



THE RELATIONSHIP BETWEEN NURSES' CHARACTERISTICS AND CONTINUING PROFESSIONAL DEVELOPMENT

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ABSTRACT

Introduction: Continuing Professional Development (CPD) is a professional development activity intended to maintain and improve nurses' knowledge, skills, and competencies so that they are able to update and develop their skill set. One of factors which influence the continuing professional development is the individual characteristics of nurses including age, gender, length of service, and employment status. The current study aims to determine the relationship between nurses' characteristics and the continuing professional development of executive nurses.

Methods: This study employed a Quantitative Correlation with a Cross-sectional design. The sample consisted of 157 nurses selected using a cluster random sampling technique. Meanwhile, the data analysis was performed utilizing the Chi-Square test.

Results: The findings revealed that 65% of nurses successfully met their continuing professional development. The Chi-Square test result indicate that no relationship was found between age, gender, length of service, and employment status with the continuing professional development of executive nurses. Meanwhile, a relationship was found between education and continuing professional development of executive nurses. **Conclusions:** According to the nurses' characteristics, only their education demonstrated a correlation with the continuing professional development of executive nurse.

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INTRODUCTION

The nursing sector, being part of the service industry, is compelled to keep up with globalization. The development of the globalization era brings about a dual effect - while it expands opportunities for extensive collaboration, it also intensifies competition. Hence, the primary challenge, both in the present and in the foreseeable future, lies in enhancing competitiveness and gaining competitive edge in the field of nursing. Hospitals need to prepare qualified human resources to maintain the quality of nursing services in accordance with the demands of the labor market and industry. Therefore, increasing the competence of nurses is necessary, as they constitute the largest human resource within the hospital setting. Nurses are the health professionals who provide health services to patients. In order to actualize professional nursing, nurses must possess a strong scientific foundation, good psychomotor skills, and a professional attitude in providing nursing care to

patients (Sitomurang, 2017). The lack of professionalism among nurses can lead to potential malpractice risks. A study conducted by Tien Partinah (2017) revealed that 46.7% of nurses exhibited subpar professionalism, putting them at risk for malpractice (Tien Partinah, 2017).

Programs aimed at enhancing competence and nurturing professional nurses is highly required. As stated by R.T.S Hariyati and Safril (2017), one effective approach for improving nurse competence is through engaging in Continuing Professional Development (CPD). CPD encompasses a range of activities undertaken by an individual in their role as an executive nurse in order to enhance and uphold their nursing professionalism according to the established competency standard. According to Nilasari et al. (Nilasari et al., 2021), Bindon and Cne (2017) highlight various challenges in implementing professional development for nurses. These include insufficient support from leaders and colleagues, irregular patterns of nurses' service



schedules, constrained time availability, expenses for continuing education or professional development activities, and inadequate access to information about such activities. Priscah, Robert, Omenge and Anne, (2017) in (Nilasari et al., 2021) noted that the majority of nurses reported staff shortage (85.8%), time constraints due to heavy workloads (77.2%) and financial constraints (59.1%) as obstacles to engaging in CPD. Other challenges include the lack of information on the availability of CPD (35.8%), family commitment (28.9%) and distance (27.2%). Similarly, as reported by Horn, Macaden et al. (2017) in Nilasari et al., (2021), obstacles to participating in CPD training include household responsibilities, financial considerations, geographical distance, challenges in balancing work with a heavy workload, as well as a lack of accessible information. Major hindrances to CPD commonly revolve around a lack of family and coworker support, inflexible work hours, and financial constraints. The current study aims to figure out the relationship between nurses' characteristics and their continuing professional development.

MATERIALS AND METHODS

The current study employed a correlational quantitative method with a cross-sectional design. The research population consisted of a total of 255 nurses at Pandan Arang Boyolali Hospital. Cluster random sampling was utilized as the sampling technique, resulting in a sample size of 157 nurses. The study's sample was acquired using the cluster random sampling method, considering the proportion of nurses in the 16 rooms at Pandan Arang Boyolali Hospital. The inclusion criteria in this study were nurses who worked actively for at least 1 year in the hospital and those who successfully completed the program. On the other hand, the exclusion criteria comprise nurses who were on leave, those dealing with illness, those participating in study assignments, and those in independent isolation due to Covid. The independent variables in this study were the characteristics of nurses including age, gender, education, length of service, and employment status. The dependent variable in this study was the implementation of continuing professional development (CPD) of executive nurses at Pandan Arang Boyolali Hospital.

Meanwhile, the data was collected using questionnaires focused on nurses' participation in CPD. The questionnaire consisted of 23 questions comprising formal CPD which includes further

education and informal CPD which includes training, conferences, seminars, workshops and overall CPD. The statistical analysis in this study was performed through Chi-square analysis.

