

Sağlık Hizmetleri Ön Lisans Öğrencilerinin Eğitimlerine İlişkin Görüşleri ve Öz Yeterlikleri

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Öz

Amaç: Bu araştırmanın amacı, Sağlık Hizmetleri Meslek Yüksekokullarında öğrenim gören öğrencilerin teorik ve mesleki uygulama eğitimlerine ilişkin görüşleri ve öz yeterliklerinin belirlenmesidir.

Yöntem: Kesitsel ve tanımlayıcı türde olan araştırmanın örneklemini, Çukurova Üniversitesi, Mersin Üniversitesi ve Toros Üniversitesinde 2021-2022 Eğitim-Öğretim yılında öğrenim gören 687 öğrenci oluşturdu. Ölçütlerden elde edilen veriler SPSS 21.0 programında analiz edildi. Tanımlayıcı istatistiklerde yüzdelik, ortalama, standart sapma, minimum ve maksimum değerler verildi. Grupların karşılaştırılmasında "Independent Sample T Test" ve "One Way ANOVA" analizi kullanıldı. $p < 0.05$ değeri istatistiksel olarak anlamlı kabul edildi.

Bulgular: Araştırmaya katılan öğrencilerin yaş ortalaması 21.44 ± 3.03 ve %76.1'i kadındı. Öğrencilerin %83.4'ünün ikinci sınıfta, %39.2'sinin Toros Üniversitesi'nde, %36.5'inin Mersin Üniversitesi'nde ve %24.3'ünün ise Çukurova Üniversitesi'nde öğrenim gördüğü belirlendi. Öğrencilerin %74.9'u hastanede uygulama yaptığını bildirdi. Öğrencilerin %88.3'ü mesleki uygulamanın mesleki tecrübe kazandırdığını, %73.7'si okulda verilen teorik eğitimin kurumlarda hastalarla etkili iletişim kurabilmek için yeterli olduğunu, %80.8'i çalışanların öğrencilere güven duyduklarını ifade etti. Araştırmaya katılan öğrencilerin Genel Öz Yeterlik Ölçeğinden aldıkları puan ortalamasının 33.10 ± 6.54 olduğu bulundu.

Sonuç ve Öneriler: Sağlık Hizmetleri Meslek Yüksekokulu öğrencilerinin öz yeterlik düzeylerinin oldukça yüksek olduğu ortaya konuldu. Teorik ve mesleki uygulama eğitimleri olumlu yönde değerlendiren öğrencilerin, öz yeterlik düzeylerini daha yüksek algıladıkları görüldü. Öğrencilerin algıladıkları öz yeterlik düzeyini geliştirecek eğitim ve uygulamalara ağırlık verilmesi önerildi.

Anahtar Kelimeler: Öz yeterlik; Mesleki uygulama; Teorik.

Atıf Bilgisi

Çelik, A., Duman, İ., Emgili, D., Sançar, B. & Vefikuluçay Yılmaz, D. (2024). Sağlık Hizmetleri Ön Lisans Öğrencilerinin Eğitimlerine İlişkin Görüşleri ve Öz Yeterlikleri. *Hitit Sağlık Dergisi*, 2, 15-26.

| | |
|----------------------|--|
| Geliş Tarihi | 01.12.2023 |
| Kabul Tarihi | 15.03.2024 |
| Yayın Tarihi | 19..03.2024 |
| Değerlendirme | İki Dış Hakem / Çift Taraflı Körleme |
| Etik Beyan | Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. |
| Benzerlik Taraması | Yapıldı – Turnitin |
| Çıkar Çatışması | Çıkar çatışması beyan edilmemiştir. |
| Finansman | Bu araştırmayı desteklemek için dış fon kullanılmamıştır. |
| Telif Hakkı & Lisans | Yazarlar dergide yayımlanan çalışmalarının telif hakkına sahiptirler ve çalışmaları CC BY-NC 4.0 lisansı altında yayımlanmaktadır. |

Opinions and Self-Efficacy of Health Services Associate Degree Students Regarding Their Education

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Abstract

Aim: The aim of the study is the identification of students' perspectives and self-sufficiency in theoretical and professional practice education who study in Health Services Vocational School.

Materials and Methods: The cross-sectional and descriptive research sample comprised 687 students who studied during the 2021-2022 academic year at Çukurova University, Mersin University, and Toros University. The data obtained from the criteria were analyzed in the SPSS 21.0 program. Percentage, mean, standard deviation, minimum, and maximum values were given in descriptive statistics. "Independent sample t-test" and "One way ANOVA" analysis were used to compare groups. The value $p < 0.05$ was accepted as statistically significant.

