

Original Article

The Effect of Satisfaction in Implementing Professional Behaviors in Nursing Students

Gulcan Ciftcioglu, RN, PhD

Faculty of Health Sciences, Mardin Artuklu University, Department of Nursing, Mardin, Turkey

Handan Alan, PhD

Assist. Prof. Florence Nightingale Faculty of Nursing, Istanbul University Cerrahpasa, Department of Nursing Administration, Sisli, Istanbul, Turkey

Ebru Ozen Bekar, PhD

Assist. Prof. Faculty of Health Sciences, Duzce University, Department of Nursing Administration, Duzce, Turkey

Correspondence: Alan Handan, Assist. Prof. Florence Nightingale Faculty of Nursing, Istanbul University Cerrahpasa, Department of Nursing Administration, Sisli, Istanbul, Turkey email: handanalan@yahoo.com

Abstract

Background: Professionalism is a significant objective for all professions that is a must factor in health disciplines.

Objective: In this study was performed to determine the effect of nursing students' satisfaction in clinical environment on the application of professional behaviors.

Methods: This is a descriptive and cross-sectional study. The sample consists of the totally 340 students, 3rd and 4th grade in nursing department of two university. Data were collected between October and November 2017 by using Student Satisfaction Scale (SSS) and Nursing Students Professional Behavior Scale (NSPBS). Data were analyzed through the descriptive, comparative and correlative analyses via IBM SPSS Statistics 21.

Results: The study found that students' application scores of professional behaviors was 43.58 ± 13.36 ($\alpha=.93$) and student satisfaction mean score was 2.57 ± 0.76 ($\alpha=.92$). These two variables showed that there is a positive weak relationship between them. There was a weak but positive and highly significant difference between SSS and NSPBS scores ($r=.239, p<.001$).

Discussions: It is thought that supporting students academically to let them have education opportunity that constantly provide vocational development and ensuring satisfaction can help them develop professional behaviors during nursing education.

Keywords: Nurse, Student, Professional behavior, Student satisfaction

Introduction

In our era, all professions bear mission of change with their values, beliefs and developing philosophy. This mission necessitates members of profession to behave professional in their studies. Professionalism is one the most significant subjects of professions which is a thought and behavior style necessary to be adopted (Gokcora, 2005). The notion of professionalism has been discussed for years. During this process, different point of view to works performed for salary and an ideal to be achieved were analyzed (McNair, 2005; Sylvia & Steinert, 2008). Many description and measures of professionalism have set forth. Most theorists think that professionalism is something that one

has or does not have (McNair, 2005; Sylvia & Steinert, 2008).

Professionalism which is a significant objective for all professions is a must factor in health disciplines (Sylvia & Steinert, 2008). Professional identity creation and vocational development for health disciplines are possible with behaving professionally. Especially, nursing profession tackles professionalism notion with its developing roles within the frame of health system. These behaviors are shaped during undergraduate vocational education (McNair, 2005; Zafiroopoulos, 2017).

Nevertheless, today students enter after high school directly to university nursing education

without going through vocational nursing education or diploma nursing education. In Turkey some students choose medical vocational high school directly, and then going to undergraduate, but this number is too small. Those medical vocational high school's students doesn't take education to create and develop professional identity. This professional behavior takes place in undergraduate education to create and develop professional identity (Daly, 2005; Oner et al., 2016).

A study by Adıguzel et al. (2011) found that nurse professionalism mean score was moderate and emphasized that they should improve themselves in terms of professionalism. Previous studies emphasize the importance of education environment and teachers when creating professional identity (Spouse, 2000; Gray & Smith, 2000; Zafiroopoulos, 2017). Student satisfaction is one the important factors that provide students' development and continue it. (Kaynar et al., 2006). Considering the data of university satisfaction in Turkey, general student satisfaction score was found to be low (Karadag & Yucel, 2016). A study performed with nursing students showed similarity with studies conducted with other students and showed that student satisfaction was low (Ulusoy et al., 2010; Yangın & Kırca, 2013).

