Sociodemographic Contributions to Knowledge and Collaborative Communication Skills of Nurse Supervisors in Type C Hospital of West Sumatra

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ABSTRACT

One crucial aspect of the professional development of nurse supervisors involves their sociodemographic characteristics, which can significantly impact their knowledge and skills in collaborative communication. This study aims to analyze the sociodemographic contributions of nurse supervisors to knowledge and collaborative communication skills, based on King's Theory, within Type C Regional Hospitals in West Sumatra. The research methodology employed a crosstab-chisquare approach, with a sample consisting of 24 nurse supervisors. Supervisor education level showed a significant relationship with supervisor knowledge and skills (p < 0.05). The contribution of work period to supervisor knowledge and skills was also significant (p < 0.05. However, the age of the supervisor did not have a significant relationship with supervisor knowledge and skills with p>0.05. It is expected that hospital management can develop supervisor collaborative communication training based on King's theory on an ongoing basis focus on improving collaborative communication skills, especially for supervisors with shorter work periods or lower education levels.

Keywords: collaborative, communication, nurse supervisor, sociodemography

1. INTRODUCTION

The role of the nurse supervisor is critical in shaping the quality of nursing service delivery and the effectiveness of the nursing team (Mawikere et al., 2021). One important aspect in the professional development of nurse supervisors involves the sociodemographic characteristics of supervisors that may influence supervisors' knowledge and skills in collaborative communication, a fundamental element in nursing practice (Magwenya et al., 2023). This study examines the contribution of sociodemographic factors among nurse supervisors to their knowledge and skills regarding collaborative communication, framed in the context of King's Theory.

Sociodemographic factors, including age, education, tenure play an important role in shaping supervisors' understanding and implementation of collaborative communication (Ita et al., 2021a). For example, a supervisor's level of formal education often correlates with the supervisor's theoretical knowledge of communication strategies (Abbas, 2019). Studies show that individuals with higher levels of education tend to have a broader understanding of theoretical concepts, including communication models that encourage collaboration (Munandar et al., 2020). In addition, professional development programs that are appropriate to the educational background can also improve communication skills (Fitriana et al., 2021).

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Work experience related to tenure is another important sociodemographic component (Ilham, 2022). Supervisors with long tenure and extensive practical experience in diverse clinical settings are likely to have developed better communication strategies, skilled in managing complex interpersonal relationships, and thus able to create a collaborative working atmosphere among nurses (Safrizal et al., 2023). Effective collaborative communication not only improves patient satisfaction but also strengthens a supportive work culture (Israfil & Bali, 2023)Nurse supervisors' ability to lead effectively is strongly influenced by their interactions and experiences in the nursing service system. This finding confirms that field experience plays an important role in developing communication competence (Zalukhu et al., 2022).

This research was conducted based on the concept of King's theory. King's "Goal Attainment" theory is a theory that emphasizes the importance of collaborative communication in achieving common goals. King identified three types of interactions: personal, interpersonal and social (Alligood, 2017b). Personal interaction occurs within a person when the individual gives meaning to the observed object, which then affects the individual's knowledge, attitudes, and skills (Canggara, 2019). Interpersonal interaction is formed by interactions between two or more people, including several related concepts, namely interaction, communication, transaction, role, and stress (McQueen et al., 2017). Interpersonal interaction occurs when there is interaction through communication that involves a reciprocal relationship between one individual and another so that a transaction is formed.

By adopting King's "Goal Attainment" Theory, we understand that effective communication in nursing is not only limited to the transmission of information, but also involves collaborative efforts to achieve a common goal (Park, 2021). King's theory emphasizes that when individuals work together to achieve a common goal, the chances of achieving that goal increase (Park, 2021). Therefore, the nurse supervisor's ability to engage the team through collaborative communication directly affects the achievement of healthcare goals (King, 2007). Supervisors' sociodemographic factors also play a role in reinforcing or inhibiting this process, which in turn affects overall team performance and patient care outcomes.

Sociodemographic characteristics of nurse supervisors significantly contribute to their knowledge and skills in collaboration communication (Azizan et al., 2021). Supervisors' educational background, work experience, and age are interconnected to enhance supervisors' ability to lead and communicate collaboration within clinical teams (Sloan, 2016). Through King's Goal Attainment Theory, we understand that fostering strong collaborative communication is integral to achieving shared goals in nursing care (Karota & Lufthiani, 2020). Continued development of these skills, based on sociodemographic attributes, remains important in improving the overall ability of nurse supervisors within the nursing service system (Sakamoto, 2019).

