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EXPLORING NURSING STUDENTS' EXPERIENCES ON FACULTY CARING BEHAVIORS IN LEARNING

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Abstract

Caring behaviors of faculty is one of the most important and influential factors in the process of learning, so far has not been paid enough attention in Indonesia. There has been so little study done in this area, particularly in a qualitative approach study. This present study aimed to explore nursing students' experiences of nursing faculty's caring behaviors in learning. Descriptive phenomenology was used to collect data from ten senior bachelor nursing students at the private university in Bandung, Indonesia. Data were collected through semi-structured interview and ethical considerations were followed. The analysis identified three themes: Tangible virtue, challenging interaction, and modeling. Moral attitude manifested through caring action conceived as tangible virtue. While caring behavior supports a caring learning environment, faculty's uncaring has negative consequences for the student's learning environment, and both were challenging the students. Being cared for in learning by nursing faculty enables students to reflect caring in their personal and professional life. This study focused on three of the main themes: caring perceived by the nursing students and the caring manifested by nursing faculty in learning. In addition, this behavior has an impact on the caring behavior of students personally and professionally. Result suggested that faculty caring behavior is a useful strategy for nursing students caring behavior development during the program before they enter their real professional role and the faculty caring behavior it self need to be explored to enrich the experiences of caring behavior in nursing education.

Keywords: learning, nursing faculty's caring behaviors, nursing students experiences

Abstrak

Mengali pengalaman mahasiswa keperawatan terhadap perilaku caring dosen dalam pembelajaran. Perilaku peduli dosen merupakan salah satu faktor terpenting dan berpengaruh dalam proses pembelajaran, dan selama ini belum cukup mendapat perhatian di Indonesia. Hanya ada sedikit penelitian yang dilakukan di bidang ini, terutama dalam studi pendekatan kualitatif. Penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa keperawatan tentang perilaku caring fakultas keperawatan dalam pembelajaran. Fenomenologi deskriptif digunakan untuk mengumpulkan data dari sepuluh mahasiswa senior sarjana keperawatan di universitas swasta di Bandung, Indonesia. Data dikumpulkan melalui wawancara semi-terstruktur dan pertimbangan etis diikuti. Analisis mengidentifikasi tiga tema: kebajikan nyata, interaksi yang menantang, dan pemodelan. Sikap moral diwujudkan melalui tindakan kepedulian yang dipahami sebagai kebajikan yang nyata. Sementara perilaku peduli mendukung lingkungan pembelajaran yang peduli, ketidakpedulian tenaga pendidik memberikan konsekuensi negatif bagi lingkungan pembelajaran mahasiswa, dan keduanya menjadi tantangan bagi mahasiswa. Dipedulikan dalam pembelajaran oleh tenaga pendidik memungkinkan siswa untuk mencerminkan kepedulian dalam kehidupan pribadi dan profesional mereka. Penelitian ini melandasi tema pada tiga fokus yaitu perilaku peduli yang dipersepsikan oleh mahasiswa keperawatan, perilaku peduli yang dimanifestasikan oleh tenaga pendidik dan perilaku peduli berdampak pada pribadi dan profesional mahasiswa keperawatan. Saran penelitian adalah perilaku peduli tenaga pendidik merupakan strategi yang berguna untuk pengembangan perilaku caring mahasiswa keperawatan selama program sebelum memasuki peran profesional yang sebenarnya, selanjutnya pengalaman peduli dari tenaga pendidik perlu dieksplorasi untuk memperkaya pengalaman perilaku peduli dalam pendidikan keperawatan.

