

THE STUDY OF THE EFFECT OF ETHICAL CLIMATE ON THE UNIVERSITY STUDENTS' EDUCATIONAL ATTITUDES IN OPERATING ROOM

NAZANINYOUSEFIAN MIANDOAB¹, SADEGH ZARE^{2*}, MAHNAZSHAHRAKIPOUR³

¹Department of Nursing, Community Nursing Research Center, Pregnancy Health Research Center, Zahedan University of Medical Sciences, Zahedan, Iran. ²Department of Nursing, Student Scientific Research Center, Zahedan University of Medical Sciences, Zahedan, Iran. ³Department of Biostatistics and Epidemiology, School of Health, Pregnancy Health Research Center, Zahedan University of Medical Sciences, Zahedan, Iran. Email: zaresadegh93@yahoo.com

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ABSTRACT

Objective: Health-care students should be properly trained to be able to solve the society problems in the future. One of the factors affecting the academic progress of students is student's educational attitudes that are affected by the factors such as their learning environment's climate. The aim of the current study is studying the ethical climate on the university students' educational attitudes in the operating room of the medical science university in Zahedan.

Methods: In this descriptive-analytical study, the students were selected by census method (62 students). To collect the data, a three-part questionnaire was used that the first part was related to the demographic features, the second part was related to the educational attitude, and the third part was related to Olson's standard questionnaire. The data were analyzed in SPSS 19 by statistical tests, t-test, and variance analysis.

Results: The average age of students was 21.65 ± 1.63 and 36 participants were female and 26 participants were male. 34 participants were educating in semester 4 and 28 participants were educating semester 8. The average score of educational attitude was 87.01 ± 9.20 and the average score of ethical climate was 15.58 ± 92.85 , and the significant relationships were observed between the ethical climate and educational attitude ($p=0.03$).

Conclusion: The results of this study showed that students have a positive view of their field of study and existence ethical climate and managers, and officials should try to maintain this situation, and the relationship between the ethical climate and educational attitude was significant.

Keywords: Educational attitude, Ethical climate, The university students, Operating rooms.

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INTRODUCTION

The health-care students should be properly trained to be able to solve the society problems in the future properly [1,2]. One of the factors affecting academic progress of the students is the students' attitude of their field of study that today due to the wrong choice in the field of the study and consideration of the individual characteristics; most students do not have a positive attitude in their field of the study [3]. According to the study by Ashtyani *et al.*, about 12% of medical science students are contingent at least one term during the education so that this educational failure damages a lot to the society, students, and families [4]. As well as Bahar *et al.* concluded that nearly a quarter of the young population is at risk of academic failure [5]. Several factors affect education attitude of the students that the ethical climate governing hospitals can be considered as one of the factors affecting the students' tendency increase to participate in clinical learning [6,7] and consequently affecting their educational attitude [8-10].

The ethical climate in therapy environment is defined as a psychological structure that by employees as a result of common, consistent, and meaningful perceptions are perceived [11-13]. Researchers believe that improving the ethical environment in the health-care institutions leads to better respond to the ethical tensions and is also the cause of job dissatisfaction [14] and increasing work efficiency [15]. In this regard, Shirey stated that creating a good and acceptable ethical climate leads to improve organizational commitment and train committed workforces [16] so that if appropriate ethical climate will be observed, job interestedness among the personnel will increase and the intention of job leaving will decrease which are two important factors for the

hospitals [17]. Other evidence also confirms the impact of the ethical climate on job satisfaction and interestedness [18,19], organizational commitment [20,21], job rotation [22], leadership styles, decision-making process, and ethical judgment among the personnel and the students [23].

Without the doubt, having the positive attitude is guaranteeing success in any field of study [24]. Abdollahzadeh *et al.* in their study found that in according to the negative ethical climate of operating rooms from the perspective of students, most of them have a positive attitude in their field of study [25]. Attitude as the most important social-psychology concept that is defined as a combination of beliefs and emotions allocates a special place to itself in the conducted researches. According to the study conducted by Lambert, among the medical students in the United Kingdom in 2001, only 4% of the graduated students with positive attitude showed desire to continue their studies [26,27]. While *et al.*, in 2008, concluded that health-care universities' students in Isfahan have positive attitudes in their field of study and future career [28]. In this regard, due to the students are of the main elements in the universities, providing job satisfaction from the field of study is a factor effecting mental health and academic progress [29] and considering their beliefs and opinions is important as an acceptable tool to evaluate the quality of education [30-32]. So that if exact and logical reasons of negative attitude are not recognized, the crisis of manpower shortage in the field of health care and loss of financial, time, and energy resources are threatening [33], whereas the lack of nurse and job leaving by the nurses is one of the major problems in the developed countries such as Iran; according to statistics in Iran in 2008, 90,026 nurses are working in Iran, whereas 2,20,000 nurses are

needed and one of the today's challenges in the health-care organization is maintaining the committed nurses [34].

Due to the effects of ethical climate on students and their educational attitudes and a few studies have been down in this field in the country, a study with the aim of studying the effect of ethical climate on the educational attitude of students in the operating room of the medical science university in Zahedan was conducted.