Method

Purpose: This descriptive and correlative study was performed to determine the effect of nursing students' satisfaction in clinical environment on the application of professional behaviors.

Sample and participants: The study was conducted between October-November 2017 in Vocational School of Health Sciences department of two university. All students (n=410) in 3rd and 4th grade in nursing department of specified schools consisted the population of the study and 340 students who accepted to participate in the study consisted the sample of the study (n=340, 83%).

Ethical considerations: In order to conduct the study, an ethical approval was received from the Canakkale Onsekiz Mart University Medical Faculty Clinical Trials Ethics Committee. Additionally, permissions were obtained from the scales' authors via e-mails. Necessary permits were also obtained from the school management where the studies were to be carried out prior to data collecting.

Furthermore, since the participation in the study was on a voluntary basis, verbal approvals of those participating in the study were also taken.

Data collection: Before the data collecting tools were distributed to the students, a pilot study was conducted on 45 students. In line with the feedback received, it was established that the terms were clearly understood by the participants.

Data collecting tools were distributed to the students after they were filled in on the study and the tools were received back again same day.

Instruments

Data were collected by using an introductory form and two scales.

Introductory Form: It consists of 10 questions (age, gender, grade, the high school that graduated, if they willingly chose their major, graduation status, if they like their job, if they think about changing their job) to identify the socio-demographic and professional characteristics of those who participated in the study.

Nursing Students Professional Behaviors Scale (NSPBS): It was developed by Goz and Geckil (2010) and included 27 items in total. The scale has no subscales. Scale items were arranged according to the 5 Likert model and the degree of agreement was scaled on a scale of 1 to 5. The total score ranges from 27 to 135. As NSPBS total score increased professional application behavior level increased too. While the level of internal consistency of the scale was .95 in the Goz and Geckil (2010) study, it was found to be as .93 in the present study.

Student Satisfaction Scale-Short Form (SSS): The scale was developed by Baykal, Sokmen and Korkmaz in 2002, revised by Baykal, Harmancı, Eskin, Altuntas and Sokmen in 2011 and then short version was created. The scale consisted of 85 statements in 11 sub-scales and short version included 53 statements in 5 sub-scale after the validity and reliability analysis. The answers are scored 5 Likert type scales. (5 strongly agree, 4 partially agree, 3 unsure, 2 insufficient 1 definitely insufficient) The scores are calculated as getting arithmetical result by dividing each total score into item number in subscale. Subscale mean score and total scale score ranges between "1" and "5" in each subscale. Student's satisfaction was low when their mean score was

close to "1" and high when mean score was close to "5" in the whole scale and sub-scales. The Cronbach Alfa coefficient of the scale was calculated 0.91 and Cronbach Alfa coefficient of this study was 0.92. While Baykal et al. (2011) found the scale's internal consistency as .97 for the validity and reliability of the student, it was found to be as .97 in the present study.

Data Analysis: The research data were transferred to the computer and analyzed by employing descriptive analyses (numbers, percentage, frequency, average and standard deviation) and comparative analyses (Mann-Whitney U test, Kruskal Wallis, Bonferonni Corrected Mann Whitney U test) and correlative (Pearson Correlation analysis) via IBM SPSS Statistics 21 (licensed by Istanbul University) program.

Results

The mean age of participating students was 22.10 ± 1.74 and 51.8% were aged between 22-24. Of the nurse students 43.2% graduated from Anatolian/Science high school and 52.4% were in 3rd grade and 64.7% were female. Of the nurse students 65% willingly chose their major, 76.2% liked their job, 53.5% were satisfied with their major, 45.9% were partially satisfied with their school and 25.6% thought about changing their job and 27.9% were indecisive. When the NSPBS and SSS scale totals and subscale score averages were examined in Table 2 it was established that the participants were listed as 43.58 ± 13.36 in the NSPBS scales totals; 2.57 ± 0.76 in the SSS scales totals; and the highest scores in the subscales were listed as follows: scientific, social and technical opportunities subscale (2.67 ± 0.87); quality of education and training subscale (2.57 ± 0.87), school management subscale (2.56 ± 0.89), participation to decisions subscale (2.56 ± 0.94) and teaching elements subscale (2.47 ± 0.81). As a result of the Pearson Correlation analysis it was established that there was a positive, weak ($r = .239$) and highly significant ($p < .001$) relationship between the NSPBS and SSS. A comparison of the NSPBS and SSS score averages with the participants' characteristics is given in the Table 1. According to the NSPBS and SSS score averages there was no statistically significant difference in terms of age, gender, the graduated high school ($p > 0.05$; Table 1). When the score averages thus obtained are compared against choosing school willingly and

