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Living life for others: Purpose in life among Thai nursing students

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Title: Living Life for Others: Purpose in Life Among Thai Nursing Students

Running Head: Living Life for Others

Abstract

Background: Purpose in life (PIL) is essential for adolescents to flourish. However, there has been little research to help understand the process of nurturing purpose in life among Thai nursing students.

Aim: This grounded theory study aimed to describe the process of nurturing purpose in life among Thai nursing students.

Methods: This study was guided by Straussian grounded theory. The two main data gathering methods were face to face in-depth interviews and participants' written stories or drawings. Data were analyzed through open, axial, and selective coding until the category emerged.

Findings: This study illustrated the "Living Life for Others" core category, representing the nurturing of purpose in life among Thai nursing students. It consists of two categories; 1) being obliged to study nursing for a significant person, comprising three concepts: recognizing the value of love, living life in the right path, and creating the feeling of delight, and 2) committing to study nursing for the safety of patients, comprising three concepts: recognizing the value of support, providing care with compassion, and being fulfilled in life.

Discussion: "Living life for others" contributes to previous research by illustrating a process to nurture the PIL among adolescent Thai nursing students, confirming that once PIL was nurtured, the participants desired to contribute to matters beyond the self, leading to feelings of pride and fulfillment.

Conclusion: "Living life for others" emerges when the participants acknowledge the value of significant persons and commit to being grateful to those who gave them their sense of fulfillment.

Keywords: nursing student, purpose in life, grounded theory, Thailand

Summary of relevance

Problem: Little is known on how to nurture purpose in life among nursing students, in particular Thai nursing students.

What is already known: Purpose in life is significant in promoting personal meaningfulness and wellness among adolescents.

What this paper adds: It provides evidence for nurturing purpose in life among Thai nursing students. Such understanding would be beneficial for promoting PIL of nursing students to enhance meaningfulness and wellness, which has significance for patient safety.

Introduction

Nursing is an integral part of every area of the health care system. Nurses are important in the face of any kind of health condition including the COVID-19 pandemic and the post COVID-19. Nursing students around the globe, including in Thailand, are prepared and authorized to: (1) engage in promotion of health, prevention of illness, and care of physically ill, mentally ill, and disabled people of all ages and in all institutional and community settings; (2) carry out health care teaching; (3) participate as members of the health care team; (4) supervise nursing; and (5) be involved in research (The International Council of Nurses [ICN], 1987 cited ICN, n.d.). Training as a professional nurse is a challenging experience. Nursing students are expected to master both theoretical knowledge and clinical practice caring for real patients with high responsibility (Arpanantikul & Pratoomwan, 2017). During their training and practice they often experience a high level of stress more so than students in other health sciences, especially in the clinical setting (Rafati, Nouhi, Sabzevari, & Dehghan-Nayeri, 2017). Nurses students including Thai nursing students experienced challenges and difficulties during their nursing experience (De, Mahadalkar, & Bera, 2016) including fear of unknown situations (Pulido-Martos, Augusto-Landa, & Lopez-Zafra, 2012), fear of making mistakes with patients or handling technical equipment (Arpanantikul & Pratoomwan, 2017; Matchim & Kongsuwan, 2015; Pulido-Martos, et al., 2012) and did not receive

adequate support from other nurses (Karadağ, Kılıç, Ovayolu, Ovayolu, & Kayaaslan, 2013). Stress that is common in nursing education may have an effect on the wellness of the students (Labrague, 2013). Therefore, having the knowledge or strategies to support nursing students to have a positive learning experience is imperative.

Purpose in life (PIL) is defined as a sense of core goals, aims and direction (Martela & Steger, 2016). PIL is a stable, general intention to accomplish goals that have meaning to the self and consequence beyond the individual (Damon, Menon, & Bronk, 2003). A cognitive process, it is also having spiritual significance, being central to a person's life narrative that defines life goals, having a sense of life's inherent value, having a life worth living, and personal meaning (Bronk & Finch, 2010).

Based on the particular favorable array of evidence, recent research on PIL has documented the benefits of purpose in adolescents, showing that PIL is associated with wellbeing (Balthip, Pasri, Suwanphahu, McSherry, & Kritpracha, 2021) improved life expectancy (McKnight & Kashdan, 2009), achievement motivation (Balthip, McSherry, Petchruschatachart, Piriyaakontorn, & Liamputtong, 2017), commitment, hope, happiness, and life satisfaction (Burrow, Sumner, & Netter, 2014). Furthermore, nurturing purpose buffers against psychological suffering and mitigates stress (McKnight & Kashdan, 2009).

