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# Assessment of Caring Behavior among Students in Nursing Department of Al-Hadi University College

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**Abstract**---Background: determine and evaluate the caring behavior in students very important to play as path road for nurses in future. Most of institutions pay attention on knowledge and practices of students after graduate. Nursing department take care with nurses behaviors because they dealing with humans beings who have feelings and emotions. Objectives: to assess of caring behavior among students in nursing department and determine the relationship between caring behavior scores and their demographic characteristics (age, gender, study stage, nursing institute graduate and health ministry employment). Population and methods: descriptive study carried out in Al-hadi college university in Baghdad City, during the period 3/11 /2021-24/ 2/2022, the population was (50) nursing students male and female; data were collected by questionnaire through direct interview with the participant. Data analysis by using SPSS, Pearson's correlation and chi-square were used to find associations between variables. Results: There was a statistically significant difference in the mean scores of caring behavior between second stage (1.771) and fourth stage (.94) table (1). There was no statistical significant association between student caring behavior and their demographic characteristics p value > 0.05. Conclusion: the study concludes that there is important issue usage advance and high professional educational teaching programs to effect on nurses' skills and their occupational perceptions toward caring process and also toward patients and persons who needs care.

**Keywords**---Caring Behavior, Nursing Students.

## **Introduction**

Caring is a general term called on perception of nurses toward their profession "nursing" an occupation which needs high professionalism skills. The nursing students may require high levels caring because they dealing with human beings <sup>(1)</sup>, patients expect great levels of caring behaviors and skills in that exhibited by nurses. The caring term can be multi-faces meanings the most powerful meaning is show respect, positive empathy and compassion to patients and to other nurses also.

There is a crucial requirement to enhance the caring culture in the healthcare environment and institutes <sup>(2)</sup>. There are several aspects of caring perceptions (e.g., Leininger & McFarland, 2006) but there is one general meaning of caring that based on communications and relationship among nurse and patient who need their services <sup>(3)</sup>.

There are several recent researches findings indicate that the patients are reporting the reduction of nurses caring levels <sup>(4)</sup>. As a result, nursing healthcare organizations and education institutions supporting any efforts can enhance nurses caring behaviors and act to sustain current caring for nurse's future. Nursing educators act to develop new and advance syllabus that caring for nurses <sup>(5)</sup>.

## **Methods**

Study design, sample and setting: a descriptive study carried out in Al-Hadi College University in Baghdad City, during the period 3 /11 /2021- 24/2/2022, the population was (50) students male and female, data were collected by questionnaire through direct interview with the participant.

Data analysis by using SPSS (Statistical Package for Social Sciences)

Study tool: by using modified Caring Behavior Scale.

Data analysis: Descriptive statistics was done. Pearson's correlation and *P* value of  $\leq 0.05$  was considered statistically significant.

## **Results**

There was a statistically significant difference in the mean scores between second (1.77) and fourth stage (1.94) table (1). There was no statistical significant association between student caring behavior and their demographic characteristics *p* value  $> 0.05$ .

Table 1  
Comparison between second stage and fourth stage means

	Test Value = 0					
	t	df	Sig. tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
second	40.957	22	.000	1.77630	1.6871	1.8654
fourth	83.040	26	.000	1.94826	1.8996	1.9969

