



## The Relationship Between Caring Nursing Education Students and Caring Preceptors at Regional General Hospital

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### ABSTRACT

**Objective:** The aims of this study were to describe nursing students' caring behaviors and perceptions of instructor caring, b) to assess differences related to gender and year of education in students' caring behaviors and perceptions of caring in nursing, and c) to investigate the relationship between caring Nursing students and their perceptions of caring preceptors. **Method:** This research involved undergraduate nursing students in clinical practice at Regional General Hospital Dr. Wahidin Sudiro Husodo, Mojokerto City. A total of 184 undergraduate nursing students participated in this study. Participants completed a self-reported online survey to assess preceptor caring behaviors, empathy, burnout, and perceptions of care. Caring behavior, expressive and instrumental caring, was measured using the Caring Behavior Inventory (CBI), and instructor caring perceptions were assessed using the Nursing Students' Perceptions of Instructor Caring (NSPIC) questionnaire. **Results:** Students' caring behavior was positively related to their perceptions of caring preceptors, especially regarding supportive learning and preceptor flexibility. Female students showed higher scores in expressive caring, while students in the second and third years showed increased instrumental behavior in caring. Caring responses were significantly lower in third-year students compared to first- and second-year students. **Novelty:** These findings underscore the importance of fostering caring behavior in nursing education and providing preceptor knowledge, training, and support options to cultivate more caring and competent nurses. This study emphasizes the crucial role of clinical instructors in shaping nursing students' caring attributes.

### INTRODUCTION

Caring is fundamental for nurses, which is often the main reason prospective students decide to enter nursing. Despite the lack of consensus regarding the definition (Ghanbari-Afra et al., 2022), Caring can enter nursing (Pajnkliha et al., 2020). Despite the lack of consensus regarding the definition (Sebrant & Jong, 2021). Caring can be described as a developing art and science of caring; it provides information and serves as a starting point for moral, philosophical, theoretical, and fundamental matters in nursing education, patient care, research, and even administrative practice (Baghdadi et al., 2024). Caring is considered a core learning goal for nursing students and should be taught and fostered throughout the undergraduate nursing degree; however, teaching Caring is not always easy (Rochat, 2023). One way to teach caring is through modeling, for example, during a clinical placement with a preceptor (Becky, 2021; Griffiths et al., 2022; Hilli & Sandvik, 2020; Inocian et al., 2022; Plathe et al., 2021; S et al., 2020).

A preceptor is a nurse who teaches, provides guidance, inspires colleagues, becomes a role model, and supports individual growth and development for a certain period (Xianjiao et al., 2023). Preceptors are expected to have the skills to

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