Kata Kunci: Pembelajaran, perilaku caring dosen, pengalaman mahasiswa keperawatan

Introduction

Caring is the essence of nursing which encourages individuals to focus on nurturing, loving and caring. Caring is the heart of nursing theory and practice that manifests intentions, appreciating patterns, attuning oneself to dynamic flow, and the most central and unifying focus for nursing practice (Watson, 2018). Patients' perceptions of nurses' caring behavior influenced not only the technical care provided, but also the quality of care in hospital settings (Calong and Soriano, 2018; Labrague et al, 2019). In further, the standard of nursing excellence in practice is determined by the patients' experiences of caring performed by nurse professionals (Perangin-angin, 2021). Obviously, professional nursing, the largest health system discipline, continues to have quality problems as perceived by patients, families, and nurses themselves. In acute care hospitals, the culture of missing care has grown through time and appears to be more common than usual (Duffy, 2018; Modic, Siedlecki, Griffin, 2016). Workplace pressures, coping methods, self-efficacy, and prior caring experiences have all influenced nurses' caring behavior (Oluma, Abadiga, 2020; Foster et al, 2019). On the other hand, caring experiences during learning programs as reflected on respectful behaviors among nursing faculty and nursing students are essential, if left only as assumption of caring, behavior will not become alive in nursing professional practice (Konuk and Tanyer, 2019; Christopher, Tantillo, Watson, 2020).

Having experienced the importance of caring in nursing education, students can learn caring virtue (Monsen et al, 2017). Being cared for early in the learning process gives students a moral knowledge about what it is to care and be cared for. Students who do not experience care in their learning often find it difficult to act in caring ways. In further, students that have had caring experiences can apply this to their careers; in this case, role models are essential to establish effective caring habits (Wei et al., 2021). In addition, Duffy (2018) informed that faculty role modeling and caring interactions during the educational process may be the most effective way to learn professional caring. Students learn caring through copying faculty caring behaviors and experiencing caring within the interactions with faculty and other students (Fifer, 2019; Salehian et al, 2017). Nursing students' knowledge of the need and necessity of caring may improve as a result of caring education, and they may become caring ambassadors in healthcare (Li et al, 2019).

Previous studies showed that caring behavior played an important role in dynamism of faculty-student relationship (Labrague, et al, 2015). The existence of caring in actual interaction between faculty and students has developed students' caring abilities. Numerous caring factors are effective in nursing students' perception of faculty caring, including instill confidence, supportive learning climate, appreciation of life meanings, control versus flexibility, and respectful sharing (Zamanzadeh, Shohani, Palmeh, 2015; Morina, 2019). Based on Watson's theory of care, the moment was represented by an actual occasion for human caring to occur (Watson, 2018). Moreover, faculty and students both determine the relationship of moment and set its' goals to facilitate the acquisition of professional role, caring attitude, learning self-confidence, learning competencies, and interpersonal interactions in students (Chipeta et al, 2021; Sitzman, 2016).

Nursing faculty must promote an environment of caring in learning in order to foster ethical integrity and professionalism. A review of studies have shown that descriptions of faculty caring behavior such as encouragement, making students feel important, respect for diversity of learning, and understanding students' struggle. Learning environment of no judging, comfortable, safe, mistakes okay, offset institutional racism are also essentials to be maintained by faculty (Hunter and Stinson, 2018; Rojas and Liou, 2016; Nguyen, 2016). In contrast, non caring behavior of faculty fosters an unhealthy learning environment that is negative feelings in students. Examples of faculty non caring behavior represented as ostracism, dissuasion, lost confidence, hopelessness, emotion turmoil and increased anxiety (Zamanzadeh, Shohani, Palmeh, 2015; Kerby, Branham, Mallinger, 2014).

The findings of this study point to the impact of faculty caring behavior on nursing students. Since caring behaviors of faculty is one of the most important and influential factors to support the learning environment and develop professional caring behavior during baccalaureate programs, so far has not been paid enough attention. In other words, there has been so little research done in this area in Indonesia, so that the researchers couldn't present a clear picture of caring dimension in learning. Therefore, the present study was conducted to explore the nursing students' experience of faculty's caring behavior in the nursing program at one of the private universities in Bandung, Indonesia.

Methods

The study employed a qualitative method with a descriptive phenomenological approach. Caring is a human experience and this justified the need for a phenomenology inquiry (Elo and Kyngas, 2008). Using a purposive sampling strategy, the principle of data saturation was used to recruit 10 study participants. The sample comprised 5 females and 5 males senior bachelor nursing students from a total population of 96 students. The sample was drawn from senior year students because they were regarded to have had adequate experience with faculty and could ably provide rich data (Pollit and Beck, 2018).