Results: The average age and gender of students who attended this study are 21.44 ± 3.03 and %76.1, respectively. It was determined that 83.4% of the students were in the second year, 39.2% were studying at Toros University, 36.5% at Mersin University, and 24.3% at Çukurova University. 74.9% of the students reported that they practiced in hospitals. 88.3% of the students stated that professional practice gives professional experience, 73.7% said that the theoretical education provided at the school is sufficient to communicate effectively with the patients in the institutions, and 80.8% of the students stated that the employees trust the students.

Conclusion: It was revealed that the self-efficacy levels of the students were quite high. It was observed that the students who evaluated the theoretical and professional practice training positively perceived their self-efficacy levels higher. Focusing on education and practices that would improve students' perceived self-efficacy was suggested.

Keywords: Self-efficacy, Vocational practice, Therotical.

Citation

Çelik, A., Duman, İ., Emgili, D., Sançar, B. & Vefikuluçay Yılmaz, D. (2024). Opinions and Self-Efficacy of Health Services Associate Degree Students Regarding Their Education. *Hitit Health Journal*, 2, 15-26.

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|-----------------------|--|
| Date of Submission | 01.12.2023 |
| Date of Acceptance | 15.03.2024 |
| Date of Publication | 19..03.2024 |
| Peer-Review | Double anonymized - Two External |
| Ethical Statement | It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. |
| Plagiarism Checks | Yes - Ithenticate |
| Conflicts of Interest | The author(s) has no conflict of interest to declare. |
| Grant Support | The author(s) acknowledge that they received no external funding in support of this research. |
| Copyright & License | Authors publishing with the journal retain the copyright to their work licensed under the CC BY-NC 4.0 . |

Introduction

Turkiye and many other countries worldwide, healthcare requirements have risen and diversified. Increasing healthcare requirements have resulted in the rise of new healthcare professions. Health Services Vocational Schools (HSVS) are major educational institutions that educate students in both traditional and emerging health professions. Operating room technicians, medical laboratory technicians, first and emergency aid, audiometry, medical imaging technicians, dialysis technicians, anesthesia technicians, and senior care programs are some of the continuing education programs offered by HSVSs.

As in all health sciences and nursing, theoretical education is critical in the education of HSVS students. However, professional practice training in health services has particular importance. Just like in nursing education, the skill part in HSVS education can be developed with professional practices in education life and is shaped by knowledge (Boztepe and Terzioğlu, 2013; Geduk, 2018).

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There are 700,114 personnel, according to the Ministry of Health's 2021 Turkish Court of Accounts Regularity Audit Report. 118,653 (16.9%) of them have an associate degree. When the number of associate degree graduates in private health institutions who have not settled in public institutions is considered, the number of HSVS graduates is more significant. Previous research has also explored the education of this health professional group, which delivers services closely tied to public health. Aside from theoretical education, practically every study has looked into the necessity and enhancement of vocational practice training. In their study with nursing students (Sançar vd, 2021), they emphasized the importance of enhancing theoretical education with professional practice. They suggested that professional practice occurs in clinics or units where students can practice theoretical education subjects one-on-one (Bellin, 2019). Emphasized the importance of improving the environment for students in the fields of professional practice (a total of 3,426 students, 1,260 high school and 2,166 university students from various health professions) and the value of professional practice. Another study on undergraduate students stressed the importance of collaboration between the school and the hospital (Alparslan, 2017).

In Turkey, studies and research on health professions give education at the associate degree level. These studies provided information about the goal of learning knowledge and skills related to the student's achievements, desired competencies, and competencies (Gayef, 2017). Another study conducted by Özgül for health professions that provide education at the associate degree level found a benefit in re-evaluating health education at the associate degree level by stressing the program

and its quotas (Özgül, 2018).

Self-efficacy is a concept that has been researched in recent years. The idea of self-efficacy was first used by Albert Bandura (1997). Bandura states the concept of self-efficacy as the individual's judgment regarding the capacity to organize and perform the necessary activities to display the targeted performance (Bandura, 1986). It can be said that the concept of self-efficacy also expresses the belief that the person has in these skills rather than expressing the state of competence in the skills (Çapri and Kan, 2007).

It is essential to determine the level of interaction between theoretical education and professional practice in health professional programs and determine the effect on students' self-efficacy perceptions in shaping education. Although there are studies in the literature on health profession students studying at the undergraduate level, while there are studies on the interaction of undergraduate health vocational education students with theoretical education and professional practice training, there are not many studies examining the relationship between self-efficacy.