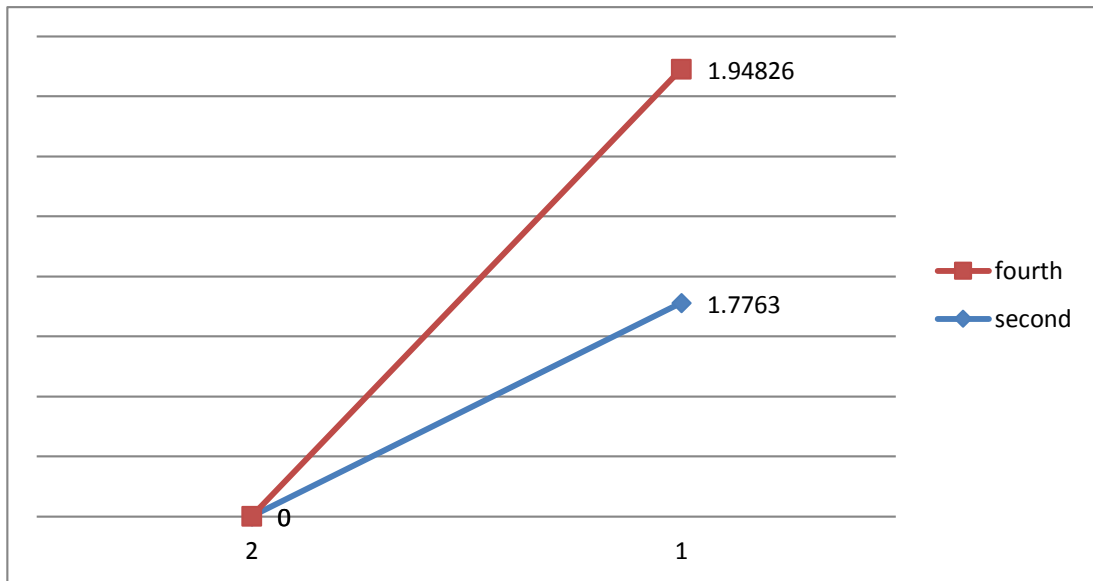


Chart (1) shows difference in the mean scores between second and fourth stage

Table 2  
Students Caring Behavior according age

Student age	Caring Behavior		Total
	disagree	agree	
20.00	1	13	14
21.00	0	4	4
22.00	3	14	17
24.00	1	12	13
25.00	0	2	2
Total	5	45	50

Chi square= 1.975 df=4 p value > 0.05

This table shows that there was no statistical significant association between student Caring Behavior and their age  $p$  value  $> 0.05$

Table 3  
Students Caring Behavior according gender

Students gender	Caring Behavior		Total
	disagree	agree	
male	2	28	30
femal	3	17	20
Total	5	45	50

Chi square= 0.926 df=1  $p$  value  $> 0.05$

This table shows that there was no statistical significant association between student Caring Behavior and their gender

Table 4  
Students Caring Behavior according study stage

	Caring Behavior		Total
	disagree	agree	
Second	1	22	23
Fourth	4	23	27
Total	5	45	50

Chi square= 1.512 df=1  $p$  value  $> 0.05$

This table shows that there was no statistical significant association between student Caring Behavior and their study stage

Table 5  
Students Caring Behavior according nursing institute graduation

Nursing institute graduate	Caring Behavior		Total
	disagree	agree	
non graduate	5	35	40
graduate	0	10	10
Total	5	45	50

Chi square= 1.389 df=1  $p$  value  $> 0.05$

This table shows that there was no statistical significant association between student Caring Behavior and their nursing institute graduation

Table 6  
Students Caring Behavior according employment status

Employment	Caring Behavior		Total
	disagree	agree	
Non-employ	5	35	40
employ	0	10	10
Total	5	45	50

Chi square= 1.389 df=1  $p$  value  $> 0.05$

This table shows that there was no statistical significant association between student Caring Behavior and their employment status

### **Discussion**

The main goal of this research was determine successful ways of nursing students teaching. The focusing on evidence based caring is highly recommended for increasing nursing students' skill. Most of the studies indicated that the teaching "caring" for nursing students can effect on their skills and profession as general. This result give indicator the providing standards and confirm criteria play important role in nursing programs that implement activities and also effect on students activities and on their outcome specially caring of patients.

Many of the reports show that the nursing students need a variety of instructional caring knowledge and practices that act to growing their ability to determine quality of the students level of caring. Evidence based practices and more designed and planned practices are the main direction of health institutions to decrease faults and errors and that considers responsibility of educational institutions like nursing colleges. The students should be supported to give them more opportunities to provide convenient care. Many of researches include second year students to identify at which point in the course this effect may begin and following up students after they have qualified would also be of interest <sup>(7)</sup>.

### **Limitations of study**

First limit of this study is not all of nursing interventions were examined that requiring us included the most important interventions to representing nursing care. <sup>(8)</sup>, the longitudinal study consider as one of difficult type of research. So that cause we decided to compare a second year with a matched fourth year who were not from the

### **Same study syllabus**

The second limit was the high effort process to search related studies and to locate reported and measured assessment of nursing students' levels of caring behavior. The research needs to variety number of articles about caring behavior.

### **Conclusion**

Caring behavior is a vital aspect of nursing practice and nursing profession and can measure of nursing students desire to continue as nurses in future. This result may shows in younger nurses in advance stage of studying nursing. Thus can be lead to conclusion the nurse when were taught high education knowledge and practices that increase their sense of responsibility and emotion toward patient care. The nurse education process should improve and support student and encourage them to growing a spirit of caring.

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