

NURSING STUDENTS PERCEPTION TOWARDS CARING BEHAVIOR OF CLINICAL INSTRUCTOR: A LITERATURE REVIEW

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ABSTRACT

Background: *Important factors for student success are determined by the behavior of an instructor. Students understand that caring instructors clinic can make students more confident. Caring behavior is a behavior that always assists others holistically. The objective is to know the perception of the caring behavior of nursing students on the clinical instructor.*

Method: *This literature review uses searches from the Google Scholar database, Science Direct, EBSCO. At the initial stage of the search with keywords: "Caring Instructor" AND "Nursing Students Perceptions" obtained the results of 8 international articles from the range of 2014 to 2019 that correspond to the inclusion and exclusion criteria.*

Results: *Based on the results of the literature review of 8 articles, it was found that the caring behavior of clinical instructors can be an indicator of how caring nursing students are when they enter the profession. According to nursing students caring behavior from clinical instructor have a positive attitude towards nursing students. Students become more compassionate, feel helpful when experiencing difficulties, are more open, confident and have high learning motivation.*

Conclusion: *Caring behavior clinical instructor is to be considered by the clinical instructor to students. This is because nursing students always looked clinical instructor as a role model in demonstrating professionalism in nursing, and can improve the caring behavior of their students. Besides that, the caring behavior of the instructor can also improve the clinical learning process to be even better.*

Keywords: *Nursing Student Perception, Caring Behavior, Clinical Instructor*

BACKGROUND

The science of caring behavior is a science that is always complementary in the world of health. Even though in the world of health it always focuses on caring behavior, but in the mind of society caring behavior is always associated with a nurse. Caring behavior is a basic and core concept in the field of nursing, which is manifested by openness and honesty in the field of humanity and is at the core of nursing science. Caring behavior is a basic concept in nursing, which is manifested by an attitude of honesty and openness in providing humanitarian services (Watson, 2009). Caring behavior is a behavior that always holistically assists others. Caring behavior is formed based on spirituality and personality by each individual. Where spirituality is the desire to do noble deeds (Bakar et al., 2017).

The clinical instructor's role is the main key in being a role model for students, clinical instructors must be aware that nursing students view them as role models in demonstrating caring behavior (Labrague et al., 2016). Clinical instructors are someone who has an important role in the process of teaching or learning in the health sciences in terms of humanistic discipline, has good behavior and skills, has good communication skills, provides good feedback to students, facilitates good environmental

learning, and is able provide clinical teaching skills that are in accordance with students' understanding (Levy et al., 2009). Clinical instructors expected to always apply the caring behavior where empathy and the caring clinical instructor can establish good communication with students (Mikkonen, Kyngäs, & Kääriäinen, 2015).

Caring behavior clinical instructors is important in clinical education, this can affect the student learning process to be even better (Arrigoni et al., 2017; Zamanzadeh et al., 2015). Even guiding caring behavior can make nursing students more confident (Meyer, Nel, & Downing, 2016).

METHODS

Inclusion criteria

The criteria inclusions that are used in the selection of studies for the literature review is as follows:

1. Research must be related to the caring behavior of the clinical instructor towards nursing students.
2. This study should provide information about nursing students' perceptions related to the caring behavior of the instructor.
3. Full-Text research must be available in English.

Exclusion criteria

1. Journal below from the last five years.
2. The letter editor that are not original publication, abstract, and editorials
3. An article with an unclear title and abstract will be examined and evaluated from all publications taken

Databases Searching

Journal searches are conducted through the Google Scholar, Science Direct and EBSCO databases. and then journal extracted by independent researchers. A combination of different keywords for journal searches is stored in an international database. In the Google Scholar database, searching began by typing the keyword "Instructor caring", appeared 356 articles, then repeated by adding a new keyword to "Instructor caring" AND "Nursing students", appeared 206 articles. In the Science Direct database, searching began by typing the same keyword "Instructor caring", appeared 44 articles, then repeated by typing "Instructor caring" AND "Nursing students", appeared 10 articles. In the EBSCO database, with the keywords "Instructor caring", appeared 7 articles, then added "Instructor caring" AND "Nursing students", appeared 3 articles.