This research aims to examine the relationship between the interaction of theoretical and professional practice training of HSVS students and their self-efficacy.

Research Questions

- 1- What are the students' views on theoretical and professional practice training?
- 2- What are the students' self-efficacy levels?
- 3- How do students' self-efficacy change according to their descriptive characteristics?
- 4- How do students' self-efficacy change according to their views on theoretical and professional practice training?

1. Material and Methods

1.1. Type of Research

This study was carried out as a cross-sectional descriptive study.

1.2. Location and Characteristics of the Research

This research was carried out at Çukurova University, Mersin University, and Toros University HSVSs in the 2021-2022 academic year. Çukurova University and Mersin University are state universities, while Toros University is one the two foundation universities.

1.3. Population and Sample of the Research

The research universe consisted of students studying at Çukurova University, Mersin University and Toros University HSVSs and receiving theoretical and professional practice training. Students who agreed to participate in the study with the convenience sampling method and filled out the

questionnaire were ultimately included. The research was completed with the participation of a total of 687 students, including 167 students from Çukurova University HSVS, 251 students from Mersin University HSVS, and 269 students from Toros University HSVS.

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1.4. Data Collection Tools

Data collection form: It consisted of two parts, the “Student Identification Form” and the “General Self-Efficacy Scale”, which was created by the researchers by scanning the literature.

Student Identification Form: In this form, there are four questions (age, gender, university, class) and 11 questions to examine the students’ application places, application times, and professional practice information.

General Self-Efficacy Scale (GSES): The final form of the scale, developed by Schwarzer and Jerusalem in 1979, was given in 1995 (Schwarzer and Jerusalem, 1995). Its adaptation to Turkish was carried out by Aypay in 2010 with a validity and reliability study. The scale's Cronbach Alpha internal consistency coefficient consisting of 10 items and a four-point Likert type (completely false=1, completely true=4) was determined to be 0.83. High scores on items indicate a high level of general self-efficacy (Aypay, 2010). The scale's Cronbach Alpha internal consistency coefficient in this study was 0.94.

Application of Data Collection Forms: The data collection forms were applied between March 14 and June 14, 2022, by sending an online form to the students who agreed to participate in the research after being informed about the purpose of the research. It took students about 10-15 minutes to fill out the forms.

1.5. Analysis of Data

The data obtained from the criteria were analyzed in the SPSS 21.0 program. Percentage, mean, standard deviation, and minimum and maximum values were given as descriptive statistics. “Independent Sample T Test” and “One Way ANOVA” analysis were used to compare the groups. A value of $p < 0.05$ was considered statistically significant.

1.6. Ethical Aspect of Research

Approval was obtained from the non-interventional ethics committee of a relevant university (Decision number: 6058 and Date: 14/03/2022) to conduct the research. Permission for the use of

GSES was obtained from Aypay via e-mail. Those who voluntarily wanted to participate in the analysis with online participation were included in the study.

2. Results

The students in the study had an average age of 21.443.03, and 76.1% were female. 83.4% were in their second year, 39.2% were at Toros University, 36.5% at Mersin University, and 24.3% at Çukurova University. 74.9% of students said they practiced in a hospital, and 39.3% said they practiced more than three days a week.

However, when it came to theoretical education and vocational practice training, "the state of professional practice gaining professional experience" (88.3%) was the second most common, followed by "health personnel's confidence in students at the place of practice" (80.8%). The students' descriptive qualities and the distribution of their perspectives on theoretical education and vocational training are given in Table 1.

Table 1. Distribution of students' descriptive characteristics and views on theoretical education and professional practice training

| Introductory features | | n | % |
|--|---------------------------------------|-----|------|
| Gender | Female | 523 | 76.1 |
| | Male | 164 | 23.9 |
| University | Toros University | 269 | 39.2 |
| | Mersin University | 251 | 36.5 |
| | Çukurova University | 167 | 24.3 |
| Grade | 1st grade | 114 | 16.6 |
| | 2nd grade | 573 | 83.4 |
| Theoretical training location | Hospital | 514 | 74.9 |
| | Family Health Center | 148 | 21.6 |
| | Other (Nursing home, optics industry) | 24 | 3.5 |
| Theoretical training length (Weekly) | 1 day (8 hours) | 207 | 30.1 |
| | 2 day (16 hours) | 79 | 11.5 |
| | 3 day (24 hours) | 131 | 19.1 |
| | 3 day and more | 270 | 39.3 |
| Opinions on theoretical education and professional practice training | | | |
| Weekly practice time qualification status for professional practice | Agree | 471 | 68.6 |
| | Not agree | 216 | 31.4 |
| The state of professional practice in gaining professional experience | Agree | 607 | 88.3 |
| | Not agree | 80 | 11.7 |
| The adequacy of the theoretical education given to communicate effectively with patients. | Agree | 506 | 73.7 |
| | Not agree | 181 | 26.3 |
| Compatibility of the theoretical training topics and applications | Agree | 513 | 74.7 |
| | Not agree | 174 | 25.3 |
| One-to-one application of the given theoretical education in professional practice | Agree | 509 | 74.1 |
| | Not agree | 178 | 25.9 |
| Adequacy of the education given at school as a result of professional practice | Agree | 435 | 63.3 |
| | Not agree | 252 | 36.7 |
| The situation of doing business outside the profession at the place of application | Agree | 240 | 34.9 |
| | Not agree | 447 | 65.1 |
| The state of trust of the health personnel to the students at the application site | Agree | 555 | 80.8 |
| | Not agree | 132 | 19.2 |

