

CARING BEHAVIOR OF UNDERGRADUATE NURSING STUDENTS IN CLINICAL PRACTICE DURING COVID-19 PANDEMIC

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Abstract

The Coronavirus Disease-19 Pandemic provides its own limitations with health protocols and this can reduce the quality of caring behavior in patient care. The aim of this study is to explore caring behavior of undergraduate nursing student in their clinical practice during Coronavirus Disease-19 Pandemic. This observational study was conducted to 109 Undergraduate Students with purposive sampling technique in 2-4 years. The Caring Behaviors Inventory-24 (CBI-24) questionnaire was administered to respondents in this study. The data were analyzed use descriptive analysis by SPSS version 26. Caring behavior of student in clinical practice during Coronavirus Disease-19 pandemic shown that CBI-24 dimensions "doing with competence" attained the highest scores among the student in third and fourth years. Dimensions of "Being With" obtained the highest scores among the second-year students. However, the nursing school still have to improve the awareness of student in responding to patients needs and providing effective service to patients.

Keywords: Behaviors, Caring, Nursing, Student

Abstrak

Masa pandemi *Coronavirus Disease - 19* memberikan keterbatasan tersendiri dalam pelaksanaan asuhan keperawatan, sehingga hal ini dapat menurunkan kualitas perilaku *caring* mahasiswa dalam memberikan layanan keperawatan kepada pasien. Tujuan dari penelitian ini adalah untuk mengetahui gambaran perilaku *caring* mahasiswa S-1 Keperawatan dalam praktek klinik selama masa pandemi *Coronavirus Disease-19*. Penelitian observasional ini dilakukan pada 109 mahasiswa dengan teknik pengambilan sampel *purposive sampling* pada mahasiswa tahun ke 2-4. Pengumpulan data menggunakan Kuesioner *Caring Behaviors Inventory-24 (CBI-24)*. Data penelitian ini dianalisis menggunakan analisis deskriptif dengan SPSS versi 26. Hasil analisis data menunjukkan bahwa dimensi "*doing with competence*" memperoleh nilai tertinggi pada mahasiswa tahun ketiga dan keempat. Dimensi "*Being With*" memperoleh nilai tertinggi pada mahasiswa tahun kedua. Pendidikan keperawatan harus meningkatkan kesadaran mahasiswa dalam menanggapi kebutuhan pasien dan memberikan layanan keperawatan yang efektif pada pasien.

Kata Kunci: *Caring*, Keperawatan, Perilaku, Mahasiswa

Introduction

The *Coronavirus Disease-19 (COVID-19)* pandemic in Indonesia brought a change in the clinical learning practices of nursing students. The protocol requires practitioners to perform a COVID-19 test, use self-protection equipment (APD), as well as various COVID-19 vigilance regulations in hospitals (Wihardja, 2022). This change has caused students to restrict their movement in providing primary nursing services to patients in hospitals and it also affects the quality of behavior of student nurses.

During the COVID-19 epidemic, clinical labor, particularly the nursing profession, has clearly confronted challenges of personal protection and safety. This enhanced the danger of disease transmission among patients, their relatives, and healthcare professionals. Furthermore, a lack of resources and a prioritization of care has harmed nurses by increasing work stress and compromising patient safety (Hajibabae et.al, 2022).

The word "caring" is a generic description of how nurses view their career, "nursing," which requires a high level of professionalism. Because they are working with people, nursing students may need to demonstrate high levels of compassion because patients anticipate nurses to do so. The word "caring" has several different connotations. The most potent message is to treat patients and fellow nurses with respect, positive empathy, and compassion. Enhancing the caring culture in healthcare environments and institutions is essential. There are many different ways that people perceive caring, but there is one overarching definition of caring that is based on interactions and relationships between nurses and patients who need their services. (Watson, 2013).

