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Coaching to promote caring behavior among nurses: A literature review

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Abstract

Background: In the realm of field service and maintenance, implementing coaching strategies is crucial for enhancing nurses' caring behavior. This behavior is a key factor in determining the overall quality of nursing services and, consequently, patient satisfaction. It is believed that coaching provided by the nursing leader can significantly improve nurses' caring attitudes.

Purpose: To analyze the effectiveness of coaching in improving nurses' caring behavior.

Method: A systematic review approach following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines was applied. Articles were sourced from online databases such as ProQuest, Science Direct, PubMed, JSTOR, and Springer-Link. The selected articles met the inclusion criteria in the form of a sample of nurses from various service settings and were published within the last nine years. After selection, 10 articles were analyzed.

Results: Journal searches revealed that targeted nursing leader and the application of coaching strategies have been quite effective in enhancing nurses' competencies and caring behaviors. Coaching has shown to be particularly beneficial in refining nurses' technical skills, such as improving communication and providing emotional and spiritual support to patients. Additionally, coaching plays a crucial role in fostering professionalism among nurses, motivating them to deliver comprehensive care that addresses the physical, psychological, and emotional needs of patients. By combining the enhancement of technical skills with the cultivation of professionalism, coaching is expected to significantly contribute to the improvement of nursing service quality through the optimization of nurses' caring behaviors in their daily practice.

Conclusion: Coaching is quite effective in increasing nurses' competence and caring behavior. Therefore, it is recommended that hospital management regularly organize coaching training for leaders.

Keywords: Caring Behavior; Coaching; Nursing Leader.

INTRODUCTION

Exploring the role of coaching by nurse leaders to enhance nurses' caring behavior is a compelling topic within the healthcare sector. Caring behavior among nurses extends beyond the technicalities of health services; it encompasses empathy, compassion, and a profound concern for patients' physical, emotional, and psychological well-being. Coaching emerges as a valuable tool to guide nurses in cultivating a more sensitive and responsive approach to patient care. The objective of

implementing such coaching is to heighten nurses' awareness of the significance of providing comprehensive and deep-seated care to their patients, ultimately leading to an improved patient experience and better overall nursing outcomes. This research, therefore, will delve into how coaching by nurse leaders can impact and elevate nurses' caring behavior in contemporary nursing practices (Moura, Bernardes, Balsanelli, Dessotte, Gabriel, & Zanetti, 2020).

The influence of room managers on team members and patients has been demonstrated, thereby affecting the quality of care provided (Aydogdu, 2023). Coaching by registered nurses is designed to enhance patient self-care, suggesting its potential to improve nursing care outcomes (Barr & Tsai, 2021). Evidence shows that coaching programs can increase nurses' knowledge and practices in specific clinical areas, such as caring for children undergoing cardiac catheterization, underscoring the potential of coaching to elevate specialized care practices (Elmwafie, Abdelaziz, & Tork, 2022). The caring leadership model in nursing has been linked to reinforcing positive caring behaviors, ultimately contributing to higher quality patient care and excellence in healthcare organizations (Zhang et al., 2022). Incorporating coaching into nursing practice has been shown to broaden nurses' skills and opportunities in promoting health, wellness, and healing (Vitale & Germini, 2021).

The leadership style of head nurses in healthcare has been closely linked to the quality of nursing care, highlighting the significant role of leadership in shaping nursing practice (Alčauskienė, Vitkienė, & Grigaliūnienė, 2019). The emphasis on relational leadership, particularly in ensuring basic care provision, suggests the need for role modeling and a shared understanding of values among nurses (Pattison & Corser, 2022). Transformational coaching by nurse leaders has been shown to foster the development and growth of nurses, underscoring the importance of coaching in supporting individual needs (Kao, Tsai, & Schinke, 2021). The connection between nursing leadership and the quality of care reported by nurses highlights the need for education and training to develop leadership skills among nurses and healthcare managers (Hooge, Medendorp, & Hafsteinsdóttir, 2021). Coaching is also suggested as a model for student support and clinical leadership development, aligning with professional nursing standards (Leigh, Littlewood, & Lyons, 2019). The influence of nursing home managers' leadership on person-centered care further emphasizes the impact of leadership on care provision (Backman, Sjögren, Lövheim, Lindkvist, & Edvardsson, 2021).

