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Original Research

Overview of Self-Efficacy Among Nursing Students

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Abstract

Introduction: Self-efficacy in nursing students can affect the clinical and academic learning process. Self-efficacy is an assessment or belief that a person has about their ability to organize and carry out an action. This study aims to describe the self-efficacy of nursing students.
Methods: The research design used was non-experimental with a descriptive approach. The population in this study were nursing professional education students of the Faculty of Nursing, University of Jember, with a total sampling of 236 respondents.
Results: The results showed that the respondents' self-efficacy obtained the mean and standard deviation (60.75 ± 8.296). In the results of the self-efficacy indicator, the mean and min-max results for levels are 23.96 and 9-32. The mean (18.79) and min-max (7-24) results are obtained on the strength indicator. The generalization indicator's mean (18.02) and min-max (10-24) results are obtained.
Conclusion: This study shows that the value of student self-efficacy is still not optimal because students do not fully state that they often have confidence in carrying out and completing the nursing professional education process. Students' self-efficacy needs to be improved by having good relationships with clinical and academic supervisors as role models, asking for verbal persuasion from those closest to them, and practicing activities independently to achieve a certain level of competence.

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INTRODUCTION

The nursing professional education program obtained by a nurse consists of at least two stages. The educational process begins with the academic education stage in which graduates get a Bachelor of Nursing degree and continues with professional education (Ners). In academic education, students have a workload considered quite tiring, namely the final project or thesis [1]. Nursing professional education allows students to adapt when carrying out nursing practice in real situations of clinical health services or while in the community. According to their role as a professional nurse, namely applying an approach to the implementation of the nursing process, carrying out the nursing care process, being professional, and applying nursing skills.[2].

Nursing students often experience discomfort caused by the clinical environment [3]. Students in this process will feel afraid to make mistakes and worry about getting criticism from the environment, as well as knowledge and professional gaps [4]. Students in the learning process can also experience stress from the inadequacy of guidelines and the workload they receive. Students are dealing with stress when learning must have coping strategies and high self-efficacy [5].

Self-efficacy is an assessment or belief that a person has about their ability to organize and carry out the action so that it can produce a previously planned level of performance, and these results can affect their life. Self-efficacy will determine how a person thinks, feels, motivates, and behaves through the knowledge and skills to produce the desired achievement [6]. A person's self-efficacy will not cause harmful effects, so it is suitable for all people, from school age to the elderly [7]. In addition, good self-efficacy can improve the quality of life for the better [8]. In nursing students, self-efficacy can affect clinical learning [9]. Effective individual coping can increase students' self-confidence [10].

The factors that can affect the level of self-efficacy in students are the existence of an experience of success, experience from others, verbal persuasion, and available resources [11]. Previous research also said that learning methods would affect the level of self-efficacy in nursing students [12].

METHODS

This study used a non-experimental design with a descriptive research design. The population used in this research process were students who took the nursing professional education program at the Faculty of Nursing, University of Jember, with total of 236 students. The criteria of the research subjects were willing to be respondents in this study, students of the nursing professional education program 24 and 25 at the Faculty of Nursing, University of Jember, and not currently taking a leave of absence. The sampling technique used in this research process is total sampling.

The technique used in the data collection process was carried out by filling out the self-efficacy questionnaire for nursing professional education students. The self-efficacy questionnaire for nursing

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professional education students was tested for validity using the Content Validity Index (CVI) method, which five experts carried out. The mean CVI value was 0.93, so the questionnaire was said to be valid. The reliability test by looking at the Cronbach's alpha and the results of the reliability test of the questionnaire is 0.930, so the self-efficacy questionnaire for professional nursing students can be said to be reliable.

