

Research Article

Role model behaviors of nursing faculty members in Thailand

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Abstract

Being a role model is very important in order for nurse teachers to promote students' competence and confidence. This descriptive study aimed at exploring the role model behavior of nursing faculty members in Thailand. The Self-Evaluation Scale on Role Model Behaviors for Nursing Faculty (Thai version) was used to collect data from 320 nursing faculty members in eight schools of nursing, four university nursing schools, one college under the Ministry of Public Health, one under the Bangkok Metropolitan Administration, and two private schools of nursing. The results revealed that the mean score of the overall items in the role model behaviors of nursing faculty members in Thailand, as perceived by themselves, was at a high level. The scores on each subscale of the role model behaviors also were high and related to respect for students, enthusiastic and high-quality teaching activities, showing the value of nursing practice and the nursing profession, social appropriateness, and ongoing professional development. The results can be used to further develop nurse professionals and to improve the effectiveness of clinical teaching in Thailand.

Key words

behavior, nursing faculty member, role modeling, Thailand.

INTRODUCTION

Nursing is a practice-based profession (Chow & Suen, 2001; Gillespie & McFetridge, 2006) and nursing education includes a variety of subjects to be taught in the classroom that relate to the clinical setting (Ioannides, 1999). Therefore, learning in the practice setting is an important component of nursing education (Perry, 2009). Role modeling in nursing has received significant attention in the nursing literature; for example, role models' influence on the clinical learning environment and on the development of students' competence and confidence (Donaldson & Carter, 2005). In addition, role models not only instruct nursing students on how to carry out practical procedures, but they also teach them the tactical aspects of nursing care (Perry, 2009). Clinical teachers are the role models for nursing students (Etheridge, 2007) and students can learn from a role model through their observations in clinical practice; for instance, in a nursing intervention that requires a silence technique to improve effective communication (Perry, 2009). Nursing students expect that they will copy the behaviors and attitudes of role models (Donaldson & Carter, 2005) and Perry (2009) contended that learning

from a role model is more than just learning through imitation. Moreover, role modeling is an effective teaching method and clinical teachers have to understand that their interactions and attitudes affect their students (Wright & Wong, 1997), as role models have an effect on the behavior and attitudes of others in either positive or negative ways (Perry, 2009).

Nursing education in Asia is changing radically and is affected by the socioeconomic situation in most Asian countries, with a growth in the amount of doctoral and master degree programs being offered (Kunaviktikul, 2006), while more students are being educated at the bachelor degree level. In Thailand, the nursing profession has been developing for more than a century. Today, nurses provide health care that includes health promotion, disease prevention, care, and the rehabilitation of clients in a variety of settings. Nursing education programs have been offered by several sectors that provide curricula at both the undergraduate and the graduate level. Presently, nursing courses are provided at 82 locations across the country (11 university schools, 57 colleges under the Ministry of Public Health, four under the Ministry of Defense, one under the Thai Red Cross, one under the Bangkok Metropolitan Administration, one police nursing college, and seven private schools of nursing) (The Thailand Nursing Council, 2009). The undergraduate nursing curriculum is covered over a 4 year period; usually, clinical practice

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