

The Relation of Critical Thinking Disposition, Nursing Professional Values, and Satisfaction in Clinical Practice of Nursing Students

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Abstract

The study aims to certify factors that affect satisfaction in clinical practice and the relationship between critical thinking disposition, nursing professional values, and nursing college students. The research used with the structured questionnaire is a descriptive research of fourth-grade undergraduates in nursing departments at two universities. For collected data analysis, using SPSS/WIN 22.0. Differences in Critical Thinking Disposition, Nursing Professional Values, and Satisfaction with Clinical Practice according to the subjects' general characteristics were analyzed using t-tests, ANOVA, and the Schéffe test was applied for post-validation purposes, Pearson's correlation coefficients, and Multiple regression analysis. As a result, satisfaction in the Clinical Practice of nursing college students indicated a significant static correlation between Critical Thinking Disposition and Nursing Professional Values. Significant static correlations were found between Critical Thinking Disposition and Nursing Professional Values. Factors influencing satisfaction in clinical practice include nursing professional values and religion.

Keywords: *Nursing college student, Critical thinking disposition, Nursing professional values, satisfaction in clinical practice*

1. Introduction

Through theoretical education and clinical practice, nursing education aims to educate capable nurses with extensive and holistic nursing knowledge, experience, skills, and strong nursing values [1]. In particular, clinical practice education is a prerequisite course in which nursing college students improve their competence to settle integrated and systematic nursing problems from the patient's perspective, not fragmented skill experience, and learn the attitude of professional nurses [2]. One indicator that determines whether the purpose of education has been accomplished is satisfaction in clinical practice. When nursing students' satisfaction with clinical practice is high, clinical practice can be performed with autonomy and responsibility, maximizing the effect of clinical practice training and the demand to plan for nursing professionals [3] actively.

In the rapidly changing healthcare environment, nurses need critical thinking to cope with various clinical situations, an essential element of nurses' professional responsibility and quality nursing performance. Critical thinking is a cognitive process [4] that occurs throughout the problem-solving and decision-making process, discerning what is essential

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and attempting to use it, if any. It is reported as a critical factor that positively affects the ability to solve problems and perform appropriately in a situation [5][6].

Furthermore, it is required to establish Nursing Professional Values to efficiently perform the task as a professional nurse in decision-making to solve the problems encountered in various complex clinical fields.

Proceeding studies, nursing professionalism is a conscious view with systematic opinions on nursing, nursing activity, and professionalism. The more positive the Nursing Professional Values are, the higher the job satisfaction and the lower the turnover rate, and forming the correct attitude to the task performance to achieve practical nursing work [7].

The Korean Accreditation Board of Nursing Education also emphasizes nursing professional values as an indicator of the educational accomplishment of nursing students [8]. Because nursing students experience practical work in the clinical field and develop the values of the nursing professional [3], schools and clinical practice education institutions need to aim at career socialization after graduation [9] by encouraging students to get desirable Nursing Professional Values.

Therefore, the research aims to verify the relationship between Satisfaction in Clinical Practice Nursing Professional Values and the Critical Thinking Disposition of nursing college students, certify the factors influencing Satisfaction in Clinical Practice, and offer essential data for preparing measures for efficient clinical practice education.

2. Study method

2.1. Design of the study

The study is a descriptive survey designed to verify the satisfaction in clinical practice, nursing professional values, and critical thinking disposition of nursing college students.

2.2. Subjects of the study

Subjects of the study understood the study's goal and agreed to participate among undergraduate nursing college students at two universities in one province. The sample size required to achieve an effect size of .15, significance level= of .05, and power analysis of .95 was 178 by G*Power 3.1. However, 290 copies were distributed, and 281 copies were analyzed.

2.3. Instrument of the study

2.3.1. Critical thinking disposition

Critical Thinking Disposition was measured using the surveying tools of 27 questions developed by Yoon [10]. Each question was measured from 'not at all' 1-point to 'very much' 5-point on the five-point Likert scale, and two negative questions were inverted. The higher the score, the higher the Critical Thinking Disposition. It was Cronbach's $\alpha = .84$ of the tool at the time of development, and in the study, Cronbach's $\alpha = .81$.

