Effects of Nursing Students' Altruism and Compassion Levels on Care Behaviors

Hemşirelik Öğrencilerinin Özgecilik ve Merhamet Düzeylerinin Bakım Davranışlarına Etkisi

Ozlem Akman[1], Fadime Çinar[2]

ÖZET

Amaç: Geleceğin birer sağlık profesyoneli adayı olan öğrenci hemşirelerden beklenen, sahip olduğu mesleki değerleri uygulamalarına yansıtması ve bu değerler ile bakım verme ve klinik karar eylemlerini yönlendirerek bakımın kalitesini arttırmalarıdır. Bu araştırmada hemşirelerin temel değerlerinden sayılan özgecilik ve merhamet düzeylerinin bakım davranışlarına etkisini incelemek amaçlandı.

Gereç ve Yöntem: Tanımlayıcı nitelikte gerçekleştirilen araştırmanın evrenini, iki ayrı vakıf üniversitesinin Sağlık Bilimleri fakültesinde 2019-2020 eğitim-öğretim döneminde kayıtlı 257 hemşirelik bölümü öğrencileri oluşturdu. Veriler, Şubat 2020-Mart 2020 tarihleri arasında, araştırmaya katılmayı kabul eden 191 öğrenci hemşire ile, "Tanıtıcı Özellikler Formu", "Özgecilik Ölçeği" ve "Merhamet Ölçeği" "Bakım Davranışı Ölçeği" formu kullanılarak toplandı. Verilerin değerlendirilmesinde SPPS 25.0 istatistik paket programı kullanıldı.

Bulgular: Araştırmaya katılan Öğrenci hemşirelerin Özgecilik Ölçeği toplam puan ortalaması 69,38±13,14, Merhamet Ölçeği toplam puan ortalaması 3,72±0,74, Bakım Davranışı Ölçeği toplam puan ortalaması 5,53±0,38 olarak bulundu. Özgecilik toplam puanları ve alt boyut puanları ile merhamet toplam ve alt boyut puanları, bakım davranışı toplam puanları ve alt boyutarı arasında istatistiksel olarak anlamlı ilişki saptandı (p=0,001; p<0,01).

Sonuç: Öğrenci hemşirelerin Bakım davranışı,özgecilik ve merhamet düzeylerinin ortalamanın üzerinde olduğu, ve aralarında pozitif yönde ve anlamlı ilişki olduğu saptandı. Özgecilik düzeyi ile merhamet düzeyinin bakımı olumlu yönde etkilediği belirlendi.

Anahtar Kelimeler: Özgecilik, Merhamet, Bakım davranışı,

ABSTRACT

Objective: In this study, it was aimed to examine the effect of altruism and compassion levels, which are considered as the basic values of nurses, on care behaviors**.**

Methods: The universe of the descriptive research was 257 nursing students enrolled in the Health Sciences faculty of two separate foundation universities in the 2019-2020 academic year. The data were collected between February 2020 and March 2020 with 191 student nurses who agreed to participate in the study, using the "Introductory Characteristics Form", "Altruism Scale" and "Compassion Scale" "Care Behavior Scale" form. SPPS 25.0 statistical package program was used to evaluate the data.

Results: The total score average of the student nurses participating in the study was 69.38 ± 13.14, the mean score of the Compassion Scale was 3.72 ± 0.74, the mean score of the Care Behavior Scale was 5.53 ± 0.38. A statistically significant relationship was found between altruism total scores and subscale scores, and compassion total and subscale scores, care behavior total scores, and subscales (p = 0.001; p <0.01).

[1] İstanbul Sabahattin Zaim University, Faculty of Health Sciences, Department of Nursing. Halkalı Central Campus, Halkalı Cad. No: 2 Halkalı, Küçükçekmece, İstanbul, Turkey. E-mail address: ozlem.akman@izu.edu.tr, ORCİD: 0000-0003-1460-3251

[2] İstanbul Sabahattin Zaim University, Faculty of Health Sciences, Department of Healthcare Management. Halkalı Central Campus, Halkalı Cad. No: 2 Halkalı, Küçükçekmece, İstanbul, Turkey, E-mail address: fadime.cinar@izu.edu.tr ORCİD: 0000-0002-9017-4105

Conclusion: It was determined that the level of altruism and compassion affects care positively.

