

REGULATION, AND SELF CARE IN BASIC GOODNESS, FOR THE FORTH YEAR NURSING STUDENTS IN COLLEGE OF NURSING AND HEALTH, SUANSUNANDARAJABHAT UNIVERSITY

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ABSTRACT

This research aims 1) to study the self-efficacy, self-regulation, and self-care about basic goodness prior and following dharma training for forth-year nursing students at College of Nursing and Health, SuanSunandhaRajabhat University, and 2) to compare self-efficacy, self-regulation, and self-care about basic goodness of forth-year students at College of Nursing and Health, SuanSunandhaRajabhat University. This survey research has sample size of 112 forth-year students at College of Nursing and Health, SuanSunandhaRajabhat University who participated in dharma training. The survey is conducted using a questionnaire based on the research objectives. Data are collected from studnets prior to and following to the dharma training. The results show that students has high levels of self-efficacy both prior to and following the training ($\bar{x} = 2.52$ and 2.89 , $S.D. = 0.34$ and 0.22 respectively). The levels of self-regulation prior to and following the training are at medium and high level respectively ($\bar{x} = 2.44$ and 2.84 , $S.D. = 0.38$ and 0.22). The levels of self-care about basic goodness prior to and following the training are both at high level ($\bar{x} = 2.54$ $S.D. = 0.32$). Comparing these three aspects prior to and following the training shows that the average level of self-efficacy, self-care, and self-regulation among students had increased following the training.

Keywords: Self-Efficacy, Self-Regulation, Self care and Basic Goodness,

INTRODUCTION

The College of Nursing and Health has its main mission to produce a nurse practitioner, expertise with ethics and ethics and can lead the society. It is based on the mission of the university, which has the core mission of accelerating, developing and transforming education and teaching, to keep up with the changes that have taken place. The University Development Policy states the institution's commitment to identity as practitioner, expert, Communicator, Thinker and Public mind. A practitioner means a graduate with academic or professional ability with skills and commitment to work and commitment to self-progress with public mind, morality, ethics, help others, do good to the community, society and the nation.

The College of Nursing and Health, as a part of the policy drive, is responsible for the production of graduates in nursing and health with the knowledge and ability in both the theory and practice in accordance to professional standards. In addition, graduates should have moral and ethics in life and work, and leadership. There is an important mission in addition to producing quality nursing graduates; focusing on creating knowledge in nursing and health. It also provides academic and nursing services to the community and society, and to improve the quality of life for people in the community and society - including preserve, promote, develop and maintain art and culture.

The College of Nursing and Health has organized the moral and ethical activities of the fourth year students by training them to have basic goodness for nursing. Such goodness consists of cleanliness, orderly, politeness, punctuality, commitment to work, and the precept 5. These characteristics are used as a main model for the training courses and thus conduct a project about basic goodness and satisfaction prior to and

following the training of the nursing students of the 4th year Nursing and Health College. SuanSunandhaRajabhat University

The main objectives of this study are to:

1. Study Self-Efficacy, Self-Regulation, and Self-Care about basic goodness prior to and following dharma training for nursing students of the 4th year Nursing and Health College. SuanSunandhaRajabhat University
2. To compare self-efficacy, self-regulation, and self-care about basic goodness of forth-year students at College of Nursing and Health, SuanSunandhaRajabhat University between prior to and following dharma training.

METHODOLOGY

This research is a survey on Self-efficacy, Self-regulation and confidence in self-care before, and after, the dharma training of 4th year nursing students. The population and sample is 112 4th year students in Bachelor of nursing science program, College of Nursing and Health, Academic Year 2559. The research tool is The self-efficacy, self-regulation, and self-care questionnaire. With regards to consent of participants, all participants have signed the informed consent form prior to participation in the survey.

RESULTS

The results from the survey show that:

