



Assessing learning process of caring behavior among nursing students in Palembang, Indonesia

Ira Kusumawaty^{*1}, Amitya Kumara², Ova Emilia³, Fitri Haryanti⁴

ABSTRACT

Background

Caring as the heart of nursing profession should be learned by nursing students. However, in fact, to generate caring professional nurses is not an uncomplicated issue and there are some factors that can influence its achievement. Socio-cognitive theory which emphasizes on interaction between person, behavior, and environment in learning theory was used to assess caring behavior learning process.

Objective

The aims of the study are to assess characteristics of nursing students, to identify students' preferences in choosing their profession, to pinpoint students' perception and educators' teaching methods used in caring behavior class and to determine students understanding of caring behavior.

Methods

A descriptive analysis was used to analyze data obtained through surveys and brief interviews. Samples are 232 nursing students from diploma III program (89, 66 and 77 students, respectively students at semester 2, 4 and 6), 3 nurse educators and 3 stakeholders from 2 hospitals, and 1 from organizational profession.

Results

Majority, of the students are female and, had chosen nursing as the first priority. However, more than 50% of their choice was not based on their preferences, but influenced by family's desire. There are more students who have less understanding about caring than those who have good understanding. Teaching strategies were varied, but mostly consist of lectures and discussions. There were complaints from stakeholders related to communication, patience, and empathy as a part of caring behavior nurses who graduated with diploma III.

Conclusion

Nurse educators should provide an extensive understanding of the nursing profession and motivate students from the early semester. Improved motivation is crucially important to enhance students' caring behavior.

Keywords: Nursing Students, Caring, Social Cognitive Theory

GJMEDPH 2016; Vol. 5, issue 4

¹Department of Nursing, Palembang Health Polytechnic, Indonesia

²Department of Educational Psychology, Faculty of Psychology, Gadjah Mada University, Indonesia

³Department of Medical Education, Faculty of Medicine, Gadjah Mada University, Indonesia

⁴Department of Nursing, Faculty of Medicine, Gadjah Mada University, Indonesia

*Corresponding Author:

Ira Kusumawaty
Department of Nursing
Palembang Health Polytechnic, Indonesia

Conflict of Interest—none

Funding—none

INTRODUCTION

A large amount of the study of high school populations done to identify their perception on nursing profession as a preference. As the future of nursing as a caring profession,¹ this research is very crucial. According to Matutina et.al,² it was known that 80% of participants were female, with no recognition about socio economic status, and almost all of the cases are without integrative validity analysis. On the other hand, the results from previous research were varied.³ Undoubtedly, nursing is not only a profession that highlights the comprehension view about human, but it also known as the caring profession.⁴

An overview of the nursing profession is very diverse. Nursing appeared as a profession that involves a lot of work, has to deal with patients of diverse characters and nature whose degree of dependence varies, the workload is very high, very busy, the income is inadequate and disproportionate with the workload that is owned, there is not much room for decision making, it cannot be a profession or an ideal career.⁵ Chinese nurses still suffer from low identity, low self esteem and poor self image, predominately due to lack of public respect and occasion of professional enhancement.⁶ Education institution provides a huge contribution in the form of professional nurses where caring is known as the hearth of nursing.^{7,8}

In reality, although caring is an important issue in nursing soft skills, according to national curriculum, caring is a hidden curricula inside nursing basic concepts, which is taught in class once only in the second semester and has no particular assessment.

Actually, in order to form a caring behavior in graduate nursing students, an optimal learning process, which is influenced by individual, environment, and behavior is needed, as stated by Bandura in socio cognitive theory. Motivation is an individual aspect that should receive careful attention. Motivation itself consists of internal motivation and external motivation.^{9, 10} Finding the motivation to decide nursing as the lifelong chosen career is not an easy task. A high school student will ask for opinions from people around him before they

study in college. Previous surveys conducted to find out the motivation behind choosing nursing as profession gave varying results, from low to high motivation.¹¹⁻¹⁵ Families provide support and guidance to their children when deciding on a profession.¹⁶

When defining the option to choose nursing as a profession, they were motivated by their parents^{12, 17-20} and friends^{17, 20} to join nursing. There are five levels of nursing education, in Indonesia, and the greatest number of education institutions is the nursing diploma III institution.²¹

METHODS AND MATERIALS

This research was done in Nursing Diploma III, Palembang Health Polytechnic by using a descriptive analysis. Before the data collection process, researcher requested for permission from head of institution so that students and faculty members were allowed to engage as research respondents. The first participants were nursing students of academic year 2015/ 2016. There were 232 nursing students involved in this study (89, 66, and 77 students from semester 2, 4, and 6 sequentially). They were given a few questions about characteristics, who had influenced them when choosing their major, their experiences in caring learning process and their caring comprehension. Three nurse educators, who taught caring behavior in the first semester, were asked about teaching materials and strategy. Perceptions about graduate students' caring behavior were proposed to three stakeholders who worked at two hospitals and one from professional organization. Before a short interview was conducted, some explanations about the purpose and benefits of this brief interview were given.

