian nursing students. Therefore, further research is needed.

The results of a preliminary study on 13 regular nursing students at Faculty of Nursing Airlangga University in internship program on 12-13 May 2014 showed their caring

behavior was on the low level (38.46%). Among these, sub-dimension maintaining belief was 53.85% at a medium level, sub-dimensions of knowing, being with, and enabling was 38.46% at a low level, while on doing for 23.08% at a low level.

Behavior and performance of a person are influenced by three factors; these are individual factors, psychological factors, and organizational factors(3). Individual factors that influence a person's behaviors include the ability and skills, background, and demographics. The variable of abilities and skills are the main factors that influence the individual's behavior (3). The level of knowledge of a nurse can be seen on caring behavior(4). In this study, the ability of the student in learning revealed from the Grade Point Average (GPA).

Psychological factors of behavior and performance include perception, attitudes, personality, learning, and motivation(3). Motivation plays an important role to explain the causes of behavior, predict the effects of actions, and behaviors directed at achieving the objective(5). Personality classified in the big five personality consisting of aspects of neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness(6). Five factors of personality are one of the things necessary in regards to the success of the performance(7). While the organizational factors that influence the behavior and performance are resources, leadership, rewards, structure and design work(3). Clinical learning becomes difficult for student on the clinical phase, especially with the pressure of a wide variety of personal factors ie age, gender, academic GPA, total study time per day and the total clinical time per weekend(1). This doubled with the pressure of workload assignments, exams, competence(8), as well as the gap between the theoretical expectation obtained in academic education with a clinical reality(9).

Faculty of Nursing Airlangga University has implemented two strategies, Practice Learning Program (PBP) and pre-clinical education to nursing students in the early phase. Caring is a nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility(4). Swanson theory is useful in providing a clue how to build a strategy that is useful and effective caring(10). Swanson (1991) in middle range theory of caring describes the process of caring becomes more practical, namely maintaining belief, knowing, being with, doing for, and enabling.

II. METHODS

The design used in this study was descriptive analytic with cross-sectional approach. The population was Regular Nursing Students of Internship Program in Faculty of Nursing Airlangga

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University. Sample was 26 respondents, taken according to inclusion criteria. The inclusion criteria were student nurses while they were in the management stage at Airlangga University's hospital. Sampling in this study was non-probability sampling (purposive sampling).

The caring behavior measured by observation checklist that was modified from Middle Range Theory of Caring consisted of 23 items from Kristen Swanson (1993). Validity and reliability has been conducted with results all scales more than 0.855 which showed the questionnaire reliable and valid. Response options were scored as low for <55%, medium for 55-75%, and high for 76-100%. The data was collected then analyzed using multiple linear regression tests with a level of significance $p < 0.05$. The variables involved in this study were GPA, personality, motivation, and workload.

A. Ethical consideration

The study was approved by The Health Ethics Committee, Airlangga University. Respondents were informed that the study was voluntary and that study could withdraw at any time without permission. All participants provided informed consent. All participants were assured of the confidentiality and anonymity of their data, data stored in secured place.

III. RESULTS

TABLE I CARING BEHAVIOR IN NURSING STUDENTS

Component	Category						Total	
	Low		Medium		High		Σ	%
	Σ	%	Σ	%	Σ	%		
Knowing	3	11.5	13	50	10	38.5	26	100
Maintaining belief	10	38.5	11	42.3	5	19.2	26	100
Being with	12	46.2	12	46.2	2	7.7	26	100
Doing for	1	3.8	15	57.7	10	38.5	26	100
Enabling	5	19.2	12	46.2	9	34.6	26	100
Caring	6	23.1	13	50	7	26.9	26	100

Table 1 showed that in terms of the caring behavior aspect, 13 students (50%) have caring behaviors with medium category.

TABLE II INDIVIDUALS FACTOR; GRADE POINT AVERAGE (GPA)

Individuals Factor	Parameter	Σ	%
Grade Point Average	2.00-2.75 (Excellent)	4	15.4
	2.76-3.50 (Highly Satisfactory)	18	69.2
	3.50-4.00 (Cum Laude)	4	15.4
Total		26	100

Table 2 showed that in the terms of the Grade Point Average, 18 students (69.2 %) in the range of 2.76 to 3.50 with "highly satisfactory".

Table III Psychological Factors; Personality

Personality	Category						Σ	%
	Low		Medium		High			
	Σ	%	Σ	%	Σ	%		
Extraversion	8	30.8	7	26.9	11	42.3	26	100
Neuroticism	9	34.6	6	23.1	11	42.3	26	100
Openness to experience	8	30.8	8	30.8	10	38.5	26	100
Agreeableness	8	30.8	9	34.6	9	34.6	26	100
Conscientiousness	10	38.5	6	23.1	10	38.5	26	100

Table 3 showed in the terms that of the personality, 11 students (42.3%) have extraversion with high category, 11 students (42.3%) have neuroticism with high category, 10 students (38.5%) have openness to experience with high category, Nine students (34.6%) have agreed with medium and high category, and ten students (38.5%) have conscientiousness with low and high category.