Data was gathered through discourse utilizing a semi-structured interview guide that allowed participants to express freely about their experiences. There were ten (10) face-to-face discussion sessions, each lasting about 45 minutes on average. The dialogue sessions were guided by the first author, and all data tapes were recorded and transcribed verbatim for each participant. The data collection took place in a quiet room on the university grounds. The notions of bracketing, intuition, and reflexivity were used throughout the study to consider transcendental subjectivity. In maintaining the rigor of the study, the researchers ensured the credibility by member checking utilization to validate the findings. The dependability was achieved by maintaining consistency in the process of data collection through using the same main questions in the interview guide. The conformability was achieved by incorporating participant's expressive language, presented as direct quotes from the transcribed data to provide evidence of the research findings in the report. Lastly, the researcher had supplied a detailed description of the research process and the research setting, allowing anyone interested in transferring data findings to determine whether or not such a transfer is conceivable. The results of the interviews were transcribed verbatim, and data analysis was performed.

Ethical approval to conduct the study was obtained from a Faculty of Nursing Science's Research and Ethics Committee with reference number 031/KEPK-FIK.UNAI/EC/XI/19. Permission was sought from the nursing program administration. To participate in the study, participants had to sign a written informed consent form. The researcher respected the participant's rights in reference to: privacy, confidentiality and anonymity to their identity, self determination and fair treatment.

Results

The study findings depict nursing students' experiences of faculty caring behavior in learning. The following themes emerged from the study: tangible virtue, challenging interaction, and modeling. Whilst six sub-themes emerged were moral attitude, moral action, supportive interaction, disruptive interaction, personal model and professional model.

Tangible virtue. Both female students and male students perceived the caring behavior as a tangible virtue. The moral values of caring are “moral attitude” and “moral action,” were emerged as a sub-themes that reflect the caring behavior.

Moral attitude. The caring was experienced as a moral attitude, this may be described as something or someone that shows concern, love, respect, or warmheartedness. The example of the statement are described as follows,

“If someone or I have such a willingness to be concerned about my friend’s affliction or hardship.” (P1).

Another participant shared:

“I really care about him because I know and I want to show him that I love him.” (P3).

Moral action. The caring was experienced as a moral action, this may be evidenced by sympathy. It is not only having moral values, though exhibiting empathy or compassion would be manifested as caring. An example of moral action in the following statement,

“...testify, and say sorry without doing anything, it’s not a caring expression...”(P2).

While another participant described:

“I practiced caring for others by doing good deeds such as assisting, giving, respecting, not judging, and encouraging others. It’s not caring if I just talk about it and don’t back it up with action...” (P3).

Challenging Interaction. All ten participants described faculty caring behavior experienced by nursing students during learning as a challenging interaction. This main theme was derived into two sub-themes, these are: “supportive interaction,” and “disruptive interaction.”

Supportive interaction. Participants described faculty caring behavior in learning challenging experiences. Nursing students experienced supportive interaction with faculty during learning. Caring behavior performed by faculty has derived students to enhance academic and non academic performance. This interaction has been designed to challenge the students. As depicted through statements:

“When I saw one faculty member consistently urge us in class, at every meeting, and I ever received a low mark, I felt compelled to improve my performance.,” (P1).

“...they trusted us in doing assignments individually or by group” (P2)

“...sometimes a person’s tale or experiences that he revealed in class, reformed me.” (P4)

“When I’m having financial difficulties, I talk to her to see if there’s a path out...rather than taking a step back.” (P6)

“He called my name frequently in class, which made me feel flattered...ehhmm...when I first admitted to his habit of calling a student’s name frequently, I felt disrespected...” (P7)

“Faculty feedback on assignments, in my opinion, offers us with opportunity to rectify our comprehension of the topic acquired and boost our self-confidence...” (P8)

“I was once mortified when a female faculty member offered me money for a haircut...haaa... (P10)

Disruptive interaction. Participants were also challenged to the uncaring behavior of faculty during learning. Uncaring behavior of faculty, though in the form of disruptive interaction, has proven to destroy the learning environment and foster student self development. Disrespect, less empathy, anger

without reason, and other such uncaring behavior had disturbed the interaction between faculty and students. However, it would facilitate personal growth of students. One participant reported:

"...the way she was angry...I felt no reason to be angry, she was not performing care.. eliminating my desire to accomplish the assignment"(P2).