Unfortunately, purpose in adolescence is rare (Biggins, 2018). In particular, PIL research has been lacking in some groups of adolescents, especially nursing students, who are mostly aged 18-23 years. Therefore, there is a need for further research into this area to increase our knowledge and understanding of this much needed concept. The purpose of this study is to understand how Thai nursing students develop PIL. Such understanding would be valuable for promoting the positive development and wellbeing of nursing students.

Literature Review

PIL is a part of one's personal search for meaning, representing an intention to contribute on behalf of others in the larger world, beyond oneself (Bronk & Finch, 2010). PIL is a salient predictor of both physical and mental health (Bronk, 2017; McKnight & Kashdan, 2009), optimism and life satisfaction (Bronk & Finch, 2010), greater identity, commitment (Burrow et al., 2014), and beyond-the-self long-term life goals (Mariano & Vaillant, 2012). PIL is a powerful source of long-term motivation. It guides people in positive directions, acting like a compass (Damon et al., 2003). Adolescents with both self- and other-oriented goals have significantly higher life satisfaction, meaning in life, social support (Blau, Goldberg & Benolol, 2018), and a sense of accomplishing love of self, gratitude to beneficent others, and sacrifice and awareness of responsibility towards society (Balthip et al., 2017). There is abundant evidence showing the crucial, positive aspects of PIL for adolescents as well as the pathway to stimulate PIL. However, there is little knowledge of the significance of PIL and how to nurture it among Thai nursing students, whose life experience is unique and may differ from other adolescents.

Participants, Ethics and Methods

Participants

Data were collected from the oldest faculty of nursing in Southern Thailand. Around 170 fourth-year undergraduate students were informed about the study by the researchers. At the outset of the study, participants were recruited through purposive sampling based on these inclusion criteria: 1) being a fourth-year undergraduate Thai nursing student, this group undergoes more intensive theoretical study and clinical practice; 2) aged 19 to 23 years; 3) willing to participate in this study; and 4) able to communicate in Thai language. Beyond those criteria, participants were recruited based on data that emerged through theoretical sampling which refines, elaborates and exhausts conceptual categories in grounded theory (Eaves, 2001). For example, most female participants stated that they hope to study

nursing because they want to care for their parents. After that, the researchers approached male nursing students to explore their reason of studying nursing.

The sampling was continued until category saturation was reached at 24 participants, which was when new information has been gathered but further coding was no longer feasible (Fusch & Ness, 2015). Participants aged 21-23 years. Twenty were female and four were male. Twenty were Buddhist, three were Muslim, and one was Christian. Twelve lived with their parents, eight with a single mother or father, three with relatives, and one alone. Most participants (22) had a good relationship with family members. Money received ranged from 2,000 – 9,000 Baht per month ($\bar{X} = 4,918.18$, $SD = 1809.40$). Most participants (20) had enough money to spend.

Ethics

The ethics review committee for research on human subjects at the Centre for Social and Behavioural Sciences Institutional Review Board, Prince of Songkla University, granted approval for the study (Ref. No: 2019-NL 006 - 25 June 2019). A signed consent form was obtained from each participant. Each received a detailed explanation verbally and in writing outlining the research aims and processes, participant involvement, data collection methods, assurance about confidentiality and the right to withdraw from the study at any time. Identifying information would be removed. The data were stored anonymously in a safe place. Participants received 100 Baht (approximately US\$ 3) as compensation.

Methods

Research design

This study was constructed based on Straussian grounded theory (Strauss & Corbin, 1998) with inductive approach to generate new knowledge on the process of nurturing PIL among Thai nursing students. Grounded theory (GT) is aimed at studying processes and making theoretical sense of social life. Inquiry is structured by the discovery of social and social psychological processes in order to discover or develop theory (Eaves, 2001).

Data Collection

The researchers explained the study objectives and details to fourth-year nursing students in their classrooms. Those who were willing to participate expressed their willingness to the head of fourth-year nursing students, who informed the researchers. The two main data gathering methods consisted of written stories or drawn pictures and face to-face in-depth interviews with each of the 24 participants. A combined method of data collection ensured the rigor of the study (Suwankhong & Liamputtong, 2018). In this research, writing stories or drawing pictures methods were employed before the in-depth interviews.