Selection

The number of article 407 then identified for the title, abstract and year of

publication, 292 articles were not included because it does not comply with criteria inclusion. The full text of 115 articles remaining is then examined independently according to the criteria advanced up into 26 articles, and the last by the inclusion criteria as much as 8 articles found.

RESULTS

The main focus of this review literature is the attitude of the clinical instructor to nursing students related to students' perceptions of the caring behavior of the instructor. To optimize this interpretation, firstly will clarify the research findings

Table 1. Article Searching Process

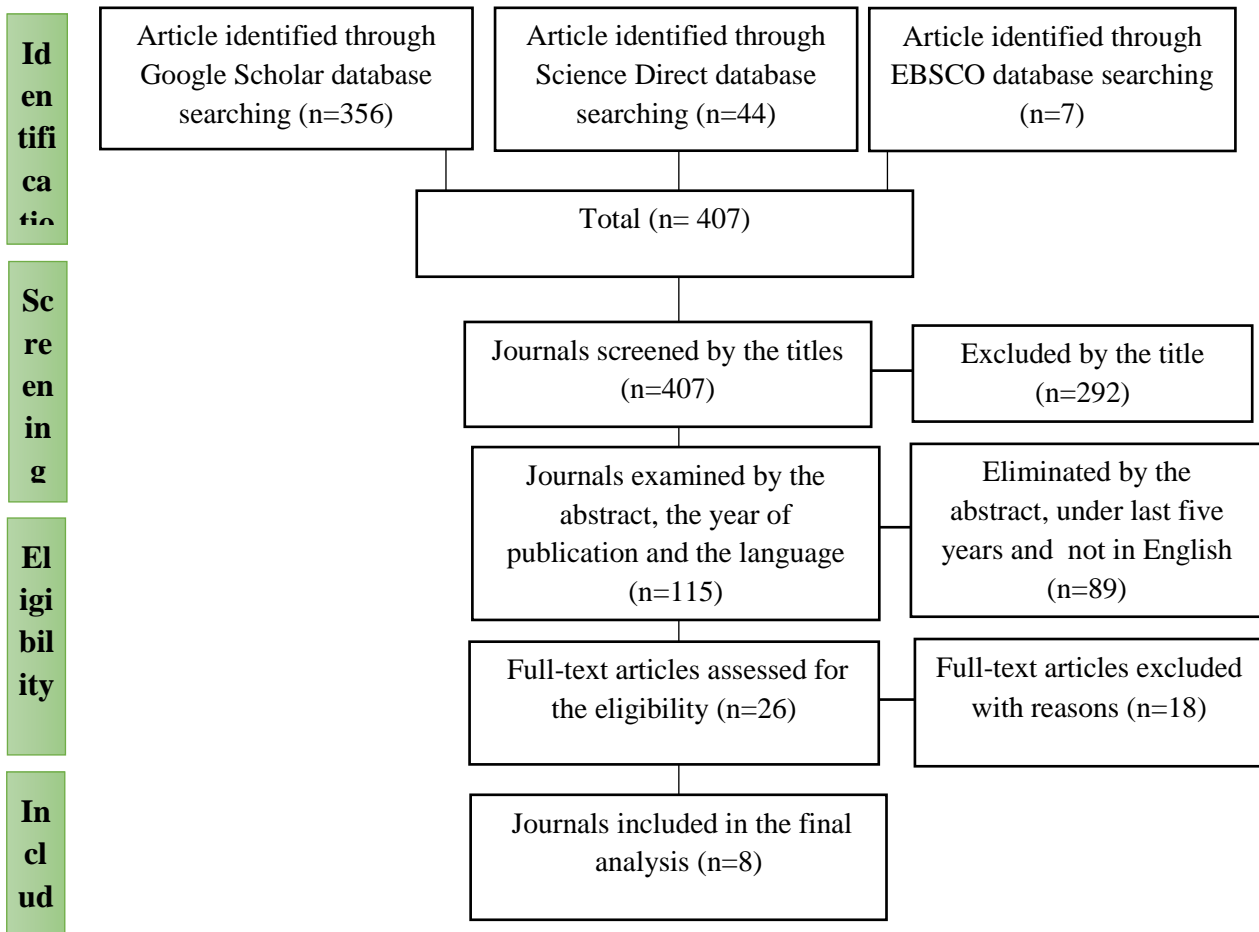


Table 2 : Study of Characteristic

Source	Title	Country (Respondens)	Aim	Design	Respondens	Instrument	Findings	Conclusion
(Labrague et al., 2016)	Nursing Students' perceptions of their instructors' caring behaviors : A four – country study	India, Greece, Nigeria, and Philippines	This paper is a report on students' perceptions of instructors' caring behavior in four countries	Quantitative, cross – sectional, comparative approach.	A total of 450 nursing students participated with an almost equal nursing student frequency distribution.	Nursing Students' Perceptions of Instructor Caring (NSPIC) scales.	Findings: The highest rated subscale in the NSPIC was “Instills confidence through caring”, while the lowest ranked subscale was for the subscale “Control versus flexibility”. No significant correlations were found between the NSPIC scale and gender, age, educational level and family status of students except the country of origin.	Nurse educators can utilize this information to better portray their role as a nurse educator when being perceived by their nursing students.
(Fifer, 2019)	Associate Degree Nursing Students' Perceptions of Instructor Caring	Newberg, OR, USA	The purpose of this study was to explore associate degree nursing students' perceptions of instructor caring, and the relationships between age, employment status, and race/ethnicity with these students' perceptions.	Quantitative study used a non-experimental survey design.	A total of 232 nursing students which represented	Nursing Students' Perceptions of Instructor Caring (NSPIC) scales.	There were positive correlations between students' perceptions and age and race. There were negative correlations between students' perceptions and employment status. There were statistically significant correlations between all the NSPIC scales.	Nursing is a caring, holistic profession, but the data do not indicate that nursing instructors are perceived as strong rolemodels of caring as perceived by their students. Nursing instructors must care for their students, so they in turn can care for their patients.

