The Comparing of Demographic Profile with Obstacles and Successfulness of Using English for Communication Skills in the Nursing Profession of Nursing Students in Private University, Saraburi

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ABSTRACT

Introduction: At present, with the ASEAN community in Thailand, a nursing professional field is requiring more English communication at work, and with others in this 21st century. The English communication skills are important to ensure the smooth and successful achievement at work of their profession. Methods: The objectives of this study were 1). to study the level of obstacle and success in English communication of nursing students at private university, Saraburi 2) to compare the difference of the obstacles and success in using English skills for communication of nursing students at private university, Saraburi divide by demographic profile. The purposive sampling group was a cohort of ninety-two nursing students at private university, Saraburi who passed the "English for nursing communication" course in the academic year 2018. The tool was adapted from the relevant literature review. The statistical analysis was t-test and One-Way ANOVA. The three sections; general information, the obstacles in using English for communication which was further branched into the learners, the instructors and the institution, and the success in using English for communication and was tested for the content validity and the reliability. The Alpha-reliability Coefficient obtained was 0.90 Result: The study found that the obstacles to the learners were high, while both the instructors and institution were at a moderate level. The successfulness in using English for communication was high. The different genders and ages have no obstacles and success different. However, the different grades have a different level of both obstacles in learner and instructors at significant level of 0.05 but not different in obstacle of institution and success. Discussion: Therefore, instructors should encourage and increase the motivation to study English communication for the learners. In the 21st century, there are many opportunities to practice using English for communication in everyday life which help increase confidence in using English for Communication in the nursing profession. Moreover, using English for communication increases the nursing students' self-confidence and their opportunities in the professional field of nursing.

Keywords: Obstacles, success, English for Communication skills, Nursing profession, Nursing students.

INTRODUCTION

According to the 2018 annual report on the ranking of the English Language Skills or Education Frist (EF). headquartered in Switzerland, Thailand is ranked 64 th out of 88 countries around the world that do not use English as the main language and scored only 48.54 out of 100 points. When compared to other ASEAN countries, Thailand ranks 6th out of 8 countries in ASEAN. The National Education Act of 1999 proposed the reform of teaching and learning with emphasis on the use of English in communication known as Communicative language teaching, this reform focuses on accuracy and memory than communication causing most Thai students to be unable to communicate in English effectively (Wikipedia, 2018). In 2015, Thailand has jointly signed with various countries in Association of Southeast Asian Nations (ASEAN) to open a free trade area in the region, including the free movement of labor in 8 fields, including doctors, dentists, nurses, engineers, architects, accountants, surveyors, and the tourism industry. This was challenging because each country has different educational standards (Asian Economic Community, 2018). From the competition, it is seen that students in Thailand are still disadvantaged because their English skills are inferior to those who are from other countries.

According on the study of Riitthirat (2013), it is found that the English speaking ability of students in Nursing, Engineering, and Accounting is still at a level that needs improvement. Most of the students did not answer the questions correctly, had wrong pronunciation and wrong grammar (Ritthirat, 2013). In addition, from the research report of Thanirat,Turner & Wichianrat (2010) which studied and did the follow-up of English speaking competency of newly graduated nurses from Boromarajonani College found that the English language proficiency is the lowest when compared to other competencies (Thanirat et al., 2010). Therefore, the students at tertiary level of education in Thailand, especially the 8 fields mentioned above need to develop the English communication skills to be able to compete with neighboring countries in ASEAN.

In the past, the Faculty of Nursing students have studied English in five courses (three are general courses and two are English courses for the nursing profession) but most students still do not dare to use English for communication and are afraid of communicating with others; both foreigners and Thais in English. Therefore, the research team is interested to study the comparison of personal obstacles and successfulness in using English for professional communication of nursing students at a Private university, Saraburi. Nursing is a profession that requires English language communication in this 21st century for working, and more

importantly it's the kind of work that deal with human life. Therefore, English communication skills are important today with the coming ASEAN Community. The results of the study will provide guidance in planning and development of teaching and learning to enable students to successfully use English skills for professional communication.

