

Assess the Level of Perception Regarding Instructor Caring Behaviour among Nursing Students at SRM College of Nursing

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Abstract

Introduction: Caring is actually fundamental concept in nursing and manifests openness and honesty in the humanitarian area and the core of nursing science. Caring is the heart and soul of nursing, and people expect caring more than any other from nurses. Caring in nursing consist of two key dimensions, namely physical and mental. The psychological caring behaviors results in building confidence the feeling, faith and honesty of nursing: is caring a science.

Aim: A study to assess the level of perception regarding instructor caring behavior among nursing students at SRM College of Nursing, SRM Institute of Science and Technology, Kattankulathur.

Methodology: Non experimental descriptive research design was used to assess the level of perception regarding instructor caring behavior among nursing students. The study was conducted at SRM college of nursing, Kattankulathur, Kancheepuram district. 200 students who were studying at SRM college of nursing were selected by Non – probability convenient sampling technique. Research design was descriptive design. The data collection consisted two parts. Part A Demographic variables, Part B The structured questionnaire to assess the level of perception regarding instructor caring behavior among nursing students. It was validated and found to be feasible.

Results and Conclusion: The following conclusions were drawn and the basis of the findings of the study. 121 (54.3%) Students have perceived that their was a moderate level of caring behavior by the instructor, 90 (40.4%) students have perceived that their was a high level of caring behavior by the instructor.

Keywords: *Caring Behaviour, Instructor, Nursing students.*

Introduction

Caring is actually fundamental concept in nursing, and manifests openness and honesty in the humanitarian area and the core of nursing science.¹ Caring is the heart and soul of nursing, and people expect caring more than any other from nurses.² Caring in nursing consists of two key dimensions, namely physical and mental. The psychosocial caring behaviors result in building confidence, accepting the feelings, faith and honesty.³

It is decades since Florence Nightingale' time that scientists have been studying the nature, definition and assessment of nursing: is caring a science? And how can "caring" be taught?⁴

Having perceived the importance of caring in nursing teaching, students can learn professionalism.⁵ A major

part of nursing students' courses are taught in hospitals under the supervision of various clinical instructors.⁶ Clinical instructors are the fundamental important agents in programming and acquiring clinical experiences,⁷ because they can also establish the discipline and be a supportive agent for building students' effective communication, students' accountability and effective acquisition of scientific and clinical skill, and reducing their fear and anxiety through providing students with suitable corrective feedback and active presence as a source of reassurance and confidence.⁸

The nursing instructors are responsible for developing nursing curricula and using active learning strategies that will help students to learn caring behavior.⁹ It is obvious that the clinical instructors preparing their students for entering clinical work places must meet the caring behavior.¹⁰

Previous studies showed that caring behavior played an important role in dynamism of instructor-student relationship.^{11,12} In 2006, Wade and Kasper found that when instructors were taken as caring individuals, students also develop their own abilities. According to Wade, five special caring factor were effective in nursing students' perception of instructors caring, including instill confidence through caring, supportive learning climate, appreciation of life meaning, control versus flexibility, and respectful sharing. Based on Watson's theory of care, caring was represented by instructors and perceived by students in order to facilitate the acquisition of professional role, caring attitude, clinical self-confidence, clinical competency and interpersonal caring interactions in students.¹³ Students learn caring through copying instructors' caring behaviors and experiencing caring with their interactions with instructors and other students.

Moreover, students perceive the presence or absence of support according to the type of contacts feedbacks receiving from their instructors,¹⁴ to student instructors are individuals encouraging them, helping them to express their feelings, and inspiring them the self-confidence.¹⁵ Furthermore, students make the flexibility. Kindness, respectfulness and being encouraging as the characteristic of instructor caring behaviors and they take the humiliation, rudeness, negligence and unavailability as instructor non-caring behavior. The instructor non-caring behavior arouses negative feelings in students, including ostracism, dissuasion, lost confidence, hopelessness, emotional turmoil¹⁶ and increasing anxiety.¹⁷ Wangletzkus believed that instructors could influence student learning positively and reduce the anxiety and loss interest in learning through increasing self-confidence, improving interpersonal relationships and help better understanding of role of education and becoming interested in education and therefore, students felts more freely to ask for help from instructors.¹⁸

Moreover, students took instructors' behavior "awkward and hostile",¹⁹ as the instructors did not only reduce students' stress in the clinical environment but also increasing students stress and anxiety^{20,21} Furthermore, inappropriate reaction to students' errors and unfair assessment made nursing students disappointed and unmotivated.²² The absence of interest and motivation in student are of important barriers to the clinical education.²³

Since caring behavior of clinical teacher is one of

the most important and influential factors in the process of clinical instruction, so far has not been paid enough attention. In other words, there has been so little research couldn't present the clear image of caring dimension, therefore, the present study was conducted to determine the level of perception regarding instructor caring among nursing students' at SRM College of Nursing.