Leadership coaching has been identified as a critical competency for achieving organizational goals and positively influencing nursing care outcomes (Menezes, Bernardes, Amestoy, Cunha, Cardoso, & Balsanelli, 2022). The ability to teach and coach team members is particularly important for clinical improvement in psychiatric nursing care, highlighting the role of coaching in enhancing nursing practice (Sundberg, Vistrand, Sjöström, & Örmon, 2022). Different leadership styles directly impact the development of behaviors that promote high-quality nursing care. Research indicates that coaching by leaders plays a key role in shaping nurses' caring behavior, improving job satisfaction, enhancing knowledge and practice, and ultimately influencing patient care outcomes and the overall quality of nursing care. These findings highlight the crucial role of coaching in nursing leadership and its potential to enhance nursing practices and patient care outcomes.

RESEARCH METHOD

Employing a systematic review guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. The literature was sourced from databases such as ProQuest, ScienceDirect, PubMed, JSTOR, and Springer-Link. The keywords used in English were "Head Nurse Coaching" and "Caring Behavior." The inclusion criteria were broad, encompassing studies involving nurses from various service settings—such as nurse executives, advanced practice nurses, oncology nurses, and emergency room nurses—who are actively engaged in providing nursing care. There was no restriction on sample size. The review included studies that used quantitative methods like surveys and experiments to assess changes before and after coaching. It also considered qualitative research, including case studies that delved deeper into the coaching experience. One study even employed mixed methods, engaging the individuals being coached. Articles had to be full-text, available in Indonesian or English, and published within the last nine years (2014-2023). The initial search yielded 230 articles, and after applying the selection criteria, 10 articles were deemed eligible for the review.

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RESEARCH RESULTS

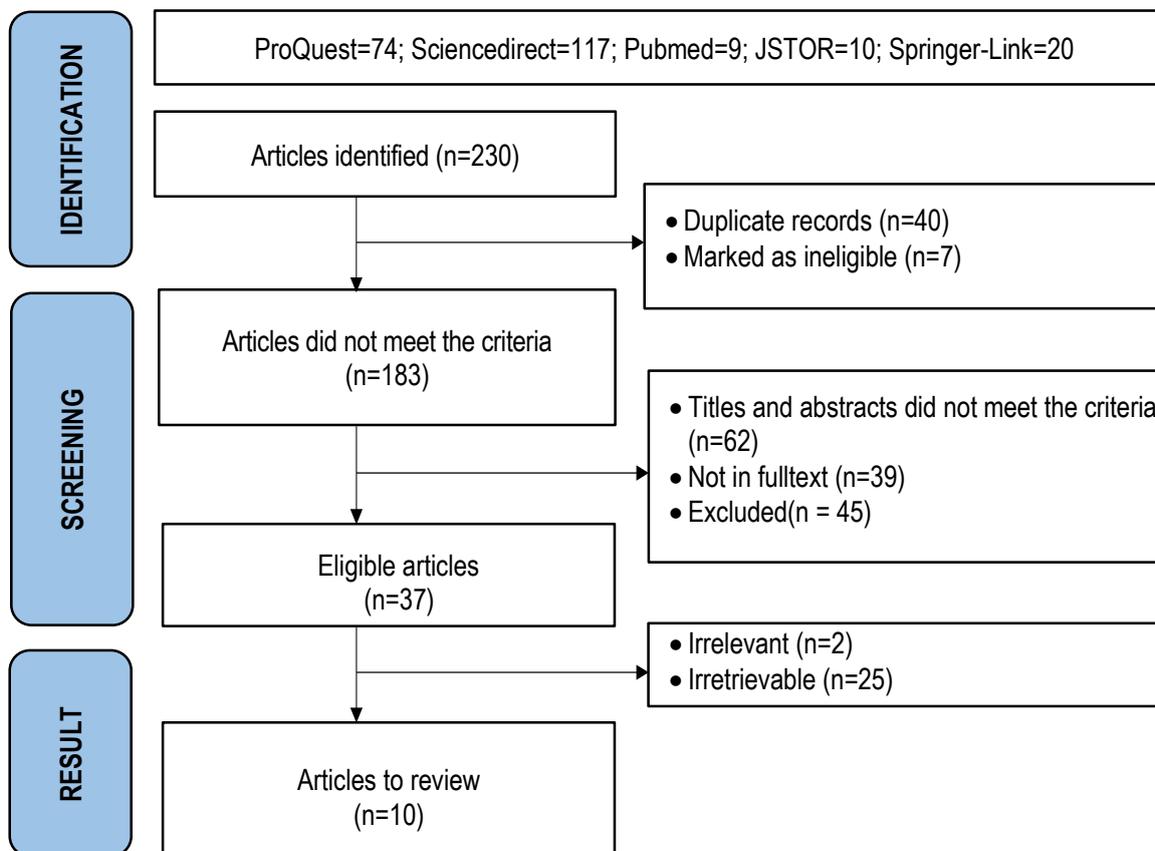


Figure 1. PRISMA Flow Diagram

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Table 1. Summary of The Articles' Review