All participants were given a set of colored pencils and white blank notebook for writing stories or drawing pictures two weeks before the in-depth interview was to begin. Writing stories or drawing pictures allowed participants to be able to express their ideas, feelings and understanding of their PIL. After two weeks, the researchers made appointment with the participants for conducting face to-face in-depth interviews.

At the beginning of the interview, researchers invited each participant to tell their stories or to describe the pictures they had drawn. Then, the researchers continue with the in-depth interviews in order to get more detailed information and confirm data. Face to face in-depth interviews were conducted 2-3 times for each participant. These descriptions from stories telling and in-depth interviews were tape-recorded for data analysis (Suwankhong & Liamputtong, 2018). After finishing each interview, the researchers wrote up the field notes and transcribed the tapes.

The interview guide was examined by three experts for content validity and were tested with three participants. The guide included broad open-ended questions followed by probing questions related to data that emerged, for example: 1) "How do you think you are important?" 2) "What made you come to study nursing?" 3) "How do you feel about being a nursing student?" 4) "Have you ever thought about your PIL?" The duration of in-depth interviews of each participant ranged from 45 to 60 minutes.

Interviews were conducted at the private rooms at the Faculty of Nursing, Prince of Songkla university. Data were collected over a six-month period in 2019 – 2020.

Data analysis

Data collection and data analysis were conducted simultaneously with both processes moving back and forth among three kinds of coding (open, axial, and selective) until the core category emerged as guided by Strauss and Corbin (1998). In open coding, the researchers read each transcript (both from the stories told or pictures described at the in-depth interviews) carefully, underlined the key words, and gave a code to represent it. Then similar codes that shared common characteristics were grouped under more abstract codes called “concepts”. Finally, similar concepts were grouped to develop categories, as per the example shown in Table 1. In axial coding, the researchers made links between a category and its concepts that were identified in open coding, guided by the paradigm model composed of conditions, strategies and consequences (Strauss, 1987) as shown Figure 1. In selective coding, the researchers identified the core category or core process. The researchers employed a constant comparison among emerging data, including concepts and categories, until a process of “nurturing purpose in life among Thai nursing students” with sufficient detail was generated.

Table 1

Open coding of "Recognizing the value of love" concept

Excerpt from data	Codes	Concept
<p><u>My parents are my priority in life. They took care of me since I was young, they always supported me in everything. My life purpose is to get a job first then I can pay them back, just like what they have done for me. They sometimes struggle raising me up, but they have never complained... They always try their best and always support me.</u></p> <p>My parents had no chance to study. <u>They worked so hard.</u> My dad worked for daily wages carrying rice bags. My mom sold everything. <u>Sometimes they didn't even have money but they lied to me that they still have some. They always told me, they can support me until I finish my university degree...</u> One day I will graduate which would make them proud. I want to make them proud.</p>	<p>Parents took care of her since she was young.</p> <p>She wants to care for them.</p> <p>Parents never complained.</p> <p>Parents worked very hard for her.</p> <p>Parents provided support for her.</p>	<p>Recognizing the value of love</p>

