



EVALUATION OF SELF-TRANSFORMATIONAL AND AUTHENTICITY AMONG STUDENTS IN COLLEGE OF NURSING

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ABSTRACT

Introduction: Authentic and Transformative leaders are needed in the nursing profession. This kind of leader is very important in creating a healthy work environment in nursing practice. According to behavioral theory, a leader can be made by learning some characteristics of previous successful leaders. Assuming this theory, authentic and transformative nursing leaders can be made. Therefore, nursing schools are responsible to produce such leader characters while they are in college. However, before employs certain strategies for the students it is better to evaluate their baseline authenticity and transformational traits first. So the aim of this study is to describe the authenticity and transformational characters of the freshman nursing students. The result will be beneficial for nursing school to be used as a baseline in establishing certain strategies in the curriculum to maximize students' authenticity and transformational characters to the maximum level. **Methods:** The study using descriptive quantitative design with single point data collection by self-administered questionnaire that contains 25 Authentic and Transformative behaviors. The sample of the study is selected through total sampling. All of the 40 freshman students in academic year of 2019/2020 are included. Data is analyzed using SPSS with descriptive analysis. **Results:** The percentage of students who always practiced Authentic and Transformative characters is only 50,8 %. The highest percentage falls on character no.24 in which most of students always use different stress management to reduce their stress (77,7%). Only five characters always performed 60%-77.7% and the rest 24 characters are below 60%. **Conclusion:** Most of the Authentic and Transformational characters already practiced by freshman nursing students. However, the percentage of the students who practiced certain behaviors still low. It shows that there is still big room for improvement and developing those characters.

KEYWORDS

Authenticity; Evaluation; Transformational



INTRODUCTION

It is expected that all nurses should promote healthy work environment in their practice. Healthy work environment defined as a safe, healing, humanistic, and respectful environment for patients, their families and nurses. According to American Association of Critical-Care Nurses (AACN), there are six standards of creating and sustaining healthy work environment. One of them is practicing an authentic leadership (AACN, 2020). An authentic leadership becomes important because its own characteristics as genuine, trustworthy because they speak the truth, reliable and believable person. Moreover, an authentic leader is self-discipline as they always practice the consistency. In fact, authentic leaders have own belief, value and purpose (passion). Practicing leading with heart by exercising their compassion to empower others. They keep positive relationship by establishing enduring relationship and stay connected with others. More so, they are called as positive leaders, and associated as glue that holds together and maintain a healthy work environment (George, 2003).

Transformational leadership is another type of leadership which is also desirable to sustain healthy work environment. Although there are distinguishes between authentic and transformational leadership, they are closely related. In many literatures both of them are associated. Clark underlined that “transformational leaders use vision, passion, rituals, ceremonies, and enthusiasm to shape a changing social architecture by being proactive, serving as a catalyst for innovation, functioning as a team member, and encouraging organizational learning” (Clark, 2009). The leaders transform the work environment for nurses by balancing the tension between production and efficiency, creating and sustain trust through the organization. They are also managing the process of change, and involving workers in decision making. Furthermore, they established the organization as a learning organization (Medicine, 2004).

Several studies have been conducted to evaluate the effectiveness of Authentic and

Transformational (A&T) leadership. Results revealed that A&T leaders lead to various dimensions of effectiveness such as a better organizational performance and improved the quality of work live. In fact, it decreased negative attitude and behavior of followers such as absenteeism, dissatisfaction, and hostility. Nurses satisfied with their employer. As a result, they performed better services for patients. Therefore, patient's satisfaction is increased. More over patient's safety climate and innovative behavior of nurses have fully mediated (Choi, Goh, Adam, & Tan, 2016); (Datta, 2015); (Ping, MacLennan, Hunt, & Cox, 2015); (Weng, Huang, Chen, & Chang, 2015);

Therefore, there is a need that nursing college must enhance their responsibilities in providing learning activities for students to enable them to gain A&T characters while they are in college. Today nursing students are tomorrow nursing leaders. So producing A&T characters of leadership in nursing college today will help the nursing profession to sustain and maintaining a healthy work environment in the future. As behavioral theory assumed that leaders are made, not born. This theory emphasizes that anyone can learn to be a leader. Based on this theory, one of the agency that able to produce future leaders are colleges. Therefore, nursing colleges must provide the right curriculum to facilitate the students to exercise certain leadership strategies as earlier as possible. In that way, when they are graduated they gain leadership skill in maximum level.