(Meyer et al., 2016a)	Basic student nurse perceptions about clinical instructor caring	South Africa	The purpose of the study was to investigate the perceptions of student nurses regarding clinical instructor caring at a private nursing education institution in South Africa, and to provide recommendations for caring clinical instruction.	Quantitative A descriptive, comparative, cross-sectional and correlational	junior student nurses (n = 148) and senior student nurses (n = 168) regarding clinical instructor caring.	Nursing Students' Perceptions of Instructor Caring (NSPIC) scales.	Respondents had a positive perception of their clinical instructors' caring. No relationship could be found between the course the respondents were registered for, the frequency of contact with a clinical instructor, the ages of the respondents and their perceptions of clinical instructor caring.	Student nurses perceived most strongly that a caring clinical instructor made them feel confident, specifically when he/she showed genuine interest in the patients and their care, and when he/she made them feel that they could be successful.
(Labrague et al., 2015)	Impact of Instructors' Caring on Students' Perceptions of Their Own Caring Behaviors	Greece, the Philippines, India, and Nigeria	The aim of this study was to identify the correlation between instructors' and students' caring behaviors and to explore the impact of instructors' caring on students'	Quantitative, A descriptive, nonexperimental design.	A total of 586 student nurses from four countries (Greece, the Philippines, India, and Nigeria) were recruited to participate in this study	Using questionnaire s: the Nursing Students' Perception of Instructor Caring (NSPIC) and the Caring Behavior Inventory (CBI).	Student nurses perceived "instills confidence through caring" as the most frequently demonstrated subscale, while "control vs. flexibility" was the least demonstrated subscale. The highest self-reported subscale in the CBI was "assurance", while "connectedness" was the lowest self-rated subscale. The NSPIC correlated significantly with the CBI. Four of the five subscales in the NSPIC correlated	Instructors' caring behaviors influenced nursing students' caring behaviors positively. Through positive faculty modeling and role modeling, nursing students can be professionally trained to develop the competence of caring.