TABLE IV PSYCHOLOGICAL FACTORS; MOTIVATION

Motivation	Category						Total	
	Low		Medium		High		Σ	%
	%	Σ	%	Σ	%	Σ		
Need for Achievement	7.7	13	50	11	42.3	2	6	100
Need for Affiliation	11	10	38.5	13	50	2	6	100
Need for Power	30	11	42.3	7	26.9	2	6	100
Total Motivation	7.7	15	57.7	9	34.6	2	6	100

Table 4 showed that in terms of motivation aspect, 13 students (50%) have need for achievement with medium category, 13 students (50%) have need for affiliation with high category, 11 students (42.3%) have need for power with medium category, and 15 students (57.7%) have total motivation with medium category.

TABLE V ORGANIZATIONAL FACTOR; WORKLOAD

Organizational Factor	Category						Total	
	Low		Medium		High		Σ	%
	Σ	%	Σ	%	Σ	%		
Workload	9	34.6	11	42.3	6	23.1	26	100

Table 5 showed that in terms of workload aspects, 11 students (42.3%) have workload with medium category.

TABLE VI THE RESULT OF CARING BEHAVIOR HYPOTHESIS TEST FOR STUDENT NURSES

Variables	Regression			
	r ²	(B)	B	p
GPA	0.936	3.835	0.518	0.003
Extraversion		0.157	0.325	0.045
Neuroticism		-0.175	-0.223	0.162
Openness to experience		0.064	0.092	0.390
Agreeableness		0.141	0.137	0.397
Conscientiousness		0.356	0.452	0.005
Need for Achievement		0.446	0.466	0.008
Need for Affiliation		0.342	0.463	0.007
Need for Power		0.275	0.352	0.012
Workload		-0.188	-0.512	0.001

The statistical analysis showed that there were a significant effect of GPA, extraversion, conscientiousness, need for achievement, need for affiliation, need for power, and workload toward caring behavior in student nurses (0.003; 0.045; 0.005; 0.008; 0.007; 0.012 and 0.001) with $p < 0.05$ (see table 6). Determination coefficient (r^2) between individual factors, psychological factors, and organizational factors to caring behavior in student nurses was 0.936. It means that 93.6% caring behavior in student nurses can be explained by using those 3 factors.

Standardized Coefficient Beta ((B)) of GPA, extraversion, neuroticism, openness to experience, agreeableness,

conscientiousness, need for achievement, need for affiliation, need for power, and workload toward caring behavior in student nurses (3.835; 0.157; -0.175; 0.064; 0.141; 0.356; 0.446; 0.342; 0.275; -0.188) and Unstandardized Coefficients Beta (B) of GPA, extraversion, neuroticism, openness to experience, agreeableness, conscientiousness, need for achievement, need for affiliation, need for power, and workload toward caring behavior in student nurses (0.518; 0.325; -0.223; 0.092; 0.137; 0.452; 0.466; 0.463; 0.352; -0.512).

IV. DISCUSSIONS

The result showed that caring behavior in student nurses was influenced by GPA. Grade Point Average in this studies the most with "highly satisfactory". GPA in students is still used as primary indicator of student's succeed in college. Variable abilities and skills are the main factors that influence the behavior and performance(3). The first domain refers to the persons' capacities to deliver caring(4). Intellectual level will gain the knowledge and skills of nursing as well as ability(11). Students perceived that achievements an important factor in the intelligence of nursing competence. Respondents with a GPA "cum Laude" have a tendency to have a higher caring behavior. This indicated that GPA influenced caring behavior in student nurses. GPA had a significant influence on caring behavior due to the level of knowledge will challenge himself to improve the capabilities and skills. It needs guidance and stabilization of the curriculum to improve academic achievement in the attitudes of nursing students when academic education so that positively enhance the caring behavior in nursing students.

The extraversion aspect of student nurses in this study most with high category. This indicated that most respondents are care person, and open in relationships with others. Distribution of responses showed that students with high extraversion, no one have caring behavior at a low category. Personality is a term to indicate the particulars of the individual and sets it apart from all others. A person who has high extraversion tend to be attentive, easy to join, talk active, like humor, active, and enthusiastic(6). Extraversion has a significant influence on caring behavior. This is showing that students with high extraversion tend to give more attentions to the patients and enthusiastic in caring out his responsibility.

The neuroticism aspect of student nurses in this study most with high category. High neuroticism indicated they were more likely to worry, and not complacency. Students with low neuroticism showed caring behavior at a medium category. Neuroticism consist of several facets that shape the anxiety, anger, depression, self-consciousness, lack of self-control, and fragility(12). A person with low neuroticism tend to be calm, self-satisfied, comfortable, cool, and robust(12). Neuroticism had no influence on caring behavior. This mean that students in this study with high neuroticism can also display a high caring behavior. Someone who has a high neuroticism was not suitable when placed on a high stressor. Education requirement forces them to display caring behavior.