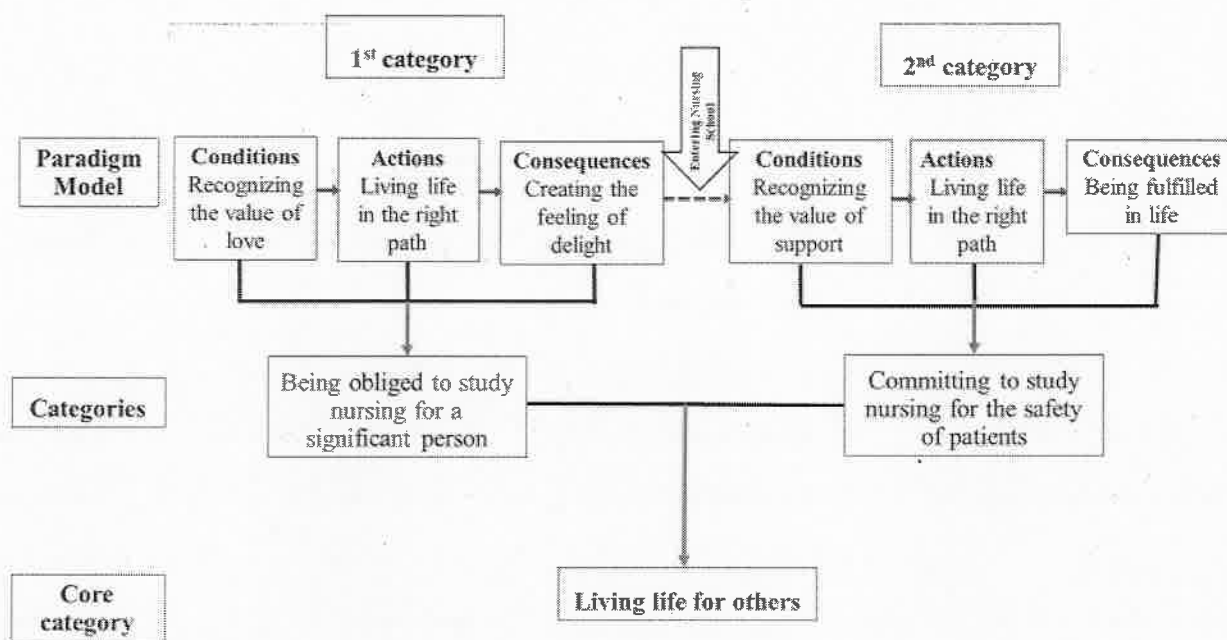


Fig. 1 The relationship among conditions, strategies, consequences, category, and core category

Trustworthiness

Trustworthiness was assured based on the principles of Lincoln and Guba (1999). Credibility was achieved through: 1) data triangulation, 2) prolonged engagement, 3) member checking providing the participants with the interpretation of the result, for them to verify. Dependability was attained through repeating the results with the same participant in the same context and by researcher triangulation. Confirmability is presented throughout the methods and findings to show that the findings and the interpretations of those findings are clearly linked to the data. The quotations of the participants' statements are reported accurately to demonstrate that findings were grounded from the data. Transferability was established by providing sufficient descriptions obtained from 24 participants.

Results

This study proposed the core category or core process of nurturing PIL among Thai nursing students called “Living life for others”, which is comprised of two categories; 1) being obliged to study nursing for a significant person and, 2) committing to study nursing for the safety of patients. The participants mentioned their PIL and acknowledged its importance, as a male participant said during the interview, “Life has no meaning without purpose. Purpose in life is to remind what you will have to do and what you were born to”.

Nurturing purpose in life is a continual process which consists of two categories or subprocess. Each category has a direct effect upon the other category. The results of this study demonstrated that the process of nurturing purpose in life among Thai nursing students helped them understand the notion of “Living Life for Others” and had a profound effect on the significant persons in their respective lives and their patients. As shown Figure 2 and described in each category.

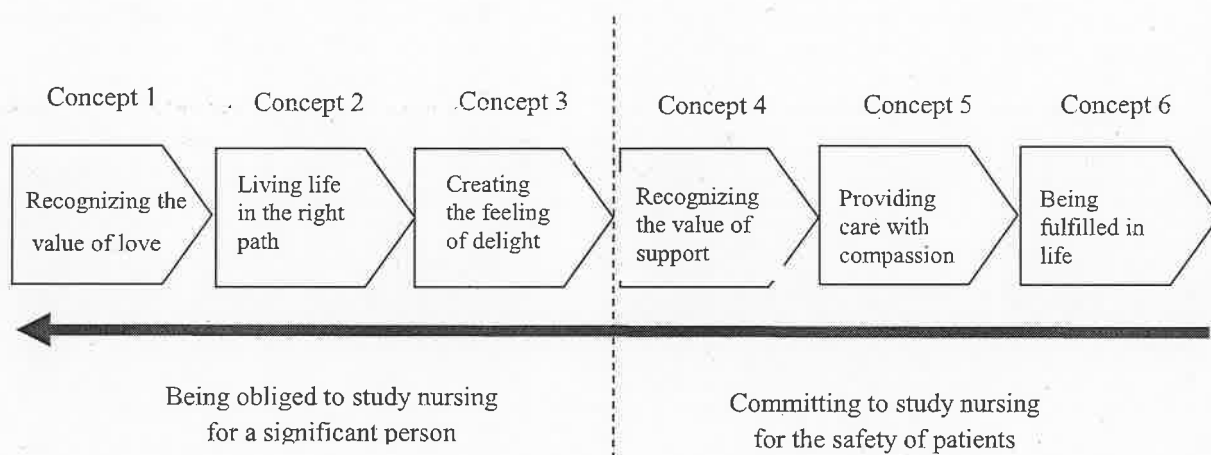


Fig. 2 Living Life for Others: The process of nurturing purpose in life among Thai nursing students

