Exploring Perception As Preceptor On Benefits, Rewards, Support And Commitment To The Preceptor Role For Nursing Students In Hospital Sultanah Nur Zahirah, Kuala Terengganu

By:
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The preceptor model is used to bridge the gap between education and practice by helping nursing students to achieve confidence in their clinical skills.
In Malaysia, for nursing students under Ministry of Health College, there are preceptors who are known as Local Preceptors (LPs).

LPs are appointed among the experienced nurses working in the clinical setting.

The preceptor’s role are multi-faceted and complex because they need to supervise and teach student whilst undertaking a routine clinical work.
PROBLEM STATEMENT

• LPs are suggested by ward manager and then went for training through attending Local Preceptors Course ranging in duration from 1 to 3 days.

• After the training, they are appointed as LPs at their facilities. They are expected to supervise all nursing students coming for attachments at their wards/clinics. However, it is unclear whether the LPs are committed to the role and how they perceived benefits and support for the role.

• We believe that, the perceptions of preceptors towards benefits and support may influence their commitment to the role.
The result of this study will add to what is known about preceptors’ perceptions.

May help guide evaluation of the preceptorship training programme.

May inform nursing managers about the perceived benefits and the supports needed by preceptors.
STUDY OBJECTIVES

General Objective

To describe LPs’ perceptions on benefits, support and commitment to the preceptor role.

Specific Objectives

i. To identify LP’s perceptions on benefits for the preceptor’s role.

ii. To identify LP’s perceptions of support for the preceptor’s role.

iii. To identify LP’s perceptions of commitment for the preceptor’s role.

iv. To identify relationships between LP’s commitment to the preceptor’s role with:

   a) LP’s perception of benefits for the preceptor’s role.
   b) LP’s perceptions of support for the preceptor’s role.
   c) Years as LPs
METHODOLOGY

DESIGN
A cross-sectional study.

SETTING
All wards/clinics in Hospital Sultanah Nur Zahirah which has LPs appointed by MOH college.

POPULATION
All nurses who are appointed as preceptor by MOH college and worked at Hospital Sultanah Nur Zahirah.

SAMPLE
Universal sampling. There is 60 appointed LPs and all available subjects will be included in this study.
METHODOLOGY

Inclusion Criteria

• LPs within 2 years from appointed date.
• Working in HSNZ.
• Appointed by ILKKM.
• Has valid LPs certificate

Exclusion Criteria

• LPs on leave more than 1 months during study
• LPs whom appointment certificate has expired.
METHODOLOGY

INSTRUMENTS

- We used questionnaire that was developed by Dibert and Goldenbert (1995).
- This questionnaire consists of 4 parts which are:
  - **Sociodemographic data**
    - Has 13 items
  - **Preceptors’ Perception of Benefits and Rewards (PPBR) Scale**
    - Composed of 8 items using 6-point Likert Scale.
  - **Preceptors’ Perception of Support (PPS) Scale**
    - Composed of 8 items using 6-point Likert Scale
  - **Commitment to the Preceptor Role (CPR) Scale**
    - Composed of 7 items rated on a 6-point scale to measure commitment to the preceptor role.
METHODOLOGY

VALIDITY AND RELIABILITY

• **Translation** - The questionnaire was translated in Malay with forward and backward translation approach by person expertise in English.

• **Pre-testing study** was done by using 30 samples. This study was done to make sure the questionnaire was unambiguous and comprehensible.

• The **reliability analyses** for three scales (PPBR, PPS and CPR) – the scales have alpha coefficients of 0.961, 0.843, and 0.847 respectively.

STUDY DURATION AND TIMELINE

• The study duration is 6 months from 1 December 2017 until 30 May 2018.
DATA COLLECTION

STEP 1
Obtained permission from Hospital Director to conduct the study

STEP 2
Informed Chief Matron

STEP 3
Submitted NMRR for ethical clearance and approval

STEP 4
Obtained list of LPs from MOH college and identify LPs placement

STEP 5
Approached ward manager to confirm the participants met the inclusion criteria

STEP 6
Approached selected LPs and if they agreed to participate, Participant Information and Consent Form given

STEP 7
Self administered questionnaire was given

STEP 8
Completed questionnaire were returned in sealed enveloped provided by researchers

PERIOD:
3 MAC 2018 – 14 APRIL 2018
ANALYSIS OF DATA

• Data was analysed by using Statistical Package for Social Science (SPSS) software version 25.0

• Descriptive and inferential statistics were used for analysing the data.

• Nominal scaled variables are displayed as numbers and percentages.

• Interval scales will be reported as mean values and standard deviations.

• Pearson’s correlation coefficient (r) was used to identify the association between variables.

• Testing was done at the 0.05 level of significance (p<0.05) with 95% confidence interval.
## SOCIODEMOGRAPHIC CHARACTERISTICS

Table 1: Respondents’ sociodemographic characteristics (n=60)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Frequency</th>
<th>n</th>
<th>%</th>
<th>Min-Max</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td>31-52 years old</td>
<td>39.63</td>
<td>5.496</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-39 years old</td>
<td></td>
<td>34</td>
<td>56.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-49 years old</td>
<td></td>
<td>25</td>
<td>41.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; 50 years old</td>
<td></td>
<td>1</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working experience</td>
<td></td>
<td>8 – 26 years</td>
<td>16.03</td>
<td>4.744</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 – 10 years</td>
<td></td>
<td>8</td>
<td>13.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 – 20 years</td>
<td></td>
<td>40</td>
<td>66.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 – 30 years</td>
<td></td>
<td>12</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
<td>52</td>
<td>86.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td></td>
<td>8</td>
<td>13.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LPs PROFILE (n=60)