Caring is a basic principle in nursing and is described as human acts done with others, for

people, or as people. It indicates a work, duty, caring, and emotive interaction with others attitude (Watson, 2013). Caring can influence patient happiness, high-quality nursing care helps to improve the quality of services in the healthcare field. Nurses have the biggest number of health professionals in health services, and their roles are an important aspect that must be acknowledged. Nurses have a professional obligation to deliver high-quality nursing care in order to improve patient outcomes. All of the nurse's actions and interventions are validated by caring behaviors (Oluma & Abadiga, 2020).

Caring behaviors can create a sense of security and comfort, which can influence the healing process and patient satisfaction. Nursing students are required to perform well in order to become future nurses. (Putri et.al, 2023). Nursing career paths are influenced by education level, experience, and support, particularly in rural locations (Kyle, Beattie, and Smith, 2020). Furthermore, it must increase the quality of care, as well as the satisfaction with the nursing process and caring behavior in clinical and community settings.

Students that are stressed while participating in clinical practices have a lower level of caring conduct (Liu et.al, 2020). Because a caring manner includes the ability to comprehend and be dedicated to improving the health of patients and families, it will be linked to students' preparedness for practice. Understanding events, emotionally presenting oneself, intervening, offering information, assisting with life transitions, and trusting someone are all part of becoming a caring nurse (Permana et.al, 2023). This condition demonstrates that student nurse who exhibit caring conduct are required to be ready to give

nursing care. A commitment to care defines, grounds, and defines nursing, nursing care, nurses, and nursing practice.

Previous research by Mufidah, et.al (2019) showed that student caring behavior can be influenced by a positive student perception of the environment in which nursing services are performed, which includes peers of nurses, medical staff, room conditions, and patients being treated. The researchers assume that the COVID-19 pandemic condition that is full of health protocols that must be adhered to can also affect student perception and influence student caring behavior in providing nursing services to patients. Earlier research also submitted by Falah, et.al (2021) suggested that nursing students who have poor caring behavior in providing care services can be caused by the lack of clinical experience that students have so that when dealing with the patient will appear feelings of anxiety and stress that affect caring student behaviour to the patient.

Based on the previous research, researchers want to see a picture of the behavior of students in which researchers work, and the results of this research can be an evaluation material and a reference for improving the quality of nursing services performed by nurses.

Methods

This was a descriptive study. Students from the Faculty of Nursing at De La Salle Catholic University of Manado's 2,3,4-year undergraduate nursing program were included. 109 students participated in this study. The research instrument in this study used Caring Behaviors Inventory-24 (CBI-24) Questionnaire with the Cronbach Alpha reliability coefficient was determined 0.96 for nursing student. This questionnaire was first developed by Wolf et al and then rearranged by Wu et al (2006). The scale consisted of four subdimensions including Being with, Doing

with competence, Responding to Individua, and Providing effective care. This questionnaire consist of 24 item questions. For the responses to the scale items, a 6-point Likert-type rating was used: "1= never, 2= almost never, 3= sometimes, 4= usually, 5= often, 6= always". The questionnaire were distributed to nursing student and collected by researcher. Before the questionnaire were distributed, the purpose of this study was explained to nursing student by researcher and their written permissions were obtained in informed consent which given by researcher. The data of this study were analyzed using the statistical Package for Social Science 26.0 (SPSS). Number and percentage were used to evaluate the data.

Results

From the table below you can see the spread of data caring behaviors inventory dimensions of nursing students of 2,3,4 year. In the "Being with" dimension, students of the second year had the highest score (91.4%), and students of fourth year had the lowest rating (92.6%).

Tabel 1. Descriptive data of Caring Behaviors Inventory Dimensions

No	Variable	Year 2 n = 35		Year 3 n = 37		Year 4 n = 37	
		F	%	F	%	F	%
1	Being with						
	High	32	91.4	7	18.9	12	32.4
	Low	3	8.6	30	81.1	25	92.6
2	Doing with Competence						
	High	8	22.9	30	81.1	35	94.6
	Low	27	77.1	7	18.9	2	5.4
3	Responding to Individual						
	High	20	57.1	28	75.7	32	86.5
	Low	15	42.9	9	24.3	5	13.5
4	Providing effective care						
	High	15	42.9	25	67.6	30	81.1
	Low	20	57.1	12	32.4	7	18.9

In the caring behavior dimension "Doing with Competence" students in the fourth year have the highest score (94.6%) and students of the second year have a lowest

score (77.1%). The same with the "Responding to Individual" dimension. Students of the fourth year have their highest rating and students in the second year have their lowest rating (42.9%). The last dimension is the "Providing effective Care" dimension, which shows fourth year students have the highest score (81.1%) and the second year students had the lowest score (57.1%).