Objective and Hypothesis

Objectives

1. To study the level of obstacles and the successfulness in various aspects in using English for communication of nursing students at a Private university in Saraburi.

2. To compare the differences of obstacles and successfulness in using English language skills for communication in nursing professions of nursing students at Private university, Saraburi classified by personal factors.

Hypothesis

1. Differences in gender, age and academic performance of nursing students at Private university, Saraburi, provide different kinds of obstacles and successfulness in using English for communication skill..

METHODS

It's a descriptive and survey research. The population to be used in this study is the nursing students who have studied English for Nursing Communication in 2018 academic year. Ninety-two students were selected by using 100% purposive sampling. The research is carried out at a Private University, Saraburi.

As for the ethics in research to protect the rights and confidentiality of the participants, the researchers have requested approval for human research ethics from the Research Ethics Committee of the Asia-Pacific International University. The participants are informed of the research objectives and to make independent decisions about joining the research. The participants have the opportunity to ask questions about the research and the participation until they understand and can cancel the participation at any time without specifying reasons. This will not have any effect on the sample. As there is no used of name or student identification code of the participants, the results of the research will be presented in general for academic use only.

The tool has been adapted from relevant literature reviews. The questionnaire has 3 parts as follows

Part 1 General information

Part 2 Obstacles in using English for communication skill, consisting of 15 items divided into the learners, the teachers, and the educational institutions. The answer uses a 5-point rating scale.

Part 3 The successfulness of using English for communication skill, consisting of 12 items. The answer uses a 5 point rating scale.

The division of the scores for the mean in the question section is divided into 5 parts of scoring (Kannathanasut, 1999) with the criteria.

The interpretation of the scores according to Table 1 is as follows:

Table 1: **Level of decision**

Score Range	Meaning
4.21 - 5.00	Highest
3.41 - 4.20	High
2.61 - 3.40	Moderate
1.81 - 2.60	Low
1.00 – 1.80	Lowest

Methods of Preparation and Data Collection

The testing of the content validity of the tool or questionnaires which the researcher adapted from reviewing related literature was brought to three experts to check the content validity, consistency of content, the language, and the message. After that, the questionnaires were brought to CVI and adjustments were made as recommended by the experts (Content reliability test). The questionnaire was tested with a group of 30 students who have a similar qualification, majoring in English, Thai program that have studied the course, 'English for communication' in order to find the Alpha-reliability Coefficient. All the thirty sets and the overview of the questionnaire must not have value less than 0.7. Then the collection of data is commenced when all the questionnaire is completed. The data was analyzed using was Descriptive statistics which includes frequency analysis, percentage, mean, standard deviation, t-test and differentiation analysis with One-Way ANOVA

RESULTS

The research results are shown in the following table.

Part 1 General information

Table 2: **Demographic profile**

Demographic profile	N	%
Sex		
Female	81	88.0
Male	11	12.0
Age		
18 – 19 years	4	4.3
20 years and above	88	95.7
School record		
A	20	21.7
B+	20	21.7
B	16	17.4
C+	11	12.0
C	18	19.6
D+ and D	7	7.6

From Table 2, it is found that there are 12% males and 88% females and 4.3% are of 18-19 years old and 95.7% are of 20 years and above. Most of them had a grade A and B + at the same level of 21.7% and those with the lowest grade point average in English were D + and D which is 7.6%. The ability to communicate at a medium level was the highest with 48.9 %

Part 2 The level of obstacles and the successfulness in various aspects in using English for communication of nursing students at Private university, Saraburi.