Figure 1: LPs specialty

- Pediatrics: 14, 23%
- Surgical: 14, 23%
- O&G: 13, 22%
- Perioperative: 23, 39%
- Emergency: 7, 12%

Figure 2: Decision to become as LP

- Self: 42
- Chosen: 18

Figure 3: Years as LPs

- < 1 years: 2, 3%
- 1 - 2 years: 14, 23%
- 3 - 4 years: 14, 23%
- 5 - 10 years: 7, 12%
- >10 years: 23, 39%

Pie chart showing the distribution of years as LPs.
Figure 4: Frequency of participant’s response on each scale

Table 2: Means and standard deviations of respondents’ perceptions

<table>
<thead>
<tr>
<th>Scale</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPBR</td>
<td>4.86</td>
<td>0.65</td>
</tr>
<tr>
<td>PPS</td>
<td>4.23</td>
<td>0.57</td>
</tr>
<tr>
<td>CPR</td>
<td>4.37</td>
<td>0.80</td>
</tr>
</tbody>
</table>
Figure 5: Association between Preceptor’s Commitment to the Preceptor Role (CPR) With perception of benefits and rewards (PPBR)

\[ y = 0.37 + 0.52x \]

\((r=0.588, \text{ p-value } < 0.001)\)
RESULT

Figure 6: Association between Commitment to the Preceptor Role (CPR) with Preceptor’s perception of support (PPS)

(r=0.550, p-value < 0.001)
Figure 7: Association between Commitment to the Preceptor Role (CPR) with years experience as LPs.

\[ r = -0.60, \ p\text{-value} > 0.05 \]
Table 5: Summary of linear regression analysis for variables predicting commitment to the preceptor role.

<table>
<thead>
<tr>
<th>Model</th>
<th>b (95% CI)</th>
<th>t statistics</th>
<th>P value*</th>
<th>r²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits and rewards</td>
<td>0.356 (0.116, 0.597)</td>
<td>2.964</td>
<td>0.004</td>
<td>0.399</td>
</tr>
<tr>
<td>Support</td>
<td>0.302 (0.026, 0.577)</td>
<td>2.192</td>
<td>0.03</td>
<td></td>
</tr>
</tbody>
</table>

*simple linear regression
The current research findings support the research literature showing that benefits are important for preceptors (Hyrkas & Shoemaker, 2007; Natan et al, 2014; Wang et al, 2014).

The significant association found between commitment and benefits indicate that preceptors are likely to be committed when there are worthwhile benefits and rewards.

Previous studies show the preceptors value nonmaterial rewards more than material benefits (Hales at al, 2004; Hyrkas & Shoe maker, 2007, Natan et al, 2014). In this study, significant benefits mentioned by the respondents were opportunity to teach students, contribute to profession, improve teaching skills, keep current and stimulated in profession.

These values should be acknowledged and nurtures so that preceptors will continue to invest in role.
The research findings validate the literature that describes support as important for preceptors (Natan et al, 2014; Wang et al 2014, Omansky, 2010; Cloette & Jeggels, 2014; Usher et al, 2007).

According to Natan et al (2014), support from the workplace was found to be related to readiness to commit compare to support from outside the workplace.

This explained why our participants agreed they received most support from their co-workers and nursing unit managers.

The workload required by the combine role (preceptors and staff nurses) and the ability to find the time for their work as preceptors largely depends on the collaboration of preceptor’s management and co-workers to distribute the workload (Omansky, 2010).
Association of commitment to the preceptor role and years experience as LPs.

- From the study, experience as a preceptor had no apparent association with commitment to the preceptor role.
- This result similar to the study done by original study Dibert & Goldenberg (1995), Usher et al (2007) and Hyrkas & Shoemaker (2007).
- Otherwise, Karen et al (2012) found that, there is significant association between these variable. The more experience gains in the role, which afforded preceptor more opportunity to realise benefits, rewards and supports thus reinforcing their commitment.
CONCLUSION

• Preceptors are an integral part of the educational support to nurse learners, students and graduates in the clinical environment.

• Appropriate benefits, rewards and supports are needed to promote preceptors’ commitment to the role.
RECOMMENDATIONS

• **Recommendations for education**
  - The importance of continuous support by means of preceptor development for the role of preceptor is of high importance. The need for the development of a continuous professional development program for preceptors is needed.
  - Continuous support from academic institutions is needed. The preceptor needs to be able to have open communication with the academic staff who in turn needs to be more visible in the clinical setting.

• **Recommendations for nursing practice**
  - The role and the function of the preceptor need to be supported with commitment from management. The commitment to give the preceptor adequate time to prepare to meet the needs of the preceptee’s.
  - The workload of the preceptor also needs to be considered. It is recommended that the preceptor has supernumerary status. This will allow the preceptor to assist the preceptee without compromising patient care.

• **Recommendations for nursing research**
  - Qualitative research on the preceptor’s perceptions of the benefit, reward, support and commitment is needed.
LIMITATIONS

- The sample is limited to preceptors in our setting. It cannot be generalised preceptor population under MOH college.
- Sample size was collected by using universal sampling. Some biases might happen.
- The type of instrument being quantitative in design limits answers that participants wished to pose.
• We thank Director General of Health Malaysia for approval to present this study.

• The authors also thanks to HSNZ Hospital Director and Chief Matron for the permission to conduct this study.

• The co-authors for their help in data collection & CRC unit HSNZ for the statistical analysis support.

• ILKKM Kuala Terengganu and Ward managers that assist us in identified preceptors.
REFERENCES

- Viljoen, A. (2014). Nurse preceptors’ perceptions of benefits, rewards, support and commitment to the preceptor role in the intensive care units of five major academic hospitals in Gauteng.

THANK YOU