

Factors Affecting on Career Attitude Maturity in Korean Nursing Students

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ABSTRACT

Background/Objectives: The purpose of this study was to determine the factors related to career attitude maturity in Korean nursing students.

Method/Statistical Analysis: A purposive sample of 135 students from N university was recruited for the cross-sectional survey design. The structured questionnaires were used for major satisfaction, intrinsic/extrinsic work value, career attitude maturity and job barrier which was reported reliability in domestic studies. Data were analyzed using descriptive statistics, Pearson's correlation and stepwise multiple regression.

Findings: The mean scores of major satisfaction, intrinsic/extrinsic work value, career attitude maturity, and barrier were 3.86, 4.05/4.06, 3.43 and 2.08, respectively. Career attitude maturity was significantly positively related to intrinsic work value ($r = .258, p < .05$), major satisfaction ($r = .177, p < .05$) and also, negatively related to career barrier ($r = .43, p < .001$). Intrinsic work value ($\beta = 0.284, p = .004$), extrinsic work value ($\beta = -0.194, p = .043$), and career barriers ($\beta = -0.535, p < .001$) had significant effects on career attitude maturity ($F = 13.006, p < .001$). Adjusted explained variance for the career attitude maturity was 36.4%.

Improvements/Applications: Based on the findings of this study, career development programs are recommended to improve career attitude maturity in nursing students.

Keywords: Career attitude maturity, Intrinsic work value, Extrinsic work value, Major satisfaction, Job barriers

Introduction

As for the turnover rate of domestic nurses, turnover rate of general nurses in 2015 is 94.7% of total nurses' turnover, which is the turnover rate of general nurses rather than managers^[1]. In particular, the turnover of new nurses increased from 29% in 2013 to 33.5% in 2014, and annual rate of new nurses' resignation exceeded 50% of general nurses resignation, resulting in a very serious situation in terms of personnel management and patient care quality^[1]. The point of view about the turnover and maladjustment problems of new nurses should be linked with the university curriculum.

The college period is an important time for career decision, and it is an important time to decide career that meets his aptitude and interest through career development and to realize self-realization. However, Korean college students tend to enter college according to their school grades and career prospects after graduation, rather than choosing a department based on their aptitudes and interests, their values of life goals, and their values^[2]. In the case of nursing students, unlike other majors, the direction of a career has already been determined at the same time as going to college. It is easy to choose a career without a deep concern and evaluation about the course of their choice with a relatively high employment rate.^[3-4]

Students who choose nursing careers without careful consideration of career choice have an experience directly or indirectly to the role that nurses perform during clinical practice. This leads to a lot of stress on patients' nursing care, overload of work, and mood of the nursing organization, and they are worried again

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about their aptitude^[3, 5]. In the previous study, students with high satisfaction in clinical practice showed high degree of satisfaction and career identity. In other words, students who are less satisfied with clinical practice are less satisfied with their majors and become nurses without clear conviction about their job as a nurse. This will have a negative impact on future nursing experience^[6]. And also, the stress on academic tasks and future careers of nursing students eventually lead to a loss of interest in the major and a deterioration of career decision-making efficacy^[7].

Career attitudes are attitudes toward one's career in the process of preparing for work, and career attitude maturity is the degree of development of a planned, independent and firm attitude toward choosing and determining career paths.^[8] According to Super, career attitude maturity is the level of career development, which is the degree of attitude-cognitive preparation to cope with the process of identifying, preparing, working, and retiring from work^[9].

In the prior studies, career attitude maturity was associated with career-related variables such as sex, age, social-economic level, education, job barriers, job stress, self concept^[8,10-13]. Therefore, in order to have a successful career in a clinic or related field, students should be able to select their own career path after their search for various career paths^[14].