Category 1: Being obliged to study nursing for a significant person

“Being obliged to study nursing for a significant person” is the first category that contributes to the core category, “Living life for others”. This category occurred before the participant entering nursing school (concept 1 to 3). This first category was started when the participant valued the love received from their parents or significant others (concept 1) that lead them to live their life in the right path and were committed to study nursing (concept 2). At the end of the process, the participants experienced the feeling of delight that happened after they were able to attend the nursing school (concept 3). At the end of this category (subprocess), the participants had been through half of the development process. This category comprised three concepts.

1. Conditions: Recognizing the value of love

This concept illustrated the conditions of “being obliged to study nursing for a significant person” as recognizing the value of love. The expression of love given from a significant person is shown in a variety of ways such as taken care of and being patient with especially sometimes struggle raising them up, which make the participants know that they are being loved and care. Recognizing of the value of love received from parents reminds them that they are important to their parents. This perception leads to their intention to live their lives for their parents, choosing to study in nursing school in order to repay them. As two female participants remarked during the interviews:

My parents are my priority in life. They took care of me since I was young, they always supported me in everything. My life purpose is to get a job first then I can pay them back, just like what they have done for me. They sometimes struggle raising me up, but they have never complained... They always try their best and always support me.

My parents had no chance to study. They worked so hard. My dad worked for daily wages carrying rice bags. My mom sold everything. Sometimes they didn't even have money but they

lied to me that they still have some. They always told me, they can support me until I finish my university degree... One day I will graduate which would make them proud. I want to make them proud.

2. Strategies: Living life in the right path

This concept explains the strategies that inspired the participants to be “obliged to study nursing for a significant person” as living life in the right path. This concept comprises two sub-concepts: being determined in attending nursing school, and having intention to keep oneself on the right track. The participant perceived that to be able to achieve their goal to study at the nursing school for significant persons, they must overcome difficulties, keep focused, be attentive and responsive to their study, and live life on the right track, such as doing good things for themselves and others and not doing harmful things. They do this to make their lives as they have planned and to be able to look after their parents and make them happy and not worried. As explained by one male and one female participant during the interviews:

When I was young, my family was really poor. My parents were rubber tappers. My dad left me at school and asked teacher to take care of me. I always saw my parents worked so hard. So, I remembered that one day I must have a better life. I don't want my parents to be in such harsh life. From that day, I started to be attentive in my studies, I studied hard even if sometimes the electricity was down. I had to read before it gets dark. These to make my family happy and make me able to take care of the whole family.

I don't wish to give my mother cause for concern about me and the way I live so I avoid risky or bad behavior. I always consider my mother when choosing how to conduct myself in life.

3. Consequences: Creating the feeling of delight

This category explained the consequences of “being obliged to study nursing for a significant person” as creating the feeling of delight. Recognizing the value of love, the participants were committing to live life in the right path including being determined to study nursing. At the end of the process, several participants experienced the feeling of delight that included being proud of themselves and making a significant person feel proud of them. These two consequences happened after the participants were able to attend the nursing school. They know that being a nursing student will provide them an opportunity to get a good and secure job, making a good life for themselves and the family, and being able to do good for society. For her interview stage, one female participant had drawn a picture of two people, one wearing a gown and the other a nurse uniform standing alongside a house. She went on to explain:

When I found out that I get to study in a nursing school, my dad was very happy which I have never seen in my life before. I immediately know what my life purpose is for that smile... My mom passed away when I was in grade seven. My dad raised me and my sister... I feel that my dad is the best person. He could raise me and my sister. I often imagine one day my sister, after her graduation, wearing her government officer uniform and me wearing my nursing uniform. This, happening in real life would fill my father with such pride and in turn, would fill both my sister and I with such feelings of pride and accomplishment.