RESULTS

Table 1 displays data regarding the distribution of respondents according to age, with the majority falling into the early adulthood category (65.6%). In terms of gender, most respondents were female (72.0%) and based on education, the majority of nurses held vocational qualifications (65.0%). Furthermore, when considering length of service, a significant portion of nurses had worked for five years or more (79.0%). Regarding the employment status, most were BLUD nurses (52.2%). Then, the data distribution also shows that most respondents has completed their CPD (65.0%).

Table 1. Respondents' Characteristics

Variabel	Total Frequency	%
Age		
Early adulthood (18-40 years)	103	65.6
Middle adulthood (41-60 years)	54	34.4
Gender		
Male	44	28.0
Female	113	72.0
Education		
Vocational nurses	102	65.0
Professional nurses	55	35.0
Length of Service		
New Tenure (<5 years)	33	21.0
Long Service Perioed (≥ 5 years)	124	79.0
Employment Status		
BLUD (Regional Public Service Agency)	82	52.2
PNS (Civil Servant)	75	47.8
Continuing Professional Development		
Completed	102	65.0
Not Completed	55	35.0
Total	157	100.0

Table 1 displays data regarding the distribution of respondents according to age, with the majority falling into the early adulthood category (65.6%). In terms of gender, most respondents were female (72.0%) and based on education, the majority of nurses held vocational qualifications (65.0%). Furthermore, when considering length of service, a significant portion of nurses had worked for five years or more (79.0%). Regarding the employment status, most were BLUD nurses (52.2%). Then, data

distribution of respondents according to CPD were mostly fulfilled (65.0%).

Table 2. Relationship between Nurses' Characteristics and CPD of Executive Nurses

Variabel	Continuing Professional Development				Asmp.Sig (2sided)
	Completed		Not Completed		
	f	%	f	%	
Early adulthood	69	67.0	34		0.463
Middle adulthood	33	61.1	21	33.0	
				38.9	
Male	29	65.9	15	34.1	0.877
Female	73	64.6	40	35.4	
Vocational	54	52.9	48	47.1	0.000
Professional	48	87.3	7	12.7	
Long Service Period	20	60.6	13	39.4	0.555
New Tenure	82	66.1	42	33.9	
BLUD	51	62.2	31	37.8	0.446
PNS	51	68.0	24	32.0	

Table 2 illustrates that there is no correlation between age, gender, length of service, and employment status with the Continuing Professional Development of executive nurses at Pandan Arang Boyolali Hospital. However, there is a significant relationship between education and the Continuous Professional Development of executive nurses at Pandan Arang Boyolali Hospital, as indicated by an Asmp.Sig (2-sided) < 0.05, specifically (0.000).

DISCUSSION

The study revealed that no relationship was found between gender and Continuing Professional Development of executive nurses at Pandan Arang Boyolali Hospital. This finding aligns with the study carried out by Yuliani & Antoro (2021) which also found that there is no association between gender and continuing education. Generally, gender does not exhibit substantial differences in work behavior for both men and women. Psychological theory suggests that men tend to lean towards more assertive expectations of success, while women tend to be more inclined towards compliance with authority, although these distinctions are minor. According to Arifianto (2017), women who manage households often have additional responsibilities, leading to more frequent absenteeism compared to men. The results showed that the CPD of both men and women was mostly achieved. This high level of achievement can be attributed to their strong motivation to engage in CPD activities. The driving force behind CPD participation for both

men and women are primarily motivated by the desire to learn and expand their knowledge.

This research is not in line with that conducted by (Yuliani & Antoro, 2021), in which it was found that there is a relationship between length of service and motivation to continue education. The length of nurses' service greatly influences the quality of their work in the ward. The longer a nurse works in a hospital, the more experience they gain, resulting in better job performance.

According to Lima, S. et al., 2016 a framework was proposed to establish competencies for recently graduated nurses in the midst of their transition phase, which involves mentorship, preceptorship, supervision, and guidance so that it can assist nurses as they navigate their way into the practice area.

Furthermore, new nurses will undergo an orientation phase within the organization, engaging in ongoing learning, gaining exposure to various opportunities, participating in planning processes, engaging in debriefing sessions, and potentially contributing to research efforts. The findings exhibited key elements in preparing preceptors, including methods for teaching and learning, reflective reasoning and criticism, models of communication, as well as the roles of preceptors and preceptorship (Bengtsson, M. & Carlson, 2015)

At RSUD Pandan Arang Boyolali, nurses have the opportunity for engaging in CPD through training, with a minimum requirement of one year of active work. In this study, all nurses met the inclusion criteria of working actively in the hospital for at least one year, ensuring that nurses with short and long term of employment have equal opportunities for CPD. In terms of length of service, some nurses fulfilled their CPD as they had reasons to participate in it. Most respondents with shorter service durations attended CPD to advance their careers, stay motivated to learn and expand their knowledge. On the other hand, the majority of respondents with longer service durations attended CPD primarily to stay motivated to learn and acquire knowledge.