Keywords: Altruism, Compassion, Care behavior,

1. INTRODUCTION

Nursing is considered a distinctive feature of nursing as a profession, a unique feature from other disciplines. Therefore, nursing care is the nurse's most fundamental role in nursing (Dalpezzo, 2009; Kol, 2017). Nursing care is usually based on the communication between the healthy/sick individual and the nurse. It includes a holistic approach to the individual, to relieve her, to provide peace, and to meet basic human needs. (Dalpezzo, 2009; Karabacak and Acaroglu, 2011). In addition to this definition, many theorists have made definitions of the concept of care from different perspectives. According to Hall, nursing helps the nurse meet the daily needs of the sick individual (Hall, 2018). Orem said, "Helping to meet the needs of the individual in cases where the individual cannot meet his / her self-care needs (Orem, 2019). Another definition is that people working in the field of health meet the needs of their patients with behaviors based on interest and compassion. (Göçmen, 2014). Although not explicitly included in the concept of care, Henderson emphasizes the weak and dependent position of the patient and the valuable role of the nurse while defining the definition of nursing. According to Henderson, "The primary and unique task of the nurse is to help healthy or sick individuals to maintain their health or to die during their treatment or in peace. The nurse defined this help as the individual continues until he has enough strength, desire, or knowledge and can do it without help (Henderson, 2018). Looking at the definitions, it is seen that values such as altruism/help and compassion are important in care. Altruism is defined as pursuing the benefit of others as much as its benefit, or trying to be beneficial to other people without financial or moral self-interest and taking anti-selfish movements (Khalil, 2004; Gintis et al., 2003; Hung et al., 2016). It is stated that altruistic behavior is precious, especially in healthcare professional groups such as physicians, nursing, and social service specialist, because altruistic people act for the benefit of the other rather than their interests (McGaghie et al. 2002). Based on nursing practice in studies where the altruism tendencies and altruism tend to their choice of nursing of people with high, it is indicated (Arpaci and Özmen 2014; Avcı et al., 2013; Hunter et al., 2013; Kiragi, 2015; Jirw and Rudman, 2012). It is stated that care, technical knowledge, and skills, which are the most privileged roles of nurses, require being compassionate to the individuals who are given care (Çingöl et al., 2018). Compassion, which is a fundamental value in health care, is defined as understanding and alleviating the pain or misfortune of others. (Bray et al., 2014; Bloomfield and Pegram, 2015). A humanistic approach and compassion recognized as the basis for excellent and quality nursing care. Universally, patients keep care and compassion equal (Bray et al., 2014). For this reason, the future is to reflect the professional values expected from the student nurses, who are candidates for healthcare professionals, to their practices and to increase the quality of care by directing care and clinical decision actions with these values. This study aimed to examine the effect of altruism and compassion levels, which are considered the fundamental importance of nurses in care behaviors.

2. MATERIAL AND METHOD

2.1. Type and Purpose of the Research

This research was planned descriptively to examine the effect of nursing students' altruism and compassion levels on care behaviors.

2.2. Research Questions

1. What are nursing students' altruism and compassion levels?

2. What relationship is there between altruism and compassion levels of nursing students?

3. Do nursing students' altruism and compassion levels affect their care behavior?

2.3. Research Place and Time

The research was carried out between February and March 2020 with the nursing students enrolled in the Faculty of Health Sciences of two separate foundation universities operating in the province of Istanbul between 2019-2020 academic year.

2.4. The Population and Sample of The Research

The study population consisted of a total of 257 students from the Department of Nursing, studying at the faculty of health sciences of two foundation universities operating on the European side of X. In the research, it was aimed to reach the whole universe by not choosing the sample. Students who agreed to participate in the study were included in the study. However, 1st graders who did not agree to participate in the study did not yet take care lessons and did not have enough information about patient care, and 66 students who did not attend school on the days when the data were collected were not included in the sample of the study and the sample was composed of 191 students.

2.5. Data Collection Method and Tools

In this study, the data were collected using the descriptive features form, the Altruism Scale, the Compassion Scale, and the Care Behavior Scale. In the study under the control of the

researcher, the response time took approximately 5-7 minutes.

2.5.1. The Introductory Characteristics Form

In the form of sociodemographic features prepared by examining the literature; There are 10 questions in total that evaluate the concepts of gender, age, education level, altruism and compassion.

2.5.2. The Altruism Scale

The Turkish version of the scale, developed by Rushton et al. in 1981, was conducted by Tekeş and Hasta in 2015. The scale consists of 20 items. The scale items are in a 5-point Likert type structure that is scored as "never", "rarely", "occasionally", "often" and "always". High scores obtained from the scale indicate high altruism level. In the original form, there is no reverse coded item in the scale used as one factor. The scale has 2 sub-dimensions: aid (14 items) and donation (6 items). Cronbach's alpha internal consistency coefficients of the scale ranged from 0.78 to 0.87 (Tekeş and Hasta, 2015). The scale sub-dimensions calculated in this study for the scale were Cronbach Alpha reliability coefficients of 0.82 and 0.85, and for the overall scale of 0.84.