RESULTS

According to the table, it can be seen that the majority of the nursing students were female, lived with their parents, and came from Palembang. Around 66.2%-93.3% students had chosen nursing as their first option. However, almost half of them made the decision based on their parents' desire.

Table 1 Distribution of Student's Characteristics and Experiences in Caring Learning

	Semester		
	II (%)	IV (%)	VI (%)
Gender			
Male	19.1	16.7	19.5
Female	80.9	83.3	80.5
Living with			
Parent (s)	50.6	82.1	53.2
Other Family Members	13.5	9.1	13
Dormitory	36	28.8	33.8
Preference			
First Choice	93.3	78.8	66.2
Second Choice	6.7	21.2	33.8
The number of tests that followed			
One time	82.2	78.8	80.5
Two times	6.7	16.7	19.5
Three times	1.1	4.5	0.0
Reasons for choosing nursing			
Students' desire	55.2	53	53.2
Parents' desire	44.8	47	46.8
Students' Origin			
South Sumatera	95.5	90.0	93.5
Not South Sumatera	4.5	9.1	6.5
Level of understanding on caring topic			
Good	19	30	23
Less	81	70	77
Teaching Method			
Lecture	27	63.6	41.6
Question and Answer	2.2	10.6	6.5
Discussion	41.6	12.1	27.4
Role Play	5.6	1.6	8.9
Presentation	23.6	12.1	15.6

All of them noted that they learned about caring only on classical experience, from lectures that used slides, discussions, and role plays as teaching methods. It was also found that there was no difference of understanding regarding caring among students in 2nd, 4th, and 6th semester. Although students in semester 4th, and 6th already had clinical experiences, in reality their understanding about caring was not different from students in the 2nd semester. Based on the concise interviews with nurse educators, it was acknowledged that nurse educators just used slides as the media, besides lectures,

discussions, questions answer and role plays teaching method.

Nurse educators realized that they require other medias which can contribute and support the enhancement of students' mastery regarding caring concepts and its application need the guide to teach caring and how to evaluate nursing students' caring behavior. Caring curricula is still hidden in other subjects; even though caring implementation should be presented in all nursing subjects and it's assessment must be clear. Stakeholders from 2 hospitals informed that there were discrepancies of

caring behavior of nurses who graduated from diploma III level. One respondent from professional organization added that being empathic, communicative and passionate was frequently becoming a huge issue among nurses.

DISCUSSION

According to Bandura's theory, personality is the result of the interaction of three things: environmental, behavioral, and psychological process in a person. Nursing students' characteristics, motivation and the priority when students had to choose the major in their study are considered as person variable. Education curricula, teaching strategy, role models and material as environment component and caring behavior as behavior component. There are reciprocal interactions between three components, and these interactions encouraged the formation of professional behavior.

Success in carrying out a profession or career is determined by how the person's interest in the profession. In other words, it depends on the individual's motivation. The higher a person's motivation in his profession is, the higher his potential for success will be.^{22, 23} Nurse educators must understand the students' motivation and perception of his success in their lives, because the perception of this is an indicator of learner preference.²⁴ Considering the demand, then a nursing student should develop motivation. This can be done by optimizing the learning process. Thus the role of teachers as well as the surrounding environment is very huge, which is influenced by teaching methods and teaching media. To evaluate the result of learning process, it is very crucial to know users' perception about graduates caring behavior and the need to make improvement. Lack of empathy, patience and communication may be due to low motivation among students.