The purpose of this study was to analyze the contribution of nurse supervisor sociodemographics to the knowledge and skills of supervisor collaboration communication based on King's theory in Type C Hospital of West Sumatra.

2. METHODS

This research was conducted using a descriptive correlation method with quantitative methods, namely looking for relationships between other variables contained in the same population, systematically connected trying to find a relationship between variables.

This study uses a statistical test of the difference between two proportions (Chi square test) to see the meaning of statistical calculations used a meaning of 0.05 so that if the p value $\leq$ 0.05 then statistically the conclusion is that the relationship between the two variables is meaningful (Arikunto, S. (2006).

The research was conducted in April-May 2024 with a research population of nurse supervisors at RSUD dr. Achmad Darwis

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Suliki. The sampling technique was conducted using total sampling technique with a sample size of 24 respondents.

The data collection instrument used was a supervisor characteristic instrument to identify sociodemographics consisting of age, tenure and education level. Furthermore, researchers used a questionnaire of King's theory-based supervisor collaboration communication knowledge with 15 questions, where answering correctly scores 1 and if wrong scores 0. The range of questionnaire scores is 0 to 15. While the King's theory-based supervisor collaboration communication skills questionnaire consists of 25 statements using a Likert scale with a score of 1-5, the range of questionnaire scores is 25-125.

Validity and reliability tests of knowledge and skills instruments were carried out at RSUD dr. Adnaan WD Payakumbuh City on April 22-28, 2024 on 30 respondents. The results of the validity test using the corrected-item total correlation, on the knowledge questionnaire questionnaire obtained the results of all question item values above the r table value (0.361), as well as 25 skill questionnaire statements obtained the results of all statement items above the r table value (0.361). The results of the reliability test on the knowledge questionnaire obtained a Cronbach's alpha of 0.932, the skills questionnaire obtained a Cronbach's alpha of 0.940. This shows that all instruments are declared reliable with a very good level of reliability (.0.7) (Wahidiyat et al., 2021).

Data collection techniques were carried out after obtaining ethical approval from UniversitasAndalas.No.284.layaketik/KEPKF KEPUNAND.

Researchers selected research participants based on certain criteria, then to ensure their willingness, the benefits and objectives of the study were explained. Individuals who agreed to participate then signed an informed consent form, which served as an agreement document. The researcher administered questionnaires to collect sociodemographic information: education level, tenure and age of supervisors and knowledge questionnaires, King's theory-based supervisor collaboration communication

skills. Finally, the collected data were processed and analyzed.

Univariate analysis was conducted to determine the distribution of sociodemographic characteristics: level of education, tenure and age of supervisors. Crosstab-chi square analysis was conducted to see the relationship of education level, tenure and age of supervisors to supervisors' knowledge and collaborative communication skills.

3. RESULT AND DISCUSSION
RESULT
UNIVARIATE ANALYSIS
3.1 Respondent Characteristics

Univariate analysis was based on age, tenure and education level (Table 1).

Table 1. Respondent Characteristics

Socio Demographics Supervisor	Category	f	%
Age	Early adulthood (26-35)	2	8,3
	Late adult (36-45)	21	87,5
	Early elderly (46-55)	1	4,2
Length of Service (years)	New (>7)	3	12,5
	Long enough (8-14)	6	25
	Long (15-21)	14	58,3
	Very long (>22)	1	4,2
Education Level	DIII Nursing	2	8,3
	Ners	19	79,3
	Master of Nursing	3	21,5

Table 1 shows that almost all supervisors are in late adulthood, most have been working for a long time and almost all supervisors have a Ners education.

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3.2 Overview of Knowledge and Collaborative Communication Skills of Nurse Supervisors

An overview of the frequency distribution of knowledge and collaboration communication skills of nurse supervisors (Table 2).

Table 2. Frequency Distribution of Knowledge and Collaborative Communication Skills of Nurse Supervisors

	Category	f	%
Knowledge	Good	20	83,34
	Less Good	4	16,67
Skills	Good	20	83,34
	Less good	4	16,67

Table 2 shows that almost all supervisors have good knowledge of collaborative communication with almost all having good skills.

3.3 Overview of the Frequency Distribution of Supervisor Sociodemographics on Supervisor Collaborative Communication Knowledge and Skills

Table 3.1 Overview of Supervisor Education Level on Supervisor Collaboration Communication Knowledge

Education Level	Knowledge				Total	
	Good		Not good			
	f	%	f	%	f	%
DIII	1	33,3	2	66,7	3	100
Ners	16	88,9	2	11,1	18	100
Magister	3	100	0	0	3	100
Total					24	100

Table 3.1 shows that 66.7% of supervisors with DIII education still have poor knowledge. Almost all Ners-educated supervisors have good knowledge and all Masters-educated supervisors have good collaborative communication knowledge.