One of the problems of Korean nursing staff is that the number of cases in which new nurses consider the clinical practice as a burden or do not adapt to the organizational culture increases their early retirement. Considering this, it is necessary to develop desirable work values through nursing education^[15]. Also, it is necessary to improve the career attitude maturity of nursing students because they have low job satisfaction and high turnover intention when doing nursing work as a new nurse unless student has a clear career identity^[16].

This study aims to identify nursing students' major satisfaction, work value, job barriers and the factors affecting career attitude maturity. In this study, to determine the factors affecting the career attitude maturity of nursing students, we checked the influence of intrinsic work value, extrinsic value, career barriers and career attitude maturity as the main variables, based on the study, this study would be able to provide a basis for preparing a program to develop attitude maturity of nursing students.

Materials and Method

Samples: The subjects of this study were students of the N university which is located in Chungnam province. The survey was conducted in September 2016, and the questionnaires available for data analysis were collected from 135 students in the nursing department.

Measurements

Career Attitude Maturity: In order to measure the degree of career maturity, we used CAMI (Career Attitude Maturity Inventory) by Lee & Han^[17]. In total 47, negative items were reversed. The higher the score means the higher the maturity level of career attitude. Cronbach's alpha for career attitude maturity in Lee and Han^[17] was .78, this paper was .84.

Work Value: The occupational values were measured by intrinsic values and external values. In Johnson 's study^[18], 24 items of job value were presented. In this study, we used 16 items which were modified according to the characteristics of Koreans in Byun's study^[19]. The intrinsic value is the value for personal development that can be gained from the job itself. It is fun and interesting, demonstrating ability and skill, demonstrating creativity, challenging and adventurous, guaranteeing autonomy, feeling of accomplishment, and recognizing opportunity for self-development. External value is the value that can be gained from outside the job, such as high income and respect, status and reputation, employment security, pleasant work environment, power, guaranteed leisure time, regular working hours, and free time use. All items were rated 5-point scales (1 = 'not important at all', 5 = 'very important need').

Career Barriers: Career barrier instrument was used 22 items which developed by An^[20]. The instrument was composed of six sub-concepts such as lack of job information, external barrier, lack of self-clarity, lack of awareness of need, discrimination, indecisiveness. Career barriers has a 5-point scale (1 = not at all to 5 = very agree). The higher the score, the higher the career barrier. Cronbach's alpha for career barriers in An's study was .89, in the present study, it was .85.

Major Satisfaction: Major satisfaction was measured by 25 items used in the An's study^[20]. A total of 25 questions were composed of 5 points Likert items (1 = not at all, 2 = slightly dissatisfied to 5= very satisfied). Cronbach's alpha for career barriers in An's study was .95, the present study was .85.

Data Analyses and Ethical Consideration: All data were statistically analyzed using SPSS 23.0 (PASW, Chicago, IL, USA). Frequencies and percentages were calculated for the students' general characteristics; means and standard deviations were estimated and t-tests and ANOVAs were used to determine variations in career attitude maturity by general characteristics. Pearson product-moment correlation coefficient assessed the correlation among variables. Finally, stepwise multiple regression analysis identified the factors affecting career decision efficacy.

To begin the study an informed consent was obtained from the students. The research instruments were completed by the participants and were eventually collected. All students completed the informed consent form and agreed to participate prior to administering the study. Participants also received information on this study including research aims, potential risks, and benefits of this study and the questionnaires collection procedures

Limitation: This study was constricted by convenience sampling, which limited generalization to a broad population.

Results

Participants Characteristics: The sample data consisted of 135 students. 21 males (16.3 %), and 113 females (83.7%). The mean age of the subjects was 20.7 years and their ages ranged from 18 to 32 years. Of the 135 students, 40 students (29.6%) were freshmen; 45 (33.3%) were sophomores, 21 (15.6%) were juniors and 28 (20.7%) were seniors. There were 40 students (29.6%) with a certificate related to the major and 92 students (68.1) without certification. 71 students (52.6%) did not participate in club activities, and 62 students (45.9%) did club activities. There was no statistical difference in career attitude maturity according to general characteristics.