Discussions

Nursing students need to be exposed to a diversity of instructional caring knowledge and practices. To reduce mistakes and errors, health institutions are primarily moving in the direction of evidence-based practices and more planned and established procedures, which considers the accountability of educational institutions like nursing colleges. To give the students additional chances to offer convenient care, help is needed. Many studies involve second-year students to determine when this effect might start occurring in the course, and keeping track of students after they have qualified would also be of interest.

In the "Being With" behavior care dimension, second-year students have a higher level of association with patients than their senior students. It can be caused by a high sense of pleasure and learning motivation on the first clinical practice experience. Nursing students in the 3rd and 4th years have begun to decrease their level of association with patients, which can be attributable to the increased documentation requirements of nursing nurses so that students spend more time completing their clinical access tasks than spending time with patients.

Nursing humanistic care is an interpersonal activity that requires both nurses and patients to collaborate in order to improve nursing ability to deal with sickness and stress, and thereby improve patients' health Jian et. al, (2022). With the constant evolution of the bio-

psycho-social medical model, clinical patients have an increasing demand for spiritual qualities such as being appreciated and cared for.

In this dimension of caring behavior "Doing with Competence", fourth-year nursing students have the highest score and second-year students the lowest. This is clearly due to the experience of clinical practice that is already overwhelming for fourth-year nursing students. Knowledge and psychomotor abilities are necessary for becoming a nurse, but they are not sufficient. Students may not know caring behaviors innately, and without an explicit focus on caring, students may fail to display caring behaviors in nursing practice (Mårtensson et.al,2023).

Thus, throughout students' learning experiences, compassion centered on each patient's needs must be emphasized and measured. An intentional emphasis on learning to care encourages students to reflect on their own caring behaviors, which improves professional identity development (Amendolair, 2021).

In the caring behavior dimensions of "Responding to Individual" and "Providing Effective Care", fourth grade students have the highest score compared to second and third grade students. This is also due to the clinical care learning experience that has been more studied by fourth-year students than junior students so that they are faster to respond to patient needs and also provide more effective nursing services to patients. Therefore, it can be said that students who have been exposed to the nursing care environment for a longer period of time will be more competent in providing primary nursing care to patients than students who are just starting clinical practice.

Caring is fundamental to nursing practice since it is a dynamic strategy that necessitates a professional nurse being more attentive and totally accountable to her clients while at work (Permana, 2023). Caring remains an important component, particularly in nursing practice, despite rapid technology advancements. (Lim-saco, 2019). A patient receiving care in a hospital expects the attention and help of a skilled nurse. A client expects an expert nurse to offer prompt and adequate care.

The ability of nurses to demonstrate caring behavior during patient encounters influences how patients experience and engage in their treatment, which in turn influences patient health outcomes (Taylor et al, 2020) discovered a close relationship between patients' health outcomes and nurses' caring behavior, which supports the need for an intentional focus on caring in nursing practice. It is strongly advised that nursing students concentrate on providing evidence-based care to improve their skills. The majority of research showed that training nursing students to "care" can have an impact on their skills and profession in general. This study gives an indication of the importance of giving standards and confirming criteria in nursing programmes that implement activities and have an impact on students' actions and results, particularly when it comes to patient care.

Conclusions

This nursing program were successful in providing students to do nursing interventions with competence to patient. However, the nursing school still have to improve the awareness of student in being with patients and providing effective service to patients. Hopefully the result of this study can be use as material for evaluating of students caring behavior in order to realize excellent nursing service to patient care on Pandemic era. Also it should be taken into account for future study

involving the evaluation of nurses' caring behaviour on the part of patients as beneficiaries of caring services.

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