Then, the researcher asked the respondents to fill out research questionnaires distributed in a google form and informed consent to determine whether the respondent was willing to participate in the research process. The student's self-efficacy data obtained previously were tested for normality using the Kolmogorov-Smirnov test and got a p-value of 0.84 (> 0.05) from the research results on the self-efficacy questionnaire for nursing professional education students. The data can be said to be normally distributed. The self-efficacy questionnaire for nursing professional education students consist of 20 statements about three indicators ranging from level, strength, and generalization of self-efficacy to nursing profession students is presented in the form of mean, ± SD, and minimum-maximum.

The ethical principles used in this study are respect for human dignity, confidentiality, justice, and beneficence. The ethical feasibility of this research was granted by the Health Research Ethics Commission (KEPK) at the Faculty of Nursing, University of Jember with letter number 2806/UN25.1.14/SP/2020.

RESULTS

Based on the research that has been carried out on respondents to find out how the characteristics and descriptions of self-efficacy in nursing professional education students are, the following results are obtained: The results of the distribution of data on the characteristics of research respondents, it is known that most of those who participated in the research were female. Most respondents were nursing professional education students in batch 24, and the other were regular students (On Table 1).

Based on the normality test results with Kolmogorov-Smirnov test, the data obtained a p-value of 0.84 (p-value> 0.05), so the data is said to be normally distributed. The mean value of self-efficacy for all nursing professional education students is 60.75. The ±SD value is 8.296, with a minimum score of 26 and a maximum of 80 (On Table 2).

Based on the study's results, which showed the average value of each indicator of self-efficacy of nursing professional education students, it is known that the highest average value is found in the level with a mean of 23.94, and the average score is 23.94. The lowest average is the generality, with a mean of 18.02 (On Table 3).

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Table 1

Distribution of student characteristics by gender, class, and type of student admission at the Faculty of Nursing, University of Jember (n = 236 respondents)

Variable	Amount	Percentage %
Gender		
Male	46	19.5
Female	190	80.5
Batch		
24	158	66.9
25	78	33.1
Type		
Regular	230	97.5
Tranfers	6	2.5

Table 2

Self-efficacy scores for nursing professional education students at the Faculty of Nursing, Jember University (n = 236 respondents)

Variable	Mean	±SD	Min-Max
Self-efficacy	60,75	8,296	26-80

Table 3

The average value of self-efficacy indicators for nursing professional education students at the Faculty of Nursing, University of Jember (n = 236 respondent)

Indicators	Mean	Median	Min-Max
Level	23,94	24,00	9-32
Strength	18,79	19,00	7-24
Generality	18,02	18,00	10-24

DISCUSSION

Self-Efficacy of Nursing Professional Education Students

The moderate self-efficacy of students in carrying out and completing nursing professional education has approached the maximum value, where the minimum score is 26, and the maximum value is 80. It is stated that students sometimes and never had confidence in carrying out and completing professional nursing education regarding the level of difficulty, level of confidence, and generalizations. The results of the research that has been carried out are not in line with the results of previous studies, which obtained a mean result of 117.46. The average self-efficacy of nursing professional education

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students in this study was closer to the minimum value, where the minimum score was 92, and the maximum value was 146 [13].

Self-efficacy in nursing students will help them have confidence in their competence and accept the challenges given [14]. Individuals with a high level of self-efficacy will not feel burdened and feel that everything they face is a threat and an obstacle [15]. Self-efficacy can help someone overcome psychological problems, especially anxiety [16].

The researcher concludes that from the results of this study, the self-efficacy of nursing professional education students has approached the maximum value, and the variation of data obtained from students is very diverse in carrying out and completing nursing professional education. In the self-efficacy indicators, students still state that they sometimes and never have confidence in carrying out and completing nursing professional education. Therefore, students need to pay attention to several indicators of each situation faced during the implementation of nursing professional education to improve self-efficacy so that students can be sure to be able to carry out and complete the nursing professional education by the previously planned achievements.

