

Factors Affecting the Implementation of Career Path and Mentor Method Among Hospital Based Clinical Nurses: A Study in Indonesia

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Abstract

Objective. To determine the factors affecting the implementation of career path and mentor method for clinical nurses in generalhospital, Banda Aceh-Indonesia.

Method. This study used descriptive correlation with cross-sectional design,which was performed from April to July, 2019, on a population of 226 with 126 clinical nurses,selected using cluster sampling technique. Furthermore, the data obtained were analyzed using chi-square statistical tests and logistic regression.

Result. The results identified a significant relationship between education ($p = 0.017$; OR = 5.489 95% CI: 1,357-22.204) and competence ($p = 0.020$; OR = 0.349 95% CI: 0.144-0.846) on the implementation of career path and mentor method. This research suggests the need for nurses to improve on the career paths chosen, by continuing education. Also, it is important for hospitals to facilitate scholarship budget, and organize mentor training, in order to create qualitative human resources (HR), which is followed by the achievement of professional services.

Conclusion. The nurse's education and competence is the path to improve the nurse's career system. Therefore, continuing education is a breakthrough that has a positive impact and a great support for the nursing profession in developing its professionalism.

Keywords: *Factor analysis, Career path, Mentor method*

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Introduction

The professionalism of Nurses plays an important role in the service quality improvement. Therefore, there is a need for hospitals as health service institution to promote workers' value, through the implementation of career path system. This scheme has been proven to possess the capacity to enhance performance and ensure job satisfaction⁽¹⁾. Furthermore guidance and mentoring from leader are needed for a successful method implementation, due to the greater efficiency of knowledge transfer, using appropriate policy. The application of this mechanism in hospitals prompts individuals to learn directly from experts at work with respect to the development of career path⁽²⁾, which, for nurses, encompasses the competence to perform nursing care according to authority⁽³⁾. In addition, career path is often determined through the credential process, alongside clinical authority, which is a description of nursing intervention, based on the area of practice. These nurses are further recognized to perform jobs in the defined practice area identified through clinical assignments, and specified in the hospital's Director's Decree. Furthermore, the credential process is carried out to guarantee improved competence in providing care according to professional standards of a hospital nursing committee, based on the regulation of the Minister of Health Number 49 on 2013⁽⁴⁾.

This method is interrelated with the nurse's career path, where the mentor acts as a role model to demonstrate clinical skills in professional practice⁽⁵⁾, as the harmonious relationship fosters commitment to the hospital⁽⁶⁾, and the guidance provided serves as professional support for junior nurses⁽⁴⁾. However, the function as a tutor, role model, and counselor requires implementing the theory into practice⁽⁸⁾, eliminate anxiety and uncertainty on new practice assignments⁽⁹⁾. Price and Reichet (2017) reported on the importance of providing support to new nurses at the inception of a career through mentoring by senior, due to the ability to serve as a resource towards professionalism.

In Indonesia, career path development of nurses is standardized by the Ministry Regulation of State Apparatus Empowerment and Bureaucratic Reform No. 25 of 2014, concerning levels, function, career paths, positions, ranks, and room classes/category of functional employee intended for Civil Servants (*PNS*). Meanwhile, the non-Civil Servants are not bound by governmental policy to regulate careers functionally⁽¹⁾.

The employment data in 2019 at the General Hospital in Aceh showed the presence of 226 professional nurses, 538 with Diploma-III, 10 with Master degree of Nursing. Also, in the aspect of midwifery, 81 had Diploma-III, 18 Diploma-IV, with 2 having Diploma IV, 1 Master degree, although 19 possess SPK (Nursing Education School). This large HR is a potential workforce for the development of professionalism in the nursing career path system

The adoption of this scheme involves a pattern of functional and professional career development, which is focused on education. In addition, those who employed with D-III Nursing education identify with a career path consisting of skills acquisition, proficiency and supervisors, while first, young, intermediate and primary expert nurses are considered by those with bachelor degree in Professional Nursing⁽¹⁰⁾. The development of personal professional career is attained through a credential process, initiated at clinical nurse one to five, as set by the Ministry of Health Regulation No. 40 of 2017⁽³⁾. This applies equally to all nurses in the General Hospital Banda Aceh, for both the Civil and Private Servants⁽⁴⁾.

The study background showed conduction of particularly clinical nurses' career path in accordance with roles and functions. This implementation, alongside mentor method is assumed to be influenced by several factors. Hence, this research is aimed at examining the influence of the following factors: education, perception, motivation, leadership, competence and compensation which affect the execution of career paths and mentor method for clinical nurses in Banda Aceh Hospitals.