2.5.3. The Compassion Scale

The Compassion Scale: The scale was developed in 2011 by Pommier and her counselor Neff to measure compassion for others. The Turkish validity and reliability of the scale was performed in 2016 by Akdeniz and Deniz. This scale able to measure compassion for others by six dimensions (Kindness (6,8,16,24), Indifference (2,12,14,18), Common Humanity (11,15,17,20), Separation (3,5,10,22), Mindfulness (4,9,13,21) and Disengagement (1,7,19,23) 24-item, It is a 5-point likert-type scale. Scoring of items in scale, 1 = Never, 2 = Rarely, 3 = Occasional 4 = Frequent, 5 = Always. It is calculated by inverting the scores of the sub-dimensions of indifference, separation and disengagement. The lowest possible score is 24, and the highest score is 120. As the score from the scale increases, the level of compassion of the student nurses are increasing (Akdeniz and Deniz, 2016). The Cronbach Alpha reliability coefficients for the scale sub-dimensions for this study ranged from 0.76 to 0.83, and were found to be 0.77 for the overall scale.

2.5.4. Care Behavior Scale

Care behaviors-24 scale (CBS-24): Care Behaviors Scale, Wolf et al. (1994) was developed by. BDÖ-24, which is a short form of 42-item "Care Behaviors Scale" suitable for bidirectional diagnosis by patients and nurses, Wu et al. (2006) is structured by. The Turkish validity and reliability study was performed by Kurşun ve Kanan (2012). Scale;

assurance of human presence (16,17,18,20,21,22,23,24), professional knowledge and skill,(9,10,11,12,15), respectful deference to other,(1,3,5,6,13,19) and positive connectedness of 4 sub-dimensions and 24 items, including commitment (2,4,7,8,14).The scale is of 6-point likert (1 = never, 2 = almost never, 3 = sometimes, 4 = usually, 5 = often, 6 = always). The calculation of the total scale score is obtained by dividing the score obtained after the sum of the points of 24 items by 24. As total scale score and subscale scale score increase, the quality of care perceived by patients or nurses increases (Kurşun ve Kanan, 2012). In this study, Cronbach alpha reliability coefficient for the total of the scale was found to be 0.91 for nursing students.

2.6. Analysis of Research Data

The findings obtained in the study evaluating IBM SPSS Statistics 25 for statistical analysis (SPSS IBM, Turkey) programs were used. The compatibility of variables to normal distribution was evaluated using the Kolmogorov Smirnov test, Q-Q graphs and histograms. While evaluating the research data, Student-t test was used in the evaluations of quantitative data between two groups as well as descriptive statistical methods (mean, standard deviation, frequency, percentage). ANOVA (One Way Variance Analysis) was used for evaluating quantitative data between more than two groups. Levene test was used to test the assumption of homogeneity of variances. In the determination of the groups that caused differences as a result of the ANOVA test; homogeneous variants were evaluated by Tukey Honestly Significant Difference (HSD) and inhomogeneous ones were evaluated by Tamhane T2 post-hoc test. Pearson Correlation and Regression Analysis was used to evaluate the relationship between quantitative data. Cronbach Alpha reliability coefficient was used to evaluate the reliability of the scales. Significance was evaluated at the level of $p < 0.05$.

2.7. Ethical and Legal Aspects of Research

Ethical permission of the study was obtained from Local Ethics Committee (ethical approval number: 29/02/2020-E.1208). Institution permission was obtained from the deans of the institutions where the research was carried out. Verbal and written consents were obtained from the students who agreed to participate in the research, with the Informed Consent Form.

3. RESULTS

In this section, the findings obtained as a result of the analysis of the research data are included.

It was found that 85.3% of the students (N = 191) participating in the study chose women, their average age was 22.17 ± 4.32 years, and 53.4% chose the profession voluntarily (Table 1). Of 71.7% (n = 137) of 17% of students (n = 34) who heard the concept of "altruism" before and 47%

of these people (n = 16) heard about the concept of altruism in patients He stated that helping always made them happy, 95.2% (n = 182) thought that helping patients was associated with a sense of compassion, and 9.1% (n = 176) thought that helping patients with a sense of compassion increased the quality of care.

Table 1: Distribution of student nurses' introductory characteristics (n = 191)

Introductory characteristics		Min - Ma ks	Avg ± SS
Age (years)		19 - 28	22,17 ± 4,32
		n	**%**
Age group	19-23 age	183	95.8
	24-28 age	8	4.2
Gender	Female	163	85.3
	Male	28	14.7
Marital status	Single	179	93.7
	Married	12	6.3
Education Status	2. Class	58	30.3
	3. Class	66	34.6
	4.Class	67	35.1
Reason for choosing profession	Willingly	101	5 3.4
	Family orientation	45	2 3.8
	Coincidence	34	1 8.0
	Other	11	5.7
Altruism the concept more before hearing status	Yes	34	17.8
	No	157	82.2
How did you hear the concept of altruism before?	From school	10	29.4
	My friends	8	23.5
	Articles, books etc.	16	47
Helping patients make themselves happy	Sometimes	4	2.1
	Most of the time	50	26.1
	Always	137	71.7
Thinking that helping patients is associated with a sense of compassion	Yes	182	9 5.2
	No	9	4.7
Thinking that helping patients with compassion improves the quality of care	Yes	176	9 2.1
	No	15	7.9

The level of student nurses' level of finding yourself altruistically between 4 and 10, with an average of 8.26; the average of finding yourself compassionate is 8.84;the average of choosing the profession was found to be 8.12.