Table 3.2 Overview of Supervisor Education Level on Supervisor Collaborative Communication Skills

Education Level	Skills				Total	
	Good		Not Good			
	f	%	f	%	f	%
DIII	1	33,3	2	66,7	3	100
Ners	16	88,9	2	11,1	18	100
S2	3	100	0	0	3	100
Total					24	100

Table 3.2 shows that 66.7% of DIII-educated supervisors still have poor skills. Almost all nurse-educated supervisors have good skills and all S2-educated supervisors have good collaborative communication skills.

Table 3.3 Overview of Supervisor Tenure on Supervisor Collaboration Communication Knowledge

Tenure	Knowledge				Total	
	Good		Not Good			
	f	%	f	%	f	%
New	0	0	3	100	3	100
Old Enough	6	100	0	0	6	100
Old	13	80	1	20	14	100
Very Old	1	100	0	0	1	100
Total					24	100

Table 3.3 shows that all supervisors with a new tenure have poor knowledge. All supervisors with a long tenure have good knowledge. Almost all supervisors with long tenure have good knowledge, as well as supervisors with very long tenure all have good knowledge.

Table 3.4 Overview of Supervisor Tenure on Supervisor Collaborative Communication Skills

Tenure	Skills				Total	
	Good		Not Good			
	f	%	f	%	f	%
New	0	0	3	100	3	100
Old Enough	5	83,3	1	16,7	6	100
Old	14	100	0	0	14	100
Very Old	1	100	0	0	1	100
Total					24	100

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Table 3.4 shows that all supervisors with recent tenure have poor skills. Almost all supervisors with a long tenure have good skills. All supervisors with long tenure have good skills, as well as supervisors with very long tenure all have good skills.

Table 3.5 Overview of Supervisor Age on Supervisor Collaboration Communication Knowledge

| Tenure | Knowledge | | | | Total | |
| | Good | | Not Good | | | |
	f	%	f	%	f	%
Early Adulthood	1	50	1	50	2	100
Late Adult	18	85,7	3	14,3	21	100
Early Elderly	1	100	0	0	1	100
Total					24	100

Table 3.5 shows that half of supervisors with early adulthood have poor knowledge. Almost all supervisors with late adulthood have good knowledge and all supervisors with early elderly age also have good knowledge.

Table 3.6 Overview of Supervisor Age on Supervisor Collaborative Communication Skills

| Tenure | Skills | | | | Total | |
| | Good | | Not Good | | | |
	f	%	f	%	f	%
Early Adulthood	1	50	1	50	2	100
Late Adult	18	85,7	3	14,3	21	100
Early Elderly	1	100	0	0	1	100
Total					24	100

Table 3.6 shows that half of supervisors with early adulthood have poor skills. Almost all supervisors with late adulthood have good skills and all supervisors with early elderly age have also had good skills.

BIVARIATE ANALYSIS

The relationship between the sociodemographics of nurse supervisors includes education level, working period and age with supervisor collaborative communication knowledge and skills (Table 4).

Table 4.1 Contribution of Supervisor Education Level to Supervisor Collaboration Communication Knowledge

| Education Level | Knowledge | | | | Total | | P value |
| | Good | | Not Good | | | | |
	f	%	f	%	f	%	
DIII	1	33,3	2	66,7	3	10	0,041
Ners	16	88,9	2	11,1	18	10	
Magister	3	100	0	0	3	10	
Total					24	10	

Table 4.1 shows that as many as 2 out of 3 (66.7%) DIII educated supervisors have poor knowledge. 16 out of 18 supervisors with Nurse education have good knowledge and all S2 supervisors as many as 3 people have also had good knowledge. The results of the chi-square test obtained a value of p = 0.041, meaning that there is a relationship between the level of education and the knowledge of collaborative communication of supervisors based on King's theory. It can be concluded that the level of education contributes to the knowledge of supervisors at the West Sumatra Type C Hospital.