(Author, Year) (Country)	Purpose	Method	Results
(Moraes, Dutra, Ferreira, Dias, Balsanelli, & Gasparino, 2021) (Brazil)	To compare the nursing technicians' perception with the nurses' self-perception of the exercise of nurses' coaching leadership and to check the influence of this leadership model on the safety climate and on the team's satisfaction.	A correlational study was conducted with 85 nurses and 85 nursing technicians. It utilized a questionnaire on nurses' self-perception of leadership, a questionnaire on nursing technicians' and assistants' perceptions of leadership, as well as subscales for safety climate and job satisfaction. The relationships among the professionals' responses were analyzed using the Mann-Whitney test and Spearman's coefficient.	The research results show the p-value for difference This is < 0.05, which means difference This significant statistically, meaning that nurses had more positive perceptions about their leadership practices than technicians about nurse leadership practices, especially in three dimensions: giving and receiving feedback, providing power and influence, and supporting the team to achieve organizational outcomes.
(Brewer, Anderson, & Watson, 2020) (The United States)	To examine program effectiveness in changing Caritas leadership, self-caring behaviors, and perceptions of coworkers of participants who completed the Caritas Coach Education Program (CCEP).	A pretest-posttest descriptive design was used to evaluate changes in perceptions of self-caring, caritas leadership, and coworker behaviors after completion of CCEP	The study found that after completing the program, participants showed statistically significant changes in three measures of caring: leadership, coworkers, and self-ratings. The largest change occurred in self-assessment scores, with an average increase of 0.69 points. The t-test values for the three measures are -5.24, -3.63, and -6.67, with a significance level of p < 0.001.
(Costeira, Dixe, Querido, Vitorino, & Laranjeira, 2022) (Portugal)	Discuss the impacts and challenges of incorporating coaching strategies into palliative care (PC) nursing	Discussing the role of coaching in PC nursing, presenting the guiding principles of coaching, and analyzing some applications in palliative nursing practice, education, and leadership. Finally, trends in coaching for EOL and PC are systematized.	This research suggests that coaching can improve palliative nurses' caring behavior, such as communication skills, therapeutic presence, compassion, and moral insight, through a process of experience-based learning, reflection, and goal achievement.

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(Author, Year) (Country)	Purpose	Method	Results
(Modderkolk, van Meurs, de Klein, Engels, & Wichmann, 2022) (Netherlands)	To implement a meaning-centered coaching on the job intervention and to measure its effects on oncology nurses' spiritual care competences and job satisfaction, and factors influencing this.	A participatory action research approach was adopted. Mixed methods were used to assess intervention effects in which nurses of an oncology ward in a Dutch academic hospital participated. Spiritual care competences and job satisfaction were quantitatively measured and complemented with content analysis of qualitative data	Statistical significance values were 0.29 ($P < 0.001$) for overall spiritual care competency, 0.32 ($P < 0.01$) for communication, 0.46 ($P < 0.01$) for professionalization, and 0.29 ($P < 0.05$) for personal support. This study found no significant impact on nurses' job satisfaction (-0.01 , $P = 0.91$).
(Hutasoit, Bunga, Aima, & Anggraini, 2022) (Indonesia)	To see the effect of the implementation of supervisor coaching training on the performance of the implementing nurses at the X Hospital in Tangerang	A quasi-experimental quantitative method, non randomized control group design pre test and post test was applied. The research sample consisted of 101 nurses and 8 supervisor consisting of 5 supervisor, 76 nurses implementing the intervention group, 3 supervisor and 25 nurses implementing the control group	The implementation of head nurse coaching training led to a 4.2% improvement in the performance of staff nurses, with the increase being statistically significant ($p=0.000$). The effect of head nurse coaching on nurse performance was also statistically significant ($p=0.000$), as was the impact of gender ($p=0.009$). However, the variables of the head nurse's coaching skills, as well as age, education, and work experience, did not influence the performance of the staff nurses.
(Sato, Harada, Suzukamo, Tonomura, & Izumi, 2023) (Japan)	To evaluate the transition of behavioural changes of participants before and after the training using a scale that can objectively evaluate coaching training for nurses.	A quasi-experimental study was conducted after a cross-sectional study. The Coaching Skill Assessment plus (CSAplus) was developed to measure the effectiveness of coaching training for corporate leaders. Next, a repeated measures analysis of variance was conducted on two types of coaching training for nurses	The Coaching Skill Assessment plus (CSAplus) is a three-factor scale that has good reliability and validity for objectively assessing coaching skills. Two types of coaching training for nurses, significantly increased participants' CSAplus scores, but there were differences in the magnitude and sustainability of the training effects. Statistically significant p values for comparisons of CSAplus scores before and after training ranged from 0.001 to 0.051, depending on the type of training and scale factors.