Table 1: General Characteristics and Comparison of Career Attitude Maturity by General Characteristics (N = 135)

Variables	Categories	n	%	Mean	SD	t/F(p)
Age (yr)	Mean(SD)/Range	20.7(1.57) /18-32				
Gender	Male	21	16.3	3.45	.37	1.032(.304)
	Female	113	83.7	3.36	.35	
Grade	1st	40	29.6	3.42	.33	.853(.468)
	2nd	45	33.3	3.39	.41	
	3rd	21	15.6	3.55	.29	
	4th	28	20.7	3.48	.40	
Major related certificate	Don't have	92	68.1	3.42	.31	-.692(.491)
	Have	40	29.6	3.47	.47	
Club activity	Don't participate in	71	52.6	3.42	.32	.606(.546)
	participate	62	45.9	3.46	.41	

Descriptive Statistics and Correlations for Variables: Descriptive statistics for main variables are shown in Table 2. The mean scores of career attitude maturity, intrinsic/extrinsic work value, major satisfaction and career barriers were 3.43 ± 0.37 (ranging 1-5), $4.05 \pm 0.51/4.06 \pm 0.58$ (ranging 1-5), 3.86 ± 0.60 (ranging 1-5), and 2.08 ± 0.69 point (ranging 1-5), respectively. Correlations for main variables is shown in Table 3. Career attitude maturity was significantly positively related to major satisfaction ($r = .177, p < .05$), intrinsic work value ($r = .258, p < .05$), and negatively related to career barriers ($r = -.586, p < .001$).

Table 2: Descriptive Statistics for Variables (N = 135)

Variables	Mean \pm SD	Min	Max.	Range
Career attitude maturity	$3.43 \pm .37$	2.55	4.23	1-5
Intrinsic work value	$4.05 \pm .51$	2.56	5	1-5
extrinsic work value	$4.06 \pm .58$	2.13	5	1-5
Major satisfaction	$3.86 \pm .60$	1.53	5	1-5
Career barriers	$2.08 \pm .69$	1	5	1-5

Factors Influencing the Career Attitude Maturity:

Multiple regression analysis was conducted to examine the factors affecting career attitude maturity. Intrinsic work value ($\beta=0.284$, $p=.004$), extrinsic work value ($\beta=-$

$.194$, $p=.043$), and career barriers ($\beta=-.535$, $p<.001$) were found to be factors significantly associated with career attitude maturity. These variables explained 36.4% of career attitude maturity (see Table 4).

Table 3: Correlations among Variable

	Career attitude maturity	Major satisfaction	Intrinsic work value	Extrinsic work value
Career attitude maturity	1			
Major satisfaction	.177*	1		
Intrinsic work value	.258*	.365**	1	
Extrinsic work value	-.003	.295**	.615**	1
Career barriers	-.586**	-.173	-.132	.003

* $p<.05$, ** $p<.001$

Table 4: Factors Affecting Career Attitude Maturity

Variables	B	SE	Beta (β)	t	p
(constant)	3.590	.289		12.418	.000
Intrinsic work value	.213	.073	.284	2.921	.004
Extrinsic work value	-.124	.060	-.194	-2.045	.043
Career barriers	-.288	.041	-.535	-7.069	.000
F=17.893($p<.001$), $R^2=.386$, Adj $R^2=.364$					

In present research, the level of career attitude maturity was 3.43 point (range 1-5) indicating a moderate level and it was similar to those of Ahn and Kim’s study [22] who studied nursing students. However, Kim and Kim [23] presented a career maturity score of 3.13 for a majoring in dance, which was lower than that for the present study. Also, in the prior study, male students had higher career maturity [22], but there was no significant difference in this study. This implies that nursing college students have a clear career path as a future nurse and therefore have a higher level of occupational maturity than students of the same age group.

Discussion

The time of studying in college is the period when students develop basic competencies to establish their identity, choose their careers, and grow as capable professionals. This research was attempted to find out the factors that impact on career attitude maturity among nursing students.