Before implementing the content in the curriculum and strategies to exercise them, it is necessary to evaluate student's leadership characters that they may have already previously. So the objective of this study is to provide a baseline of student's A&T characters. In which characters they already good enough and in which Characters that needed to be maximized. It will also significant to nursing school especially to administrators to determine what should be included in nursing curricula to provide such skill for students while they are studying and when they are graduated, they could achieve



A&T in maximum level. In fact, it is necessary for the nursing students to now the level of their A&T in order to be able to choose certain strategies to maximize their level of leadership behaviors. Furthermore, it is projected to be useful for researcher and future researchers to plan continuing research in different settings and population, and find the connection or gap between them.

This study based on behavioral theory. In nursing, Johnson describe the behavioral system with four assumptions: 1) The human being has two major systems: the biological and behavioral systems. The main role of medical is to concentrate the biological system, while nursing's concentration is on the behavioral system, 2) Society relates to the environment: behavior of patient is influenced directly by their environment and events that happen surround them, 3) Health is a meaningful adaptive response to internal and external stimuli to enable them to sustain and stability and control. The responses include physical, mental, emotional, and social realms, 4) The primary goal of nursing is to foster equilibrium in the individual patient. One vital point of nursing concerns the structured and interconnected whole, however the main center is on sustaining balance in the system of behavioral during sickness in the biological system. There are also four assumptions about structure and function of each subsystem: 1) from the form the behavior takes and the consequences it achieves can be inferred what 'drive' has been stimulated or what 'goal' is being sought, 2) Every person own a predisposition to take each action with reference to the goal, 3) Every subsystem includes a number of choices which is called an action domain, 4) it produces an "observable outcome," which is the patient's behavior (Theory, 2020). Using this theory, it is assumed that behavior can be changed over time and this theory is applicable in evaluating student behavior related to authentic and transformational leadership behavior. Student will achieve certain behaviors in certain time by using their own strategies or using external facilitations. Operational definition in this study includes:

1) An authentic and transformational characters are measured based on 25 items that form in a questionnaire, 2) Self-evaluation is a process to identify the characteristic of the student's A&T by self-administered questionnaire, 3) Nursing student is a person who takes major nursing subject in the faculty of nursing.

MATERIAL AND METHOD

This study is descriptive quantitative. Population is nursing student in Faculty of Nursing Universitas Advent Indonesia Bandung. Sample is selected using total sampling of 40 freshman nursing students. Data is gathered using cross-sectional (single point) technique in classroom setting during Januari 2020. Participants are explained the purpose of study and offered inform consent to be signed. Permission is obtained from vice president for academic affair Universitas Advent Indonesia. Data are collected by using a Transformation and Authentic-self questionnaire. There are 25 important items are used to assess A&T characters at once. These items assess the ability to practice sincerity, consistency, honesty, admitting fault, fairness, connectedness, trust, role modeling, collaboration, good communication, empowering others, sharing their vision, how to show others their principles, values, purposes, and ethic. In addition, the ability to keep their physical and emotional safety, cheering behavior, respect others achievement and also managing stress by engaging meditation, prayers and hobby as a requirement to be A&T leaders. Reliability of the questionnaire is tested by using SPSS in which value of Cronbach's alpha is 0.735. Data are analyzed using SPSS using descriptive analysis.

