Association between Professional Commitment of Undergraduate Nursing Students and Perceived Teaching Characteristics of their Nursing Faculty
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ABSTRACT

Background: The association between professional commitment of undergraduate nursing students and the perceived teaching characteristics of their nursing faculty is a critical area of study within the field of nursing education. It explores the relationship between two key factors that can significantly influence the development of future nursing professionals.

Objective: To evaluate the association between professional commitment of undergraduate nursing students and perceived teaching characteristics of their nursing faculty.

Method: A correlational design was used to explore Professional Commitment and Teaching Characteristics. Professional Commitment was assessed via a questionnaire with three dimensions and classified as high, average, or low commitment. The study took place in Lahore, Pakistan, involving BSN Generic nursing students aged 17-25 with at least three months of faculty interaction. Data collection used purposive sampling, resulting in a sample of 383 students based on estimated commitment. SPSS was used for data analysis, including descriptive statistics and chi-square tests to examine associations.

Result: Most of the study participants were female 75.2% while 24.8%, having age between 20 and 22. The association between professional commitment of undergraduate nursing students and perceived teaching characteristics of their nursing faculty.

Conclusion: The study revealed significant links between professional commitment, teaching characteristics, and faculty professional ability. These results emphasize the significance of effective teaching and faculty mentorship in influencing students' commitment to nursing.

Keywords: Professional Commitment, Undergraduate Nursing Students, Teaching Characteristics, Nursing Faculty

1 Introduction

Professional Commitment fosters a holistic connection to work while harmonizing job dedication with religious beliefs, consisting of three key elements: commitment to professional goals and ideals, a willingness to learn these values, and unwavering dedication to the profession (1). Professional commitment is demonstrated through loyalty, a long-term dedication to a field, and a sense of responsibility for its unique challenges. To excel in nursing and provide quality patient care, dedication and commitment are essential (2). High professional commitment to lifelong learning is essential in nursing, as dedicated nurses shape the profession's future (3). Nurses play a crucial role in upholding patient rights and delivering top-quality care (4).

There's a worldwide shortage of nurses and midwives, with Southeast Asia and Africa experiencing the most severe deficits. The WHO anticipates a 9 million nurse shortage by 2030, hindering progress toward Sustainable Development Goal 3. Women constitute a significant part of the healthcare workforce, with nursing and midwifery being substantial contributors. (5). Pakistan has a population of over 200 million, but in 2020, there were only 116,659 registered nurses (6). While the current nurse-patient ratio is 1:40, the Pakistan Nursing Council recommends a 3:10 ratio in general hospital wards (7).

Some of the major factors contributing to the shortage of nurses are the inadequate number of students studying and graduating from nursing (8). Turnover intention, or the desire to leave a job for another, is common among healthcare workers like nurses and doctors. In Ethiopia, a study found a high turnover rate of 64.9%, partly due to differences in workplace perceptions and the actual work (9). Undergraduate nursing students greatly influence the healthcare workforce. Their professional commitment to nursing shapes their choice of profession and develops throughout their studies (10).
Nursing faculty plays a crucial role in undergraduate nursing education. Effective education should emphasize interpersonal and competency-based learning over personal attributes. There's a need for more research on factors influencing students' training decisions. To improve education quality, faculties should focus on enhancing their interpersonal and professional competencies (11). Teaching improves with experience and effort. Students evaluate a teacher’s methods, making student feedback crucial for improvement. Good nursing faculties create a supportive, non-stressful environment, emphasizing relationships, respect, and trust in student autonomy. Bullying is prohibited, allowing students to learn according to their needs, empowering them to make independent decisions and apply classroom learning effectively (12).

Nursing faculty are vital for quality nursing education, preparing students for high-quality patient care. This requires intensive training (5).