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(Author, Year) (Country)	Purpose	Method	Results
(Elmwafie, Abdelaziz, & Tork, 2022) (Egypt)	To investigate the coaching program effect on nurses' knowledge and practice regarding caring child undergoing cardiac catheterization.	A quasi-experimental research design implemented in the pediatric department, Cardiac Intensive Care and cardiac catheterization Units at Beni-Suef University and Health Insurance Hospitals	After the coaching program was implemented, the total knowledge score ($t=3.94$, $p=.001$) performance score ($t=4.26$, $p < .001$), and coaching practice score were significantly higher in the experimental group than in the control group ($F= 5.89$, $p < .001$). This shows that the coaching program is a very effective method for increasing knowledge in caring for children undergoing cardiac catheterization, as well as improving their coaching practices.
(Hartono & Jakri, 2019) (Indonesia)	To explain the relation between coaching, motivation, and performance at a regional hospital.	This research is a correlational study with 30 nurses as respondents. Path analyses are used as statistical tools.	The coefficient of determination of coaching on work motivation and nurse performance is $R^2 = 0.704$ with a p value < 0.054 . Coaching also has a positive and significant influence on nurse performance through work motivation with a value of $R^2 = 0.544$
(Walker-Reed, 2016) (The United States)	Through continuing education, expert nurses can have an opportunity to identify and examine the fundamental concepts and theories that are the foundation of effective clinical coaching and mentoring.	Clinical coaching can be defined in a myriad of ways. Defines clinical coaching as enabling personal and professional growth leading to service improvement.	Clinical coaching can improve the caring behavior of novice nurses, because clinical coaching can help them develop competence, self-confidence and commitment to the profession. effective clinical coaching will grow connection professionals who support, and produce standard maintenance good patient.
(Narayanasamy & Penney, 2014) (The United Kingdom)	Presents coaching, which facilitates the highest form of learning, as a potential strategy for promoting professional development in nursing.	Using three models: the 3-D Technique Model, The Practice Spiral Model, The Grow Model, and used to implement coaching and personal learning plans (PLP).	Three case studies are presented to explain how these models can be used to implement coaching and personal learning plans (PLP). Coaching can help nurses improve the skills, knowledge, and attitudes necessary to provide high-quality care to patients.

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DISCUSSION

Coaching is a crucial strategy for enhancing nurses' competence and caring skills. Strong nursing competencies are essential for improving the quality of care (Nilasari, Saraswasta, Agustina, Ayu, Pratiwi, & Afriani, 2021; Pertiwi, 2020). The need to continuously develop these competencies is well recognized. However, it's not just competence that matters—nurses' motivation in performing their duties is equally important. High motivation has a significant impact on nursing performance. Therefore, coaching serves as an effective tool in efforts to improve care quality (Yanti, Susiladewi, & Pradiksa, 2020; Syamsimar, 2021). Coaching not only helps nurses enhance their skills and knowledge but also fosters sustained motivation to deliver better care. Through a well-implemented coaching approach, nurses can acquire the competencies needed to provide compassionate and high-quality care, which in turn boosts patient satisfaction and nurse well-being.