According to the finding, it indicates that there is low motivation among nursing students, because their family's desire dominated during the enrollment period. Low motivation can be correlated with behavior performance. In general, they spontaneously said that their parents have significant control. When they graduate from senior high school,

they asked their parents about the continuation of their study and their career. Explicitly, although nursing was becoming their priority during enrollment period, but actually, it was not their motivation. Family's acknowledgement provided some information about nursing profession and parents could give an illustration to their children about nurses' role during medical care. Even though motivation among students is always changing and unstable during the education phase, nevertheless it is not impossible to be assessed, to be given an intervention, which subsequently will increase students' motivation that is directly related with performance.^{9, 10} Someone will be ready to learn something when he/ she feels the need to do that, because by learning something, he/ she can solve problems or can accomplish his daily duties well.²⁵

Curriculum is one of two important components on learning of competent nurses.²⁶ Curriculum, as the backbone of education program, has placed that a caring concept is solely once taught to students and it is also hidden in other subjects. However, caring was not repeated in other subjects. According to the result, it can be seen that students' comprehension on caring is not accurate. More than 50% of 4th and 6th semester students could not describe caring behavior, although they already had clinical experience. Supposedly, environmental factors in the form of role models can improve students' understanding of caring behavior. Moreover, assessments of caring materials was not conducted separately but was combined with other materials because caring curricula lies hidden in other materials. It seems unfair, that one hand caring is the heart, the core of nursing profession, but on the other hand, the policy has not supported the basic concept of caring as the foundation of nursing career.

Another component which also can be related with the caring learning process is teaching strategy. Lectures and discussions were mostly used in caring class. Some studies have shown that to increase students' performance, nurse educators must use instruction in teaching.^{27, 28, 29, 30} Teacher should choose the educational materials to be used during instruction according to the educational objectives and planned learning outcomes.^{29, 30} Nurse educators

should be able to be a role model for students.^{9, 10, 31} On the contrary, the process of learning this caring soft skill using only slides as its media and lecture as its method seemed inadequate. According to^{32, 33} students' ability to provide compassionate relationship in their practice through knowledge, skill, and confidence development can be achieved by utilizing reflective learning and the application of stories about the experience of providing and accepting care. In addition, students' empathy can be enhanced extensively by using instructional model on death and dying.³⁴ In learning, the most significant issue is the course of action, since the practice that influences the learning purposes will be accomplished and realized. Even additional materials that are able to propel learning process successfully still needed external learning environment that can be conveyed by teachers. Mistakenly elected strategy will create less accurate usage of media, finally the learning purposes are not accomplished. There is a must for cooperation in various parties to improve the quality of learning.³⁵

To achieve maximum learning outcomes, it takes an education psychological approach which undoubtedly assists the teacher in creating and developing an objective and compassionate way of thinking towards learners and shapes the students' character.³⁶ Especially in nursing education, the most important role of educational psychology is to identify the learning needs of nursing students and inform nurse educators who can assist them in developing nursing career. When learning in the classroom considers the individual development of students, consequently each phase of development will be achieved. If these tasks are accomplished successfully during the period, then the individual will achieve success in life.

CONCLUSION

To establish caring competence as the fundamental value in nursing education, nursing students' motivation, learning process in academic and clinical stage should acquire immense consideration in teaching caring among nursing students.

RECOMMENDATIONS

It is very essential to provide optimum attention to create some strategies and framework to resolve the dilemma. The researcher recommends that further research to create an effective recruiting tool to enhance profession belonging, the teaching strategy, suitable instructional materials, an assessment of caring behavior technique.

REFERENCES

1. Wilkes LM, & Wallis MC. A model of professional nurse caring: Nursing students' experience. *Journal of Advanced Nursing*, 1998 (cited 2016 April 20); 27(3): 582-589. Available from <http://onlinelibrary.wiley.com/doi/10.1046/j.1365-2648.1998.00557.x/abstract>.
2. Matutina RE, Newman SD, & Jenkins CM. Measurement of students' perceptions of nursing as a career. *Journal of Nursing Scholarship*. 2010 (cited 2016 February 20); 42(3): 319-29. Available from <https://www.ncbi.nlm.nih.gov/pubmed/20738743>.
3. Beck CT. Caring within nursing education: a metasynthesis. *Journal of Nursing Education*. 2001 (cited 2015 November 20); 40 (3): 101-9. Available from <http://www.healio.com/nursing/journals/jne/2001-3-40-3/%7B937f15c9-d98d-49b3-b39d-b4d1bc26a1e7%7D/caring-within-nursing-education-a-metasynthesis>.
4. Alpers RR, Jarrell K, and Wotring R. Is caring really teachable? *Teaching & Learning in Nursing*. 2013 (cited 2015 December 20); 8(2): 68-9. Available from https://www.researchgate.net/publication/257625749_Is_caring_really_teachable.
5. Cohen JA, Val Palumbo M, Rambur B, Mongeon J. Middle school students' perceptions of an ideal career and a career in nursing. *Journal of Professional Nursing*. May-June 2004 (cited 2015 November 20); 20 (3): 202-10. Available from [http://www.professionalnursing.org/article/S8755-7223\(04\)00031-6/abstract](http://www.professionalnursing.org/article/S8755-7223(04)00031-6/abstract).
6. Hao YF, Niu HJ, Li LP, YueSJ, Liu, XH. Measurement of professional identity in Chinese nursing students. *International journal of nursing sciences*. 2014 (cited 2015 December 10). June; 1 (2): 137-44. Available from <http://www.elsevier.com/journals/international-journal-of-nursing-sciences/2352-0132>