In a 2017 study in India, factors influencing student learning included teacher characteristics, clinical environment, curriculum, extracurricular activities, student management, motivation, communication, accessibility, infrastructure, and personal factors (13). The student-teacher relationship is crucial, but other factors can affect student outcomes. Nursing faculty should advocate for undergraduate nursing students to exhibit exemplary nursing behavior, emphasizing core practice in teaching and learning (14). To improve the standard of nursing education in the classroom, this research can be applied to the advancement of nursing science, particularly with regard to nursing education (curriculum and teaching-learning methodologies). The findings of this study will be able to demonstrate, support, and further develop the notion of professional commitment in nursing. This study can provide feedback to the nursing faculty to know the perceptions of the students so that they know the need to improve the undergraduate nursing student’s professional commitment to reach the optimal level.

**Hypothesis**

- H1: There is an association between professional commitment of undergraduate nursing students and teaching characteristics of their nursing faculty.
- H0: There is no association between professional commitment of undergraduate nursing students and teaching characteristics of their nursing faculty.

**2 Material and Methods:**

The study employed a descriptive, cross-sectional, correlational design, focusing on two key variables: Professional Commitment and Teaching Characteristics. Professional Commitment was assessed using a questionnaire consisting of three dimensions: Affective commitment, Continuance commitment, and normative commitment. The scoring criteria categorized commitment as high, average, or low. Teaching Characteristics of nursing faculty were measured using a questionnaire encompassing professional abilities, relationships with students, and personal traits. It used a five-point rating scale and was scored as most satisfied, satisfied, or less satisfied. The study was conducted in four institutions in Lahore, Pakistan, involving BSN Generic undergraduate nursing students aged 17-25 years with at least three months of interaction with faculty. Data collection used purposive sampling, yielding a sample size of 383 students based on estimated professional commitment. Data analysis involved SPSS, with descriptive statistics and chi-square tests for associations.

**3 Results**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>95</td>
<td>24.8</td>
</tr>
<tr>
<td>Female</td>
<td>288</td>
<td>75.2</td>
</tr>
<tr>
<td>Age (years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-22</td>
<td>332</td>
<td>86.7</td>
</tr>
<tr>
<td>23-25</td>
<td>51</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Table 1. Demographic Information of Participants (n=383)
Table 1 presents demographic data for the 383 undergraduate nursing students in the study. It shows gender distribution, with 75.2% female and 24.8% male. Age-wise, 86.7% are aged 20-22, and 13.3% are 23-25. In terms of interaction duration with faculty, 59.5% engaged for 1-2 years, 27.7% for over 2 years, and 12.8% for 6-11 months. Regarding year of study, 60.6% are in their 2nd year, 30% in their 3rd year, and 9.4% in their 1st year. This data will be used to explore the link between professional commitment and teaching characteristics perceived by students.

Table 2 displays the relationship between professional commitment and teaching characteristics among participants. It uses frequency and percentage values to show the distribution of low, average, and high professional commitment levels against most satisfied, satisfied, and less satisfied teaching characteristics. The chi-square test indicates a significant association ($\chi^2 = 68.71, p < .001, \phi = .424$) between these variables. Notably, a higher percentage of students reporting being most satisfied with teaching characteristics also exhibited high professional commitment (90.2%), while those less satisfied had a lower proportion of high professional commitment (0.7%). These findings highlight a positive link between nursing faculty's teaching attributes and the professional commitment of nursing students. Strong teaching skills, approachability, and personal traits in faculty can enhance students' commitment and dedication.