liking nursing profession, it was established that there was a statistically and highly significant difference in the NSPBS and SSS ($p < .005$; Table 1). When the NSPBS and SSS score averages of the students were compared against satisfied with school (Table 2); it was found that there was a very highly significant difference in the NSPBS and SSS ($p < .001$). Kruskal Wallis analysis, such a difference was due to the fact that score averages both of said "yes" and "a little" were higher than that of the said "no". When the participants' score averages from the NSPBS and SSS were compared against the satisfied with nursing department; it was found that there was a high level of significant difference in the NSPBS and SSS ($p < 0.001$).

Discussion

This study was performed to determine the effect of nursing students' satisfaction in clinical environment on the application of professional behaviors. Study found that students' professional behavior application status and satisfaction mean score was found to be weak. A positive weak relationship between two variables was found. Satisfaction of students is a significant factor affecting academic success and vocational professionalism (Ansari & Stock, 2010; Tastekin et al., 2016). Student satisfaction mean score was found to be weak 2.57 ± 0.76 . In international resources nursing students satisfaction was found to be mean and high (Espeland & Indrehus, 2003) while in national resources found nursing students mean score weak. (Kaynar et al., 2006). The stress students experience in clinical environment, short length of practices, difficult learning in clinical environment and vocation focus practices was found to negatively affect students' satisfaction (Tosun et al., 2008; Dutile et al., 2011). Moreover, giving responsibilities to students along with clinical duties, using theoretical information in clinics and limitation of practice environments caused not leaving related clinics in practice courses so it is considered to affect satisfaction. Satisfaction subscale was found to be (2.47 ± 0.81) as the lowest subscale which is teaching elements. A study by Ozdelikara and Babur (2016) found that the highest mean score was in teaching elements while Yangın and Kırca (2013) found it in quality of education sub scale. The reason why this study found teaching element sub scale low can be because teaching elements were few in this study's schools.

Table 1: Descriptive Characteristics of Nurse Students (n:340)

Variables	n	%	NSPBS		SSS		
			M	SD	M	SD	
Age	19-21 years	140	41.1	43.96	13.92	2.61	0.76
	22-24 years	176	51.8	43.89	13.10	2.43	0.74
	25< Years	24	7.1	39.00	11.43	2.28	0.84
	Test and Significance			z=3.693 p=0.158		z=0.675 p=0.714	
Grade	3 Grade	178	52.4	41.50	12.82	2.63	0.79
	4. Grade	162	47.6	41.00	13.97	2.36	0.71
	Test and significance			z= -0.522 p=0.601		z= -1.933 p=0.53	
Sex	Female	220	64.7	39.00	12.45	2.48	0.74
	Male	120	35.3	44.0	14.77	2.47	0.78
	Test and significance			z=1.600 p=0.109		z=-0.379 p=0.705	
High School Graduation	High School	147	43.2	44.40	1.16	2.55	0.74
	Medical Vocational High School (MVHS)	50	14.7	41.48	11.49	2.24	0.68
	Regular High School	143	42.1	43.47	13.14	2.49	0.79
	Test and significance			KW=1.311 p=0.519		KW=3.804 p=0.149	
School is chosen willingly	Yes	221	65.0	46.78	12.26	2.39	0.75
	No	119	35.0	41.91	14.67	2.68	0.75
	Test and significance			z=3.369 p=0.001**		z=2.627 p=0.009**	
Satisfied with school	Yes	111	32.6	46.45	13.86	2.17	0.60
	No	73	21.5	41.93	14.97	3.00	0.80
	A little	156	45.9	43.52	11.90	2.56	0.73
	Test and significance			KW=9.041 p=0.011*		KW=42.742 p<0.001***	
Satisfied with nursing department	Yes	182	53.5	50.00	11.79	2.33	0.72
	No	52	15.3	41.18	15.54	2.80	0.80
	A little	106	31.2	44.54	13.73	2.68	0.74
	Test and significance			KW=16.739 p<0.001***		KW=15.081 p=0.001**	
Job Love	Yes	259	76.2	47.37	12.21	2.40	0.74
	No	81	23.8	42.46	15.99	2.75	0.77
	Test and significance			z=2.549 p=0.011*		z=2.729 p=0.006**	
Job Change	Think about changing job	87	25.6	44.96	16.01	2.64	0.76
	No	158	46.5	42.75	12.89	2.33	0.74
	Indecisive	95	27.9	43.68	11.36	2.66	0.76
	Test and significance			KW=1.209 p=0.546		KW=5.853 p=0.054	