Material and Method

This research uses descriptive correlation with a Cross Sectional design, and was conducted in the Banda Aceh General Hospital for 4 months, from April to July, 2019. The population of this study was all clinic nurses surmounted to 226 people, and 126 was selected as the sample size, using cluster sampling techniques. The calculations used the Power Analysis table with power $(1-\beta) = .80$, effect size $(\gamma) = .25$ and $\alpha = .05$.

A questionnaire validated by experts was used in data collection, covering the areas of factors influencing the implementation of career paths, as well as mentor method, which were based on literature studies. Furthermore, the career path questionnaire was modified from Hasib (2016), with four Likert Scales, followed

by the conduction of reliability testing on 30 nurses in different hospitals. Hence, an Alpha Cronbach value of 0.89 was obtained for implementation of career paths, 0.91 for mentor method, and 0.90 for the implementation of career levels, using the Pearson Product Moment Analysis.

Findings: The results from respondent showed the existence of nurses mainly in the inpatient installations, at 15.87%, with the least in the emergency room (ER) at 3.96%. In addition, the females were more than the males, with 68.25%, while the respondent's working period of 4-6 years is higher than those with over 20 years experience, at 28.57%. Conversely, all the participants followed the career path credentials, where clinical nurses characterized the majority (36.70%), with 7-10 year working period. The mentors, known to have never participated in training, were dominated by the head of the room, rather than the nursing staff, based on career paths (44.60%).

Table 1. Characteristics of Clinical Nurses

Characteristics	F	%
Work Unit/Installation/Room		
UGD	6	4,76
Arafah	4	3,17
Mina	22	17,47
Zamzam	11	8,73
Aqsa	11	8,73
Raudhah	25	19,84
Nabawi	5	3,96
Safa	5	3,96
OK	11	8,73
<i>HCU Surgical</i>	4	3,17
ICU	11	8,73
ICCU	6	4,76
PICU	5	3,96
Total	12	100

Characteristics	F	%
Gender		
Male	40	31,74
Female	86	68,25
Total	126	100
Work period		
1-3 years	30	15,87
4-6 years	36	28,57
7-10 years	30	23,80
≥ 10 years	20	15,87
≥ 20 years	20	15,87
Total	126	100
Have followed career path credentials		
Yes	126	100
No	-	-
Level of PK (clinical nurse) career path		
PK I	40	31,74
PK II	46	36,50
PK III	40	31,74
PK IV	-	-
PK V	-	-
Total	126	-
Who is the mentor		
Head of the room	86	68,25
Nursing staff is appointed by the hospital according to career path	40	31,74
Total		

** p < .05

The statistical evaluation using multiple linear regression tests shows education and competency as the dominant variable that mostly influences the implementation of career paths and mentor method. Based on the OR for education, the Exp (B) was 5.489, with a Sig. P value of 0.017. Therefore, the upper and lower limits were 95% CI: 1,357-22,204. Meanwhile, the competencies grounded on ORs are shown as Exp (B) at 0.349. with a Sig. P Value of 0.020, where the upper and lower limits are 95 CI: 0.144-0.846).

Table 2. The factors that most affect the implementation of career paths and the Mentor Method for clinical nurses in the Hospital Aceh Indonesia

Variable	B	Sig	Exp (B)	95% CI for Exp (B)	
				Lower	Upper
Education	1.703	0.017	5.489	1.357	22.204
Competence	-1.053	0.020	0.349	0.144	0.846

** p < .05

Discussion

This research identified limitations in the number of nurses with profession level of education of over 20 years. This was due to the death of many in the 2016 tsunami, followed by a replacement with new workers through the civil servant (CPNS) test. In 2017, non civil servant admissions received mainly diploma-IV Nurses, rather than professionals.

The variation in working period result from the differences in personal educational degree. In addition, a bachelor grade was set as the minimum requirement, with reference to the commitment of the Ministry of Health of the Republic of Indonesia (MOH) in 2015, regarding nursing professionalism. Meanwhile, only 28.57% fulfilled these standards at the general hospital, Aceh. The variation in level of education include the nursing school (SPK), Diploma_III and Diploma-IV, while bachelor and master's degree tend to serve as an obstacle in career development. In addition, IT is long stage within the process, which ought to be passed, in order to attain professionalism, hence the need for hospitals to prioritize staff development through the continuity of studies, especially in a formal setting.

The professional nurse education system in Indonesia is currently under development, and has not been well organized, hence the impact on career advancements. This is in contrast with what is obtainable in developed countries, including America and Canada, comprising of fast growth in career path. The Indonesian National Qualifications Framework (KKNI) regulates the type of nurse education, including vocational with a Diploma-III, Bachelor, Masters, Doctors and Specialists. This institution was formed to juxtapose, equalize and integrate the fields of teaching, training and work experience with competence.