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| The patient's confidence in the students at the application site | Agree | 517 | 75.2 |
| | Not agree | 170 | 24.8 |

The distribution of the students' GSES mean scores is given in Table 2. The mean GSES score of the students participating in the study was found to be 33.10 ± 6.54 , the minimum score was 12 and the maximum score was 40.

Table 2. Distribution of the students' GSES score averages (n=687)

| | Average \pm SD | Min-Max |
|------|------------------|---------|
| GSES | 33.10 ± 6.54 | 12 - 40 |

Table 3 shows a comparison of students' GSES scores with descriptive factors. The university, class, venue of practice, and weekly practice times of the students participating in the study were found to have a strong link with their GSES score average. Toros Institution, a foundation institution, has a high GSES point average of the universities where students study. Family Health Center had the highest GSES score in the application site GSES examination. The GSES mean score of second-year students was greater than that of first-year students, and which was judged to be significant. The average GSES score of students with a weekly application period of 3 days or more was considerably higher than that of students with a weekly application period of less than 3 days.

Table 3. Comparison of students' GSES scores with introductory features

| Introductory features | | n | GSES Average \pm SS | Test | p |
|--------------------------------------|---------------------------------------|-----|-----------------------|---------------------|--------|
| Gender | Female | 523 | 33.03 ± 6.61 | -0.465 ^t | 0.642 |
| | Male | 164 | 33.30 ± 6.31 | | |
| University | Toros University | 269 | 35.55 ± 5.46 | 34.21 ^F | 0.001* |
| | Mersin University | 251 | 31.46 ± 6.59 | | |
| | Çukurova University | 167 | 31.60 ± 6.86 | | |
| Grade | 1st grade | 114 | 29.69 ± 7.26 | -5.61 ^t | 0.001* |
| | 2nd grade | 573 | 33.77 ± 6.17 | | |
| Theoretical training location | Hospital | 514 | 32.73 ± 6.57 | 3.43 ^F | 0.033* |
| | Family Health Center | 148 | 34.26 ± 6.38 | | |
| | Other (Nursing home, optics industry) | 24 | 34.04 ± 6.09 | | |
| Theoretical training length (Weekly) | 1 day (8 hours) | 207 | 30.94 ± 6.96 | 17.24 ^F | 0.001* |
| | 2 days (16 hours) | 79 | 31.96 ± 6.34 | | |
| | 3 days (24 hours) | 131 | 33.24 ± 6.45 | | |
| | 3 days and more | 270 | 35.02 ± 5.69 | | |

*p<0.05, t: student-t testi, F: One-Way ANOVA

Table 4 compares the GSES scores of research participants with theoretical and professional practice education characteristics. Except for "doing business outside the profession at the place of practice," the GSES mean score of all student opinions for theoretical and professional practice courses was high, and this difference was judged to be significant.

Table 4. Comparison of students' GSES scores with their views on theoretical and professional practice training