Another stated:

"...I ever felt one faculty was generalizing her distrust of every student, I felt I try to keep away from her..."(P6).

However, one participant experienced faculty's uncaring behavior that has developed his personal growth. As claimed:

"I felt more independent in several learning tasks in junior level, and less sensitive to my lower performance than in first level... However, I am aware that this is how they exercise my decision-making process."(P8).

Modeling. This theme was divided into two sub-themes: "personal model" and "professional model." All ten participants discussed how faculty caring behavior they experienced would have a tendency exemplified in their personal and professional life. Though, some realized that uncaring behavior should not be exemplified to their both personal and professional life.

Personal model. Individual responses to the caring and uncaring behavior performed by faculty varied between participants. Generally, when participants are nurtured by their own experiences of being cared for or uncared for, the behavior would exhibit and grow. Imitating, exemplifying, replicating and patterning existed as one's learned behavior. Participants described:

"...I imitate their caring behavior automatically, because they continuously perform that, such as oftenly asking my condition, calling my name..."(P5).

"...I care for my classmate, they offer the same in return..."(P7).

"...I was able to put care into practice in clinical practice, and the instructor helped me get started with new patients."(P8).

"...I didn't pay attention to my junior while in clinical practice, I did this because I was never paid attention by one faculty..."(P9).

"...and was trying to eschew meeting when she called me for advisory meeting."(P10)

Professional model. The impacts of being treated in such kind of behavior could motivate someone to better performance in the future professional life. For instance,

"...the way I was treated in some way I learned to shape better behavior in the future. I believe that right behavior should be exemplified, but wrong behavior should not." (P1).

"...when I observed the uncaring behavior performed by faculty, I understood that there might be some reasons they behaved like that, I know that was not professional behavior."(P4).

"...as I learned about caring through courses and also exemplified by faculty, I do really understand how to implement it in both my personal and professional life in the future."(P6).

Discussion

Many previous studies have explored faculty caring behavior in nursing education. This study adds to this existing body of knowledge by adding an Indonesian nursing students experiences or caring. From this study, three themes were obtained and the results were interpreted and discussed on the basis of a literature review.

Tangible virtue. The findings reinforce previous research that performing caring value of human trait. Caring is an innate characteristic and that all people have the capacity of care. Nurtures in people by their own experiences of being cared for, care exists as a learned behavior. Caring demonstrates the existence of feelings that necessitate action (Lee, Palmierr, Watson, 2016; Lachman, 2017). While dictionary define the caring is “a feeling and exhibiting concern and empathy to others; showing or having compassion,” caring also considered as an attentive and helpful response to the condition and circumstances of a vulnerable human being in need of assistance (The Free Dictionary, 2018; Watson, 2018).

This study also considered the caring as a moral attitude. In nursing education, caring paradigm has a main impress on teaching and learning process. Noddings (1984) and Gilligan (1982) had worked on how schools and educators understand and practice care in education. Noddings paved the way for many educators to understand the importance of making a moral decision to enter into a relationship that has both cognitive and affective dimensions. Specifically, the caring relationship is made up by the faculty’s motivation to address students needs and in return the student acknowledge the faculty response to their needs.

The moral action perceived by nursing students is referred to the caring concept of Gay (2000) in her book that describe caring is a moral value that transforms "self-determination into social responsibility" by combining information and strategy thinking to determine how to act in the best interests of others. As depicted by nursing students as sympathy, empathy and compassion. These are consistent with the findings of study that provide insight of being present, acting to relieve suffering, getting the basic right, going forward. It is an evident of placing oneself in other shoes, understanding others’ suffering or taking time to listen carefully to other (Hofmeyer et al, 2018). Another study revealed that the techniques of bodily touch has a specific pedagogical purposes. Faculty need a wisdom to use bodily touch in such ability to concern student’s needs, desires, interests and purposes in particular situations and act appropriately (Andersson, Ohman and Garrison, 2016).