RESULT

Total number of freshman students involved in this study are 40. All of them filled the inform consent and answer all 25 items of questionnaire. Most of them are female (72.5%) and the rest male (27.5%). The age is ranged from 17-37 years old. Descriptive analysis is displayed in table-1

**Table 1. Percentage (%) of Students Performed A&T Behaviors**

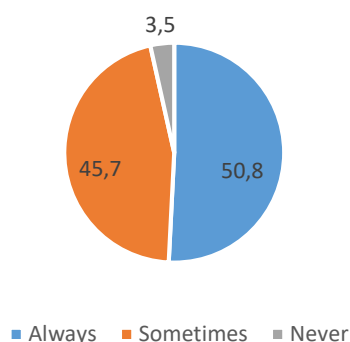
No	Item	N	Never	Sometime	Always	Total
		40	%	%	%	%
1	I demonstrate care for others through sincere, practical deeds	40	0	52.5	47.5	100
2	I maintain consistency between words and actions	40	0	52.5	47.5	100
3	I'm willing to admit when I'm wrong and move past it	40	0	32.5	67.5	100
4	I treat other people as equal partners	40	0	30	70	100
5	I willing to spend time building professional relationships with other	40	5	47.5	47.5	100
6	I focus on doing what is right, not what other people tell me to do	40	0	40	60	100
7	I'm driven by a sense of a higher calling	40	2.5	47.5	50	100
8	I find a sense of meaning in my everyday work	40	2.5	45	52.5	100
9	I promote values that transcend self-interest and profit	40	5	67.5	27.5	100
10	I focus in finding a sense of purpose and direction	40	7.5	27.5	65	100
11	I make sure everyone has a clear understand of our share vision	40	10	45	45	100
12	I lead by personal example	40	5	55	40	100
13	I allow myself to experiment and be creative	40	2.5	42.5	55	100
14	I am trustworthy and trust others	40	2.5	45	52.5	100
15	I am reliable, when I say I'll do something, I do it	40	0	47.5	52.5	100
16	I work to empower other	40	10	42.5	47.5	100
17	I support clear communication and collaboration	40	5	40	50	100
18	I make sure everyone who's involved gets a say in decisions affecting them	40	2.5	55	42.5	100
19	I act to encourage a feeling of physical and emotional safety wherever I am	40	7.5	37.5	55	100
20	I provide others with meaningful recognition for their achievement	40	0	62.5	37.5	100
21	I try to be a sense of family and cheer to fellow students	40	10	52.5	37.5	100
22	I allow others to be true to their core value, preferences and emotions	40	7.5	42.5	50	100
23	I share my life stories with others so we understands each other perspectives	40	0	50	50	100
24	I reduce my stress by engaging in meditation, prayer, hobbies and other stress-reducing activities	40	0	22.5	77.7	100
25	I show other my principles, value, and ethics through my action	40	2.5	60	37.5	100
Total (%)			3.5	45.7	50.8	100



Drawn from table-1 there are 50.8% students always performed A&T behaviors, 45.7% of them sometime perform A&T behaviors, and only small number of them reported never performed A&T behaviors (3,5%). Pie Chart 1. shows the total percentage of students perform A&T behaviors.

students always used different strategies to reduce their stress (77.7%). It is followed by item no. 4, students always treated other as equal part (70%) . In the third highest range, 67.5% of students always admitted their false and able to move on. Fourthly, 65% of students always able to focus on purpose and direction.