Several studies have demonstrated that coaching, whether led by a nurse leader or through formal training, can improve nurses' competence and caring skills. For instance, coaching training from the Caritas Coach Education Program significantly increased nurses' caring behavior across three dimensions: leadership, teamwork, and self-assessment. The most substantial improvement was in self-assessment, with an average score increase of 0.69 points ($p < 0.001$). This suggests that coaching can enhance nurses' self-awareness and their evaluation of caring behavior (Brewer, Anderson, & Watson, 2020). Similarly, research shows that coaching effectively refines communication skills, therapeutic presence, compassion, and moral insight among palliative nurses, aiding in their learning process and goal achievement. In oncology settings, on-the-job coaching has been shown to significantly boost nurses' competence in providing spiritual care, particularly in communication, professionalization, and personal support (Modderkolk, van Meurs, de Klein, Engels, & Wichmann, 2022). Additionally, a coaching program successfully enhanced pediatric nurses' knowledge and practice in caring for patients undergoing cardiac catheterization (Elmwafie, Abdelaziz, & Tork, 2022).

This study's findings show that coaching, whether provided by a head nurse or through targeted

training, effectively enhances nurses' competence and caring skills. Coaching helps nurses refine and develop these skills according to their specific fields and needs, making it a valuable tool for improving the quality of care through increased competence and caring behavior.

Coaching focused on the nurse's role is crucial for fostering caring attitudes and behaviors. To achieve higher service standards, it is essential to understand the factors that influence caring behavior (Pragholapati & Gusraeni, 2021). Caring behavior significantly impacts patient satisfaction and comfort (Chandra & Suhita, 2022). Additionally, the role of personality in shaping caring behavior among nurses is important to consider (Pardede, Saragih, & Simamora, 2020). From a nursing practice perspective, caring behavior can enhance patient comfort and motivation during therapy (Jannah, Ardiana, & Purwandari, 2020). This underscores the importance of internal motivation in promoting caring behavior (Purwanti, Lestari, & Novyriana, 2020). There is a strong relationship between caring behavior and patient satisfaction, highlighting the need to improve the quality of nursing services (Faridasari, Herlina, Supriatin, & Pirianiti, 2021).

Developing caring behavior in nurses relies not only on theoretical understanding but also on the crucial role of coaching (Sarfika et al., 2020). Deep coaching in nursing behavior is essential, as coaching by management team members can stimulate intrinsic motivation, which in turn influences innovative behavior (Nugroho et al., 2021). The link between caring behavior and patient satisfaction underscores the need to intensify efforts in cultivating caring behavior among nurses (Rangki, 2021). Numerous studies have shown that coaching not only enhances nurses' competencies and technical skills but also significantly improves their caring attitudes and behavior. Higher levels of leadership coaching by nurse leaders are associated with greater benefits for nurses, positively correlating with improvements in safety climate and job satisfaction (Moraes et al., 2021). Nursing leadership coaching has the potential to boost leadership skills and teamwork among nurses by enhancing job satisfaction and safety culture. Clinical coaching by nursing leaders can help novice nurses develop technical competencies, build self-confidence, and

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foster a commitment to professional nursing (Reed, 2016). This demonstrates the value of coaching in promoting professionalism and caring behavior among nurses. Additionally, coaching has been positively correlated with increased motivation and performance, which in turn leads to better caring behavior (Hartono & Jakri, 2019).

Coaching has significant potential to enhance professional attitudes, motivation, teamwork, and nurse leadership. By improving these various aspects, coaching can contribute to better caring behavior in daily nursing practice. Understanding the factors that influence nurses' caring attitudes and behavior is crucial for building high-quality nursing practice. Coaching, along with training and a deep understanding of nurses' internal motivation, are key elements in optimizing caring behavior. With a collaborative and focused approach, nurses can become more effective in providing compassionate and empathetic care to patients.

CONCLUSION

Coaching provided by nurse leaders or through specific training has been shown to effectively enhance nurses' competence, skills, attitudes, and caring behavior. It helps to refine technical abilities such as communication skills, therapeutic presence, and spiritual support. Additionally, coaching boosts self-awareness, work motivation, teamwork, and leadership among nurses, all of which contribute to improved caring behavior. Therefore, implementing coaching is a valuable strategy for elevating the quality of nursing services by optimizing nurses' competence and caring behavior.

SUGGESTION

To enhance nurses' competence and caring behavior, ongoing and sustainable initiatives are required through the implementation of coaching. As a result, hospital management should develop regular training programs for nursing leaders and managers. This is essential to ensure that nursing leaders possess the necessary coaching skills to effectively guide and motivate nurses.

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