Employment status is a condition that distinguishes one employee from another in an organization or company (Hendrajana et al., 2017). Employment status refers to an individual's position within a government agency or private organization (Manalu, 2021). According to the researcher's assumption, employment status is merely a person's position within an institution. Indeed, when performing a job, one should not consider a person's background or employment status. Similarly, with the implementation of CPD, all nurses should engage in professional

development to maintain and enhance their competence in line with science and technological advancements in order to provide optimal healthcare to patients.

Meanwhile, based on their employment status, majority of the nurses has fulfilled their CPD. The results showed that 62.2% of BLUD (Regional Public Service Agency) nurses and 68.0% of civil servants (PNS) had met their CPD requirements. The slight difference (5.8%) can be attributed to the fact that there is no distinction in CPD opportunities based on employment status at RSUD Pandan Arang Boyolali. Both BLUD and PNS employees have equal opportunities to participate in CPD. Furthermore, nurses attending CPD based on their employment status have different motivations. BLUD nurses mostly attend CPD to gain knowledge in their specialization field, while PNS nurses mainly attend CPD to acquire additional qualifications, such as SKP (Satuan Kredit Profesi).

In their research, Suciati & Sutiyono (2017) states that there is a relationship between education level and nurse performance. Differences in education level will also impact one's insight, knowledge, and comprehension of a subject. With higher education attainment, nurses tend to have a deeper understanding of their field of duty, leading to increased motivation for better performance (Suciati & Sutiyono, 2017).

Researcher assumes that the higher one's education, the better one's knowledge and skills. Formal education is considered a component of CPD, which means that a nurse's CPD tends to improve as their level of education increases. In the current study, there were 87.3% of professional nurses and 52.9% vocational nurses with fulfilled CPD. The difference between vocational and professional nurses is quite significant, amounting to 34.4%. In this study, the majority of professional nurses successfully met their CPD requirements. Their engagement in CPD were driven by a strong motivation to learn and to increase their knowledge. Meanwhile, based on education, the results showed unfulfilled CPD of vocational nurses and professional nurses with 47.1% and 12.7%, respectively. Financial constraints and accommodation issues are the primary reasons why the majority of vocational nurses unfulfilled or delay their participation in CPD activities. CPD does require financial investment. Continuing higher education, especially, it requires considerable costs, which often involves significant expenses. Meanwhile, professional nurses may postpone CPD due to a lack of learning resources provided by the hospital, personal procrastination, and heavy workloads.

Price, S. & Reichert, 2017 emphasized the significance of continuing professional development (CPD) in developing nurse career satisfaction and patient care. This is rooted in the distinct characteristics of various generations, such as baby boomers (born 1946-1964), Generation X (born 1965-1979), and millennials (born 1980-2000) who work side-by-side in a hospital setting.

According to generational theory, there is evidence indicating that younger generations of nurses exhibit reduced levels of organizational dedication compared to baby boomers. Consequently, they are more inclined to consider leaving if they experience dissatisfaction with their work environment, are unsatisfied with their work hours, or seek positions that better match their expectations. Hence, engaging in CPD is crucial for fostering nurse retention and satisfaction. This is because novice nurses are inclined to pursue CPD to deliver high-quality nursing care and anticipate recognition for their efforts.

According to (Lee, 2017) leaders play a crucial role in fostering organizational commitment which is achieved through offering support, providing encouragement, maintaining positive attitudes, showing respect, and ensuring effective communication for the nursing staff. Furthermore, Leaders also play a pivotal role in enhancing nurses' disciplinary morale and supporting nurses' participation in continuing professional development, aiming to elevate their competence as an investment for the future (Coventry et al., 2015) Leaders should possess the capacity to recognize individual learning requirements of nurses for continuing education and try to achieve this by involving them in relevant and high-quality learning activities. This is a factor that supports the implementation of nurses' CPD, in addition to the inherent characteristics of the nurses.

CONCLUSIONS

Executive nurses at RSUD Pandan Arang Boyolali had achieved a 65.0% fulfilment rate in Continuing Professional Development. The findings indicate that age, gender, length of service, and employment status of nurses showed no correlation with the CPD of executive nurses at Pandan Arang Boyolali Hospital. However, a relationship was found between the education level of nurses and CPD for executive nurses at RSUD Pandan Arang Boyolali.

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