7. Watson J. *Assessing and Measuring Caring in Nursing and Health Science*. Springer, New York. 2002 (cited 2015 November 29). Available from http://lghhttp.48653.nexcesscdn.net/80223CF/springer-static/media/samplechapters/9780826121967/9780826121967_chapter.pdf.
8. Watson J. *Nursing: The Philosophy and Science of Caring*. Colorado Associated University Press, Boulder Colorado. 2008.
9. Eggen P, and Kauchak D., *Educational Psychology: Windows on Classrooms*. Pearson Education North Asia, Ltd. 2010.
10. Ormrod JE. *Educational Psychology*. Transl. Kumara A. Pearson. 2008
11. Oluwatoyin O, Juliana A, Daniel A, Adeyodin O. Adolescents' perception of career choice of nursing among selected secondary schools in Jos, Nigeria. *Academic journal*. 2015 (cited 2016 March 5) February; 7(2): 21-29. Available from http://repository.uwc.ac.za/xmlui/bitstream/handle/10566/2308/Ogunyewo_Adolescents_2015.pdf?sequence=1
12. Mkhize S and Nzimande S. Career Choices in Relation to Nursing: A Cross-Sectional Descriptive Study Investigating the Career Choices of School Leavers in Relation to Nursing, and What Influences These Choices. Health Systems Trust. 2007 (cited 2016 January 10). Available from www.hst.org.za/uploads/files/nursingcareer.pdf.
13. Olaosebikan OI, Olusakin AM. Effects of Parental Influence on Adolescents' Career Choice in Badagry Local Government Area of Lagos State, Nigeria *IOSR Journal of Research & Method in Education (IOSR-JRME)*. 2014 (cited 2016 March 9) Jul-Aug; Volume 4, Issue 4 Ver. III: 44-57. Available from <http://www.iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-4/Version-3/Go4434457.pdf>.
14. Tan-Kuick, GCL. Factors affecting student's preferences of nursing education in Singapore. DBA thesis, Southern Cross University, Lismore, NSW. 2012 (cited 2015 December 10). Available from epubs.scu.edu.au/cgi/viewcontent.cgi?article=1290...theses.
15. Swarna S. Nursing Students Perception towards Profession and Future Intentions. *IOSR Journal of Nursing and Health Science (IOSR-JNHS)*. 2015 (cited 2016 March 22) Sep-Oct; Volume 4, Issue 5 Ver. I: 30-34. Available from <http://iosrjournals.org/iosr-jnhs/papers/vol4-issue5/Version-1/Go4513034.pdf>.
16. Taylor J, Harris MB, Taylor S. Parents Have Their Say About Their College-Age Children's Career Decisions. *NACE Journal*. Winter 2004 (cited 2016 March 20). Available from onlinelibrary.wiley.com/doi/10.1111/j.2150-1092.2005
17. Eman E, Cowman S, Edgar AA. Triangulation study: Bahraini nursing students' perceptions of nursing as a career. *Journal of Nursing Education and Practice*. 2012 (cited 2015 October 15); 2(3): 81-92. Available from <http://epubs.rcsi.ie/cgi/viewcontent.cgi?article=1003&context=fnursmidart>.
18. Pool LG. *Choosing a career: Why not nursing?* Thesis. Massey University, Wellington, New Zealand. 2008 (cited 2015 December 26). Available from www.whitireia.ac.nz/Staff_Profiles/Pages/Leanne-Pool.aspx
19. Grygo M. An Examination of Selected Factors Influencing The Career Decisions of Aboriginal University Students. School of Graduate Studies of the University of Lethbridge. 2003 (cited 2016 February 10). Available from <https://www.uleth.ca/dspace/bitstream/handle/10133/261/MR17400.pdf?sequence=3>
20. Tan-Kuick GCL and Ngee Ng, KY. The Mediating Effects of Peer and Parental Encouragement on Student's Choice of a Nursing Education. *Journal of Applied Business and Management Studies*. 2012 (cited 2016 February 20); 2 (1):1-10, 2011. Available from https://www.researchgate.net/publication/257873727_The_Mediating_Effects_of_Peer_and_Parental_Encouragement_on_Student's_Choice_of_a_Nursing_Education.
21. Association of Indonesian Education Institutions of Nursing Vocational (AIPViKI). *Sejarah Berdirinya AIPViKI dan AIPDiKi*. Jakarta. 2015 (cited 2016 April 20). Available from aipviki.org/hal-sejarah-berdirinya-aipdiki-dan-aipviki.html.
22. Eccles J. Expectancies, values, and academic behaviors. In J. T. Spence (Ed.), *Achievement and achievement motivations: Psychological and social approaches*. San Francisco: Freeman. 1983.
23. Wigfield, A. Expectancy-value theory of achievement motivation: A developmental perspective. *Educational Psychology Review*. 1994 (cited 2016