1. Basic knowledge on basic goodness for students prior to the dharma training the results are as follows:
 - a) Self-efficacy: The students' self-efficacy at the high level ($\bar{x} = 2.52$, S.D. = 0.35). It was found that students had self-efficacy on high level of good in ability to apply knowledge of cleanliness in everyday life ($x = 2.57$, SD = 0.50), Knowledge about orderly in everyday life ($\bar{x} = 2.62$, SD = 0.49). The ability to apply knowledge of modesty to everyday life ($\bar{x} = 2.60$, SD = 0.49). Meanwhile, the ability follows the advice of almost every speaker and subject and the ability to apply knowledge to concentrate in daily life are at medium level ($\bar{x} = 2.31$ and 2.46 , S.D. = 0.48 and 0.340).
 - b) Intention to self-regulation: Before training it was found that the students had intention to self-regulation on basic good before the training as a whole at medium level ($x = 2.44$, SD = 0.38). For each sub-section, the students' self-regulation at high level on noticing the care and improvement of cleanliness ($\bar{x} = 2.52$, SD = 0.52), and always keep an eye on the improvement ($\bar{x} = 2.53$, SD = 0.50). The medium level is daily meditation -each day at least 10 minutes ($\bar{x} = 2.08$, S.D. = 0.57).
 - c) Self-care on basic goodness before training: Overall, they are at the high level ($\bar{x} = 2.54$, S.D. = 0.41). It was found that the students' intention to self-control was at the high level ($x = 2.61$, SD = 0.49). Confidence in self-regulation ($x = 2.57$, SD = 0.57). In addition, the self-care and punctuality ($x = 2.55$, SD = 0.52). The medium level was self-confidence in daily meditation ($\bar{x} = 2.37$, S.D. = 0.52).
2. Basic knowledge on basic goodness for students following the dharma training the results are as follows:
 - a) Self-efficacy: The students' self-efficacy at the high level ($\bar{x} = 2.89$, S.D. = 0.22) was found. It also found that students are perceived Self-efficacy on the high level in all aspects, with the highest is the ability to follow the instructor's instructions almost everything ($\bar{x} = 2.85$, SD = 0.36). ($\bar{X} = 2.93$, SD = 0.24). The ability to apply knowledge in everyday life ($\bar{x} = 2.91$, SD = 0.29). The ability

to apply knowledge of modest politeness to go In everyday life, ($\bar{x} = 2.90SD = 0.29$). The ability to apply the knowledge of time to life in daily life ($\bar{x} = 2.90SD = 0.29$) and the ability to apply meditation knowledge to life ($x = 2.84SD = 0.377$).

- b) Intention to self-regulation: Self-regulation on self-discipline of the students after the training was found at a high level ($x = 2.84, SD = 0.22$) in all aspects. Notice the care and improvement of the cleanliness ($\bar{x} = 2.89SD = 0.32$). Keep observing the improvement of the rules ($\bar{x} = 2.95SD = 0.23$). Modesty is gentle ($\bar{x} = 2.88SD = 0.32$) and daily sitting meditation each day at least 10 minutes ($\bar{x} = 2.54S.D. = 0.55$).
 - c) Self-care: The results show that the students are at the high level ($x = 2.88, SD = 0.19$). It was found that the students' self-control behaviors were at the high level. ($X = 2.92, SD = 0.27$) Self-confidence in self-regulation ($\bar{x} = 2.92, SD = 0.27$) Confidence in self-care regarding politeness ($x=2.89, SD = 0.32$). The self-regarding punctuality ($\bar{x} = 2.89, S.D. = 0.31$). The confidence to care about meditation daily ($\bar{x} = 2.73, S.D. = 0.44$).
3. Comparing the Self-efficacy, Self-regulation, and Self-Care about basic goodness and satisfaction of 4th year nursing students from The College of Nursing and Health, Suan Sunandha Rajabhat University prior to and following dharma training: The results found that the level of Self-efficacy, Self-regulation, and Self-Care and satisfaction of students in participating in the program after joining the program is higher than before joining the program, as shown in Table 1.

Table 1
Comparing the Self-efficacy, Self-regulation, and Self-Care about basic goodness and satisfaction of 4th year nursing students from The College of Nursing and Health, Suan Sunandha Rajabhat University prior to and following dharma training (n=112 students)

Aspects of Basic Goodness	Prior to Training		Following Training		Interpretation
	\bar{x}	SD	\bar{x}	SD	
Self-efficacy	2.52	0.35	2.89	0.22	Average following training higher than prior to training
Self-regulation	2.44	0.38	2.84	0.22	Average following training higher than prior to training
Self-Care	2.54	0.41	2.88	0.20	Average following training higher than prior to training

CONCLUSION AND FUTURE WORK

The analysis of data find that prior to the training, Self-efficacy of the students was at a high level, while self-regulation and self-care of the students were at a medium level. This indicates that before the training, students are unsure of their willingness to self-regulate their behavior and also unsure about confidence in self-care on basic goodness that are essential for the nursing students to receive the Dharma training. This is in line with Hutangul(1993) states that nursing education requires the production of graduates to have a moral and ethical knowledge that will serve as a basis of ethics for nursing practice.

The results of this research showed that after the training. The level of students in self-efficacy, self-regulation and self-care get higher and higher than before the training. As Bandura (1986) discusses that

learning is born of interaction between students and the environment. Most people's behavior is learned by observation from the good. The development of students' good deeds through the practice of meditation is a good model. Students can imitate and implement effectively.

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