Perceived Academic Success	Very well	30	8.8	46.23	16.22	2.12	0.69
	Good	159	46.8	44.90	11.26	2.34	0.65
	Moderate	134	39.4	40.17	14.43	2.68	0.76
	Poor	17	5.0	41.64	14.67	3.38	1.10
Test and significance				KW=10.901 p=0.012*		KW=23.611 p<0.001***	

Note: NSPBS= **Professional Behavior Scale**, SSS= **Student Satisfaction Scale**, z= Mann Whitney U, KW= Kruskal Wallis, *p<.05, **p<.01, ***p<.001

Table 2: Correlations, reliabilities and descriptive statistics (N:340)

	M	SD	1	2	3	4	5	6	7
(1) Nursing Students Professional Behaviors Scale	43.58	13.36	($\alpha=.93$)						
(2) Student Satisfaction Scale	2.57	0.76	0.239*	($\alpha=.97$)					
(3) Teaching Elements	2.47	0.81	0.206*	0.820*	($\alpha=.92$)				
(4) School Management	2.56	0.89	0.259*	0.901*	0.792*	($\alpha=.93$)			
(5) Participation to Decisions	2.56	0.94	0.171*	0.862*	0.612*	0.783*	($\alpha=.90$)		
(6) Scientific, Social and Technical Opportunities	2.67	0.87	0.175*	0.893*	0.592*	0.716*	0.772*	($\alpha=.92$)	
(7) Quality of Education and Training	2.57	0.87	0.226*	0.875*	0.583*	0.688*	0.680*	0.778*	($\alpha=.94$)

M=mean, SD= standard deviation, α =Cronbach's alpha, *p<.001.

A qualitative study found that teaching elements affected students' motivation (Bengtsson & Ohlsson, 2010). A study by Civci and Sener (2012) found that of the nursing students 43.8% and 30.7% stated that they demanded teaching elements to support students in theoretical courses and practices as well as vocational knowledge and skills to be more. Another study on nursing students' opinions on practice and teaching elements, they demanded an education in good quality and to be assessed accurately and impartially. (Gokdoğan et al., 2003). This study found satisfaction mean score of 3rd graders more than 4th graders. Along with the studies determinant that 4th graders satisfaction was more (Kaynar et al., 2006; Egelioglu et al., 2011), especially studies performed in recent

years showed that satisfaction in 4th grade was decreasing similar to our study results (Ulusoy et al., 2010; Kantek & Kazancı, 2012; Yangın & Kırca, 2013, Tastekin et al., 2016; Ozdelikara & Babur, 2016). The reason can be the fact that students expectations from vocation increased and they participated in programs for being civil servant, language exam, academic exams and part time works. In our study, it was found that choosing school willingly, liking nursing job, and being satisfied with school and nursing major, though of changing job affected satisfaction scale and sub scale mean scores. Success of a person is closely related to choosing job knowingly and willingly. This study found that nursing students who liked their job were satisfied with their major had high mean scores (Karamanoglu et al.,

2009; Sahin et al., 2011; Yangın & Kirca, 2013; Ozdelikara & Babur, 2016).