Openness to experience is the attitude of someone who shows how to accept the change occurs in the environment. Individual with high openness to experience tend to be imaginative, creative, original, like diversity, full of curiosity, and liberal. While persons with low openness to experience

tend to be real, not creative, like routine, do not want to know, and conservative(12). Openness to experience does not have an influence on caring behavior. This mean that students with high openness to experience does not indicate that have high caring behavior. It can be influenced by the presence of others more dominant factors affecting, such as the characteristics of patients.

Most students have agreeableness at a medium and high category. Distribution of responses showed that a student with high agreeableness does not always show high caring behavior. Persons with high agreeableness tend to be gentle, trusting, generous, peaceable, forgiving, and kind person. While obtaining low scores tend to cruel, stingy, opponents, always criticizing, and easily injured(12). Agreeableness has no influence to caring behavior. This can be caused by influence of others such as ability and knowledge of the students and characteristic of patients.

Most students have conscientiousness at low and high category. Students with high conscientiousness can display high caring behavior. Persons with high conscientiousness tend to be sensitive, conscience, hardworking, organized, timely, ambitious, and persevering. While individual with low scores tend to be ignorant, lazy, disorganized, always late, and easy to give up(12). Conscientiousness has an influence on caring behavior. It means that students with high conscientiousness tend to be more sensitive to the needs of the patients.

Majority of students have need of achievement at a medium category. Students with high need for achievement have high caring behavior. Motivation is one of the factors that influence the effectiveness of student learning(13). The lack of motivation to learn can affect the quality of the output of the success of students. Mc Clelland (1961) in his theory states that the need for achievement is a reflection of the impulse of the responsibility for solving the problem. Research shows that people who have a high need for achievement will have better performance. Everyone has a motive accomplishment to a certain extent. However, there are constantly more achievement-oriented than others. Motivation requires feedback to monitor the progress of result they achieve. Need for achievement have an influence on caring behavior. It means that students with high need for achievement have a responsibility in carrying out their duties. Need for achievement must be monitored by tutors, by providing feedback to the learning outcomes of students.

Most students have a need for affiliation at a high category. Students with high need for affiliation have a high caring behavior. Mc Clelland (1961) in his theory states that affiliation indicates that a person has a need to relate to others. The need for affiliation is an encouragement to interaction with others, do not want do anything that is harmful to others. Someone with high need for affiliation will always look for someone else, and also maintains the relationships that have been fostered by the others. Need for affiliation had an influence on caring behavior. Meaning that students with high need for affiliation have a mutual interest to others, they want to build a good relationship, harmonious and not harm others, include in providing nursing care to patients.

Majority students have a need for power at a medium category. Students with high need for power have a high caring behavior. Motivation plays an important role to explain the

cause of the behavior, predict the effects of actions, and direct behavior to achieve a goal(8). McClelland (14)in his theory states that need for power is a reflection of the drive to achieve the authority to have an influence on others. In social interaction, a person has a need for power. Individual who have a high need for power, need to hold power control or ordering others, and this is one indication or one manifestation of the power need. Need for power have an influence on caring behavior. In other words, students with high need for power have a sense of power to give effect to others, so that they show caring behavior are high.

Most students felt the academic workload at a medium category. Students who felt the workload in the higher category has a caring behavior at a low category. Students who feel the academic workload at a high category have a tendency to show caring behavior at a low category. The workload is the amount of work that must be completed by the group or person within a certain time. The workload can be viewed in two perspectives, objectively and subjectively. Academic workload of nursing students includes examinations, assignments and clinical competence(1). The gap between the theoretical expectations obtained in academic with clinical learning environment (9). Workloads have a significant influence on the caring behavior. Workload for clinical learning environment as perceived and interpreted by the burdensome of nursing students. As a student should prepare themselves to face the workload by implementing time management well, so they can create better adaptation in the face of clinical education and enhance the caring behavior.

V. CONCLUSIONS

Caring behavior in student nurses was influenced by GPA, students with GPA at a very satisfactory category can show high caring behavior. Students with high extraversion and conscientiousness were able to showed caring behavior at high category. Motivation of student nurses in the clinical education (need for achievement, need for affiliation, need for power) drive them to be able to display high caring behavior. Workload was the most dominant factors that influence caring behavior in student nurses.

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AUTHOR'S PROFILE

Nursalam is a Professor of Nursing Sciences, Faculty of Nursing Airlangga University, Surabaya, Indonesia. Aside as a professor, he is serving as Director of Nursing, Airlangga University Hospital, Surabaya, Indonesia.

Andri Wijaya, Abu Bakar and Fery Efendi are lecturers at Faculty of Nursing Airlangga University Surabaya Indonesia.