

# Factors Affecting Satisfaction in Major of Male Nursing Students

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## ABSTRACT

**Background/Objectives:** The purpose of this study was to examine the relation among Emotional Intelligence, General Mental Health, Academic Emotion Regulation, Stress in Clinical Practice and Satisfaction in Major of male nursing students.

**Method/Statistical Analysis:** A cross-sectional survey was conducted. 146 participants were selected from department of nursing or nursing college in G city, J city of J area, I city of J area. structured questionnaires were used as a study instrument which included general characteristics, WLEIS, KGHQ, Academic Emotion Regulation, Stress in Clinical Practice, Satisfaction in Major. Independent t-test, one-way ANOVA, Pearson correlation coefficient and multiple regressions were used for analysis.

**Findings:** It is revealed that the higher emotional intelligence, general mental health, academic emotion regulation is respectively and the lower stress in clinical practice is, the higher satisfaction in major, additionally in order of stress in clinical practice, general mental health, emotional intelligence, academic emotion regulation in terms of extent of influence, these factors have a big effect on satisfaction in major

**Improvements/Applications:** Judging from these findings, it should be required to develop program for stress control and counsel the male students about stress, because stress in clinical practice is the biggest factor to affect satisfaction in major.

**Keywords:** Male Nursing Students, Satisfaction in Major, Emotional Intelligence, General Mental Health, Academic Emotion Regulation, Stress in Clinical Practice.

## Introduction

**The Need of This Study:** Satisfaction in major is a subjective experience that a student feels and is largely divided into the emotional part such as how much the student is contented with the major and the cognitive part such as value judgement on the major<sup>[1]</sup>. When the students are well informed of the related occupation, satisfaction in major is created and affects their attitude toward the occupation and career path<sup>[2]</sup>. Thus, when the students majoring in nursing science are well informed of nursing, satisfaction in major is created and affects their attitude as the professional nurse<sup>[3]</sup>. Indeed, according to

the study of Lim(2014), when the students majoring in nursing feel dissatisfaction in major, their dissatisfaction has a bad effect on not only their university life but also nursing in a hospital in the future and eventually degrade the quality of nursing<sup>[4]</sup>.

Thus, it is very important to conduct the study on satisfaction in major of the students majoring in nursing. According to an education statistics service data released by the Korean Educational Development Institute, as of the first half of 2018, the number of the male students majoring in nursing is 21,659 and occupies 20% of the total students majoring in nursing. Compared to the number of the male students majoring in nursing in 2013, the number of the male students in 2018 is up 5%, compared to the number in 2008, the number in 2018 is up as many as 13%. Though considering that the total number of the students majoring in nursing increased around 1.4 times compared with 2013, increased roughly 2.4 times compared with 2008, the proportion of the male

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students to the total students rapidly rose<sup>[5-7]</sup>. The increase of the number of the male students majoring in nursing means that the increase of the number of the male students who acquire the nurse license on their graduation. The most of the studies on satisfaction in major of the student majoring in nursing is currently related with the effect of satisfaction in major on the view of the professional, career preparation behavior and adaptation in campus life<sup>[8-9]</sup>. In regard to the study on the factor affecting satisfaction in major, the study of Cho(2015) focusing on gender stereotype and military obligation plan is cited as the example of the study<sup>[10]</sup>, but other studies are rarely found. Thus, it is needed to conduct the study on the factor affecting satisfaction in major of the male student majoring in nursing. Therefore, this study intends to look into the factors influencing satisfaction in major of the male student majoring in nursing.

This study examines the extent of satisfaction in major of the male students majoring in nursing, the correlation between emotional intelligence, general mental health, academic emotion regulation, stress in clinical practice as the mental and emotional factor and satisfaction in major and the factors affecting satisfaction in major. Ultimately through these examinations, this study intends to suggest the basic data for the development of the program aimed at improving satisfaction in major of the male students majoring in nursing.

## Materials and Method

**The Design of This Study:** This study is the descriptive correlation study conducted in order to find out the correlation between emotional intelligence, general mental health, academic emotion regulation, stress in clinical practice and satisfaction in major of the male students majoring in nursing.

**The Subject of This Study:** The study chooses the male students majoring in nursing at the universities located in G city, J city, J province, I city and J province as the subject, offer sufficient information about this study to them and select the students who agree to participation in this study. The data are collected from Oct. to Nov., 2017. The researchers fully explained prior to filling in the questionnaire that in case of the students who feel the negative feelings such as difficulty in impulse control and depression while filling in the questionnaire related to satisfaction in major, emotional intelligence,

general mental health, academic emotion regulation and stress in clinical practice, they stop participation in this study immediately. In addition, the researcher paid careful attention to it in preparation for the case that any subject might need treatment or guidance based on the result figure of general mental health obtained in the questionnaire.