			perceptions of their own caring behaviors.				significantly with the CBI when considered individually; the exception was the “Supportive learning climate” subscale. Among the NSPIC subscales, “instills confidence through caring” explained 32% in the CBI and “appreciation of life’s meaning” explained 3% in the CBI.	
(Hewitt-Thompson, Rae, & Anderson-Johnson, 2016)	A Descriptive, Cross-Sectional Study Analyzing the Characteristics of an Effective Clinical Instructor : Perceptions of Baccalaureate Nursing Students	Jamaica, (Central America)	This study explored baccalaureate students’ perception of the characteristics of an effective clinical instructor	Quantitative A descriptive, cross-sectional	sample of 110 randomly selected second and third year students from an urban school of nursing	Whitehead Characteristics of Effective Clinical Instructor Rating Scale (WCECIRS)	Results showed that students regarded all characteristics as important. A comparison of the means for the characteristics of an effective clinical instructor by year group, showed significant differences between the year groups for all five categories (p= 0.0001). A comparison of the mean characteristics of effective clinical instructors by age groups revealed statistically significant differences between the mean scores of interpersonal relationship, personality traits, teaching practices and evaluation procedures.	Students placed high levels of importance on the characteristics of the Clinical instructor. Therefore to ensure a suitable environment for learning, nursing schools could establish interactive feedback sessions with students and clinical instructors to ensure both groups have an understanding of their expectations of each other.
(Mikkonen et al., 2015)	Nursing students’ experiences of the empathy of their teachers:	South and North America, African countries, China, Russia and Finland.	The purpose of this study was to describe nursing students’ experiences	Qualitative Descriptive study conducted through face-to-face interviews	12 students were interviewed: seven females and five males. Students came from widely	The data were collected using face-to-face interviews	The results indicate that empathy has a positive and direct influence on students’ professional development in nursing and their learning environment. A negative experience related to	The teachers should be strongly encouraged to place a greater emphasis on the principle of empathy and caring in nursing, which involves

	a qualitative study		of empathy of nursing teachers with the emphasis on how experiencing empathy from their teachers influences students, their learning and professional development.	with nursing students.	different cultural backgrounds including South and North America, African countries, China, Russia and Finland. The average age was 26; the youngest student was 17 and the oldest 40.		teachers' empathy can obstruct the students' learning, impair their quality of life, and hinder their professional development.	behaving empathetically and creating caring learning environment for students.
(Zamanzadeh, Shohani, & Palmeh, 2015)	Nursing Students' Perception of Instructors' Caring Behaviors in Tabriz University of Medical Sciences	Iran	This descriptive study was performed to determine the nursing students' perception of instructor caring behaviors in School of Nursing and Midwifery, Tabriz University of Medical Sciences.	Quantitative Data were analyzed using descriptive statistics in SPSS13 software.	The participants were 160 nursing Bachelor of Science students selected from the third, fourth, fifth, sixth, seventh, eighth semesters. All the male and female BS students who were educating in 3rd-8th semesters under the supervision of the clinical instructor were included in the study.	Nursing Students' Perceptions of Instructor Caring (NSPIC) scales.	The level of nursing instructors' caring behavior during teaching students was medium to high, as the highest level belonged to the respectful sharing, and then respectively, instill confidence through caring, appreciation of life meanings, supportive learning climate, and control versus flexibility.	The results obtained in this study demonstrate that there is a gap in some dimension in order to achieve optimum about instructors' caring behaviors. Examining and identifying the influential factors in this regard, and applying effective strategies by relevant authorities will be effective in qualitative promotion of clinical teaching.

(Arrigoni et al., 2017)	Italian version of Nursing Students' Perception of Instructor Caring (I-NSPIC): assessment of reliability and validity	Italy	Aims of this study was to assess the validity and reliability of the Italian version of NSPIC (I-NSPIC).	Quantitative conducted a validation multicentre study	A sample of 333 junior (I and II years) and senior (III year) nursing students in bachelor's degree nursing programs, enrolled in the academic year 2014/2015, was randomly selected from three different Italian universities: Pavia, Roma Campus Biomedico and Roma Tor Vergata.	Italian version of NSPIC (I-NSPIC).	Four factors (control versus flexibility, supportive learning climate, confidence through caring, appreciation of life meaning and respectful sharing) were identified in EFA. The Cronbach's alpha value showed that I-NSPIC was a reliable instrument ($\alpha = 0.94$) and the ICC coefficient was satisfactory.	The I-NSPIC is a valid instrument for assessing the perception of instructor caring in Italian nursing students. The knowledge emerged from this study provide important insight in developing effective training strategies in the clinical training of undergraduate nursing students.
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METHODOLOGY

Based on the literature study found 8 articles that met the inclusion criteria. Of the eight articles discussed the caring behavior of clinical instructors on the perceptions of nursing students. The type of research used consisted of 7 articles using a type of quantitative research, and 1 article used qualitative research.