METHODS

This study is descriptive-analytical that is examined the attitudes of the students who educating in semester 4 and 8 in operating room of Zahedan in their field of study and the existence ethical climate in educational hospitals in Zahedan in 2014. Sampling is done by census (62 participants). The criterion of the entrance to this study was the students who started education at least on years ago and were not transferred or guest students. To collect the data, a three-part questionnaire was used. The first part was related to demographic features (age, gender, education semester, and ethnicity) and second part was related to educational attitude which was designed by Abdollahzadeh *et al.* and its validity had confirmed and its reliability was calculated by two methods Cronbach's alpha (0.8) and intragroup correlation (0.8) [8]. The questionnaire included 26 items and responding to each item in this questionnaire were using Likert's 5 degrees scale (Strongly disagree=1, disagree=2, no comment=3, agree=4, and strongly agree=5). The scores range from 26 to 130 was divided. Then, according to the range of scores, the average was calculated 78 and accordingly, the scores lower than 78 is considered as a negative attitude and the scores higher than 78 is considered as a positive attitude. The third part included standard questionnaire on ethical climate which was designed by Olson, in 1998, and included 26 items in five areas as colleagues (4 items), doctors (6 items), hospital (6 items), patients (4 items), and managers (6 items). Individuals' perception of ethical climate in operating rooms was measured in five levels (Almost never=1, rarely=2, sometimes=3, often=4, and always=5) using Likert scale. Thus, the minimum possible total score for everyone was 26 and that of maximum was 130 and the scores 78 and higher than 78 as a positive ethical climate and scores lower than 78 as a negative ethical climate were considered. The questionnaire was translated into Persian by *et al.* by 2004 and its reliability is 0.92 [35]. To collect the data, the researcher went to the students' classes and after explaining the aim of the study and getting permissions, distributed the questionnaires and collected the questionnaire after completing them by the students. The participants were not the guest student or transferred student, and because of that, all the students were examined. The data were analyzed in SPSS 19 software by statistical tests, variance analysis, and t-test.

RESULTS

In general, 62 students participated in this study that their average age was 21.65 ± 1.63 , and 36 participants were female (58.1%) and 26 participants were male (41.9%). As well as 24 participants (38.7%) were Baloch, 20 participants (32.3%) were from Sistan, and 18 participants (29%) were county; and 34 participants (54.8%) were educating in semester 4 and 28 participants (45.2%) were educating in semester 8. The average score of educational attitude was 9.20 ± 87.01 and the average score of ethical climate was 15.58 ± 92.85 , and there was a significant relationship between the ethical climate and educational attitude ($p=0.03$). There wasn't any significant relationship between age, gender and ethical climate ($P=0.05$). Also there wasn't any significant relationship between age, sex and educational attitude ($P>0.05$). There was not a significant relationship between the educational semester, age, and ethnicity with educational attitude ($p>0.05$), but there was a significant relationship between the gender and ethical climate ($p=0.01$). The female students who were studying in semester 8 had more appropriate attitude to their field of study.

There was not a significant relationship between the variables of age, gender, and educational semester with perceived ethical climate ($p>0.05$), but the relationship between the ethnicity and ethical climate was significant ($p=0.03$) and among the ethnicities, Sistanians had a better perception of the ethical climate and their field of study.

DISCUSSION

The results of this study showed that the relationship between ethical climate and educational attitude was significant. In the study by Abdollahzadeh *et al.* [25], the results were the same. It seems an environment where the students are trained, and the way of treatment and personnel's relations can be effective in their attitudes in relation to their field of study, because in the future after educating they should work in such an environment and spend half of their life in such an environment. However, in the study by Abdollahzadeh *et al.*, the students had a negative perspective of ethical climate, but they had a positive perspective of their educational attitude.

The results indicated that the students had a positive view of their field of study and the ethical climate in which was in line with the results by Mobarakabadi *et al.* [36]. The lack of mutual respect and trust among the personnel causes to tarnish the dignity of the parties from the perspective of medical and nursing students that may cause to negative view of students' attitude to the medical profession as a factor. When the relationship among the personnel improves and the nurses' duties are clear, participated decision-making and finally their work value will be perceived well, the students will have more motivation for staying in their field of study and continuing their studies and when the students interested in their fields of study, this interest could improve students' academic progress or inversely, cause to frustration and hopelessness and feeling of tiredness from continuing education.

In this study, there was not also significant relationship between the age and gender with the ethical climate and educational attitude perceived by the students which was similar to the studies by Bahrami *et al.* [37] and Borhani *et al.* [10], but in the study by Fazljoor *et al.* [38], a significant relationship was observed between the gender and perceived ethical climate which was inconsistent with results of this study. Females had also better view of the ethical climate and their field of study which was consistency with the results of study by Pugh which was conducted in 2015 [39] but was inconsistent with the study by Jamali *et al.* which was conducted in Ghazvin [3], and the results are contrary in the study by Jamali.

The noticeable point in the results of this study is that by increasing the students' educational semester; they more interested in their field of study that was inconsistent [24] with the studies by Ghaderi *et al.* [24] and Abdollahzadeh *et al.* [25]. Perhaps, one of the reasons for this positive attitude among the students was because of ensuring their job future due to lack of manpower in the health-care organization [34,38] that was approved in the study by Ghaderi *et al.* [24]. However, according to Weiner's theory [40], they stated that the basic factor to progress is intrinsic motivation, and it can be concluded that if an important field such as medicine is selected due to less important reasons such as situation and economic issues and due to selecting spouse or parents' view, continuing this way and being successful will be less observed.

CONCLUSION

The results of this study showed that the students have a positive view of their field of study and the existence ethical climate, and the managers and officials should try to maintain this situation and the relationship between the ethical climate and educational attitude of students was significant. One limitation of this study was because of the high number of the questionnaire's questions that the students did not complete carefully and was also not considering to factors affecting educational attitude such as: Individuals' satisfaction of clinical training, their place of residence, as well as how the manner of evaluating by professors. It

is recommended that in other studies by considering these factors and other effective factors, obtain better results.

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