

## ***Caring Improvement with An Analysis of The Causes of Emotional Exhaustion in Professional Students***

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### **ABSTRACT**

*The demand for quality services to patients and families continues to increase, especially for nursing services, so it requires nurses who have good caring. Students of the nursing profession who are future nurse candidates, cannot be separated from these demands. These demands can have the potential to bring emotional exhaustion to students. Emotional exhaustion can be caused by social support, workload, and self-efficacy. The purpose of this study was to analyze the increase in caring based on the analysis of the causes of emotional fatigue in nursing profession students. The research design in this study is a quantitative method with a cross sectional approach. The population of this study is professional students in two institutions in Jember. The number of samples in this study was 150 respondents, with accidental sampling techniques. Data taken from this study are caring behavior, self-efficacy, support, workload, and emotional exhaustion. In general, the results of this study were found that there was a relationship between social support and emotional fatigue (p-value = <0.0000, B: -0.986), there was a relationship between workload and emotional fatigue (p-value = <0.0000, B: 0.372), there was no relationship between self-efficacy and emotional fatigue (p-value = 0.356, B: -0.84) and there was a relationship between emotional fatigue and caring behavior (p-value = 0.002, correlation coefficient: 0.112). Caring can be improved by means of support from students' families, educational institutions and places of practice and calculating the workload experienced by students when carrying out practice.*

**Keywords:** *Caring, Emotional Exhaustion, Nursing Professional Students*

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## **INTRODUCTION**

Student is the status given to students who have graduated from high school and continue to college. The status of students, according to the wider community, is seen as an elite class that has the task of studying<sup>1</sup>. Learning assignments and achieving targets according to science can be boring and monotonous activities, thus increasing the saturation of students<sup>2</sup>. Nursing students themselves have two phases in their educational process, namely, the academic phase and the professional phase. Each phase has its process, and each mechanism has its

factors for its achievement<sup>3</sup>. In addition, nursing students are also required to apply caring in every aspect.

Caring is a special form of behavior from the performance carried out by nurses and students of the nursing profession. Swanson defines caring as a fundamental technique of nursing about values and feelings of commitment and responsibility that must be taught early<sup>4,5</sup>. Swanson's theory is useful in guiding how to build useful and effective caring strategies<sup>6</sup>. Nurse professional education is fully carried out in practice areas such as hospitals, health centers, nursing homes, families, and communities<sup>7</sup>. Caring for

students during their professional life is still not optimal. The causes include individual, psychological, and organizational factors<sup>8</sup>.

The number of nursing stations that must be faced with each assignment and exam requires students to be good at caring optimally with all its limitations. In this case, caring is at the heart of nursing practice and the ability to care is a desired component of nursing students<sup>9</sup>. The theory explains that a person's behavior and performance are influenced by three factors, namely individual factors, psychological factors, and organizational factors<sup>10</sup>. Gibson (2012) has stated that the variable abilities and skills in individual factors are the main factors influencing individual behavior and performance<sup>11</sup>. The elements included in abilities & skills are intelligence, numeracy skills, verbal comprehension, perception speed, deductive reasoning, spatial visualization, and subsequent memory. According to Puspitacandri research, intelligence is divided into four, namely intellectual intelligence, emotional intelligence, spiritual intelligence, and creative intelligence<sup>12</sup>. Intellectual intelligence is a cognition ability that is interpreted the same as intellectual intelligence, namely the ability which includes achievement in learning and problem-solving<sup>13</sup>. The intellectual intelligence of nursing students in this study was assessed from the Grade Point Average obtained. This demand can increase the emotional exhaustion that occurs in students and impact emotional intelligence<sup>14</sup>.

Emotional exhaustion arises because a person is overworked, dedicated and committed, working too much and too long and viewing their needs and wants as secondary. This can occur especially in health professions, such as nurses<sup>15,16</sup>. Emotional exhaustion is characterized by a lack of energy (energy) and excessive absorption of emotional resources<sup>17</sup>. Maslach et al stated that emotional exhaustion is an excessive emotional feeling and one's contact with other people drains a person's emotional resources that have run out<sup>18</sup>. Emotional exhaustion is always preceded by a common symptom, namely the emergence of anxiety whenever you want to start work<sup>19</sup>. Maslach defines emotional exhaustion as fatigue in individuals related to personal feelings characterized by helplessness and depression<sup>20</sup>. An unbalanced relationship

between work and oneself can lead to emotional tension, which results in the depletion of emotional resources. Emotional exhaustion is always preceded by a general symptom, namely the emergence of anxiety every time you want to start working, leading to feelings of helplessness in facing work demands, this if it occurs prolonged will cause burnout syndrome<sup>21,22</sup>. So that this can also affect student performance when practicing nursing in hospitals or other clinical facilities.