**The Tool of This Study:** This study inquiries into age, grade level, reason for application, satisfaction in decision of department and grade as the general characteristic variable and includes satisfaction in major, emotional intelligence, general mental health, academic emotion regulation and stress in clinical practice as other variables.

**Satisfaction in Major:** The researchers use Lee(2004)'s tool that extracts the questions related with satisfaction in major from satisfaction in department(faculty)-related tool invented by Ha(2000) in order to measure satisfaction in major of the male student majoring in nursing<sup>[2]</sup>.

**Emotional Intelligence:** In this study, the researchers use WLEIS, Wong and Law(2002) Emotional Intelligence scale adapted by Jung(2007) in order to measure emotional intelligence of the male student majoring in nursing<sup>[11]</sup>.

**General Mental Health:** The researchers use The Korean General Health Questionnaire-20(KGHQ-20) standardized and adapted by Shin(2001) with The General Health Questionnaire(GHQ) used globally since 90's in order to measure general mental health of the male student majoring in nursing<sup>[12]</sup>

**Academic Emotion Regulation:** This study uses the academic emotion regulation scale invented by Yu(2012) in order to measure academic emotion regulation of the male student majoring in nursing<sup>[13]</sup>.

**Stress in Clinical Practice:** This study uses stress in clinical practice scale invented by Hwang(2006) in order to measure stress in clinical practice of the male student majoring in nursing<sup>[14]</sup>.

## Data Analysis

SPSS WIN 18.0 Version program is used for data analysis. General characteristic of the subject is used for frequency analysis and descriptive statistic. T-test, ANOVA, Pearson's Correlation Coefficient, Stepwise multiple regression analysis are used for analysis.

## Results and Discussion

**General Characteristic:** Total 146 male students majoring in nursing join in this study as the subject. Their average age is 24.5. 135 students at the age of 20-29 occupy the majority(92.5%). 11 students over 30 account for 7.5%.

95 students(65.1%) are junior, 51 students(34.9%) are senior. Regarding the reason for application, 82 students(56.2%) applied following the recommendation of others, 64 students(43.8%) applied of their own will. In regard to satisfaction in decision of department, 90 students(61.6%) answer “satisfaction”, 43 students(29.5%) answer “so so”, 13 students(8.9%) answer “dissatisfaction”. In regard to grade of the student, 115 students(78.8%) got the grade of “3.0-3.9” out of 4.5. 23 students(15.8%) got the grade of “over 4.0”. 8 students(5.5%) got “2.0-2.9” as shown in Table 1.

**Table 1: General Characteristic of Participants (n = 146)**

Characteristics	Categories	n (%)
Age	20-29	135(92.5)
	over 30	11(7.5)
Grade level	junior	95(65.1)
	senior	51(34.9)
Reason for application	recommendation of others	82(56.2)
	one's own will	64(43.8)
Satisfaction in decision of department	satisfaction	13(8.9)
	so so	43(29.5)
	dissatisfaction	90(61.6)
Grade	over 4.0	23(15.8)
	3.0-3.9	115(78.8)
	2.0-2.9	8(5.5)

**Emotional Intelligence, General Mental Health, Academic Emotion Regulation, Stress in Clinical Practice and Satisfaction in Major of the Male Student Majoring in Nursing:** When it comes to looking into emotional intelligence, general mental health, academic emotion regulation, stress in clinical practice and satisfaction in major of the male student majoring in nursing, the result shows that the score of emotional intelligence is at  $4.85 \pm .72$ , the score of general mental health is at  $2.68 \pm .20$ , the score of academic emotion regulation stands at  $3.34 \pm .51$ , the score of stress in clinical practice is at  $2.87 \pm .57$  and the score of satisfaction in major is at  $3.71 \pm .55$  as indicated in Table 2.

**Table 2: The Score of Emotional Intelligence, General Mental Health, Academic Emotion Regulation, Stress in Clinical Practice and Satisfaction in Major (n = 146)**

Variables	M ± SD	Range
Emotional Intelligence	$4.85 \pm .72$	1-7
General Mental Health	$2.68 \pm .20$	1-4
Academic Emotion Regulation	$3.34 \pm .51$	1-5
Stress in Clinical Practice	$2.87 \pm .57$	1-5
Satisfaction in Major	$3.71 \pm .55$	1-5

**Satisfaction in Major Depending on General Characteristic:** With regard to the difference in satisfaction in major made depending on general characteristic, the result show grade level( $t=-4.143$ ,  $p<.001$ ), reason for application( $t=-4.471$ ,  $p<.001$ ), satisfaction in decision of department( $F=16.684$ ,  $p<.001$ ), which mean statistically significant difference, but age( $t=1.152$ ,  $p=.133$ ), grade( $F=1.948$ ,  $p=.146$ ), which mean to be not significant difference as shown in Table 3.