Table 2: Distribution of nurses' finding themselves altruistic, compassionate and willingly choosing their profession (n = 191)

Levels	Min - Ma ks	Avg ± SS
The level of finding yourself altruistically	4 - 10	8.26 ± 0.18
The level of finding yourself compassionate	4 - 10	8.84 ± 0.92
The level of willingly choosing your profession	4 - 10	8.12 ± 0.97

The total scores of the student nurses' Compassion Scale ranged from 2.71 to 4.32. The mean scale of the scale was 3.67, and the Cronbach Alpha reliability coefficient was 0.777 for the overall scale. The total scores of student nurses Altruism Scale ranged between 37 and 99. The mean scale was 69.38, and the Cronbach Alpha reliability coefficient was 0.846 for the overall scale.The total scores of the Care Behavior Scale ranged from 3.17 to 5.72, with an average of 5.53, and the overall Cronbach Alpha reliability coefficient was 0.915 (Table 3).

Table 3: Distribution of Nurses's Altruism and Compassion Scale scores (n=191)

Scales	Sub Dimensions	Item Number	Score Range	Min- Max	Mean ± SD	Cronbach Alfa
Altruism Scale	Aid	14	14-70	28-70	53,81±5,08	0,841
	Donation	6	6-30	9-30	23,57±5,01	0,825
	Altruism Scale Total	20	20-100	37-99	69,38±13,14	0,846
Care Behavior Scale	Assurance Of Human	8	1-6	2-6	5.50±0.22	0,815
	Professional Knowledge	5	1-6	3-6	5.73±0.42	0,896
	Respectful Deference To	6	1-6	2-5	5.77±0.19	0,815
	Positive Connectedness	5	1-6	2,87-5,19	5.81±0.38	0,896
	Care Behavior Scale Total	24	1-6	3,17-5,72	5.53±0.35	0,915
Compassion Scale	Kindness	4	1-5	2-5	4,20±0,67	0,836
	Indifference*	4	1-5	1,5-5	4,09±0,71	0,779
	Common Humanity	4	1-5	1,25- 5	3,24±0,69	0,761
	Separation*	4	1-5	1,75-5	4,09±0,70	0,779
	Mindfulness	4	1-5	2-5	4,13±0,60	0,772
	Disengagement*	4	1-5	1-4	1,55±0,53	0,812
	Compassion Scale Total	24	1-5	2,81- 4,32	3,67±0,74	0,773

* The total score averages are calculated as reverse.

Aid (p = 0.002), donation (p = 0.018) sub-dimension and altruism total (p = 0.003) score average was found to be statistically significantly higher than those who had not heard before (p <0.01). The mean score of helping patients always giving them happiness (p = 0.001), commitment (p = 0.006) and altruism total (p = 0.001) was statistically significantly higher than those who sometimes or often gave happiness (p <0, 01). (Table 4).

Table 4:Evaluation Of Altruism Scale Scores By Student Nurses' Introductory Characteristics

Introductory characteristics		Altruism Scale		
		Aid	Donation	Total
		Mean±SD	Mean±SD	Mean±SD
Age group	19-23 age	50,75±8,85	20,74±4,85	71,48±12,83
	24-28 age	51,05±10,08	19,92±5,62	70,97±14,46
	t	-0,459	-0,167	-0,381
	p	0,547	0,767	0,712
Gender	Female	52,23±6,63	20,52±5,29	71,06±13,2
	Male	49,92±7,10	20,64±4,64	71,8±13,12
	t	-0,184	0,895	0,213
	p	0,784	0,572	0,731
	2.Class	52,48±9,07	22,18±3,85	70,48±10,83
	3.Class	52,05±10,12	21,92±3,62	70,97±10,46
	4.Class	53,95±11,07	22,48±5,05	72,08±12,83
	F	4,614	0,876	4,168
	p	0,005	0,024	0,042
Altruism the concept more before hearing status	Yes	55,87±6,95	22,83±4,80	75,83±11,56
	No	50,75±8,15	21,71±5,65	72,58±11,43
	t	3,206	2,947	3,749
	p	0,002**	0,018**	0,003**
Helping patients make themselves happy	Sometimes	46,27±9,23	18,75±5,14	66,40±13,61
	Most of the time	54,54±8,51	21,27±5,65	74,81±12,23
	t	-3,599	-2,718	-3,689
	p	0,001**	0,006**	0,001**

*t: Student-t Testi   **p<0,01*

Women's of the mean scores kindness (p = 0.005), separation (p = 0.008), mindfulness (p = 0.002) and total compassion (p = 0.002) were statistically significantly higher than men (p <0.01). There was a statistically significant difference between educational status in terms of kindness, common humanit and mindfulness sub-dimension mean scores and total means score (p <0.05). As a result of post-hoc evaluations made to determine the situation caused by the difference; It was determined that the average score of the 4 class was significantly higher than the 2. and 3 class (p

<0.05). Kindness (p = 0.001), mindfulness (p = 0.004) sub-dimension, and total compassion (p = 0.006) score average of those who thought that helping patients always make them happy was found to be statistically significantly higher than those who thought they were happy sometimes (or more often) (p <0.01).Those who thought that helping patients sometimes or often made them happy were disengagement and statistically significantly higher than those who thought they were always happy (p = 0.027; p <0.05), (Table 5).