Caring behavior is the basis of nursing services in helping patients meet their needs for health services. However, the caring behavior of nurses in Indonesia is still considered to need improvement<sup>23</sup>. Based on Sukesi's research it described that as many as 55.8% of nurses behaved in a less caring manner<sup>24</sup>. The results of this study were reinforced by the results of research by Lestari and Fahmi, which was conducted to evaluate the caring behavior of nurses in hospitals, showing that as many as 62.5% of nurses had poor caring behavior and as many as 37.5% of nurses had high caring behavior<sup>25</sup>. Nurse caring behavior is also related to patient satisfaction become one of the indicators of service quality in hospitals<sup>26</sup>. This is reinforced by the results of a study conducted by Mony at PKU Muhammadiyah Yogyakarta Hospital, which showed that there was a significant relationship ( $p < 0.05$ ) with a moderate positive value ( $r = 0.622$ ) between nurses' caring behavior and patient satisfaction<sup>27</sup>. The results of research from Mailani and Nera showed that as many as 46.4% of nurses had bad caring behavior, and as many as 59.5% of patients stated that they were dissatisfied with the caring behavior of nurses<sup>28</sup>.

Based on some of these studies, it can be seen that the caring behavior carried out by students of the nursing profession is very complex. There are internal factors and external factors, such as emotional exhaustion, that can influence this behavior. So the purpose of this study is to see an increase in caring based on an analysis of the causes of emotional fatigue in students who are pursuing the nursing profession.

## METHOD

The design used in this study is descriptive quantitative with a cross-sectional approach. The population in this study were all

students of the nursing profession who were studying at Jember Regency institutions. The sample in this study was 150 students in the nursing profession in Jember Regency institutions and had undergone professional practice for at least 1 month in the Hospital. The sampling technique in this study used accidental sampling, which was carried out for 1 week. The inclusion criteria used in this study were active nursing students who took up the profession and were not on leave. The research instrument used a questionnaire about individual factors of self-efficacy, social support, workload, and emotional exhaustion and a questionnaire about caring. All questionnaires in the study used validity and reliability tests with alpha cronbach with a significance level of 0.05 and a validity value above 0.6330 and a reliability level of >0.7. Statistical analysis of the relationship between self-efficacy, social support, and workload with emotional fatigue using multiple linear regression analysis with a meaning level of  $p < 0.05$ . If the calculation result is  $p < 0.05$ , it means that the hypothesis is accepted. Emotional fatigue by caring using spearman rho with a level of meaning  $p < 0.05$ . If the calculation result is  $p < 0.05$ , it means that the hypothesis is accepted

## RESULTS

In this study, the research results were obtained through self-efficacy, social support, workload, emotional exhaustion, and care data. In addition, there are also the results of hypothesis testing of the variables to be tested.

**Table 1. Research variable data.**

Data	Min	Max	Mean
self-efficacy	10	20	15,66
Social Support	26	65	49,37
Workload	6	26	17,93
Emotional exhaustion	0	42	19,02
Caring	43	70	59,66

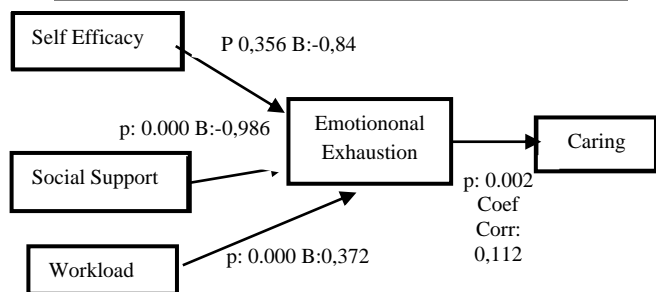
The self-efficacy data obtained an average value of 15.66 from a minimum value of 10 and a maximum value of 20. This means that most of the respondents' results are closer to the maximum value than the minimum value. The support data also obtained an average value of 49.37, similar to before that the value of the majority of respondents is also close to the maximum value so that it can be

interpreted that many get maximum support.