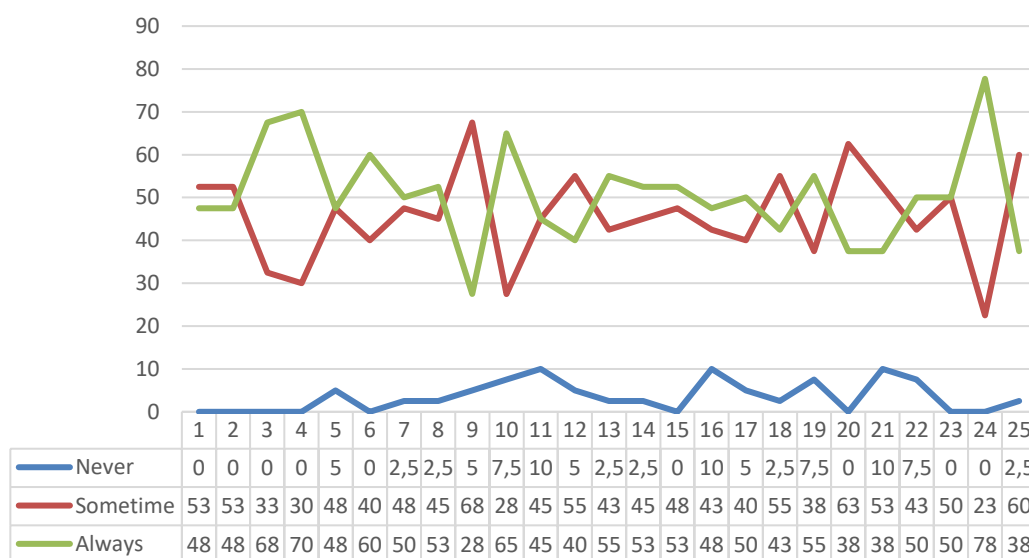
Chart 1. Percentage (%) of Student Performed A&T Behaviors



Drawn also from table-1, line chart 2 help to describe more detail of each A&T behaviors performed by students. None of the behavior that had been done by students above 80%. It can be seen that only one behavior that performed above 75 %. It was item no. 24 in which

In the fifth range, 60% of students always able to do right things rather than following of what other people say. The rest of the other 20 behaviors are performed at a low percentage (<60%). The lowest percentages falls under behavior no. 9 in which only 27,5% of

Chart 2. Percentage (%) of Student Perform Each Behavior





students who always denied their self-interest and profit.

DISCUSSION

The percentage of students who always performed A&T behaviors is low (50.8%), the percentage almost the same with the students that sometime perform those behavior, and there are small number of students who never perform certain behavior. It means all the A&T behaviors still need to be exercised more often so at the end of the program students are able to achieve maximum A&T behaviors. However, it is good to find that most of the student always practiced stress management strategies to reduce their stress. It means students able to reduce their stress using meditation, prayer, hobby and others strategies. Ability to use stress management strategies is one of the positive characters of transformational and authentic leader. "There are found four primary traits by which leaders could be succeed and one between them is staying calm under pressure" (Clark, 2009). Nurses need to manage their stress appropriately in order to work optimally because nurses work in high stress and even in dangerous environment. In one of the study, it is found that level of stress was the strongest predictor of job satisfaction. The higher the level of work place stress the lower the level of job satisfaction (Dagget, Molla, & Belachew, 2016). There was evidence that nurses with lower level of job satisfaction experienced the higher level of burn out, low level of performance, and high number of turnover. In fact, low job satisfaction, causing low commitment to hospital. It is reported that large number of nurses leaving the hospital work and profession and discourage others to choose nursing as a carrier. Severe distress has been linked to staff

absenteeism and even illness. Work related stress causing poor patient outcomes (Arash, Ali, & Gholamreza, 2012); (Lie, et al., 2017); (Shirey, 2006). It is also good to know that three-quarter of students always treated others as equal partner. The threatened others with fairness. Fairness is a quality of treating people equally or in a way that it is right or reasonable (Dictionary, 2020). Students' ability to practice fairness while they are in college show that they will be able to practice the ethical principles of justice in the future. Become nurses, they need to be fair while they are providing care among different group of patients. Fairness at work have vital impact for employees, employers and society. A study revealed that how perceptions of fairness and health related to each other over time. It is stated that workers who feel unfairly treated are more prone to develop health problems such as physical health problem, depression, and perform negative coping mechanism such as less exercise, smoking and drink alcohol. In addition it is increase likelihood of burnout (Eib, Bernhard-Oettel, & Leineweber, 2016). In management and leadership, fairness has been introduced as the glue that keeps leader and follower together. There are several reason why fairness is very important in workplace. It ensures that everyone receiving the same information, and fair share. The visibility of certain policies related how to decide the work schedule, promotion, and salary are discovered. Individuals need fairness because it also communicates their status in the institution that will built their self-esteem. Fairness informs that followers have a good relationship with their leaders and they are valued as vital organization's asset.