Self-efficacy Indicator Level

Difficulties when carrying out learning encountered by students can occur because the learning methods used by clinical supervisors are ineffective and inefficient and do not facilitate students to think critically [17]. These difficulties can also accompany interpersonal problems, frustration, and tiredness caused by student needs not being appropriately identified. The actual situation in the field does not match the description of the problem in theory [18]. The nature of the complexity of the task faced by a person will affect the high and low assessment of his ability. Experience from previous successes and verbal persuasion obtained from others will help increase a person's self-efficacy in carrying out their activities [6].

Based on this explanation, the researcher concludes that nursing professional education students still do not have maximum confidence in dealing with and choosing forms of action to solve the complex problems they face. Statements often do not become the answer that students most preferred because some still decide to state that they sometimes and never have confidence in dealing with difficult situations when carrying out the nursing professional education program at the Faculty of Nursing, University of Jember.

Self-efficacy Indicator Strength

During the professional education process, especially during clinical practice, students are generally led to always be active and disciplined in carrying out a series of actions and scientific methods accompanied by a critical mindset [19]. When providing health services, nursing students must be able to understand how much confidence they have in carrying out all forms of assigned tasks. Misperceptions of self-confidence can endanger themselves and others if students

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do not seek help appropriately. Students with low self-efficacy scores will have an impact on delaying the work on the tasks given and even avoiding them so that it can harm themselves and others, especially patients [20]. Self-efficacy does not only focus on specific skills possessed by a person but rather on assessing how much confident a person is to do something based on the skills possessed [21].

Based on the results of these data and explanations, the researcher concludes that the strength of belief possessed by nursing professional education students in carrying out and completing the nursing professional education process has not been maximized. This is because some students still state that they are sometimes and never confident in carrying out and completing nursing professional education. The frequency of answers very often is not more than the frequency of frequent responses chosen by students.

Self-efficacy Indicator Generality

Students will use their abilities with maximum effort in different situations to solve the challenges they face [20]. The experience of previous success in the educational process is a factor that can influence how a person can act in unexpected situations [11]. Actual conditions in the field that are not to the theoretical description can affect students' confidence in carrying out professional nursing education [21]. In nursing students, all clinical situations with complex problems related to patients, families, and other health teams require the concept of critical thinking in the learning process. Appropriate and accurate actions are needed, especially in urgent situations and conditions [22].

Indicator generality refers to a person's behavior that can be generalized to all situations so that individuals can complete specific tasks in all conditions. Cognitive processes in a person's mindset will predict events and analysis methods that can be used to control an action. A person with a high self-efficacy value will be able to persist in doing the given task until he completes it. However, someone with a low self-efficacy value will tend to choose to give up prematurely in completing the given task [5].

A person's self-efficacy can only be associated with certain situations and cannot be interpreted globally [20]. The selective process of a person's belief or self-efficacy in his abilities will be able to affect certain types of activities and environmental conditions. A person will avoid the activities and situations that are believed to exceed the limits of his ability and can quickly carry out a challenging activity and environmental conditions that are considered to be faced [19]. A person's self-efficacy level can be essential in changing behavior [22].

Based on this explanation, the researcher concludes that the generalization of student beliefs in dealing with assignments in different or unexpected situations and conditions is still not optimal. This is because there are still students who state sometimes and never sure about dealing with other problems and conditions while carrying out and completing the nursing professional education program.

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LIMITATION

The limitations of this research process were that when filling out the research questionnaire, researchers could not directly supervise the filling process by respondents due to the pandemic (COVID-19) period, so the filling was done online.

CONCLUSION

The conclusion of this study shows that the self-efficacy value of nursing professional education students is still not optimal. Students do not fully state that they often and very often have confidence in carrying out and completing the nursing professional education process. Students' self-efficacy needs to be improved by having good relationships with clinical and academic supervisors as role models, asking for verbal persuasion from those closest to them, and practicing activities independently to achieve a certain level of competence. Educational institutions must also help improve students' self-efficacy by providing counseling and guidance services to help students deal with their problems.

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CONFLICT OF INTEREST

We certify that there is no actual or potential conflict of interest concerning this article.

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