In the workload indicator, an average value of 17.93 is obtained, which means that the workload of most respondents is close to the maximum, which means the workload or in this case, can be interpreted as workload during practice. The emotional exhaustion indicator obtained an average value of 19.02 from a minimum value of 0 and a maximum value of 42. This means that the emotional exhaustion of the respondents is in the range they have experienced but not too often. In the last indicator, namely caring, an average value of 59.66 was obtained, meaning that most respondents applied caring to the maximum according to what was measured in the measuring instrument.

**Table 2. Research Hypothesis test results**

	.Sig	
Efficacy with emotional exhaustion	0.356,	B: -0,384
Social Support with emotional exhaustion	0.000,	B: -0,986
Workload with emotional exhaustion	0.000,	B: 0,372
Emotional exhaustion with Caring	0,002.	Coef Corr: -0,112



**Pict 1. Causative relationships, emotional exhaustion, and caring.**

The statistical test results found that most results had a relationship except for self-efficacy with emotional exhaustion, which scored above the p-value. So that it can be concluded that the majority have a correlation between the variables measured.

## DISCUSSION

The study found that self-efficacy has no relationship with emotional exhaustion. This means that self-efficacy and emotional exhaustion do not affect each other. In other studies, it was also found that high self-

efficacy does not contribute to the emotional exhaustion of employees at work. So it can be concluded that good or bad self-efficacy cannot affect emotional exhaustion, other factors can influence this<sup>29</sup>. In research conducted by Hu Xiu, it was found that the role of self-efficacy in students who are doing tasks that experience high emotional exhaustion is not optimal<sup>30</sup>. High self-efficacy uses different and more effective coping strategies than low self-efficacy<sup>31</sup>. High self-efficacy faces challenges and difficult goals, and exerts great effort to achieve the set targets.

Workload has a relationship with emotional fatigue, where the more workload the more emotional exhaustion. This is in accordance with the results of other's research which states workload has a close correlation with emotional fatigue. Emotional exhaustion due to the work overload and the lack of individual

capability would be easily overcome if all the students and clinical instructions are motivated to help each other<sup>32,33,34</sup>. This is following the premise that every workload received must be appropriate and balanced with the physical, cognitive abilities, and limitations of the person who receives the burden<sup>35</sup>. This research is in line with research Tsoulopas, his findings conclude that teachers and lecturers with so much teaching work demand influence increasing emotional exhaustion in the students they teach<sup>36</sup>. In this case point of view, after sharing beliefs about values contained in hospitals and educational institutions the vision and mission will become a driving force for students of the nursing profession to strive together in troubleshoot problems.

Statistical results show that social support and emotional exhaustion have a relationship, where the higher the social support, the less risk of experiencing emotional exhaustion. These results explain that social support has a significant effect on emotional exhaustion. Positive support can reduce the level of emotional exhaustion in students<sup>37</sup>. In addition, support for students also directly influences student satisfaction when meeting learning outcomes<sup>38</sup>. Support creates a work environment in which individuals are motivated, inspired, challenged, and feel successful. In addition, optimal support contributes to resource allocation decisions and

is experienced in reducing emotional exhaustion. Conversely, when lecturers face variable demands and see their lack of influence over resource allocation, they become frustrated, disappointed, and dissatisfied<sup>39</sup>. This shows that support has a direct and indirect impact on job satisfaction, and the emotional exhaustion of each individual reflects its indirect impact.

The study's results found that emotional exhaustion had a relationship with the application of caring. As a result of the emotional exhaustion experienced by a person, the person is not responsive to the people they serve and also feels that his work is torture because he thinks that he is unable to bear the following days and always feels tense<sup>40</sup>. Several things ultimately affect the emergence of emotional exhaustion in a person; there are four dimensions that are believed to make it easier to measure emotional exhaustion, namely workload, time pressure, lack of social support, and role stress<sup>41</sup>. So it is important to ensure that in the application of caring to patients, one must look at the condition of the caregiver because if the condition is in emotional exhaustion, it can impact the services to be provided.

## CONCLUSION

High workloads and low social support can leave students emotionally exhausted. This emotional exhaustion can reduce the caring of students of the Ners profession in patients and families. This decrease in caring can be demonstrated by means of support from both student families, educational institutions and places of practice and calculating the workload experienced by students when carrying out practice.

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## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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