Challenging Interaction. Faculty caring behavior is essential in promoting either supportive or disruptive learning climate. Faculty caring behavior in positive interaction drove constructive learning atmosphere for students. The quality of learning environment is found to be the key influence on emotional well-being of students in the program and this has been found in previous studies (Olusegum, 2015; Tharani, et al, 2017). In the other hand, negative interaction drove disruptive learning atmosphere for student. Uncaring behavior of faculty in such of incivility which resulted in the previous study, reported by participants were general taunts or disrespect to nursing student. Furthermore, academic environment, learning outcomes and safety would adversely affected (Muliira, Natarajan, Colf, 2017). There was some influence of Indonesia culture where student as younger generation must respect to aged where ever they are, and reluctant to complain directly, particularly to aged faculty. Ultimately, these two interaction has contributed to personal and professional growth of students. Study shown by Haerens, et al (2015), supported the hypothesis that an autonomy-supportive teaching style catalyzes and nurtures students' primary psychological needs for relatedness, competence, and autonomy.

This finding also reinforce the fact that nursing students want more than just support, they desires assistance with developing deeper relationship with faculty. Students feels more successful and express greater levels of satisfaction when they are supported (Clark, 2016). Moreover, Salehian et

al (2017) added two other principles in faculty-student caring interaction to enhance students' learning experiences to care. The research added constant human relationship and knowing. Based on humanitarian principles, respect, and equality, interactions and process of teaching and learning are sustained. In the other hand, to know the student better needs strategies cause of their uniqueness.

Modeling. In nursing education, the emotional goals of learning is developing the principles of caring value. Educators helps students in the internalization of the caring value. In this way, the faculty caring behavior can promote personal and professional growth of student. This could be achieved by imitating or patterning the caring behavior (Nadelson et al, 2016). It is necessary to consider ideal performance such as caring behavior as a pattern that would planted during program. Instructors' caring actions had a favorable influence on nursing students' caring behaviors. Nursing students can be professionally trained to acquire caring competence through positive faculty modeling and role modeling (Labrague et al, 2015). In other words, the faculty caring behavior would be the best demonstration to communicate a caring concept which is essential in nursing.

Another study on nursing students' experiences of faculty's empathy as an expression of caring resulted a positive impact on student professional development in nursing. It must have greater emphasis on (Mikkonen, Kyngas and Kaariainen, 2015). Furthermore, study showed that education and achieving learning experiences influence growth and development of professional values positively. In this case, the emphasis on paying attention to value-based integrated education will be affected on practical, conceptual and ethical learning. So that purposeful integration of value-based education such as caring, human dignity and altruism have a strong positive point for the nurses' work in the future (Paradeh et al, 2015). Thus, the learning environment is one of the aspects that can influence nursing students' professional values. Professional values, such as caring, are the most crucial components in maintaining high quality standards in the nursing profession. This caring value should be instilled in nurses earlier in their education to help them transition out of their student years (Ayla et al, 2018).

Purposive sampling was utilized to recruit participants based on criteria of experience (level 4) and capacity to express their experiences. As a result, it's possible that not all voices were adequately heard. The study was also conducted at a single nursing institution out of Indonesia's several nursing colleges, limiting the findings' applicability.

Conclusion

This study obtained three research themes that supports the experiences of nursing students on faculty caring behavior in learning. Tangible virtue, challenging interaction and modeling were depicted as a main experiences. Six sub-themes derived include moral attitude and moral action, supportive interaction and disruptive interaction, and personal model and professional model. These experiences were delineated from the point of view of nursing students at one of the nursing education in Indonesia. This study focused on three of the main themes: caring perceived by the nursing students and the caring manifested by nursing faculty in learning. In addition, this behavior has an impact on the caring behavior of students personally and professionally. This study suggested that faculty caring behavior is a useful strategy for nursing students caring behavior development during the program before they enter their real professional role. Though the exact levels of faculty caring behavior experienced by participants could not be measures in this study, the faculty caring behavior it self need to be explored to enrich the experiences of caring behavior in nursing education.

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