| Opinions on theoretical education and professional practice training | | n | GSES Ortalama±SS | Test | p |
|--|-----------|-----|---------------------|-------------------------|---------------|
| Weekly practice time qualification status for professional practice | Agree | 471 | 33.89±6.17 | 4.54^t | 0.001* |
| | Not agree | 216 | 31.37±6.98 | | |
| The state of professional practice in gaining professional experience | Agree | 607 | 33.47±6.40 | 4.17^t | 0.001* |
| | Not agree | 80 | 30.26±6.91 | | |
| The adequacy of the theoretical education given to communicate effectively with patients. | Agree | 506 | 33.73±6.29 | 4.08^t | 0.001* |
| | Not agree | 181 | 31.34±6.91 | | |
| Compatibility of the theoretical training topics and applications | Agree | 513 | 33.61±6.25 | 3.36^t | 0.001* |
| | Not agree | 174 | 31.57±7.12 | | |
| One-to-one application of the given theoretical education in professional practice | Agree | 509 | 33.86±6.17 | 4.92^t | 0.001* |
| | Not agree | 178 | 30.92±7.06 | | |
| Adequacy of the education given at school as a result of professional practice | Agree | 435 | 33.83±6.21 | 3.79^t | 0.001* |
| | Not agree | 252 | 31.83±6.90 | | |
| The situation of doing business outside the profession at the place of application | Agree | 240 | 32.63±6.95 | -1.33 ^t | 0.182 |
| | Not agree | 447 | 33.35±6.30 | | |
| The state of trust of the health personnel to the students at the application site | Agree | 555 | 33.72±6.23 | 4.76^t | 0.001* |
| | Not agree | 132 | 30.49±7.15 | | |
| The patients' confidence in the students at the application site | Agree | 517 | 33.68±6.37 | 4.13^t | 0.001* |
| | Not agree | 170 | 31.32±6.74 | | |

*: p<0.05, t: student-t testi

3. Discussion

For HSVS students who will participate in health service delivery, theoretical education and professional practices are essential in students' self-efficacy and professional development. According to the findings obtained from our research, more than half of the HSVS students think that the education of theoretical and professional practice is compatible with each other, and the GSES mean score of the students who expressed this view was found to be higher. In addition, the GSES score average of students who apply the theoretical education they received directly in professional practice is higher and statistically significant. In the study conducted by Tang et al., it is reported that theoretical knowledge is a guide for students to make professional decisions and that they adapt their theoretical knowledge to their practice. These results showed the value of theory-practice in terms of primary education of students (Tang vd, 2019). Since the scores obtained from the GSES scale vary between 10 and 40 (Aypay, 2010), the average score of the students participating in this study (33.10±6.54) can be considered high. This may be because the theoretical and practical training students receive are compatible with each other and that the students reflect their theoretical knowledge into practice.

In all disciplines based on practice, theoretical knowledge and professional practice are complementary components of education (Ranies, 2018). For the professional development of students, they should complete their practical training in appropriate units for their fields, in sufficient time, under proper conditions, and with the least amount of problems. In the study, the GSES mean score of the students who reported that the weekly practice time was sufficient for the education received at school and professional practice was higher, and this difference was found to

be statistically significant. At the same time, the GSES score average of the students who reported that professional practice gained experience was found to be higher and statistically significant than the students who did not have this opinion. In their study, Çınar and Yenipınar discovered a statistically inverse and significant association between tourist guidance students' self-efficacy views and their professional anxiety levels (Çınar, 2019). In this context, it is thought that as students' self-efficacy beliefs increase, their perceived professional anxiety decreases. Students who believe their professional knowledge and skills are lacking may experience increased professional pressure. Mutlu et al. discovered that as students' anxiety levels fell, their general self-efficacy perception grew, and they saw themselves as sufficient in practice (Mutlu vd, 2020).

In this research, associate degree students who report that healthcare personnel and patients trust them have a higher GSES score average. This result shows that professional practice effectively increases the self-efficacy perceptions of HSVS students. Studies show that professional training is critical in educating HSVS students. Students who believe in their abilities are likelier to succeed in their chosen field. In the survey conducted by Ateş et al., it was found that the self-efficacy beliefs of tourist-guiding students significantly and positively affected their professional attitudes (Ateş vd, 2021). The literature emphasizes that an individual's self-efficacy is an important variable that affects factors such as self-confidence, coping with difficulties, not being afraid of making mistakes, and receiving criticism (Çöp and Topçu, 2019; Durak, 2021; Şen-Baz, 2019; İlman vd, 2019). Our research showed findings similar to those of the literature.

More empirical and applied research is needed for students to apply existing theoretical knowledge in practice. In this context, it is expected that academic education and professional practice will be compatible and complement each other in the professional development of health professionals.

Conclusion

This study determined that the general self-efficacy levels of HSVS associate degree students were high. The available self-efficacy levels of the students who had favorable opinions about the theoretical education they received at school and the professional practice at the practice site were significantly higher. In addition, it was revealed that the GSES score averages of the students who thought that the medical staff and patients at the practice site had confidence in them (the intern) were significantly higher. In light of the results obtained, it was suggested that HSVS students should be provided with clinical environments where they can practice the theoretical education subjects individually and that education and practices that will improve the students' perceived self-efficacy level should be emphasized.

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