

DETERMINATION OF SOCIOTROPY AND AUTONOMY LEVELS OF FRESHMAN AND SENIOR NURSING STUDENTS

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ABSTRACT

Purpose of this research is to determine sociotropy-autonomy personal characteristics of freshman and senior nursing students, who continue their education, and examination of related factors. Research was conducted on Uludag University Health High School Nursing Department students that continue their education as freshmen and seniors in the 2015-2016 Academic Year Spring Term. In the term that study was conducted, 136 volunteer students created the research universe. Research data was gathered with "Student Information Form" and Sociotropy-Autonomy Scale (SAS). Average of sociotropy points was determined as $76,30 \pm 13,42$. Point average of sociotropy subscale are; in the dimension of "disapproval concerns" was found as $19,13 \pm 6,83$ in dimension of "separation anxiety" was $30,09 \pm 7,83$ and in the dimension of "pleasing others" was found as $13,29 \pm 3,88$. According to this, it can be said that, by considering the point scale which can be taken from scale, sociotropy personal characteristics of students are above the intermediate level. In addition, it was seen that autonomy points average was $79,41 \pm 14,26$. In the points average of autonomy subscale dimensions, "personal success" was $33,84 \pm 6,75$, "freedom" was $34,31 \pm 6,11$ "liking loneliness" was determined as $13,17 \pm 4,05$. It was determined that in the students who are in last year of their education and students that have elementary families, sociotropy and autonomy personal characteristics were determined as significantly more increased ($p < 0,05$).

INTRODUCTION

According to Beck's cognitive theory, personality has two dimensions as to be sociotropy and autonomy. In this theory, sociotropy (social affiliation) defined as the ability of individual to show positive interaction with others (Kaya & Aşti & Acaroğlu & Kaya & Şendir, 2006). Autonomy emphasizes individuals' independency, protection of personal right, increase and the need of reaching determined aims. (Beck & Taylor & Robbins, 2003; Bieling & Beck & Brown, 2000; Malak & Üstün, 2011). It was stated that individuals that have high autonomic personality happy from directing their activities, reaching aims, control things that goings-on in their environment and being successful (Bagby et al., 2001). However sociotropy shows the need of individual that being in a positive relationship with others (Malak & Üstün, 2011). For the ones who show high sociotropy characteristics, getting approval from others is very important. Maintaining their positive entity image is related with approval from the ones that they love, to be loved, to be respected and to be taking care of by loving ones.

Autonomy in nursing area remains in primary criteria of professionalism, and it is stated as decision making ability for care and independency of nurses in their applications. (Finn 2001; Karagözoğlu, 2009; Kaya et al., 2006). Moreover, in order to play a role which carries occupation characteristics as a health discipline member in health system and provide extensive and efficient care, nurses must have professional affiliation in addition to autonomy characteristics. In other words, in the name of professionalization, nurses must be autonomous and must be directed to socializing in occupational dimension as to be able to evaluate autonomy. Socializing, is one of the conditions that necessary for autonomy and for socializing, it is need to change individual, cognitive and behavioral processes (Külekeci & Özlü & Özer, 2015; Mrayyan, 2005).

In the literature as to be related with the subject many studies which examine sociotropy and/or autonomy personal characteristics of nurses and nursing students (Collins & Henderson, 1991; Didişen & Gerçeker & Bolışık & Başbakkal & Gürkan, 2015; Dwyer & Schwartz & Fox, 1992; Karagözoğlu, 2009; Karagözoğlu and Kangalli, 2009; Kaya et al., 2006; McBride & Bacchioni & Bagby, 2005; Mrayyan, 2004; Yetim & Beydağ, 2015; Wynd, 2003) exist; it was stated that in these conducted studies, autonomy and sociotropy can be affected from some variables (age, gender, education status, living place, general structure of the family, duration of occupation, marital status etc.).

Independently decision making and solving problem ability, is expected professional behavior form nurse and it was emphasized that in health care area, there is a need for nurses who have critical thinking, problem-solving skills, autonomic nursing and nursing focus (Kelleci & Gölbaşı, 2004). In a conducted study, it was stated that determination of nursing students' sociotropy-autonomy personal characteristics and search of related variables, will benefit nursing curriculum and content studies, therefore will benefit in providing nurses who can provide the needs of healthy/sick individual and/or relatives, society to health caring system (Kaya et al., 2006).

Because of this reason, determination of first and last year nursing students' sociotropy and autonomy levels and affecting factors must be examined and it is intended for to determine nursing education's effect on students sociotropy and autonomy personality characteristics. Taking into action from this reason, conduction of this study was needed.

Aim of the study

Purpose of this research is to determine sociotropy-autonomy personal characteristics of freshman and senior nursing students, who continue their education, and examination of related factors.

METHOD

Study Design

A descriptive cross-sectional study.