Category 2 Committing to study nursing for the safety of patients

“Committing to study nursing for the safety of patients” is the second category that contributes to the core category, “Living life for others”. This category emerged when the participants experienced being nursing students and caring for the patients (concept 4-6). This category took place when the participants began to recognise the value of the patients for whom they cared and when they received support from other people, including friends, elders and teachers (concept 4). Then, the participants were

motivated to apply their knowledge, practice experience and professional ethics to protect their patient's life and safety as they are own family. They were providing care for patients with compassion (concept 5). At the end of the process, the participants recognized the patients' value to their lives. Several participants experienced a greater sense of fulfilment in their life which then further encouraged them in the nursing careers to dedicate themselves to caring for patients and others (concept 6). This category comprises three concepts.

1. Conditions: Recognizing the value of support

This concept illustrated the conditions of "committing to study nursing for the safety of patients" as recognizing the value of support. It was arising from acknowledging the value of the patients and receiving support from others people including friends, elders and teachers.

All participants recognized the value of the patients as their teachers - directly and indirectly teaching them. Patients gave them abundant support, including helping them to understand the reality of life – that life is uncertain, fragile and short - and to understand the experience of being a patient, with its feelings of discomfort, pain and loss. Support from friends, elders and teachers can be received in a number of ways, such as being good listeners, offering good life experience and acting as good role models for their career choices. These insights are important for nursing professionals to experience, and led participants to feel valued, attentive, and further enthused to study nursing as a career. As two female participants and one male participant described during the interview:

Apart from giving us philosophy of life, the patients also the energy and enthusiasm to make me want to return to help even more. Since I have been to the ward, I have gained something more than nursing knowledge. I have heard stories from patient's experiences and their commentary of life which are different from person to person.

I used to think that nurse is just wearing a white uniform and taking care of patients, but now I know I have to put my feeling on when working. Patient's compliment is one way to support me, it cheers me up when I am about to give up. I only had two hours of sleep, but when I see the patients and they complement me, I feel like my energy is back, there is someone waiting for me.

I find student-teacher system good for me, including advisors, professors, and faculties. I feel like it easy to approach nursing teachers. I am so impressed, everyone can contact the professors, they are the one who keep pushing us and help us to get through problems. They are the one who always support students.

2. Strategies: Providing care with compassion

This concept explains the strategies that inspired the participants in "committing to study nursing for the safety of patients" as providing care with compassion. This concept comprises two sub-concepts: caring for patients with knowledge and ethics, and taking care of patients as if they were members of their own family. Many participants have recognized that life is precious, including the lives of patients. They also considered patients as benefactors because they learn real-life lessons from them. For these reasons, the participants are motivated to apply their knowledge, practice experience and professional ethics to protect their patient's life and safety. As explained during the interview by a female participant, who had drawn a picture, and a male participant, who had written a story:

Being a good nurse, you have to have nursing knowledge together with ethics and experience... We must try to remember the lessons that we have learnt, so we can use that principle in caring for the patients. We must have accurate information when caring for patients because it involves their lives. There is no "I think" in this place. My nursing idol is the mother of our former king. I

feel guilty if I don't do my job well. I also get a scholarship from her foundation. I will be a good nurse when I graduate.

I must be a good nurse because this career is to take care of people's lives. Every life is precious just like ours, we must take care of them like we take care of ourselves.

3. Consequences: Being fulfilled in life

This concept explained the consequences of "committing to study nursing for the safety of patients" as being fulfilled in life. Since recognizing the value of support, several participants were committing to study nursing for the safety of patients, and to provide care with compassion, knowledge and ethics as they would care for their own relatives. At the end of the process, several participants experienced fulfillment in life, including filling the sense of humanity, and making everyday life worth living. As two female participants remarked during the interview:

If I don't study in nursing school, I would become something else. I don't usually care about other people and am quite self-centered... When I am in this profession, everything has changed. I started to give attention to others. When I am in the hospital I am willing to help patients. Practicing at the ward and taking care of the patients is really making everyday life worth living.

I have become a nursing student to help me improve myself and create some new things for the future. In my far future, I want to devote myself to help people in the society. I want to have my own foundation for children and elders, that would be my life goal.