1. Topic

From the literature study, the main topic of the discussion is to find out the perceptions of nursing students on the behavior of clinical instructor caring (Hewitt-Thompson et al., 2016; Labrague et al., 2015, 2016; Meyer et al., 2016a; Zamanzadeh et al., 2015). Then the relationship of the main topics with age, employment status, and race or ethnicity (Fifer, 2019), describes the experience of nursing students towards the feeling of caring instructor clinic which is more emphasized on how the guiding empathy attitude can influence learning and development of student professionalism (Mikkonen et al., 2015) and assessing the validity and reliability of nursing student perceptions of instruments towards caring clinical instructor (Arrigoni et al., 2017).

2. Characteristics of respondents

All respondents are nursing students under the guidance of clinical instructors (Fifer, 2019; Labrague et al., 2015, 2016; Zamanzadeh et al., 2015). Several studies of nursing students divided into junior and senior (Arrigoni et al., 2017; Meyer et al., 2016), and second and third-year nursing students (Hewitt-Thompson et al., 2016). Research respondents came from four countries, namely India, Greece, Nigeria and the Philippines (Labrague et al., 2015, 2016), from South and North America, Africa, China, Russia and Finland (Mikkonen et al., 2015), USA (Fifer, 2019), South Africa (Meyer et al., 2016), Central America (Hewitt-Thompson et al., 2016), Iran (Zamanzadeh et al., 2015) and Italy (Arrigoni et al., 2017).

3. Instrument

The instruments used in the study consisted of one type of research instrument interview and seven instruments in the form of a questionnaire. 5 research articles using "Nursing Students' Perceptions of Instructor Caring (NSPIC) scale s" where NSPIC is a questionnaire designed to measure nursing student perceptions of caring behavior clinical instructor based on Watson's theory. NSPIC consists of 31 items which

are grouped into five subscales: (A) instilling trust through caring (11 items), (b) supporting learning environment (10 items), (c) appreciation of life meaning (3 items), (d) control vs flexibility (4 items), and (e) sharing respect (3 items) (Arrigoni et al., 2017; Fifer, 2019; Labrague et al., 2016a; Meyer et al., 2016a; Zamanzadeh et al., 2015). One study used the NSPIC and CBI questionnaire. The Caring Behavior Inventory (CBI) is a questionnaire that was originally designed to capture patients' perceptions of nurse caring behavior. In this study, this questionnaire was used to assess the caring behavior of nursing students (Labrague et al., 2015). One article uses the Whitehead Characteristics of Effective Clinical Instructor Rating Scale (WCECIRS). This questionnaire consists of several items to measure: a) interpersonal relationships consisting of 11 questions, b) personality traits consisting of 7 questions, c) teaching practices consisting of 7 questions, d) knowledge and experience consisting of 9 questions and e) evaluation procedures consisting of 5 questions (Hewitt-Thompson et al., 2016).

4. Student perceptions towards clinical instructor caring behavior

According to students, the characteristics of an effective clinical instructor can be assessed based on

interpersonal, personality, teaching practices and evaluation procedures from the supervisor (Hewitt-Thompson et al., 2016). It is hoped that the clinical instructor can apply caring behavior so that students can apply caring behavior in caring for their patients (Fifer, 2019). Students have high self-confidence especially when students show caring behavior towards their patients based on the caring behavior of the clinical instructor (Meyer et al., 2016).

The caring behavior of the clinical instructor was assessed from moderate to high range. The highest level is if the clinical instructor can respect each other, instill trust through caring behavior, provide supportive learning situations, and flexibility (Zamanzadeh et al., 2015). For this reason, the clinical instructor is encouraged to put more emphasis on the principles of empathy and concern in nursing that can create good relationships with nursing students (Mikkonen et al., 2015). Besides this, a re-discussion of caring behavior is needed in the world of nursing, one of which is the caring behavior clinical instructor towards nursing students which is expected to help clinical instructors who are considered to possess less caring behavior as a material for self-introspection to be better. To assess students' perceptions of caring

counselor behavior can use I-NSPIC (Arrigoni et al., 2017).