Moreover, it is found that more than half of students always practiced the character of admitted that they are wrong. This behavior is beneficence in nursing profession. Justifying mistake can lead to another mistake that cultivates the problem and make it more difficult to solve. Nurses more prone in making mistake during the health care and admitting the mistake can prevent the further risk and often save the patient's life. However, admitting mistake is not always easy. It needs courage and must be practiced in order it to become a person character. Staunton a former New South Wales Nurses & Midwife Association said that to keep the mistake is the least productive path. A better course of action, she suggested, is to acknowledge mistakes and apologize. Staunton explained, an apology is an expression of sympathy or regret, or a general sense of benevolence or compassion, and she argued it is something that needs to be practiced more often in the clinical setting (Holmes, 2009).

More so, more than half of the students always focused in finding a sense of purpose and direction. Directing plays vital roles and it is named to be a process in which the managers give instruction, guidance and supervise the performance of the followers to achieve selected goals. Directing also described as the heart of managerial process. Function of planning, organizing, and staffing will be less importance if function of direction does not place correctly. Clark in her book said that directing staffs includes motivating, managing conflict, delegating tasks, communicating, monitoring/overseeing and collaborating. The nurse manager guides the workers by training, coaching, instructing, and indicating what to do, when to do it, and how to do it. Directing

also ensure that all employees perform a high standard and efficiency (Clark, 2009).

In addition, students already practiced to focus on doing what is right, not what other people tell them to do. Doing the right things is a moral courage in which a person able to stand firm to his/her ethical beliefs when moral principles are threatened and despite of knowing many actual risks such as unemployed, stress, anxiety, or isolation from colleagues (Anonymous, 2012). Able to do the right things also means the student already gained self-confidence. Developing self-confidence is necessary for nursing students because it has been describe as being a key component for effective clinical performance, and confident students are more likely to be more effective nurses. It is suggested that curriculum development should aim to assist students with their theoretical and clinical preparedness for the clinical environment (Joanne, Julia, & Karen, 2013). Universities have a responsibility to prepare nurses that competent and also confident for practice in the clinical setting. It has been reported that self-confidence underpins clinical competency (Crooks, et al., 2005).

Finally, there are 20 more behaviors that students need to practice more often particularly to exercise self-less behavior. Selfless can be describe as having or expressing great concern for other people and little or no concern for their-self. Self-less also defined as unselfishness means "the quality of not putting yourself first but being willing to give more effort to others" (Vocabulary.com, 2020). Unselfishness edify nurses and become a key to nursing. Unselfishness enable nurses to work compassionately and provide caring service (Dorolen & Sonya, 2013). Recently the selfless caring of theory



commitment uniquely involves the use of therapeutic self in the presence of one's suffering and engaging themselves as a team player in winning the challenges of the profession (Gogola, 2018).

CONCLUSION

Most of the of the freshman nursing students practiced A&T behaviors. However, the percentage are not yet 100%. The highest percentage is 77.7% and the lowest percentage is 27.5%. There are still a small number of students who never perform certain A&T behaviors. It shows that there is still a big room for improvement. Nursing school must include in their curriculum the strategies to employs more activities to develop those characters for the rest of the semester. The activities can be done in classroom, laboratory, outside the classroom, and also in clinical practice. The individual assessment also important to be conducted to enable the faculties in mentoring and coaching those students who are still need to develop their characters.

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