Table 3. Association between Professional Commitment and Professional ability

<table>
<thead>
<tr>
<th>Professional ability</th>
<th>Low n(%)</th>
<th>Average n(%)</th>
<th>High n(%)</th>
<th>$\chi^2$</th>
<th>Phi-square</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Satisfied</td>
<td>24(16.3)</td>
<td>51(34.7)</td>
<td>72(49)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>2(2.5)</td>
<td>24(29.6)</td>
<td>55(67.9)</td>
<td>48.50</td>
<td>.356</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Most Satisfied</td>
<td>4(2.6)</td>
<td>22(14.2)</td>
<td>129(83.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3 shows the connection between professional commitment and professional ability among participants. It employs frequency and percentage values to present low, average, and high professional commitment levels against less satisfied, satisfied, and most satisfied professional ability. The chi-square test reveals a significant association ($\chi^2 = 48.50, p < .001, \phi$-square = .356) between these factors. Notably, a higher percentage of students with high professional ability also exhibited high professional commitment (83.2%), while those with low professional ability had a lower proportion of high commitment (2.6%). These findings underscore the positive link between nursing faculty's professional ability, including communication skills and knowledge, and the commitment of nursing students. Recognizing this association is crucial for nursing education institutions in emphasizing effective teaching practices and the role of faculty as mentors and role models in nurturing commitment among future nursing professionals.

Table 4. Association between Professional Commitment and Relationship with Students

<table>
<thead>
<tr>
<th>Relationship with Students</th>
<th>Low n(%)</th>
<th>Average n(%)</th>
<th>High n(%)</th>
<th>$\chi^2$</th>
<th>$\phi$-square</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Satisfied</td>
<td>27(16.5)</td>
<td>64(39)</td>
<td>73(44.5)</td>
<td>73.79</td>
<td>.439</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Satisfied</td>
<td>1(1.5)</td>
<td>16(23.5)</td>
<td>51(75)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most Satisfied</td>
<td>2(1.3)</td>
<td>17(11.3)</td>
<td>132(87.4)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 displays the link between professional commitment and the relationship with students among participants. It uses frequency and percentage values for low, average, and high professional commitment levels against less satisfied, satisfied, and most satisfied faculty-student relationships. The chi-square test shows a significant association ($\chi^2 = 73.79, p < .001, \phi$-square = .439) between these factors. Notably, a higher percentage of students reporting being most satisfied with faculty-student relationships exhibited high professional commitment (87.4%), whereas those less satisfied had a lower proportion of high commitment (1.3%). These findings highlight a positive relationship between faculty-student interactions, characterized by support and mutual respect, and the professional commitment of nursing students. Faculty members fostering a supportive learning environment are more likely to nurture commitment and passion for the nursing profession among students. Recognizing this relationship is valuable for nursing education institutions, emphasizing the role of faculty in creating an encouraging environment that fosters dedication among students.

Table 5. Association between Professional Commitment and Personal Attributes

<table>
<thead>
<tr>
<th>Personal Attributes</th>
<th>Low n(%)</th>
<th>Average n(%)</th>
<th>High n(%)</th>
<th>$\chi^2$</th>
<th>$\phi$-square</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Satisfied</td>
<td>23(13.3)</td>
<td>65(37.6)</td>
<td>85(49.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>6(8.5)</td>
<td>20(28.2)</td>
<td>45(63.4)</td>
<td>61.40</td>
<td>.40</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Most Satisfied</td>
<td>1(0.7)</td>
<td>12(8.6)</td>
<td>126(90.6)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 illustrates the link between professional commitment and personal attributes among participants. It categorizes data into low, average, and high professional commitment levels against less satisfied, satisfied, and most satisfied personal attributes. The chi-square test reveals a significant association ($\chi^2 = 61.40, p < .001, \phi$-square = .40) between these variables. Remarkably, a higher percentage of students reporting most satisfaction with faculty's personal attributes exhibited high professional commitment (90.6%), while those less satisfied had a lower proportion of high commitment (0.7%). These findings highlight a positive relationship between faculties' personal
attributes, including enthusiasm and open-mindedness, and the professional commitment of nursing students. Faculty members demonstrating such qualities are more likely to nurture commitment among students. Recognizing this relationship is crucial for nursing education institutions, emphasizing the role of faculty as mentors and role models in shaping students' dedication to the nursing profession. Fostering an environment where faculty exhibit positive personal attributes can enhance students’ commitment and overall learning experiences in their nursing education journey.