When graduating from a nursing department in Korea, most of the students are employed in hospitals, and the curriculum of the university is operated as a clinical center. Currently, Korean nurses have high employment rates in general hospitals or university hospitals, but small hospitals are suffering from labor shortages because they can not find nurses. As a result, nursing students have been choosing jobs without worrying about their careers. This may lead to a positive perception for job after employment, but it may lead to a decrease in the career decision self-efficacy of nursing students [21].

Furthermore, in multiple regression, the results showed that predictors of career attitude maturity in nursing students were intrinsic work value ($\beta=0.284$, $p=.004$), extrinsic work value ($\beta=-0.194$, $p=.043$), and career barriers ($\beta=-0.535$, $p<.001$) and explanatory power of the model was 36.4%. These results show the importance of intrinsic work value as a facilitating factor for career attitude maturity. In order to increase career maturity, it is necessary to eliminate factors related to career barriers. In this study, intrinsic work value was the strongest influential factor, but as the extrinsic work value increased, career maturity decreased. Major satisfaction was positively correlated with career attitude maturity, but it was not influential factor. Besides, it was found that extrinsic work value is an influential factor and that the increase of external value is inversely proportional to career attitude maturity. Therefore, nursing students’ career attitude maturity shows that intrinsic work value is more important than extrinsic value and major satisfaction.

By the prior report, family conflicts had an indirect impact through self-esteem and depression on career attitude maturity [12], and in addition, self-esteem and depression had a direct impact on career attitude maturity [24] and moreover, the higher the self-esteem, the more confidence in the choice of major, and the more critical thinking, the more career attitude maturity increased [24]. This is similar to our study because mental factors such as self-esteem, depression and confidence of major are in a context similar to intrinsic values. This implies that intrinsic value should be emphasized more for improvement of career attitude maturity. The intrinsic value is the value for individual development that caused from the work itself and extrinsic work value is derived from outside factors of work. Additionally, the current study suggests that nursing students' career attitude maturity could be increased through the strengthening of intrinsic work value and eliminating career barriers. In conclusion, low self-esteem, regret of choice of major, and family conflicts are considered to be obstacles to career development. Therefore, it is necessary to identify the barriers to career paths in career counseling, efforts should be made to resolve this issue. In other words, by making efforts to improve career decision efficacy and career attitude maturity, it will increase the satisfaction and adaptation of job as a clinical nurse after graduation from nursing college. In the follow-up research, it is necessary to study what kind of career barriers factors are.

Conclusion

This study was attempted to identify the factors that affect the career attitude maturity of nursing students. The present survey was carried out on September, 2016. The subjects of this study were the students in N university. The answer sheets from 145 respondents were gathered, and the answer sheets from 135 respondents were analyzed except for 10 incomplete ones. The main results of this study are as follows. The mean scores of career attitude maturity, intrinsic/extrinsic work value, major satisfaction and career barriers were 3.43 ± 0.37 (ranging 1-5), $4.05 \pm 0.51/4.06 \pm 0.58$ (ranging 1-5), 3.86 ± 0.60 (ranging 1-5), and 2.08 ± 0.69 point (ranging 1-5), respectively. Career attitude maturity was significantly positively related to major satisfaction ($r = .177$, $p < .05$), intrinsic work value ($r = .258$, $p < .05$), and negatively related to career barriers ($r = -.586$, $p < .001$). Intrinsic work value ($\beta = 0.284$, $p = .004$), extrinsic work value ($\beta = -.194$, $p = .043$), and career barriers ($\beta = -.535$,

$p < .001$) were found to be factors significantly associated with career attitude maturity. These variables explained 36.4% of career attitude maturity. The current study suggests that nursing students' career attitude maturity could be increased through the strengthening of intrinsic work value and eliminating career barriers. In the follow-up research, it is necessary to determine and to study career obstacle factors.

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