2.3.2. Nursing professional values

It was measured with 18 out of 29 questions developed by Yeun [10] and reduced by Han [7] to verify the construct validity through a factorial analysis. Each question was measured from 'not at all' 1-point to 'very much' 5-point on the five-point Likert scale, and two

negative questions were inverted. The higher the total score, the higher the nursing professional values. In Han Sang-sook et al. [7]'s study, it was Cronbach's $\alpha = .91$; in the study, Cronbach's $\alpha = .86$.

2.3.3. Satisfaction in clinical practice

It was measured using the tools initially developed by Cho and Kang [11] and modified and supplemented to 31 questions by Lee et al. [12]. Each question was measured from 'not at all' 1-point to 'very much' 5-point on the five-point Likert scale, and two negative questions were inverted. The higher the total score, the higher the satisfaction in clinical practice. It was Cronbach's $\alpha = .89$ in the study of Lee et al. [12] and Cronbach's $\alpha = .85$ in this study.

2.4. Data collection and method

Data were collected at two universities in one province from May 16 to May 23, 2018, with a structured questionnaire to an undergraduate nursing student who understood the purpose of the study and agreed to participate. Before the survey, the researcher explained the purpose of the study, that the collected data would be treated anonymously and used for research purposes, and that they could be withdrawn at any time if they did not wish to. It took about 20 minutes to complete the questionnaire, and 281 copies were used for final data analysis, except for nine copies of the collected data, which needed to be answered in 290 copies.

2.5. Data analysis

The SPSS/WIN 22.0 Program analyzed the collected data as below:

The differences in Critical Thinking Disposition, Nursing Professional Values, and Satisfaction in Clinical Practice according to the subjects' general characteristics were t-test, ANOVA, and Schéffe test.

Pearson's correlation coefficients used the correlations of Satisfaction in Clinical Practice, Nursing Professional Values, and Critical Thinking Disposition of subjects.

Multiple regressions were used to verify factors that affect the Satisfaction in Clinical Practice of the subjects.

3. Research finding

3.1. Differences in critical thinking disposition, nursing professional values, and satisfaction in clinical practice according to general characteristics of subjects

There were significant differences in Critical Thinking Disposition according to general characteristics appeared in gender ($t = -2.293$, $p = .023$), major Satisfaction ($F = 8.207$, $p < .001$), and working role model ($t = 2.948$, $p = .004$). Nursing Professional Values, according to general characteristics, showed significant differences in application motivation ($F = 4.325$, $p = .005$), Satisfaction in Clinical Practice ($F = 4.021$, $p = .019$), a role model in practice ($t = 2.014$, $p = .045$). In contrast, Satisfaction in Clinical Practice according to general characteristics showed significant differences in religion ($t = 2.233$, $p = .026$), satisfaction in nursing ($F = 4.727$, $p = .010$), and role model in practice ($t = 2.565$, $p = .011$) [Table 1].

Posterior analysis showed that the critical thinking disposition was significantly higher in "satisfied" than "moderate" and "dissatisfied" in satisfaction with nursing. In contrast, Professionalism in Nursing had substantially higher "aptitude" than "recommendation of

parents or others," and Satisfaction in Clinical Practice presented significantly higher "satisfied" than "dissatisfied" in terms of satisfaction with nursing.

Table 1. Differences in critical thinking disposition, nursing professional values, and satisfaction in clinical practice (N=281)