Setting and Sampling

Research was conducted on Uludag University Health High School Nursing Department students that continue their education as freshmen and seniors in the 2015-2016 Academic Year Spring Term. The reason behind why only freshman and senior year students were included is to examine the effects of nursing education on sociotropy-autonomy levels through nursing education period. In the term that study was conducted, 136 volunteer students created the research universe.

Research Ethics

This study was conducted in accordance with Helsinki Declaration principals. In order to conduct to study, primarily for the use of scale, written permission was gathered from writers of scale by e-mail. Later, permission was taken from institutions' research commission (Number No: 2016/4) where the study was conducted. Before filling the survey forms, students were informed about the purpose of the study and volunteerism basis was taken in consideration.

Instruments

Research data was gathered with "Student Information Form" and Sociotropy-Autonomy Scale (SAS) which was developed by A. T. Beck, N. Epstein, R. P. Horisson and J. Emery in 1983 and its adaption to Turkish was done by Nesrin Şahin and friends in 1993. SAS, is scale that contains 30 item sociotropy sub scale and 30 item autonomy sub scale. Every item is in five staged likert scale type that starts with "it does not describe" answer to the question "how it describes you" and finished with "describes well" answer. Question items of sub dimensions of sociotropy and autonomy take part as mixed and the highest point that can be achieved from a sub scale is (30 items) 120 points. High points from sociotropy sub scale reflect high sociotropy personal characteristics and high points from autonomy subscale reflect autonomy characteristics in high levels.

Data Analysis

In determination of research data; frequency, percentage, arithmetic average and standard deviation was calculated. In analysis of data, Kruskal-Wallis Variance Analysis and Mann-Whitney U Test was used. Statistical significance was taken as 0,05.

FINDINGS AND CONCLUSIONS

The average age of the students who participated in the survey was $21,13 \pm 1,85$ years, it was found that 80,1%

of the students were female and 61% of them were senior students. It was found that 61,8% of the students graduated from the Anatolian High School, 69,9% voluntarily selected the nursing department and 41,2% resided in the country (Table 1).

Table 1. Distribution of Students definitive characteristics (n=139)

Variables	N	%
Gender		
Female	109	80,1
Male	27	19,9
Year		
First year	53	39,0
Last year	83	61,0
Graduated High school		
Anatolian High School	84	61,8
Vocational High School	25	18,4
High School	24	17,6
Science High School	3	2,2
Department Selection Status		
Wanted	91	69,9
Did not want	45	33,1
Living Place		
Family	38	27,9
Dormitory	56	41,2
House	45	30,9

It was also found that 78,7% of the students came from the elementary family, 69,9% of the mother, 58,8% of the father were in primary education, 75% of the family's income was equal to outgo and 39% have three and above the number of siblings (Table 2).

Table 2. Distribution of other definitive characteristics of Students (n=139)

Variables	N	%
Family Type		
Elementary family	107	78,7
Extended family	27	19,9
Broken family	2	1,5
Mother Education status		
Not literate	12	8,8
Primary education	95	69,9
Highschool	22	16,2
University	7	5,1
Father education status		
Not literate	5	3,7
Primary education	80	58,8
Highschool	37	27,2
University	14	10,3
Family Economical Status		
Income lower than outgo	17	12,5
Income equal to outgo	102	75,0
Income more than outgo	17	12,5
Sibling number		
1	40	29,4
2	43	31,6
3 and above	56	39,0

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that, by considering the point scale which can be taken from scale, sociotropy personal characteristics of students are above the intermediate level.

It was seen that autonomy point's average was $79,41 \pm 14,26$. In the points average of autonomy subscale dimensions, "personal success" was $33,84 \pm 6,75$, "freedom" was $34,31 \pm 6,11$, "liking loneliness" was determined as $13,17 \pm 4,05$. These gathered point averages, according to potential distributions, it is seen that they have autonomy personal characteristics that above the intermediate level. It was determined that in the students who are in last year of their education and students that have elementary families, sociotropy and autonomy personal characteristics were determined as significantly more increased ($p < 0,05$).

In the conclusion of this conducted study, sociotropy-autonomy personal characteristics of senior and freshman nursing students were found intermediate level. It was determined that in the students who are in last year of their education and students that have elementary families, sociotropy and autonomy personal characteristics were determined as significantly more increased.

In the direction of these results, it can be suggested that more conduction of studies with the aim of determining sociotropy and autonomy levels of nursing students and affecting factors, reconsideration of nursing education programs in a way that will develop occupational autonomy and sociotropy and addition of classes related to this.

This study is a cross-sectional research and because it is limited with freshman and senior nursing students in Uludag University, research does not represent the other nursing students in Turkey. These restriction is that research is conducted with only the freshman and senior nursing students. Another restriction is the questions in the survey are limited about the defining characteristics of students so that there might be lots of variables which all cannot be analyzed.

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