In line with nurses' intellectual knowledge, skill and attitudes, it is necessary for them to integrate knowledge with practice and be health care personnels who benefit from knowledge about reating health fields. Nursing Students Professional Behavior Scale (NSPBS) mean score of nurses was found to be low 43.58 ± 13.36 . Using nurses' vocational knowledge and skills with reflective learning strategies (Chambers & Narayanasamy, 2017), cultural differences, beliefs and differences in nursing education can be among the reasons why NSPBS was found to be low. Instructors should work to ease development of professional identity using variety of curriculum and educational strategies for a successful and professional practice. (Ulker et al., 2006). A study performed on nurses found that NSPBS means core was 90.7 ± 14.7 (Goris et al., 2014), another study conducted with 328 nursing students and 57 nurses found that professional values mean score was 106.45 ± 13.61 (Geckil et al., 2012). A study conducted with Taiwanese and American nursing students showed that their professional values mean score were 104.27 ± 16.81 and 106.16 ± 12.93 respectively (Alfred et al., 2013). It is known that education postively affects students' vocational values in terms of developing positive professional identitiy (Lin et al., 2010).

In the validity and reliability study of Karadag et al (2004) to develop "Behavioral Inventory for Professionalism in Nursing", college graduated nurses and nurses obtained master's degree/PhD obtained the lowest and highest mean scores for professionalism. A study by Beydag and Aslan (2008) found a statsitcally significant difference between Professional Attitude Inventory (PAI) mean scores of midwives and nurses according to the school they graduated. Vocational professionalism of Medical Vocational High School graduates was found to be low while vocational professionalism increased when the education received increased. Our study found that Anatolian/science high school graduates professional behavior mean score was found to be high. This result can be attributed to the fact that students implement their study discipline in high school to their vocational educations. It was found that choosing school willingly and liking nursing profession affected Professional Behaviors Scale mean score. One of the most

important decision of an individual is his/her job decision (Surucu, 2011). Success of a person is closely related to choosing job knowingly and willingly. It can be said that a person who willingly chooses his/her job reflects it to their professionalism. Nurses who like their job and satisfied with their job and stated that they fully perform their job had higher Professional Attitude Inventory (PAI) (Karamanoglu et al., 2009). Kruskal-Wallis Test found that satisfaction from school and major and though of changing profession did not affect NSPBS mean score. A study by Cevik and Khorshid (2012) fund that Professional Attitude Scale mean score of nurses who willingly chose their job and like their work was higher. Student Satisfaction sub scales and NSPBS had a weak positive relationship. Studies showed that nurses' education affected vocational roles and professionalism (Karadag et al., 2004; Beydag & Arslan, 2008). It is necessary to raise nurses who have strong professional identity, are independent and modern and also decide based on knowledge to make nursing job internationally compatible and to determine its future tendencies (Ulker et al., 2006; Baumann & Blythe, 2008). Getting support and help rate decreased when nursing students passed their grades and they started doing practices independently more (Karadag et al., 2004). In clinical practices, acceptance and support from their colleagues, working with team members eased learning and increased their satisfaction. Therefore, students who actively participated in the team had increased satisfaction and sacrifice themselves to attain their objectives and made effort to implement professional behaviors (Elliot & Shin, 2002).

Limitations

The study was conducted with students studying in Faculty of Nursing Department. Therefore, the data collected from the study and results reached at the end of the study are limited with the institutions and generalization may cause in deceptive results.

Conclusion

In line with the results obtained from the study assessing the factors affecting nurses' satisfaction and professional behavior implementing states,

- national and international standards should be determined to develop professional values of nursing students,

- providing continuity in education and creating professional educational strategy,
- creating motivational programs for nursing students who unwillingly chose their profession think about quitting the profession and think their profession is not respectable,
- Academician nurses should make effort to raise modern nurses who have strong identity, independent and decide based on knowledge.
- Supporting students academically let them have education opportunity that constantly provide vocational development and ensuring satisfaction can help them professional behaviors during nursing education.

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