

Examination of Factors That Affected Self-Care Agency of Nursing High School StudentsGulbeyaz Baran¹, Medine Baran², Hatice Kilic³¹ Dr.PhD, Ataturk School of Health, Dicle University, Diyarbakir, Turkey² Assistant Professor, Ziya Gokalp Dicle University Faculty of Education, Diyarbakir, Turkey³ Student Nurse, Ataturk School of Health, Dicle University, Diyarbakir, Turkey**Abstract**

Aim: Self-care is behavior learnt through interaction, communication and culture and it improves in time. Self-care is defined as one's realization or execution of health activities in order to continue good health and wellness while "self-care agency" is defined as the ability to carry out these health activities. The study was conducted with nursing students of Ataturk School of Health of Dicle University and was planned to examine self-care agency and its affecting factors.

Material And Method: The design of the current study was descriptive. It was carried out with 188 nursing students who studied at the Ataturk School of Health of Dicle University during 2013 spring term. Personal Information Form and Self-care Agency Scale were used. The data were evaluated and interpreted by statistical analysis. Ethical principles were applied throughout the research.

Findings: It was found out that mean age and standard deviation of the students was found as 21.12±2.65, 51% of the students were male, 62.8% preferred nursing unwillingly, 56.1% did not like nursing profession even now. It was found that mean score of self-care agency of student nurses was 50.29±17.42. There was no statistically significant difference between mean scores of self-care agency, and gender/sex, whether or not they preferred nursing willingly, type of the high school from which they graduated, economical status and living place ($p>0.05$). When mean scores of self-care agency were assessed according to the grades, difference between mean scores of self-care agency and grades were statistically significant ($p<0.05$).

Conclusion: It was concluded that self-care agency of the students who studied at Ataturk School of Health of Dicle University was not satisfactory. Training and educational services that will increase self-care agency levels of the students of Ataturk School of Health of Dicle University should be intensified.

Key Words: Self-care Agency, Nursing, Self-care

Introduction

Although self-care changes depending on the numerous factors; people are sometimes unable to fulfill self-care activities and the newborn, the children, the adolescent, the elderly, the ill and the disabled need a full help or partial help in

performance of the self-care activities. Self-care; defined as the activities which are initiated and executed by the individuals to continue the life, good health and wellness, are the learnt behaviors through personal curiosity, education and experiences (1).

According to the outcomes of Orem; the adolescents and the elderly need support to carry out self-care (2). When the information in the literature is examined, there is a limited number of studies on the improvement of self-care agency of student nurses and on its effects.

Answering self-care needs should be a learnt behavior rooted in culture rather than being an instinctive behavior. Since learning occurs in a certain environment, individuals learn what to do or what not to do in time depending on their growth and development levels. Thus; they demonstrate some kind of behaviors on their own such as coping with problems or acting against these problems (2). Some factors such as age, gender/sex, developmental status, socio-economic status and family may affect self-care agency (1,3).

During the adolescent period, the adolescent individuals physically, emotionally and mentally develop very fast. Some adolescents feel discomfort and shame due to the developing bodies. Therefore; owing to the developmental characteristic of the adolescence period; the adolescents become unable to carry out the activities expected from them and as a result self-care inability occurs (4).

The aim of the nursing is to overcome limitations of the human beings; to help individuals to fulfill their self-care activities and to enable them to perform and to manage adequate self-care activities by including the family, appropriate nursing education and consultancy (1). Orem argues that there is a mutual interaction between humans and environment. She thinks that humans are unique beings and cannot be isolated from their environment. In her theory; definitions of humans, health, environment and nursing concepts –which constitute the nursing paradigms- are made in line with her thoughts (5-7).

Materials and Methods

The study was descriptively conducted in order to examine self-care agency and its affecting factors of the nursing students of Ataturk School of Health of Dicle University. All of the students were included (n=350) but only 188 students were contacted. For the data collection; a personal information form consisted of 10 questions and self-care agency scale were employed.