Characteristics	Categories	Critical Thinking Disposition			Nursing Professional Values			Satisfaction in Clinical Practice		
		M±SD	t or F (Scheffe)	p	M±SD	t or F (Scheffe)	p	M±SD	t or F (Scheffe)	p
Sex	Female	3.48±0.40	-2.293	.023	3.50±0.47	-0.837	.403	3.31±0.37	-0.912	.362
	Men	3.62±0.37			3.56±0.47			3.37±0.39		
Religion	Yes	3.54±0.39	1.062	.289	3.51±0.43	0.120	.905	3.38±0.37	2.233	.026
	No	3.48±0.40			3.50±0.47			3.28±0.37		
Grade point average	>4.0	3.64±0.36	2.356	.097	3.55±0.40	0.569	.567	3.35±0.32	0.166	.847
	3.0-3.9	3.51±0.40			3.52±0.47			3.33±0.36		
	2.0-2.9	3.39±0.31			3.42±0.54			3.29±0.45		
Application motivation	Employment guarantee ^a	3.49±0.40	1.714	.164	3.49±0.48	4.325 (b>d)	.005	3.29±0.39	1.672	.173
	Aptitude ^b	3.59±0.39			3.64±0.46			3.40±0.36		
	High school record ^c	3.42±0.41			3.62±0.30			3.38±0.25		
	Recommendation of parent or others ^d	3.45±0.32			3.32±0.43			3.32±0.33		
Satisfaction on nursing	Satisfied ^a	3.61±0.41	8.207 (a>b,c)	<.001	3.59±0.48	4.021	.019	3.39±0.38	4.727 (a>c)	.010
	Moderate ^b	3.44±0.37			3.46±0.46			3.29±0.35		
	Dissatisfied ^c	3.20±0.31			3.18±0.37			3.02±0.30		
Role model in practice	Yes	3.56±0.41	2.948	.004	3.55±0.49	2.014	.045	3.37±0.37	2.565	.011
	No	3.42±0.34			3.43±0.44			3.25±0.36		

3.2. Correlations of critical thinking disposition, nursing professional values, and satisfaction in clinical practice of subjects

Satisfaction in clinical practice of subjects indicated the existence of significant static correlations between Critical Thinking Disposition ($r=.215, p<.001$) and Nursing Professional Values ($r=.308, p<.001$), and both Critical Thinking Disposition and Nursing Professional Values were also significant ($r=.280, p<.001$) [Table 2].

3.3. Factors influencing satisfaction in clinical practice of the subject

Based on the analysis of the influencing factors on Satisfaction in Clinical Practice, it is shown that Nursing Professional Values ($\beta=.268, t=4.561, p<.001$) and religion ($\beta=-.114, t=-2.035, p=.043$) Regression model showed statistically significant ($F=9.062, p<.001$), and the model's explanatory power was 12.6% [Table 3].

Table 2. Correlation between critical thinking disposition, nursing professional values, and satisfaction in clinical practice of subjects (N=281)

Variables	Critical Thinking Disposition	Nursing Professional Values r(p)	Satisfaction in Clinical Practice r(p)
Critical Thinking Disposition	1	.280(<.001)	.215(<.001)
Nursing Professional Values	-	1	.308(<.001)
Satisfaction in Clinical Practice	-	-	1

Table 3. Factors influencing satisfaction in clinical practice of subjects (N=281)

Variables	B	S.E.	β	t(p)	Durbin-Watson	R2	Adj R2	F(p)
Constant	79.799	8.195		9.735(<.001)	1.961	.141	.126	9.062 (<.001)
Nursing professional values	.344	.079	.256	4.361(<.001)				
Religion	-2.639	1.297	-.114	-2.035(.043)				

4. Conclusion

The study has attempted to verify the Critical Thinking Disposition, Nursing Professional Values, and Satisfaction in Clinical Practice of nursing college students and check the factors of Satisfaction in Clinical Practice to provide nursing students with essential data for preparing efficient clinical practice education methods.

Based on the analysis of the relationships of three variables of nursing students, satisfaction in clinical practice showed a significant static correlation with critical thinking disposition and nursing professional values. Nursing Professional Values and Critical Thinking Disposition showed substantial static correlations. It is important to consider how satisfaction in clinical practice is influenced by critical thinking disposition and nursing professional values in both theoretical and practical training courses.

Based on the analysis of influential factors of satisfaction in clinical practice, it turned out that nursing professionalism and religion significantly influence satisfaction in clinical practice, and the model's explanatory power was 12.6%.

Considering the above and preceding studies, there is no doubt that satisfaction in the Clinical Practice of nursing students is connected to nursing professionalism. Therefore, nursing students' Satisfaction in Clinical Practice can be enhanced if the intervention and education programs to form nursing professional values are developed and applied appropriately.

Acknowledgments

Satisfaction in clinical practice appeared to have a significant positive correlation between nursing professional values and critical thinking disposition, and nursing professional values and religion significantly influence satisfaction in clinical practice. In light of these findings,

diverse variables affecting clinical practice satisfaction shall be identified through repetitive research with expanded subjects.

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