THE CORRELATION BETWEEN NURSING STUDENTS’ MOTIVATION TO BE A NURSE WITH CARING BEHAVIOR DURING EARLY CLINICAL EXPOSURE (ECE)

1Sri Aprina Siregar, 2Made Sumarwati, 3Ryan Hara Permana, 4Affi Amir Amrullah
1,2,3Padjadjaran University, West Java – Indonesia
Email: ryan.hara@unpad.ac.id

ABSTRACT
Early Clinical Exposure (ECE) is an activity in which students can apply caring behavior that has been learned in the learning process. One of the factors that influence the behavior of motivation. Many resources investigating about nurses’ motivation and caring behavior, but only a few that focused on the nursing students. Whereas, investigating the nursing students’ motivation is important as this is when caring behavior is formed. This study aimed to find out the relationship between motivations to be a nurse with students’ caring behavior during ECE. This study used a correlation design with cross-sectional study. Sampling used total sampling technique. The sample is 86 respondents who meet the inclusion and exclusion criteria. The data analysis used statistical Spearman test. There is a significant correlation between the motivation to become a nurse and nursing students’ caring behavior with positive direction and strong correlation (r=0.536; p value=0.000). The majority of respondents have a good motivation to become nurses (51.2%) and their caring behavior during the ECE also good (62.8%). As a conclusion, there is a relationship between motivation to be a nurse and nursing students’ caring behavior during ECE.

Keywords: caring behavior, Early Clinical Exposure, motivation to be a nurse

I. Introduction
Nurses need to have caring behavior in providing nursing care to patients. Caring behavior of the nurse affects the patient’s healing rate (Rica, 2013) and can provide patient satisfaction (Sukesi, 2011). The caring behavior of nurses may include providing competent nursing care according to expertise, gentle in speaking, providing support and hope, giving a touch, always accompanying the client and doing everything with attention (Carruth et al in Wulan & Hastuti, 2011).

Establishment of caring behavior since the education is very important because caring nurse behavior is formed through a long and continuous process. George (quoted in Sukesi, 2011) states that caring is an interpersonal characteristic not genetically derived, but learned through education as a cultural profession. Learning methods that can be applied to the formation of student’s caring behavior, including the exposure of concepts in lectures, reflective case discussions, Early Clinical Exposure (ECE), and nursing skills practices in the laboratory and in the clinic followed by reflection practice to analyze caring attitudes.

Many factors affect the quality of caring behavior of nurses. One of them that influenced him was motivation. A study by Basudewo (2012) that explores the motivation of nurses working at Mardi Waluyo Hospital, Lampung indicates that the higher the intrinsic motivation to be a
nurse, the higher the caring behavior of the nurse. Therefore, intrinsic motivation to be a nurse needs to be owned by nursing students to underpin the growth of caring behavior in nursing students.

Unfortunately, the literature on motivation to be nurses in nursing students is very limited. Rakhmawati & Widodo (2012) reported that at a nursing education institution in Yogyakarta, the number of graduates of nursing graduate who did not continue to Nurses profession education from year to year increased from 17.64% to 42.85% from 2003-2005. This may indicate a low internal motivation for students to be nurses. Even research by Rakhmawati & Widodo (2012) suggests that external factors such as attitudes, influence of college friends, and parental influences have no significant effect on the motivation of continuing to Nurses profession education. Therefore, there should be research that investigates the relationship of motivation to nurse with caring behavior of students during nursing education. In this study, caring behavior of nursing undergraduate students is measured during the Early Clinical Exposure (ECE) because when ECE students have the opportunity to implement caring behavior when interacting with patients

II. Method

The research is correlative research using cross sectional design. This design is used to see the correlation between motivation to be a nurse with caring behavior of students during ECE activities. This study was conducted July 2014-February 2015.

Sampling technique in this study using total sampling. Sample amounted to 86 students who have met the inclusion criteria. The inclusion criteria in this study are FIKes Unsoed nursing students, have been following ECE activities, and are willing to be respondents.