Table 4.2 Contribution of Supervisor Education Level to Supervisor Collaborative Communication Skills

| Education Level | Skills | | | | Total | | P Value |
| | Good | | Not Good | | | | |
	f	%	f	%	f	%	
DIII	1	33,3	2	66,7	3	100	0,041
Ners	16	88,9	2	11,1	18	100	
Magister	3	100	0	0	3	100	
Total					24	100	

Table 4.2 shows that as many as 2 out of 3 (%) DIII educated supervisors have poor skills. 16 out of 18 supervisors with Nurse education have good skills and all S2 supervisors as many as 3 people have also had good skills. The results of the chi-square test obtained a value of p = 0.041, meaning that there is a relationship

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between the level of education and the collaborative communication skills of supervisors based on King's theory. It can be concluded that the level of education contributes to the skills of supervisors at the West Sumatra Type C Hospital.

Table 4.3 Contribution of Supervisor Working Period to Supervisor Collaborative Communication Knowledge

| Tenure | Knowledge | | | | Total | | P Value |
| | Good | | Not Good | | | | |
	f	%	f	f	%	%	
New	0	0	3	100	3	100	0,010
Old Enough	6	100	0	0	6	100	
Old	13	80	1	20	14	100	
Very Old	1	100	0	0	1	100	
Total					24	100	

Table 4.3 shows that all supervisors (100%) with new tenure have poor knowledge. All supervisors with a long working period have good knowledge and most supervisors with a long working period (%) also have good knowledge. Supervisors with a very long working period (1 person) have good knowledge.

The results of the chi-square test obtained a value of p= 0.01, meaning that there is a relationship between the working period and the knowledge of collaborative communication of supervisors based on King's theory. It can be concluded that the working period contributes to the knowledge of supervisors at the West Sumatra Type C Hospital.

Table 4.4 Contribution of Supervisor Tenure to Supervisor Collaborative Communication Skills

| Tenure | Skills | | | | Total | | P value |
| | Good | | Not Good | | | | |
	f	%	f	%	f	%	
New	0	0	3	100	3	100	0,000
Old Enough	5	83,3	1	16,7	6	100	
Old	14	100	0	0	14	100	
Very Old	1	100	0	0	1	100	
Total					24	100	

Table 4.4 shows that all supervisors (100%) with new tenure have poor skills. All supervisors with a long working period have had good skills and most supervisors with a long working period (%) have also had good skills. Supervisors with a very long working period (1 person) have good skills.

The results of the chi-square test obtained a value of p= 0.01, meaning that there is a relationship between the working period and the knowledge of collaborative communication of supervisors based on King's theory. It can be concluded that the working period contributes to the knowledge of supervisors at the West Sumatra Type C Hospital.

Table 4.5 Age Contribution to Supervisor Collaborative Communication Knowledge

| Tenure | Knowledge | | | | Total | | P value |
| | Good | | Not Good | | | | |
	f	%	f	f	%	%	
Early Adulthood	1	50	1	50	2	100	0,390
Late Adult	18	85,7	3	14,3	21	100	
Early Elderly	1	100	0	0	1	100	
Total					24	100	

Table 4.5 shows that half of supervisors with early adulthood have poor knowledge. Almost all supervisors with late adulthood have good knowledge and all supervisors with early elderly age also have good knowledge.

The results of the chi-square test obtained a value of p= 0.390, meaning that there was no relationship between age and collaborative communication knowledge of supervisors based on King's theory.

Table 4.6 Age Contribution to Supervisor Collaborative Communication Skills

| Tenure | Skills | | | | Total | | P value |
| | Good | | Not Good | | | | |
	f	%	f	%	f	%	
Early Adulthood	1	50	1	50	2	100	0,390

Late Adult	18	85,7	3	14,3	21	100	
Early Elderly	1	100	0	0	1	100	
Total					24	100	

Table 4.6 shows that half of supervisors with early adulthood have poor skills. Almost all supervisors with late adulthood have good skills and all supervisors with early elderly age have also had good skills.

The results of the chi-square test obtained a value of p= 0.390, meaning that there was no relationship between age and collaborative communication knowledge of supervisors based on King's theory.

DISCUSSION

The sociodemographics of supervisors in Type C hospitals in West Sumatra show that most supervisors are in late adulthood, most have worked for a long time and almost all supervisors have a Ners education.

Sociodemographic factors, including age, education, tenure play an important role in shaping supervisors' understanding and implementation of collaborative communication (Ita et al., 2021b). This study specifically examines how age, tenure, and education level of supervisors contribute to knowledge and skills of collaborative communication.

This research is based on King's Theory which emphasizes the importance of interaction and communication in achieving common goals. This research uses the theory to evaluate how sociodemographic factors influence supervisors' collaboration communication knowledge and skills, which has not been explored much before.