Table 3 **Obstacles and successfulness in using English for communication skill**

	Mean	S.D.	Level
Student	3.55	.699	High
Instructor	2.98	.855	Moderate
Institution	3.20	.747	Moderate
English language success	4.03	.374	High

From Table 3 Obstacles in using English for communication skill in learners, it is found that the learners have their own obstacles in their use of English for communication skill at a high

level ($\bar{x}$ = 3.55) in which the obstacle encountered are in the topic of the readings or stories, about using the wrong grammar, feeling nervous and shy when communicating in English, unclear pronunciation causing the conversation to be difficult to understand, taking time to think in Thai first and then translating it into English in communication and lacking the support and motivation to learn English for communication skill. Regarding the obstacles from the instructors and educational institutions, it is found that they are at the medium level ($\bar{x}$ = 2.98 and 3.20 respectively). The successfulness of using English for communication skill is at a high level ($\bar{x}$ = 4.03). It is found that the topic of English communication skills helps the students to express themselves, assists in future professions, is a skill that can be practiced and learned easily, helps increase career opportunities, is beneficial to oneself and those around and helps develop the country.

Part 3 The comparison of the level of obstacles and the successfulness in learners, instructors, and educational institutions classified by personal factors

Gender

From the study the gender of students using t-test found that different gender has similar levels of obstacles and successfulness in learners, instructors, and the educational institutions as shown in Table 4.

Table 4 **Comparison of the level of obstacles and successfulness in terms of learners, instructors, and educational institutions in using English for communication skills in the nursing professions of the nursing students classified by gender**

	Female (n=81)		Male (n=11)		t	p
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Students	3.59	.69	3.34	.78	.037	.34
Instructors	2.99	.86	3.00	.88	.036	.97
Institutions	3.20	.76	3.25	.71	.273	.84
Successfulness	4.01	.35	4.25	.50	294.	.15

Age

From the study the age of the students using the t-test found that the age difference makes no difference in the levels of obstacles and the successfulness in the learners, the instructors, the educational institutions, as shown in Table 5

Table 5 **Comparison of the level of obstacles and the successfulness in learners, instructors, and educational institutions in using English for communication skills in nursing professions of the nursing students classified by age**

	18-19 years (n=4)		20 years and above (n=88)		t	p
	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
Students	3.71	.34	3.55	.71	1.96	.42
Instructors	3.00	.54	2.98	.86	2.24	.97
Institutions	3.20	.25	3.21	.76	4.19	.57
Successfulness	3.87	.19	4.04	.37	1.22	.18

Education Level

From the study of the level of obstacles and the successfulness in the aspect of the learners, the instructors, and the educational institutions of using English for communication skills in nursing professions of the nursing students at Private university, Saraburi classified by student's education level by using One-way ANOVA, it showed that the different levels of education makes no difference to the level of obstacles and the successfulness in the learners, the instructors, the educational institutions but it has an effect on the learners, the instructors at the statistical significance of 0.05 as shown in Table 6.

Table 6 **compares the level of obstacles and successfulness in learners, instructors, and educational institutions in using English for communication skills in nursing professions of the nursing students at Private university, Saraburi classified by education level**

Source of variation	S.S.	df	M.S.	F	P
Students					
Between the groups	6.22	5	1.24	2.79	.*02
Within the groups	38.35	86	.44		
Combined	44.58	91			
Instructors					
Between the groups	9.30	5	1.86	2.79	.*02
Within the groups	57.24	86	.66		
Combined	66.54	91			
Institutions					
Between the groups	1.94	5	389.	685.	.636
Within the groups	48.8	86	.568		
Combined	50.78	91			
Successfulness					
Between the groups	691.	5	.138	987.	.431
Within the groups	12.03	86	.140		
Combined	12.72	91			

When taking the mean level of the obstacle of learners in using English communication skills in nursing profession of different nursing students to test the differences in pairs by using LSD method, it was found that the mean scores of students with Grade A learning has a different level of obstacles than students with grades C + C and D + and D with statistical significance of 0.05. This means that students with grade A has lower levels of obstacles ($\bar{x}$ = 3.51), than the students with grades C + C and D + or D ($\bar{x}$ = 3.98, $\bar{x}$ = 4.26, $\bar{x}$ = 4.68 respectively). For students with grades B + and B, there are significantly different levels of obstacles to students with grades D + and D with statistical significance of 0.05. This means that students with grades B + and B have a lower level of obstacles ($\bar{x}$ = 3.8, $\bar{x}$ = 3.91) than students with grades D + or D ($\bar{x}$ = 4.68) as shown in Table 7.