Table 5: Evaluation Of The Compassion Scale Scores Of Student Nurses According To Their Descriptive Characteristics

Introductory characteristics		Compassion Scale						
		Kindness	Indifference	Common Humanity	Separation	Mindfulness	Disengagement	Total
		Ort±SS	Ort±SS	Ort±SS	Ort±SS	Ort±SS	Ort±SS	Ort±SS
Gender	Female	4,17±0,62	4,37±0,76	3,91±0,63	4,22±0,68	4,34±0,68	1,77±0,63	3,79±0,38
	Male	3,73±0,83	3,81±0,69	3,88±0,75	3,78±0,71	3,86±0,64	2,03±0,66	3,77±0,39
	t	2,849	1,963	0,678	2,767	3,286	-1,867	3,159
	p	0,005**	0,057	0,532	0,008**	0,002**	0,051	0,002**
Education Status	2.Class	4,03±0,76	4,02±0,66	4,03±0,74	3,94±0,66	4,03±0,64	1,94±0,61	3,67±0,37
	3.Class	4,19±0,73	4,11±0,69	3,83±0,67	3,89±0,76	4,11±0,68	2,06±0,67	3,73±0,31
	4.Class	4,29±0,61	4,17±0,74	4,22±0,54	4,14±0,69	4,16±0,56	1,76±0,62	3,78±0,35
	F	4,614	0,876	4,168	2,372	3,969	3,022	3,099
	p	0,016	0,418	0,017*	0,096	0,038	0,051	0,035
Helping patients make themselves happy	Sometimes	3,96±0,63	4,00±0,69	3,90±0,72	3,92±0,72	3,95±0,60	2,00±0,63	3,62±0,31
	Most of the time	4,32±0,67	4,18±0,72	3,96±0,67	4,11±0,68	4,22±0,58	1,78±0,63	3,76±0,34
	t	-3,606	-1,637	-0,649	-1,741	-2,940	2,234	-2,786
	p	0,001**	0,103	0,517	0,083	0,004**	0,027*	0,006**

F: One Way Variance Analysis (ANOVA)   **p<0,05*   ***p<0,01*

It was determined that there was a positive relationship between the total score average and sub-dimensions of compassion scale and altruism scale. In addition, it was determined that there was a positive relationship between the total score average and subscales of the care behavior scale and the altruism scale (Table 6).

Table 6: The Relationship Between Student Nurses's Altruism, Compassion Scale, and Care Behavior Scale scores

Compassion Scale	Altruism Scale					
	Aid		Donation		Total	
	r	p	r	p	r	p
Kindness	0,414	0,001**	0,338	0,001**	0,415	0,001**
Indifference	0,313	0,001**	0,253	0,001**	0,313	0,001**
Common Humanity	0,139	0,049**	0,123	0,047**	0,148	0,078**
Separation	0,325	0,002**	0,169	0,020*	0,220	0,002**
Mindfulness	0,588	0,001**	0,270	0,001**	0,303	0,001**
Disengagement	-0,330	0,001**	-0,253	0,001**	-0,325	0,001**
Compassion Scale Total	0,552	0,001**	0,305	0,001**	0,360	0,001**
Assurance Of Human Presence	0,462	0,001**	0,428	0,001**	0,438	0,001**
Professional Knowledge And Skill	0,467	0,001**	0,253	0,001**	0,253	0,001**
Respectful Deference To Other	0,328	0,001**	0,188	0,073	0,228	0,068
Positive Connectedness	0,469	0,030*	0,169	0,024*	0,369	0,035*
Care Behavior Scale Total	0,570	0,001**	0,670	0,001**	0,476	0,001**

*r: Pearson Correlation Analysis   **p<0,01*

A positive and statistically significant relationship was found between the level of finding yourself altruistically and aid (p = 0.001), donation (p = 0.001) subscale and altruism scale total (p = 0.000) scores (p <0.01). There was a positive and statistically significant relationship between the level of finding yourself altruistically and kidness (p = 0,000), mindfulness (p = 0,000) subscale and compassion scale total (p = 0,000) scores (p <0.01). There was a negative and 33 percent statistically significant relationship between self-determination levels and disengagement sub-dimension scores.