DISCUSSION

Several studies were conducted to determine the perceptions of nursing students on the caring behavior of their clinical instructor. The research results show that nursing students have a positive perception of clinical instructor caring behavior (Meyer et al., 2016). A caring behavior clinical instructor can provide a positive influence in the form of, influence the professional development in nursing and nursing students' learning environment (Mikkonen et al., 2015). The level of clinical instructor caring behavior during teaching nursing students from moderate to high (Zamanzadeh et al., 2015), with the highest value subscale on NSPIC found in the item "instilling trust through caring" (Labrague et al., 2015, 2016).

Nursing is a holistic profession and always caring towards others (Fifer, 2019). Caring is the essence and essence of the nursing profession (Labrague et al., 2016). Caring behavior is shaped by the personality and spirituality of others. Where spirituality is the desire to do noble deeds (Bakar et al., 2017). Caring behavior is always assisted with others holistically. One of the factors provides a comfortable environment in learning that is building good relationships between

instructors and nursing students (Hewitt-Thompson et al., 2016).

The caring behavior of a clinical instructor can be an indicator of how caring students are when they enter the profession. Caring is love, which is manifested by the heart subtly and explicitly. For that caring behavior must be learned, understood, voiced, and practiced consciously. A nurse wherever they are, with whom they deal always to behave caring. For this reason, the use of caring theory in nursing practice and caring curriculum in nursing education must be considered as survival in this growing world of modern care (Meyer, Nel, & Downing, 2016).

The role of the clinical instructor clinic is the main key to be a role model for nursing students. The clinical instructor should be aware that nursing students view them as role models, promote professionalism in nursing and recommend guidelines for caring interventions to build and enhance student caring behavior, where caring behavior is a vital component in the nursing curriculum (Labrague et al., 2016). The quality of the clinical instructor is an important factor in determining the success of its students. Clinic advisers provide feedback on the progress of student research, develop skills, and provide knowledge in the field of student

research (Hadi & Muhammad, 2017). Besides, support from the clinical instructor can motivate students to always complete their research. the instructor can interact, provide support, monitor, discuss and respond to student research results (Moskvicheva, Bordovskaia, & Darinskaya, 2015). Empathy and the caring instructor can build good communication relationships with students (Mikkonen et al., 2015).

The caring behavior of clinical instructors is important in clinical education, as well as providing a fairly good influence on nursing student learning (Arrigoni et al., 2017; Zamanzadeh et al., 2015). For that caring is an element that needs to be considered by the clinical instructors. Ten facts of instructor caring behavior, namely; (1) interaction and collaboration, (2) paying attention to the process, (3) giving praise and appreciation, (4) motivating to complete research, (5) communicating with each other, (6) teaching time management, (7) being tolerant of criticism, (8) monitor the quality of research, (9) provide feedback, (10) and provide suggestions and choices other than questions to students (Määttä, 2015).

The caring behavior of clinical instructor can influence caring behavior of nursing students to be better and instructor

have an important role in teaching caring behavior to their students so that later students can apply caring behavior in caring for their patients (Labrague et al. , 2015; Meyer et al., 2016). Based on the student's point of view, a friendly attitude, caring from the instructor is the most important thing in helping students build good relationships with the instructor (de Kleijn et al., 2014). Students hope that the instructor understands each other better and interact with students (Moskvicheva et al., 2015). Students understand that clinical counseling caring behavior can make students more confident especially when students show caring behavior towards their patients (Meyer, Nel, & Downing, 2016).

CONCLUSION

Caring behavior is a vital component of nursing. Nursing students always looked at their instructor clinic as a role model in demonstrating professionalism in nursing, students become more competent, more open, and have high learning motivation. It is expected that clinical instructor needs to pay attention to caring behavior towards their students. This can have a positive impact, improve the clinical learning process, and make student and instructor relations better. And the better the quality of the instructor clinic the more capable and confident nursing students are.

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