Table 7 **Testing of differences in academic performance and learners' obstacles to using English for communication skills in nursing professions of the nursing students.**

Grade	$\bar{X}$	A	B+	B	C+	C	D+ and D
A	3.51	-	-.34	-.38	-.51*	-.58*	-.99*
B+	3.83	-	-	-.04	-.18	-.24	.-65*
B	3.91	-	-	-	-.13	-.20	-.61*
C+	3.98	-	-	-	-	-.06	-.47
C	4.26	-	-	-	-	-	-.41
D+ and D	4.68	-	-	-	-	-	-

When taking the mean level of instructional obstacles or challenges of using English communication skills in nursing profession of different nursing students to test the differences in pairs by using LSD method, it was found that the mean scores of students with Grade A learning has a different level of instructional obstacles or challenges than students with grades B +, C +, D + and D with statistically significant of 0.05. Students with grade A had lower levels of instructional challenges ($\bar{x}$ = 2.95) than students with grades B +, C +, D + and D ($\bar{x}$ = 3.41, $\bar{x}$ = 3.69, $\bar{x}$ = 4.17) respectively as shown in Table 8.

Table 8 T**esting of the difference in learning outcomes and the instructional challenges in using English for communication skills in the nursing profession of the nursing students.**

Grade	$\bar{X}$	A	B+	B	C+	C	D+ and D
A	2.95	-	-.52*	-.42	-.80*	-.39	-1.10*
B+	3.41	-	-	.10	-.28	.12	.-59
B	3.37	-	-	-	-.38	.03	-.68
C+	3.69	-	-	-	-	.41	-.30

C	3.46	-	-	-	-	-	-.71
D+ and D	4.17	-	-	-	-	-	-

DISCUSSION

From the research, the discussions of the results and the suggestions are as follows:

1. From the study of the level of obstacles in using English for communication skills in nursing profession of nursing student at Private university, Saraburi, it is found that the learners had their own obstacles at a high level. The instructional challenges and institutional obstacles were at a medium level. The obstacles to successfulness were at a high level. These are consistent with the research done by Thanawat & Narin (2015) in which they found that the level of ability in using English of the teachers and the institution were at a medium level. However, some of their results are not consistent with the results of this study. This may be due to the institution that the researchers studied which is an international institution. Therefore, there are higher expectations from the students than general institutions. This has an impact on the level of the successfulness in using English for the education of nursing students. Moreover, the level of ability in using English of the learners is at a medium level

2. From the study of comparing the differences of obstacles and successfulness classified by gender, age, and academic performance, it is found that t gender has no effect on the levels of obstacles and successfulness of the learners, instructors, and institutions. This is consistent with the research done by Thanawat & Narin (2015), in which they found that the difference in gender has no effect on the ability in using English. Moreover, from the current study, it was found that differences in age have no significant effect on the levels of obstacles and successfulness of the learners and the instructors. This is consistent with the research done by Yaowalak (2014), which she found that age has no relation to using English in the careers of Thai graduates. The results of this current study found that the average of students with Grade A has different levels of obstacles of their own or from the instructional challenges. This is consistent with Natnaree & Thanyapa (2014) study, in which it is found that students with high scores in using English have fewer problems and obstacles than those with low scores. This is consistent with the study of Thanawat & Narin (2015), in which it was found that the students with different grade point average for English subjects had different ability in using English with statistical significance of 0.05.

Conclusion and Recommendations

Activities that increase motivation in learning English for communication in the classroom should be more integrated and promoted.The opportunity to practice communicating in English through real-life situations with the native speakers should be given in order to increase their confidence in using English.Using the English program for additional communication outside of the classroom and having evidence-based assessment methods is suggested.

The benefits of doing this research are

1. Applying the research results as a guideline for the planning and development of teaching and learning English for communication skill in nursing students at the university.

2. Bringing the findings that are found as a way to reduce obstacles to the use of English for communication in related professions.

3. Bringing the research results for further study of related research in using English for professional communication.

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