A positive and statistically significant relationship was found between the level of finding yourself compassionate and aid (p = 0.001), donor (p = 0.001) subscale and altruism scale total (p = 0.001) scores (p <0.01).The level of finding yourself compassionate and kidness (p = 0.001), indifference (p = 0.001), separation (p = 0.006), mindfulness (p = 0.001) sub-dimension and compassion scale were statistically positive in total (p = 0.001) scores There was a significant relationship (p <0.01). There was a negative and 25.3 percent statistically significant relationship between the level of finding yourself compassionate and disengagement sub-dimension scores (p = 0.001; p <0.01). A positive and statistically significant relationship was found between the level of willingly choosing your profession and aid (p = 0.001), donation (p = 0.001) sub-dimension and altruism scale total (p = 0.001) scores (p <0.01). A positive and statistically significant relationship was found between the level of willingly choosing your profession and kidness (p = 0.018), separation (p = 0.012),mindfulness (p = 0.004) sub-dimension and total scale of compassion (p = 0.019) (p < 0.05; p <0.01). A statistically significant relationship was found between the level of willingly choosing your profession and disengagement sub-dimension scores negatively and 16,5 percent (p = 0.024; p <0.05).

Table 7: Assessment of The Relationship Between Nurses' Levels of Finding Themselves Altruistic, Compassionate and Loving Their Profession, and Altruism and Compassion Scale Scores

Scales	Sub Dimensions	The level of finding yourself altruistically		The level of finding yourself compassionate		The level of willingly choosing your profession	
		r	p	r	p	r	p
Altruism Scale	Aid	0,340	0,001**	0,380	0,001**	0,232	0,001**
	Donnation	0,272	0,001**	0,340	0,001**	0,238	0,001**
	Altruism Scale	0,339	0,001**	0,392	0,001**	0,251	0,001**
Compassion Scale	Kindness	0,335	0,001**	0,345	0,001**	0,171	0,018*
	Indifference	0,121	0,097	0,326	0,001**	0,093	0,204
	Common Humanity	0,114	0,118	0,062	0,398	0,012	0,869
	Separation	0,116	0,111	0,199	0,006**	0,183	0,012*
	Mindfulness	0,338	0,001**	0,245	0,001**	0,211	0,004**
	Disengagement	-0,155	0,033*	-0,276	0,001**	-0,165	0,024*
	Compassion Scale Total	0,286	0,001**	0,306	0,001**	0,170	0,019*

r: Pearson Korelasyon Analizi   *$*p<0,05 **p<0,01$*

With the regression analysis conducted, the effects of students' self-determination, compassionate and altruism and compassion scale scores on care behavior were found statistically significant ($p < 0.01$), (Table 8).

Table 8. Regression Analysis for the Effect of Altruism and Compassion Scale Scores on Care Behavior

	Independent variables	Dependent variables	Standardized B	Sig.	Adjusted R^2	F value
1.Regression	Altruism Scale	Care Behavior	,276**	,000	,528	5,27
2.Regression	Compassion Scale	Care Behavior	,243**	,000	,511	5,38
3.Regression	The level of finding yourself altruistically	Care Behavior	,259**	,000	,696	6,04
	The level of willingly choosing your profession		,223**	,000		

$*$: p≤0.05 $**$: p≤0.01 $***$: p≤0.001

4. Discussion

Care action, which constitutes the basic structure of the nursing profession, can be affected by the professional values of nurses. In this study, it was aimed to examine the effect of altruism and compassion levels, which are considered as the basic values of nurses, on care behaviors. According to the data obtained for this purpose; the level of finding yourself altruistically is 8.49; the level of finding yourself compassionate levels is 8.61; the level of willingly choosing your profession was found to be 7.82.In addition, it was determined that the total scores they received from the scale of compassion, the mean of 3.67, the average of altruism scale, the average of 69.38, the average of the total scores of care behavior scale was 5.53 (Table 3). It can be said that it is altruistic, compassionate and has a high behavior of care.

Considering other studies on altruism, Arpacı and Özmen (2013) Altruism Scale total score average was 72.85 ± 8.18, Keskin and Özcan (2018), 69.60, Avcı and other (2013) reported that it was 70.16. In the study of Kılınç et al. (2016) with the students of Vocational School of Health, they found the altruism levels of the students as 63.92 ± 9.81 points. Within the scope of the research, the average scores of student nurses on altruism scale, age, gender, reason for choosing the profession, hearing the concept of altruism before, and helping the patients make themselves happy (Table 4). In the comparison, there was no significant relationship with age and gender variables. When the literature is examined, it is reported by the researchers that there is no significant relationship between gender and educational status and the Altruism Scale results in studies that examine altruism levels with nursing students (Pehlivan and Lafçı ,2014; Avcı and other, 2013; Keskin and Özcan, 2018).