Methodology

A non experimental descriptive research design was used to assess the level of perception regarding instructor caring behavior among nursing students. The study was conducted at SRM College of nursing, Kattankulathur, Kancheepuram district. 200 students were studying in the SRM College of nursing were selected by Non-probability convenient sampling technique inclusion and exclusion criteria

Tools for Data Collection: The tool was consists of two sections. Section A deals with demographic details of students such as age, sex, year of study, prior education, religion, siblings, family, father or mother occupation, monthly family income, socio economic class and residence and section B consist of 30 questions to assess the level of perception regarding instructor caring behavior among nursing students. Each question was given 6 options.

- a. Strongly disagree -1
- b. Moderately disagree - 2
- c. Slightly disagree – 3
- d. Slightly agree – 4
- e. Moderately agree- 5
- f. Strongly agree – 6

Scoring Interpretation:

- a. 1 to 60 – low level of instructor caring behavior (1 to 33 %)
- b. 61 to 120 – moderate level of instructor caring behavior (34 to 67%)
- 121 to 180 – high level of instructor caring behavior (68 to 100%)

Ethical Consideration: Formal approval was obtained from the institution review board and institutional ethical committee of SRM Institute of Science and Technology, Kattankulathur, Kancheepuram district, Tamil Nadu, India.

Statistical Analysis: Descriptive and inferential statistics were used to assess and to associate the level of perception regarding instructor caring behavior among nursing students.

Results

Table 1: Frequency and percentage distribution of level of perception regarding instructor caring behavior among nursing students. N=200

S.No.	Level of perception regarding Instructor caring behavior	No. of Students	Percentage
1	Low	12	5.4%
2	Moderate	121	54.3%
3	High	90	40.4%

Discussion

The study finding was the among 200 selected samples regarding assess the level of perception regarding instructor caring behavior among nursing students at SRM college of nursing, SRM Institute of Science and Technology, Kattankulathur.

The first objective was to assess the level of perception regarding instructor caring behavior among nursing students: The finding were 12(5.4%) student have perceived that their was a low level of caring behavior by the instructor, 121(54.3%) student have perceived that their was a moderate level of caring behavior by the instructor, 90(40.4%) student have perceived that their was a high level of caring behavior by the instructor regarding instructor caring.

The second objective of the study was to associate the perception of instructor caring behavior among nursing students with their demographic variables: Considering the association of the perception of instructor caring behavior among nursing students with their demographic variables, elder and senior had more perception score than others. The level of perception with demographic variables was assessed using chi-square test. The level of perception of instructor caring behavior was associated with the variables such as sex ($X^2= 0.945$ P- 0.623), and age ($X^2= 4.379$ P- 0.625), and course ($X^2= 16.560$ P- 0.011*), and year of study ($X^2= 12.672$ P- 0.049*), and religion ($X^2=8.970$ P- 0.175), and numbers of siblings ($X^2= 3.998$ P- 0.406), and types of family ($X^2= 5.551$ P- 0.475), and fathers occupation ($X^2= 10.738$ P- 0.552), and family monthly

income ($X^2= 3.415$ P- 0.970), and socio economic class ($X^2= 17.808$ P- 0.023*) and residence ($X^2= 7.391$ P – 0.117). Hence the hypothesis stated ‘there is significant association of level of perception regarding instructor caring behavior among nursing students with their demographic variables are “ course, year of study and socio economic status” and no significant association of level of perception regarding instructor caring behavior nursing students with their demographic variables are “ course, year of study, and socio economic status.

Similar study conducted by Wade and kasperin Pennsylvania on 88 nursing student of the last year and 43 nursing student of the third year with the mean age of 23 (4.79) years and female percentage of 92.2% showed the total mean of 224.75(49.6) for the clinical instructor caring behaviors. The above total mean was higher and wade’s study did not provide results for each dimension. Similar study done by Wang Letzkus in California on 138 nursing student of the third year and 101 nursing students of the last year from five academic semesters with the mean age of 24.51 (4.72) years and female percentage of 91.2% from three large nursing schools revealed the total mean for the clinical instructor caring behavior as 4.96 (0.69). The maximum and minimum mean was respectively related to instill confidence through caring and appreciation of life meanings ²⁴

Conclusion

The present study assed the level of perception of instructor caring behavior among the nursing students in SRM college of nursing, Kattankulathur. The results of the study concluded that the maximum students were 121(54.3%) perceived that there was a moderate level of caring behavior by the instructor 90 (40.4%) student have perceived that there was a high level of caring behavior by the instructor 12(5.4%) student have perceived that there was a low level of caring behavior by the instructor. Hence the perception of instructor caring behavior among the nursing students can be enhanced through compassion, competence, conscience, confidence and commitment among instructors working in the clinical area.

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Conflict of Interest: No conflict of interest. In addition, this study was not funded

Statement of Human and Animal Rights: All procedures followed were in accordance with the ethical standards of the responsible committee on human experimentation (institutional and national) and with the Helsinki Declaration of 1975, as revised in 2008

Statement of Informed Consent: Informed consent was obtained from all the study participants for being included in the study.

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