Furthermore, a male Muslim participant said that since he has been devoting himself to giving nursing care to patients, he has had a feeling that something was helping him and supporting him when

faced with his own troubles in life. This, he feels, is a very positive feeling and helps remind him of the value of following his chosen path of helping other in life. As he remarked during the interview:

Whenever I face troubles in life, I now feel a force guiding and helping me. Maybe this is because I help people who are in need, and present a cheerful attitude to them and that good thing return to me.

Discussion

The evidence shows that adolescents who cultivate PIL achieve a meaningful sense of direction that is a valuable to them (Burrow et al., 2014; McKnight & Kashdan, 2009). This study illustrated the core category of nurturing purpose in life among Thai nursing students, called "Living life for others". The PIL of Thai nursing students in this study was nurtured through two processes or categories: being obliged to study nursing for a significant person, and committing to study nursing for the safety of patients. This two-part process developed once the participants acknowledged the value of parents, patients and others in providing them with the love, care and support that inspired their sense of obligation and gratitude. A sense of gratitude is an essential characteristic rooted in Thai culture that promotes PIL. Thai nursing adolescents, caring for family, taking honest careers such being a good nurse that benefit society were aspired their PIL (Balthip et al., 2017).

They then explore all possible strategies to reach their purpose (Burrow et al., 2014) and are committed and goal-directed (Biggins, 2018) to be a good nursing student. They had a strong intention to accomplish their academic career as something meaningful to both themselves and others beyond themselves (Damon et al., 2003). In addition, based on traditional norms of Thai society, taking care of their patients with the same compassion as they would show to their relatives. This current study also illustrated interesting findings concerning patient safety. Participants mentioned that understanding the experience of being a patient means 'putting oneself in the patient position' (Vaismoradi, Salsali, &

Marck, 2011, p. 440), an awareness that could contribute to the areas of patient's safety. Therefore, this potential association of PIL with patients' safety needs further exploration. The strategies in each category of PIL showed that they are dedicating effort toward achieving life goals that enhance a significant, renewable source of engagement and meaning (McKnight & Kashdan, 2009).

At the end of the two-part process, the participants experienced a sense of pride (Arpanantikul & Pratoomwan, 2017), delight, fulfillment and wellness in life (Bronk & Finch, 2010) so that they desire to contribute to matters beyond the self (Biggins, 2018) that contributes to the wellness of others in the wider society. This current study was supported by previous findings that adolescents with both self- and other-oriented long-term goals had high levels of life satisfaction (Bronk & Finch, 2010) academic success and wellbeing (Biggins, 2018). PIL has been proven to be positively associated with both hedonic wellbeing (e.g., positive affect and life satisfaction) and eudaimonic wellbeing (e.g., self-esteem and vitality) (McKnight & Kashdan, 2009) which enhances the flourishing of nursing students.

Limitations

This study was conducted with Thai nursing students. Therefore, the core process may primarily address a Thai nursing student's perspective. Another limitation is generalizability, as the findings are unique to Thai nursing students, that is, people whose background, religion and culture are Thai. Therefore, the usability of this study may be limited outside Thailand. However, some concepts involving love, care and support may apply in other countries that have a similar cultural background.

Conclusion and implications

The "Living life for others" core process of nurturing purpose in life among Thai nursing students significantly emerged when the participants recognized the value of their parents and patients as a result of receiving love, care and support. Thai nursing students who cultivated their PIL gained a sense of

fulfillment and wellness that is not only beneficial to themselves but also to others and the wider society, including the nursing profession.

The process of nurturing the PIL of Thai nursing students is simply to encourage nursing students to comprehend the value of the others surrounding them, such as parents and patients, and to provide them an opportunity to demonstrate their commitment towards the significant person and the wider world. Doing so brings them a sense of achievement and wellbeing and encourages them to contribute to others in the wider society. Therefore, all stakeholders can promote the PIL of nursing students and should integrate PIL in the curriculum or as an extra-curricular program. Based on the findings and the limitations of this study, there is a need for further study involving nursing students in a different context. This would help demonstrate a more general theory of the process of nurturing purpose in life of nursing students. In addition, further research work should increase and expand knowledge on the PIL concept and how it applies to burnout (caused by excessive work load and stress factors). This understanding will be of particular relevance in the post COVID-19 world we are now entering.

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Disclosures

We do not have any conflict of interest, either real or perceived. This work has not been, and will not be, submitted to any other journal while under consideration by the Collegian. The role of the study sponsor was reported by the authors. The sponsor was not involved in the above matters.

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