Personal Information Form: The form, which was designed by the researcher, included a total of 10 questions on age, grade, gender/sex, type of the high school from which they graduated, the number of the brothers and sisters, economical status, living place, whether or not they preferred nursing willingly, whether or not they liked nursing, the reason why they preferred nursing profession.

Self-care Agency Scale: The scale, which was developed by Kearney and Fleischer in 1979, is composed of 43 questions on the degree of self-care activities of the individuals and on their self-assessment status. It was adapted into Turkish Society by Nahcivan in 1993 under 35 items. The scale items have a 5-point Likert format and the interviewees are asked to answer the statements of the scale by themselves. Each statement is given 0,1,2,3,4 points; respectively. 8 of the statements (3,6,9,13,19,22,26,31) are worded negatively and reverse scoring is attributed to the responses. The lowest score is 35; which indicates the weakest degree of exercise of self care while the highest score is 140; which indicates the highest degree of exercise of self care. There are four subscales: an *active* versus *passive response* to situations, the person's motivation, the knowledge base of the person and individual's sense of self-worth

(2). Validity coefficient of the scale was found to be .92. Scale's Cronbach alpha coefficient in the study was found as .84.

Statistical Analysis

Mean, standard deviation ($\bar{x} \pm SD$) values were calculated for continues variables. Categorical variables were presented as number of patients and percentages. Two group means were analyzed by using Student's t test. Four

group means were analyzed by using ANOVA test followed by using Post-Hoc test Tukey HSD. All data of Self-care Agency Scale questionnaire was obtained by face to face.

Two-sided p values were considered statistically significant at $P \leq 0.05$. Statistical analyses were carried out by using the statistical packages for SPSS 15.0 for Windows (SPSS Inc., Chicago, IL, USA).

Findings

Socio-demographic characteristics of the students were presented by Table 1.

Table 1. Distributions of the Students according to the socio-demographic characteristics

Characteristics	n	%
$\bar{x} \pm SD$:21.12±2.65		
Gender/sex		
Female	93	49.5
Male	95	50.5
Type of collage (the private high school) from which they graduated		
Vocational	1	0.5
Anatolian	53	28.2
Regular	120	63.8
Super	11	5.9
Private	3	1.6
Grade		
1 st grade (G1)	37	19.7
2 nd grade (G2)	63	33.5
3 rd grade (G3)	35	18.6
4 th grade (G4)	53	28.2
Income Status		
Higher income than expenses	66	35.1
Income equal to expenses	103	54.8
Lower income than expenses	19	10.1
Living place		
Province	123	65.4
County	36	19.2
Village	29	15.4
Total	188	100.0

When the comments of the student nurses were interpreted, it was found that 62.8% of the students did not choose nursing

willingly, 56.1% did not like nursing at the moment. When the findings of the present study were investigated, it was understood

that 95.2% of the student nurses chose nursing due to the employment possibilities in the future.

When the data of the study were statistically evaluated; mean and standard deviation of self-care agency of the student nurses was 50.29 ± 17.42 and the highest score was 105 whereas the lowest score was 10.

The difference between gender, preferred nursing willingly at the start the high school and liked nursing at this moment, and levels of self-care agency was presented in Table 2. It was found no statistical significant between these comparisons ($p > 0.05$).

Table 2. The distribution of student's characteristics

Characteristics	Number	$\bar{x} \pm SD$	t	p
Gender/sex				
Females	93	50.41 ± 15.33	0.098	0.92
Males	95	50.16 ± 19.33		
Students preferred nursing willingly in the start of high school				
Yes	70	49.80 ± 17.31	-0.298	0.76
No	118	50.58 ± 17.55		
Students liked nursing at the moment				
Yes	82	49.01 ± 16.00	-0.894	0.37
No	105	51.31 ± 18.54		

As seen in Table 3., when the distributions demonstrating One way ANOVA test comparisons of the student nurses' self-care agency mean scores in terms of grades

were examined; it was seen that there was statistically significant difference between student nurses' self-care agency and grades ($F=4.066; p=0.008$).

Table 3. ANOVA test results of the student nurses' mean self-care agency scores in terms of grades.