A. Instrument

Instrument used in this research that is motivation questionnaire become nurse and caring behavior questionnaire during follow ECE Questionnaire has been tested its validity and reliability.

B. Data Collection

Data collection was conducted by collecting respondents who have fulfilled the inclusion criteria. The process of filling the questionnaire awaited by the researcher. After that the questionnaire was checked again to make sure that all items were filled.

C. Data Analysis

The data was analyzed using SPSS. In the univariate analysis, the obtained data is presented in the form of frequency distribution table. Bivariate data was analyzed to find out the correlation of independent variable and dependent variable by using Spearman Rank correlation method.

III. Results

Table 1 shows that respondents with enough motivation have the highest percentage (51.2%). Distribution of Motivation to Nurse to Students (n = 86).

The Diagram I reveals that the average value of the highest motivation is in male.

<table>
<thead>
<tr>
<th>Ranges of Motivation</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### IV. Discussion

**Motivation to be a nurse to nursing students**

The results showed that all respondents have the motivation to be a nurse. This is in accordance with Agustiana research (2010) in STIK Hutama Abdi Husada Tulungagung which shows that most students have enough motivation to become nurses (74.82%). Even research by Yanti (2012) shows that 96% of nursing students at Satya Wacana Christian University of Salatiga have the motivation to be nurses. Thus, in general, nursing students, especially in Indonesia, have a good motivation to become nurses. This has a good effect on student achievement because having a motivation to be a high nurse will have high learning motivation also so it will be better in achievement of learning achievement (Agustiana, 2010).

The results show that the percentage of intrinsic motivation is higher than extrinsic motivation. The factors that most influence intrinsic motivation are 'earnest learning desires' and 'the belief that diligent learning leads to optimal results'. Extrinsic motivational factors that most influence in the form of support from parents. This means that students already have a desire to learn earnest, optimistic about learning outcomes, and have received good support from parents. These factors must be maintained because the motivation can

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**Diagram I. The percentage of motivation levels to be nurses by gender**

<table>
<thead>
<tr>
<th>Type of Motivation</th>
<th>Ranges of Motivation</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrinsic Motivation</strong></td>
<td>Less</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Enough</td>
<td>23</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>63</td>
<td>73.3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td><strong>Extrinsic Motivation</strong></td>
<td>Less</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Enough</td>
<td>45</td>
<td>52.3</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>41</td>
<td>47.7</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>
improve the spirit of learning (Agustiana, 2010).

From this research can be seen that the percentage of motivation to be nurses in men is higher than women. The results of the study by Ghazali (2010) also stated that male nurses have higher motivation than women. The influence of gender on motivation still shows inconsistent data. Based on theory, gender factors do not affect one's motivation. According to Maslow’s theory (quoted in Notoatmodjo, 2010), motivation is influenced by the basic needs set out in five priority levels, namely physiological needs, safety, love, self-esteem, and self-actualization. Therefore, the relationship between gender and motivation needs to be further investigated.

The relationship between motivation to be a nurse with nursing student’s caring behavior during ECE

This study shows that there is a significant correlation between motivation to be nurse with caring behavior of students. The higher the motivation to become a nurse, the better the caring behavior of the students during the ECE. This result is supported by research from Basudewo (2012) which shows a significant and positive relationship between intrinsic motivation to nurse with caring behavior of nurses. Nurses who behave well caring will show a desire to care (Basudewo, 2012). This makes the nurse better understand the conditions experienced by clients (Newton, Kelly, Kremser, Jolly, & Billet, 2009).

The motivation of being a nurse is based on intrinsic and extrinsic factors (Newton, Kelly, Kremser, Jolly, & Billet, 2009). The intrinsic factor that underlies the motivation of being a nurse is the desire to help others and cooperate with others. While extrinsic factors that affect motivation are flexible working hours, job security assurance, and family support. Caring behavior arises from motivation to help and provide care well (Newton, Kelly, Kremser, Jolly, & Billet, 2009).