**Table 3: Differences of the Satisfaction in Major Level by Characteristics (n = 146)**

Characteristics	Categories	N	M ± SD	t Or F	P
Age	20-29	135	$3.72 \pm .56$	1.512	.133
	Over 30	11	$3.46 \pm .45$		
Grade Level	Junior	95	$3.48 \pm .59$	-4.143	.000**
	Senior	51	$3.16 \pm .52$		
Reason for Application	Recommendation of Others	82	$2.67 \pm .94$	-4.471	.000**
	One's Own Will	64	$3.47 \pm .55$		

Conted...

Satisfaction in Decision of Department	Dissatisfaction	13	3.41 ± .55	16.684	.000**
	So So	43	3.78 ± .46		
	Satisfaction	90	3.43 ± .56		
Grade	Over 4.0	23	3.42 ± .52	1.948	.146
	3.0-3.9	115	<b>3.43 ± .49</b>		
	2.0-2.9	8	3.43 ± .49		

In regard to the difference in satisfaction in major of the male student majoring in nursing made depending on general characteristic, there is the significant difference in grade level, reason for application and decision of department, by contrast the significant difference was not found out in age and grade Judging from these findings, it is inferred that in case that the students voluntarily choose nursing as the major, they have the positive mind for their future and career path and the positive mind has a great effect on their belief and desire, thus significant difference is made in the reason for application and decision of department. However, the significant difference is not found out in grade and age. The result is in agreement with the result of Cho's study(2015) on the factor affecting satisfaction in major of the male student majoring in nursing<sup>[10]</sup>. It is thought that though the students are satisfied with the major, they get poor grades because of difficulty in studying the major.

**The Correlation between Emotional Intelligence, General Mental Health, Academic Emotion Regulation, Stress in Clinical Practice and Satisfaction in Major of the Subject:** When it comes to looking into the correlation between emotional intelligence, general mental health, academic emotion regulation, stress in clinical practice and satisfaction in major of the male student majoring in nursing, the result show that correlation between satisfaction in major and emotional intelligence( $r=.231, p<.001$ ), general mental health( $r=.164, p=.009$ ), academic emotion regulation( $r=.207, p=.001$ ), which mean significant positive correlation, but stress in clinical practice( $r=.207, p=.001$ ), which means significant negative correlation. In other words, it means that the higher emotion intelligence is, the higher general mental health is, the better academic emotion regulation is, the lower stress in clinical practice, the higher satisfaction in major as illustrated in Table 4.

**Table 4: Correlations among Emotional Intelligence, General Mental Health**

	EI <sup>1</sup>	GMH <sup>2</sup>	AER <sup>3</sup>	SCP <sup>4</sup>	SM <sup>5</sup>
EI <sup>1</sup>	1	.122 (.143)	.625** (.000)	-.231** (.005)	.447** (.000)
GMH <sup>2</sup>		1	-.127 (.127)	-.150 (.070)	.306** (.000)
AER <sup>3</sup>			1	-.300** (.000)	.425** (.000)
SCP <sup>4</sup>				1	-.491** (.000)
SM <sup>5</sup>					1

<sup>1</sup>: EI, Emotional Intelligence,  
<sup>2</sup>: GMH, General Mental Health,  
<sup>3</sup>: AER, Academic Emotion Regulation,  
<sup>4</sup>: SCP, Stress in Clinical Practice  
<sup>5</sup>: SM, Satisfaction in Major

**Academic Emotion Regulation, Stress in Clinical Practice and Satisfaction in Major:** In regard to the correlation in this study, it is revealed that the higher emotion intelligence, general mental health, academic emotion regulation is respectively and the lower stress in clinical practice is, the higher satisfaction in major is. First, regarding emotional intelligence, the findings of this study are in agreement with the findings of Kim et al's study(2017) on satisfaction in clinical practice<sup>[15]</sup>. It is thought that the student who possesses high emotional intelligence has a capability to understand well one's innermost feelings, control one's life effectively and make and implement a plan, In regards to general mental health, the findings of this study are in agreement with the findings of Jung & Kwon's study(2013) on stress, self-esteem and mental health<sup>[16]</sup>. The better general mental health is, the higher satisfaction in major is, because the student who has healthy mental thinks positively in all aspects.