Grade	Number	$\bar{x} \pm SD$	F*	p	Tukey HSD
1 st grade (G1)	37	42.48 ± 17.22	4.066	.008	G1-G3; $p=0.034$ G1-G4; $p=0.007$
2 nd grade (G2)	63	49.65 ± 17.00			
3 rd grade (G3)	35	53.48 ± 14.61			
4 th grade (G4)	53	54.39 ± 18.27			

* ANOVA test used to analyzed the means of four means of Grades and Post-Hoc test of Tukey HSD used to

analyze the groups means which was found significant by ANOVA.

When the Table 4 which demonstrated one way ANOVA test comparisons of the student nurses' self-care agency mean scores in terms of the type of the high school from which they graduated was

analyzed; it was observed that there was not statistically significant difference between student nurses' self-care agency and the type of the high school from which they graduated ($F=.499$; $p=0.736$).

Table 4. ANOVA test results of the student nurses' mean self-care agency scores in terms of the type of the high school from which they graduated.

Type of high school	Number	$\bar{x} \pm SD$	F	p
Vocational	1	51.00±0	.499	.736
Anatolian	53	50.79±19.93		
Regular	120	49.98±16.73		
Super	11	54.36±14.32		
Private	3	38.66±8.14		

As seen in Table 5; when the distributions demonstrating One way ANOVA test comparisons of the student nurses' self-care agency mean scores in terms of income status were analyzed; no

statistically significant difference existed between the student nurses' self-care agency and income status ($F=.252$; $p=.778$).

Table 5. ANOVA test results of the student nurses' mean self-care agency scores in terms of income status.

Income status	Number	$\bar{x} \pm SD$	F	p
Lower income than expenses	66	51.46±17.66	.252	.778
Income equal to expenses	103	49.79±18.13		
Higher income than expenses	19	48.89±12.48		

The distributions demonstrating One way ANOVA test comparisons of the student nurses' self-care agency mean scores in terms of living place were presented in

Table 6. No statistically significant difference was found between the student nurses' self-care agency and living place (F =0.719; p=0.489).

Table 6. ANOVA test results of the student nurses' mean scores obtained from the Scale of Self-Care Agency in terms of living place.

Living place	Number	$\bar{x} \pm SD$	F	p
Province	123	51.18±17.12	0.719	0.489
County	36	47.22±15.17		
Village	29	50.31±21.12		

Discussion

The results of the study which was undertaken in order to examine self-care agency and its affecting factors among the nursing students who studied at Atatürk School of Health of Dicle University were compared to those of the relevant literature and were interpreted. General self-care mean score of the student nurses was found to be as 50.29±17.42 (min:max, 10:105). In the literature review; similar studies which were conducted with student nurses and investigated self-care and its affecting factors in Türkiye were encountered. In the study of Suzek and Cakmak; it was seen that mean score of the self-care agency scale was found to be 96.6±18.2 (8). According to the study of Tufekci has researched on the subject of adolescents; it was discovered that general self-care mean score of the adolescents was 89.9±19.9 (9). In the study of Nahcivan and Tuncel, general self-care mean score of the healthy youth was 93.54±17.40 (10); which was not in agreement with our findings. The reason may be the different sample structure in similar studies. This result

indicated that being a nursing student did not affect self-care agency directly and positively but there may be other factors that affected self-care agency indirectly (10).

In the study, there was no statistically significant difference between mean scores of self-care agency, and gender/sex, type of the high school from which they graduated, living place. These findings were in line with the findings of the study of Suzek and Cakmak (8). When we examined this study; it was seen that there was a significant difference between class grades and mean self-care score of the student nurses. In the study of Suzek and Cakmak; no statistically significant difference was seen between class grades and mean self-care score of the student nurses (8). In light of the results of the current study; it was noted that mean self-care scores of the nursing students were low. There was no statistically significant difference between mean scores of self-care agency, and gender/sex, type of the high school from which they graduated, living place. Yet; a significant difference was found between class grades and mean

self-care score of the student nurses. Educational and training services that will strengthen student nurses' self-care agency should be provided. Broader studies are

needed in order to get more accurate and objective results.

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