The results also indicate that the motivation to be nurse has a significant relationship with caring behavior in which consists of ten carative factors. The first carative factor is the establishment of an altruistic humanistic-value system. The form of this factor is the satisfaction of the nurse after providing assistance (Wulan & Hastuti, 2011). This is in accordance with the opinion Nursalam (2002), that one’s motivation is influenced by satisfaction.

The second factor is the stabilizaton of beliefs and expectations. Nurses should be able to facilitate clients in reaching expectations so as to improve client behavior in an effort to improve health (Watson cited in Tomey & Alligood, 2006). Motivation itself is influenced by three factors of hope that is trust, good performance, and value obtained (Vecchio quoted in Indrastuti, 2010). So that the nurse who has hope will be able to facilitate the client in reaching his own expectations.

The third factor is to develop sensitivity to self and others. The nurse must also be able to study herself openly to herself, because with the nurse's understanding and acceptance of herself will make the nurse accept individual uniqueness and respect others (Qomariah, 2012).

The fourth factor is developing a trusting relationship. Effective communication is the basis of this factor (Watson cited in Carson, 2002). If the nurse
is able to demonstrate good communication, then the client will become more open in addressing the problem so as to establish a good relationship (Carson, 2002). The motivating factors of one of them is the desire to connect with others (Ivancevich quoted in Indrastuti, 2010). In accordance with this, nurses who have the desire to connect with others will create good communication so as to develop a relationship of trust.

The fifth carative factor is to increase and accept the expression of positive and negative feelings. Professional nurses will be able to apply this factor. Nurses exhibit caring behavior in the provision of care as a form of professionalism in work (Morrison & Burnard, 2008). Professionalism is one of the basic human needs that is the source of motivation (Ivancevich quoted in Indrastuti, 2010). So that motivated nurses will show their professionalism in working.

The sixth factor is the systematic use of problem-solving methods in making nursing care decisions (Carson, 2002). Nursing care is based on scientific knowledge (Asmadi quoted in Qomariah, 2012). Someone who has knowledge will have good motivation (Siagian quoted in Ghazali, 2010). Thus a nurse who has the motivation means having good knowledge so as to provide good nursing care as well.

The seventh factor is the improvement of interpersonal learning and teaching. Students who are motivated to become nurses will learn earnestly and have a strong desire to acquire knowledge and abilities as nurses (Sandvik, Eriksson & Hilli, 2013). Thus will have enough knowledge so as to provide learning and teaching to clients.

The eighth factor is creating a supportive and protective environment. The main aspect in this factor is convenience (Carson, 2002). Comfort will provide satisfaction to the client, so that the quality of nursing service also increases (Nursalam, 2002). It becomes one of the nurse's external motivation to perform caring behavior.

The ninth factor is to provide guidance in satisfying human needs. According to the client's perception, caring nurse is a caring nurse (Nurbiyati, 2013). The performance of caring nurse in particular caring affect the quality of service, so one motivating factor is improving the quality of service (Nurbiyati, 2013).

The last factor is allowing the existence of existential-phenomenological pressure which can help the client in finding the power to face life and death by involving the spiritual dimension (Qomariah, 2012). According to Herzberg's theory (cited in Notoatmodjo, 2010), nurses can achieve satisfaction by helping clients, so that they become motivated.

V. Conclusion

There is a significant relationship between motivation to be a nurse with caring behavior of students during follow ECE. The higher the motivation to be a nurse, the more increasing the caring behavior of students during the ECE ($r = 0.536, p = 0.000$).

Nursing education institutions should be able to increase motivational support in learning and motivate students to continue their professional education, and to become professional nurses. Meanwhile, the advice for students is that students need to make strategies to improve their motivation as nurses by increasing their knowledge and
continuing professional education nurses. It is also important for students to apply caring behavior during ECE activities.

Further research needs to be done to reveal the factors that can increase the motivation of being a nurse, the influence of gender on motivation, the factors that can improve student caring, and the effectiveness of ECE activities in applying caring behavior of students.

References


http://www.academia.edu/436406/Clinical_Learning_As_Experienced_by_Nursing_Students_In_Their_Critical_Incidents