The organized education levels subsequently become policy, aimed at ensuring the availability of provisions to be achieved in the career path⁽¹¹⁾ and also in the categorization of nurses in practice, on a qualification basis. In association with the existing policies, professionals are classified as those with a bachelor degree in nursing (RN), while Diploma-III is known as vocational. Also, a decline in the level of education is assumed to affect the quality of services, although most reportedly demonstrated high interest in further studies, where the high cost, difficulty in obtaining permission from superiors, and the lack of family support were observed as the major hindrance. These situations

describe the challenges faced during the realization of career paths, which is why government and the hospitals in particular need to promote development through an association between the education system policies and the continuously integrated professional nursing practice. This is necessary because education is a major indicator in attaining a career path⁽³⁾, which is the hope for all nurses worldwide⁽¹²⁾, with the enhanced tendency to assess professional development, performance evaluation, and persistent competence⁽¹³⁾. Furthermore, education plays an important role in the achievement of organizational goals, through the development and improvement of human resource quality⁽¹⁴⁾, subsequently providing benefits for hospitals, due to the availability of competent nurses for accreditation⁽¹³⁾. Also, it is possible for hospitals to offer support by providing special programs with better accessibility, and scholarships, therefore increasing satisfaction and professionalism⁽⁴⁾, further enabling advancements and prosperity. Chaghari, Saffari and Ebadi, *et al* (2016) reported on the important role of nurses in refining health standards, hence to need to continuously update theoretical and practical knowledge.

The competencies are tested through credentials⁽⁴⁾, being a concept for assessing worthiness in accordance with safe practice standards⁽¹⁵⁾. This is related to professional skills⁽³⁾, and is also important in providing qualified nursing care⁽¹⁶⁾. Furthermore, competence entails the critical efforts required to provide expert and safe care⁽¹⁷⁾, which is used to judge professionalism⁽¹⁸⁾, based on the responsibility to ensure patient safety⁽¹⁾. Therefore, the hospital is obliged to ensure continuous and consistent improvement in this aspect⁽¹⁵⁾, conducted by refining the attributes of the profession, conducting audits, discussions, reflection, cases, case studies, seminars, symposia and trainings in and out of the working environment⁽⁴⁾. Hence, competence ought to be maintained through the constant participation in education and training⁽¹⁹⁾.

Implementation of Career Paths and Mentor Method: The implementation of career paths reduces turnover for nurses, followed by the increase in resistance experienced, through the career paths valued personally. Also, a deficiency in appreciation tends to facilitate the shift of professions to other fields⁽²⁰⁾. Moreover, the achievement of career paths using the Mentor method opens opportunities for continuous learning, and the subsequent advocacy for action, therefore reducing the stressors for new nurses⁽²¹⁾. This

is perceived in the provision of mentorship and guidance on works assigned (15), as a useful tool to increase job satisfaction⁽⁴⁾. The overall planning and implementation supports development through hospital policy⁽²²⁾, implicated in the opening of career paths, improving competence, developing professionalism, and rewarding clinical performance⁽¹⁹⁾. Duckworth and Maxwell (2015) expressed the need for mentors to be more supportive through trainings in pedagogical approaches, which therefore contributes to extensive teaching. The results suggest that nurses make attempts to improve personal career path through continuous education. Also, there is need for hospitals to render support by providing scholarship budgets and improving training, in order to enhance competency. Meanwhile, a mentor plays the role of influencing service performance, and also to serve as a means of encouragement, hence the necessity for hospitals to improve mentorship quality through training. Further research ought to evaluate the effectiveness in relation with the implementation of career path policies on a legal basis, in order to enhance hospitals, input in the development of nursing as a profession.

The limitations of this study include the use of cross sectional designs, where all variables are measured at the same time, using a questionnaire. This leads to bias, as the true data depends on respondents' honesty. This problem was overcome through the establishment of mutual trust, attained by convincing respondents that this study had no negative impact. Hence, it was expected that answers to questions were provided correctly, in accordance with individual perception.

Conclusion

The nurse's education and competence is the path to improve the nurse's career system. Therefore, continuing education is a breakthrough that has a positive impact and a great support for the nursing profession in developing its professionalism.

Conflict of Interest: There is no conflict of interest in this study result.

Source of Funding: There is no financial support for this study since it's an independence work.

Ethical Clearance: All the participants were explaining the aim of the study previously before the data collection. The participants were agreed to sign the informed consent as the agreement to involve in the study. Conversely, the research passed the ethics test

from the ethics committee of the Faculty of Nursing, Sumatra Utara University, number: 1749 / IV / SP / 2019 and also of the hospital, Aceh with the ethical approval number: 93 / EA / FK-RSU / 2019.

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