Student nurses ,n = 34 'reputation of "altruism" and those who have heard the concept before heard of before this concept 29,4'n% were found to be in school. To help those who heard the term before altruism (p = 0.002) subscales and total selflessness (p = 0.005) mean score, was statistically significantly higher than not heard before (p <0.01). Based on this data, it can be said that the fact that people heard about the concept of altruism at school supports the development of altruistic behavior. It is thought that student nurses will be more self-employed in business life by combining them with care practices by focusing on altruism value in nursing education in order to provide more comprehensive and quality care after graduation. It was found that student nurses stated that helping patients always make them happy. Şahin (2015), stated that there is a positive and positive relationship between happiness and altruism concepts in his research, which examines the relationship between happiness and altruism in university students. In face-to-face interviews with nursing students of Rognstad et al. (2004), the participants stated that they were happy to help patients. Findings obtained from the research are similar to the literature.

The concept of compassion is one of the indispensable values of the nursing profession. It has been delayed for a long time to take its place in the literature due to the fact that it is close to the concept of empathy and that it is thought to work under some other concepts. In this study, students' compassion levels were found high. When the literature was examined, it was determined that the results obtained were similar. (Çingöl et al., 2018; Gündüzoğlu et al., 2019; Çınar and Eti Aslan, 2018). In the study of Çingöl et al. (2018), with nursing students, the scale of compassion scale was found to be 4.19. In the studies carried out by Çingöl et al. (2018) and Gündüzoğlu et al. (2019), it was seen that gender was found to be distinctive in terms of compassion level and that women had higher compassion levels than men. It can be said that the reason why women appear more compassionate than men is that women are rootstock and loving in nature.

Altruism and compassion are among the basic professional values for the nursing profession. In the literature review, it is seen that there are studies in which these values, which have an important place for the nursing profession, are examined individually or with other variables. It was found that there was no study examining the relationship between altruism, compassion, and caring behaviors, and generally there were expressions that the sense of compassion had a positive effect on helping behavior (Çingöl et al., 2018; Gündüzoğlu et al., 2019). Since there is no research conducted in this context, it is thought that the results of this research will guide the researchers about the effect of the concept of altruism and compassion on the care behavior. In the evaluation of the relationship between Altruism and Compassion Scale scores, a positive and significant relationship was found between the altruism scale total scores and the compassion scale total scores. Gündüzoğlu (2019), in his study with nursing students, determined that the most basic behavior regarding compassion is to help. In other words, people who have a sense of compassion tend to help. It supports the findings obtained from the research in the studies made in the literature. Yavuzer (2017) says that the feeling of compassion and pity that we feel towards others in his study, which examines the concepts that provide motivation to help, triggers the motivation to help.

In the study, it was found that students thought that helping patients with a sense of compassion increased the quality of the care they provided. In the study by Güzdüzoğlu et al. (2019), it is reported that compassionate care improves the patient with a holistic and humanistic approach and supports the well-being. In the literature, it has been reported in various articles that compassion reduces the anxiety of patients, facilitates the treatment process and positively affects their physical health, but measurable data have not been revealed (Dalgalı and Gürses, 2019; Uğurlu and Eti Aslan, 2017). In this study, it was determined that being altruistic and compassionate affects the care behavior positively and was supported by the literature.

Conclusıon and Recommendatıons

According to the results obtained;

I. Students' altruism, compassion and care perception levels are above average,

ii. The concepts of altruism and compassion are closely related and affect each other positively,

iii. The fact that students see themselves as altruistic or compassionate has a positive effect on altruism and compassion levels and perception of care behavior,

It was determined that helping patients and being compassionate made the students happy.. It is thought that the philosophy of nursing will be reflected in clinical practices and positive outputs will be achieved by fully understanding and internalizing the values in the profession. In this context; Considering that students will contribute significantly to character development and will show more altruistic behaviors in their professional lives, the establishment of a value-based education approach in nursing undergraduate programs, to work with new graduate nurses in order to see more outcomes in the clinic in future studies, scenarios involving professional values in students' education. It is recommended to carry out simulation training and to develop tools that will be a source of motivation for students.

Referances

Akdeniz, A., Deniz, M. E., 2016. The Turkish adaptation of Compassion Scale: The validity and reliability study. The Journal of Happiness & Well-Being. 4(1), 50-61.

Arpacı, P., Özmen, D., 2014. The level of altruism and empathic education of nursing students and the relationship between them. Journal of Education and Research in Nursing. 11 (3), 51-57.

Avcı, D., Aydın, D., Özbaşaran, F., 2013. Examination of empathy-altruism relationship and altruist behavior in terms of some variables. Balıkesir Journal of Health Sciences. **2** (2), 108-112

Bloomfield, J., Pegram, A., 2015. Care, compassion and communication. Nurs Stand. 29(25),45-50.

Bray, L., O'Brien, MR., Kirton, J., Zubairu, K., Christiansen, A., 2014. The role of professional education in developing compassionate practitioners: A mixed methods study exploring the perceptions of health professionals and pre-registration students. Nurse Educ. Today. 34,480-486.

Çınar, F., Eti Aslan, F., 2018. Easuring the compassion levels of operating room nurses: Turkish validity and reliability study. Kocaeli Medical Journal. **7**(3), 222-229.