Regarding stress in clinical practice, the result of this study is in line with the result of Lee et al's study(2016) on emotional labor, stress in clinic and satisfaction in clinical

practice<sup>[17]</sup>. It is deduced that the student of high emotion index improves ability to communicate and eases stress in clinical practice, thus satisfaction in major rises.

**The Factor Affecting Satisfaction in Major:** To grasp what factor affects satisfaction in major, the researchers analyze the regression model with the independent variable such as emotional intelligence, general mental health, academic emotion regulation and stress in clinical practice. As a result of the analysis, it turns out that the regression model is significant ( $F=28.134$ ,  $p<.001$ ) and adjusted coefficient of determination to represent validness of the model  $R^2=.428$ .

The result shows that in order of stress in clinical practice ( $\beta=-.336$ ,  $p=.000$ ), general mental health ( $\beta=.253$ ,  $p=.000$ ), emotional intelligence ( $\beta=.239$ ,  $p=.005$ ) and emotion regulation ( $\beta=.206$ ,  $p=.018$ ), these factors have an influence on satisfaction in major as illustrated in Table 5.

The researchers test the condition of multicollinearity, independence, normality and homoscedasticity before conducting multiple regression analysis. The result of testing multicollinearity is that a tolerance limit is .533~.884, which is over 0.1 and Variance Inflation Factor, VIF is 1.131~1.877, which is not over 10. In addition, the result of testing autocorrelation of error (independence) confirms that there is no autocorrelation because Durbin-Watson statistics is at 1.916, which is close to 2. The result of conducting residual analysis is that standardized residual range is  $-3.215\sim 2.251$ , which satisfies homoscedasticity and confirms normality.

**Table 5: Influencing Factors on Satisfaction in Major**

Variable	B	SE	$\beta$	t	p
Emotional Intelligence	.184	.064	.239	2.873	.005**
General Mental Health	.686	.181	.253	3.788	.000**
Academic Emotion Regulation	.223	.093	.206	2.399	.018*
Stress in Clinical Practice	-.324	.065	-.336	-4.994	.000**
Adjusted $R^2=.428$ , $F=28.134$ , $p<.001$					

The result of regression analysis conducted to grasp the factor affecting satisfaction in major shows that in order of stress in clinical practice, general mental health, emotional intelligence and academic emotion regulation in terms of extent of influence, these factors have an effect on satisfaction in major. The findings are in agreement with Kim et al's study (2017) on the factor affecting satisfaction in clinical practice<sup>[15]</sup>. Thus it is supported by these findings that stress in clinical practice of the male student majoring in nursing is the biggest factor to affect satisfaction in major.

It is thought that particularly, the male student has a tendency to have difficulties in talking about different health problem of others and communicating with others including medical personnel during clinical practice, for this reason, stress in clinical practice becomes the biggest factor to influence satisfaction in major. In addition, low stress in clinical practice makes the male student have healthy general mental health and help ease stress in positive mind. High emotional intelligence helps to improve the communication ability and reduce stress in clinical practice, thus to raise satisfaction in major. Academic emotion regulation makes the student control himself so that he study in an active attitude, but if he fails to control academic emotion regulation, he feels anxiety and falls into a lethargy, accordingly his satisfaction in all aspects lowers. Thus, it is thought that the decreased satisfaction affects satisfaction in major.

## Conclusion

This study is the descriptive correlation study conducted in order to grasp the relation between emotional intelligence, general mental health, academic emotion regulation, stress in clinical practice and satisfaction in major of the male university students majoring in nursing at the universities located in G city, J city, J province, I city and J province.

The findings of this study are as follows. In regard to satisfaction in major measured depending on general characteristic, there is significant difference in grade level, the reason for application and decision of department, by contrast there is no significant difference in age and grade. It is revealed that the higher emotional intelligence, general mental health, academic emotion regulation is respectively and the lower stress in clinical practice is, the higher satisfaction in major, additionally in order of stress in clinical practice, general mental

health, emotional intelligence, academic emotion regulation in terms of extent of influence, these factors have a big effect on satisfaction in major.

The researchers suggest that lots of studies are required to be carried out with various subjects in order to generalize the result of this study and the studies on diverse affecting factors of the male students majoring in nursing are required to be conducted in order to examine concrete satisfaction in major, additionally, it is needed to develop and use the program aimed at controlling stress in clinical practice and counsel the male students about stress in clinical practice.

**Ethical Clearance:** Not required

**Source of Funding:** Self

**Conflict of Interest:** Nil

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