- April 25); 6(1): 49-78. Available from <http://acmd615.pbworks.com/f/ExpectancyValueTheory.pdf>
24. Challenges for the nurse educators. Jones and Bartlett Publishers. http://www.jblearning.com/samples/0763749753/4975-3_CH01_FINAL.pdf (cited 2016 February 10).
 25. Tamat, Tisnowati. (1984). *Dari PedagogikkeAndragogik*. Jakarta: Pustaka Dian.
 26. Hakimzadeh R, Ghodrati A, Karamdost N, Ghodrati H, Mirmosavi J. Factors Affecting The Teaching-Learning In Nursing Education. *GSE Journal of Education*. 2013 (cited 2016 February 20). Available from <https://worldconferences.net/journals/gse/GSE%2011%20REZ>.
 27. Igu NCC, Ogba FN, Igwe IO. Effects of Instructional Materials on Students' Achievement in Social Studies in Lower Basic Education in Nigeria. *International Conference on 21st Century Education at Dubai Knowledge Village*. 2014 (cited 2016 January 10); Vol. 2 No. 1.
 28. Nwike MC, Catherine O. Effects of Use of Instructional Materials on Students Cognitive Achievement in Agricultural Science. *Journal of Educational and Social Research*. 2013 (cited 2016 January 10). August; Vol 3 (5). Available from www.mcser.org/journal/index.php/jesr/article/view/645.
 29. Mazgon J, Stefanc D. Importance of The Various Characteristics of Educational Materials: Different Opinions, Different Perspectives. *TOJET: The Turkish Online Journal of Educational Technology*. July 2012 (cited 2016 February 15); 11 (3). Available from <http://www.tojet.net/articles/v11i3/11317.pdf>
 30. Parker RE, Bianchi A, & Cheah TY. Perceptions of Instructional Technology: Factors of Influence and Anticipated Consequences. *Educational Technology & Society*, 2008 (cited 2016 March 10); 11(2): 274-93. Available from www.ifets.info/journals/11_2/20.pdf
 31. Eskilsson C, Hörberg U, Ekebergh M, Carlsson G. Student nurses' experiences of how caring and learning is intertwined – A phenomenological study. *Journal of Nursing Education and Practice*, 2014 (cited 2015 October 10), Vol. 4, No. 2. Available from www.sciedupress.com/journal/index.php/jnep/article/
 32. Adamson E, Dewar B. Compassionate Care: Student nurses' learning through reflection and the use of story. *Nurse Education in Practice*. 2015.(cited 2016 February 15). Volume 15 (3), May 2015, Pages 155–161. Available from <http://www.sciencedirect.com/science/article/pii/S1471595314001164>
 33. Adam D, Taylor R. Compassionate care: Empowering students through nurse education *Nurse Education Today*. 2014. (cited 2016 February 15) 34: 1242-4. Available from https://www.researchgate.net/publication/256098920_Compassionate_care_Empowering_students_through_nurse_education5.
 34. Manolakis ML, Olin JL, Thornton PL, Dolder CR, Hanrahan C. Instructional Design and Assessment: A Module on Death and Dying to Develop Empathy in Student Pharmacists. *Am J Pharm Educ*. 2011 (cited 2016 February 25). May 10; 75(4): 71. Available from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3138342/>
 35. Shahi M, Agrawal JP. Feasibility study on upgrading the bachelor nursing curriculum in Nepal. *Global Journal of Medicine and Public Health*. 2013 (cited 2016 February 15). Vol 2 (5). Available from <http://docplayer.net/3081538-Feasibility-study-on-upgrading-the-bachelor-nursing-curriculum-in-nepal.html>
 36. Parankimalil J. Relevance of Educational Psychology for Secondary Teachers. Available at <https://johnparankimalil.wordpress.com>. 2012 (cited 2016 February 15).