Collaborative communication is the key to success in many organizations (Nurlia, 2018). Supervisors, as team leaders, play an important role in ensuring collaboration communication is effective in the interaction between team members to achieve common goals (Cliffe et al., 2016).

This study found that there is a contribution of education level to the knowledge and skills of supervisor collaboration communication.

These results are in accordance with research (Israfil & Bali, 2023) which states that the level of supervisor education can affect knowledge and skills of collaborative communication with the team, supervisors with higher education tend to have a better understanding of the theory and practice of collaborative communication. Supervisors are better able to apply collaborative communication strategies in various situations. Higher education often develops better analytical and problem-solving skills, educated supervisors can identify communication barriers and find appropriate solutions to overcome them (Pamungkas et al., 2020). Higher education can also improve interpersonal skills, such as empathy, active listening, and the ability to provide constructive feedback (Wijaya et al., 2022). These skills are very important in building interactions (collaborative communication) within the team so that common goals can be achieved.

This study also found that there is a contribution of tenure to the knowledge and skills of supervisor collaboration communication. This result is in accordance with research (Pamungkas et al., 2020) which states that tenure is also an important factor in developing collaborative communication skills. More experienced supervisors have better knowledge and skills in managing teams and facilitating collaboration, and are better able to overcome challenges in team communication.

The results showed that age did not have a significant relationship with supervisors' knowledge and collaboration communication skills. This result is different from the results of research (Wijaya et al., 2022) with the results of supervisor age having a significant relationship with knowledge and collaboration communication skills, where older supervisors tend to have more experience in communicating and collaborating with teams and are better able to manage conflict and build strong relationships.

The results of this study can provide practical recommendations for the development of training programs and policies that can improve supervisors' communication and collaboration skills based on their sociodemographic characteristics.

This study can add to the existing literature by providing empirical evidence on how sociodemographic factors contribute to nurse supervisors' collaborative communication, which can be the basis for further research in the future.

Research Limitations

a. This study has not considered other factors that may affect knowledge and collaboration communication skills, such as personality, motivation, or other individual characteristics.
b. The use of observation or interview methods can provide more in-depth information.
c. The research has not considered work environment factors that affect collaborative communication, such as organizational culture, policies, or team dynamics.

Practical Implications

The practical implications of these findings can help West Sumatra Type C Hospital in improving collaborative communication between nurse supervisors. Here are some steps that can be taken:

d. RSUD can provide training and development to improve the knowledge and skills of supervisor collaboration communication.
e. Focus on topics such as effective communication, conflict management, and teamwork.
f. Encourage mentorship between experienced and newer supervisors.
g. Facilitate the exchange of experiences and best practices between supervisors.
h. The RSUD can routinely measure supervisors' knowledge and collaborative communication skills.
i. Evaluate supervisor performance based on communication aspects.
j. Establish collaborative teams that facilitate communication between different departments and levels.
k. Organize regular meetings to share information and updates

CONCLUSION

Based on the results of research that has been done si Type C Hospital of West Sumatra, conclusions can be drawn:

1. There is a significant relationship between the level of education and tenure of supervisors with knowledge of supervisor collaboration communication, respectively with p value 0.041 and 0.010.

2. There is a significant relationship between the level of education and tenure of supervisors with supervisor collaboration communication skills with p value 0.041 and 0.000 respectively.

3. There is no significant relationship between age and supervisor's knowledge and collaboration communication skills with p value 0.390.

These results show that there is a positive contribution between the level of education and tenure of supervisors to the knowledge and skills of supervisor collaboration communication based on King's theory, which means that the higher the level of education and the longer the tenure of nurse supervisors, the more likely their knowledge and skills of collaborative communication will be better. Research shows that supervisors with higher education tend to have good knowledge about collaborative communication. So we can conclude that more educated supervisors tend to have better knowledge to facilitate effective communication, which in turn improves collaboration and team performance.

Meanwhile, in this study, age did not seem to significantly affect supervisors' knowledge and collaboration communication skills.

ADVISE

Further research is needed to understand why supervisors' education level and tenure contribute significantly to collaboration communication knowledge and skills. Consider exploring other factors that may influence this relationship, such as training or work experience.

Although age did not have a significant relationship with knowledge and collaboration communication skills, it is still worth noting.

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There may be influencing variables such as personality or learning style.

Further surveys or interviews with supervisors can be conducted to further understand the factors that influence knowledge and skills of collaborative communication.

It is hoped that hospital management can develop King's theory-based supervisor collaboration communication training on an ongoing basis. Focus on improving collaboration communication skills, especially for supervisors with shorter tenure or lower education levels.

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