4 Discussion

Demographic characteristics and professional commitment of undergraduate nursing students are important factors to consider in understanding their motivations, behaviors, and potential success in the nursing profession. These characteristics can elaborate the diversity within the student body and their level of dedication to their chosen career path. Regarding gender, the study comprises a diverse group of participants, with 75.2% (288) identifying as female and 24.8% (95) as male. A study support the findings having the majority of the participants were female (955; 95.9%) (15). Another study link this finding as the study population were 152 third-year students (10 males and142 females) (16).

In the study's data analysis, participants' responses regarding professional commitment and teaching characteristics were summarized and analyzed. The results revealed valuable insights into the participants' perceptions and attitudes. On the aspect of professional commitment, the overall mean score indicated a high level of commitment among undergraduate nursing students, with a mean of 3.96 on a scale from 1.56 to 5.00. The mean and standard deviation of professional commitment among undergraduate nursing students varied across the studies. In one study, the mean professional commitment score was 3.77 on a five-point scale (17). Another study reported a professional commitment score of 55.79% (18).

In the study's data analysis, participants' responses regarding teaching characteristics were summarized and analyzed. The results revealed valuable insights into the participants' perceptions and attitudes. On the aspect of teaching characteristics, the mean score was 3.25, indicating a moderate level of satisfaction with the nursing faculty's teaching attributes. On the other hand, Undergraduate nursing students perceive nursing faculty's competence and interpersonal skills as important characteristics for effective teaching (19). They value faculty members who possess professional competence and are able to effectively communicate and interact with students (20). The students also appreciate faculty members who use effective teaching techniques and interactive methods (21). However, there is a lack of studies examining individual factors that may influence nursing students' perception of teaching characteristics (22). Further research is needed to explore the relationship between teaching behaviors and nursing student learning outcomes (22). Understanding these perceptions can aid educational institutions in enhancing teaching approaches, faculty-student interactions, and overall support systems, ultimately contributing to the success and satisfaction of undergraduate nursing students. The association between professional commitment of undergraduate nursing students and teaching characteristics of their nursing faculty is an important area of research. Several studies have explored this relationship and provided valuable insights. In this study, the chi-square test was conducted to examine the association between professional commitment and teaching characteristics. The chi-square value (χ²) of 68.71 and a significant p-value (<.001) suggest that there is a statistically significant association between these two variables. Nursing faculty teaching characteristics as perceived by nursing students: an integrative review (11). Understanding this association can assist educational institutions in promoting effective teaching practices and fostering a stronger sense of commitment and dedication among their nursing students.

The study examined the association between professional commitment of undergraduate nursing students and the perceived professional ability of their nursing faculty among the participants. The chi-square test was conducted to analyze this association. The chi-square value (χ²) of 48.50 and a significant p-value (<.001) suggest a statistically significant association between these two variables. Undergraduate nursing students have varying perceptions regarding the professional ability of their nursing faculty. Some students believe that faculty members play a crucial role in supporting their academic and professional development, and that faculty support is positively correlated with their overall well-being and burnout levels (19).

The relationship between professional commitment of undergraduate nursing students and perceived teaching characteristics of their nursing faculty is an important area of study. The association between professional commitment and teaching characteristics among the participants The chi-square value (χ²) of 68.71 and a significant p-value (<.001) suggest that there is a statistically significant association between these two variables. In another
study, results showed that nursing students value nursing faculty's competence and interpersonal skills over their personality traits (23).

5 Conclusion:
The study identified significant associations between professional commitment and teaching characteristics, as well as professional ability of nursing faculty. These findings underscore the importance of effective teaching practices and the role of faculty as mentors in shaping students' commitment to the nursing profession. Understanding these associations can guide educational institutions in enhancing teaching approaches, faculty-student interactions, and overall support systems, ultimately contributing to the success and satisfaction of undergraduate nursing students. Further research is needed to explore these relationships and their implications for nursing education.

References