Çingöl, N., Çelebi, E., Zengin, S., Karakaş, M., 2018. The investigation of compassion level of nursing students in a health college. J Clın Psychıat. 21, 61-67.

Dalgalı, B., Gürses, İ., 2018. The place and importance of compassion in health services. Sinop University Journal of Social Sciences. 2 (1), 181-204

Dalpezzo, N.K., 2009. Nursing care: a conceptanalysis. Nurs Forum. 44 (4), 256-264**.**

Available from: https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1744-6198.2009.00151.x

Gintis, H., Bowles, S., Boyd, R., Fehr, E., 2003. Explaining altruistic behavior in humans. Evol. Hum. Behav. 24,72-153

Göçmen Baykara, Z., 2014. Nursing care concept. Turkey Journal of Bioethics. 1(2), 92-99.

Gündüzoğlu, N., Korhan, E., Yıldırım, Y. Aykar, F., Üstün, Ç., 2019. The level of compassion in nursing students. J. Hum. Rhythm. 5(2), 104-116.

Hall, L.E., 2018. Nursing Theorists of Historical Significance. In Nursing Theorists and TheirWork. Alligood MR Eds. 9th ed. St. Louis Missouri: Mosby Inc; 2018. pp.19.

Henderson, V., 2018. Nursing Theorists of Historical Significance. In Nursing Theorists and

Hung, C.C., Lee, B.O., Liang, H.F., Chu, T.P., 2016. Factors influencing nurses' attitudes and intentions toward medication administration error reporting. Jpn J Nurs Sci. 13(3), 345-354.

Jirwe, M., Rudman, A., 2012. Why choose a career in nursing? J. Adv. Nurs. 68 (7), 1615–1623.

Karabacak, Ü., Acaroğlu, R., 2011. Comfort Theory. Maltepe University Journal of Nursing Science and Art. (4) 1, 198-202.

Keskin, A.Y., Özcan, Ç.B., 2018. Investigation of the Levels of Specificity, Empatic and Social Self-proficiency Trends in Nursing Students. Turkiye Klinikleri Journal of Nursing Sciences. 10(2), 122-129.

Khalil, E.L., 2004. What is altruism?. J Econ Psychol. 25, 97–123.

Kılınç, E., Kılıç, M., İpekçi, N.N., 2016. Self-Esteem, Assertveness and Altrusm Levels of SHMYO Students and Investgaton of Relatonshp Between Them. BSJ Pub Soc Sci. 8 (15), 379-398.

Kirag, N., 2015. Factors associated with nursing career choice. Dokuz Eylul University Faculty of Nursing Electronic Journal, 8(4).

Kol, E., 2017. Jean Watson: The Human Care Model. Karadağ, A., Çalışkan, N., Baykara, Z., Nursing Theories and Models. Istanbul: Academy Press and Publishing. pp. 506-530.

Kurşun, Ş., Kanan, N., 2012. Adaptation of the Care Behaviors Scale-24 to Turkish: Validity and Reliability Study. Anatolian Journal of Nursing and Health Sciences. 15 (4), 229-235.

McGaghie, W.C., Mytko, J.J., Brown, W.N., Cameron, J.R., 2002. Altruism and compassion in the health professions: a search for clarity and precision. Med. Teach. 24(4), 374-378.

Orem, D., 2019. Nursing Theories Guide Dorothea Orem. Self-Care Deficit Theory. In Theorısts & Theorıes Dorothea Orem: Self-Care Defıcıt Theory. Nueseslabs. Available from https://nurseslabs.com/dorothea-orems-self-care-theory/

Pehlivan, S., Lafçı, D., 2014. The altruism levels of nursing students. Gaziantep Medical Journal. 20 (1), 29-34.

Rognstad, M. K., Nortvedt, P., Asland, O., 2004. Helpıng motıves ın late modern socıety: values and attıtudes among nursıng students. Nurs Ethıcs. 11(3), 228-237.

Şahin, M., 2015. Üniversite öğrencilerinin mutluluk, iyimserlik ve özgecilik düzeylerinin incelenmesi. [An investigation of happiness, optimism, and altruism levels of university undergradutes] (Master's thesis, Gaziosmanpaşa University, Tokat, Turkey). Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/

Tekeş, B., Hasta, D., 2015. Altruism Scale: Validity and reliability study. Object Journal of Psychology. 3 (6), 55-75.

Their Work. Alligood MR Eds. 9th ed. St. Louis Missouri: Mosby Inc;. pp.15.

Uğurlu, A.K., Eti Aslan, F., 2017. Mercy and nursing: can compassion be measured? Türkiye Klinikleri J Nurs Sci. 9(3), 233-238.

Yavuzer, N., 2017. Evaluation of altruistic motivation as a source of prosocial behavior in the light of related literature. Hasan Ali Yücel Faculty of Education Journal. 141(27), 105-126.