

Relationship between Academic and Clinical Practice Stress and Major Satisfaction in Nursing Students

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간호대학생의 학업 및 임상실습 스트레스와 전공만족도와의 관계

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Abstract This study aimed to identify the relationship between academic and clinical practice stress and major satisfaction of nursing students. The data was collected from 140 nursing students by the online survey. Data were analyzed using SPSS 18.0. As a result of analyzing the differences in academic stress, clinical practice stress, and major satisfaction according to general characteristics, it was found that academic stress had a difference with religion ($F = 14.348, p < .001$). And there was a statistical difference in major satisfaction with grade ($F = 4.582, p = .004$). As for the correlation between academic and clinical practice stress, and major satisfaction, academic stress and clinical practice stress were positively correlated ($r = .388, p < .01$), and clinical practice stress had a positive correlation with major satisfaction ($r = .336, p < .01$). Therefore, it is considered that it is necessary to develop a program to lower academic stress in order to improve the satisfaction of the majors of nursing students.

Key Words : Academic, Stress, Clinical practice, Major, Satisfaction

요약 본 연구는 간호대학생의 학업 및 임상실습 스트레스와 전공 만족도의 관계를 확인하기 위하여 시도되었다. 자료는 140명의 B대학교의 간호대학생으로부터 온라인 설문 조사를 통해 수집되었다. 수집된 자료는 SPSS 18.0을 사용하여 분석되었다. 일반적인 특성에 따른 학업 및 임상실습 스트레스, 전공 만족도와의 차이를 분석한 결과, 학업 스트레스는 종교와 차이가 있었으며($F=14.348, p<.001$), 전공 만족도는 성적에 따라 차이가 있는 것으로 나타났다($F=4.582, p=0.004$). 학업 스트레스, 임상실습 스트레스 및 전공 만족도의 상관 관계를 분석한 결과, 학업 스트레스는 임상실습 스트레스와 양의 상관관계가 있고($r=.388, p<.01$), 임상실습 스트레스는 전공 만족도와 양의 상관 관계가 있는 것으로 나타났다 ($r=.336, p<.01$). 따라서 간호학 전공의 만족도를 높이기 위해서는 학업 스트레스를 낮추는 프로그램 개발이 필요하다고 판단된다.

주제어 : 학업, 스트레스, 임상실습, 전공, 만족도

1. Introduction

As the hope for college education increases, a social situation is being formed in which

students feel stressed about their studies.

Students who enter university come to university with academic stress, and students who

*This study was supported by the Research Program funded by the Baekseok University.

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Received April 20, 2021

Accepted July 20, 2021

Revised June 20, 2021

Published July 28, 2021

enter university experience a school life different from that of adolescence. Unlike school life, which was an injection type and passive for entrance exams[1], a more active and autonomous attitude is needed to manage schedules and make decisions on their own. These sudden changes in the environment can increase the likelihood of exposure to more diverse stressful situations. These sudden changes in the environment can increase your chances of being exposed to various stressful situations.

University students' school life stress perception rate was 57.7% higher[2]. In particular, compared to other majors, the level of stress perceived by nursing college students is above the middle level, and the biggest factor of perceived stress is reported as academic stress[3,4]. Nursing college students experience high stress due to the burden of having to perform a heavy task such as parallel clinical practice and passing the National Nurse Examination, feeling tension while encountering the studies that deal with human life and nursing. When there is a lot of stress, it is difficult to adjust to college life[5].

In accordance with the policy of the Korea Institute of Nursing Evaluation to improve field practice, it was essential for nursing college students to complete more than 1,000 hours of clinical practice during the undergraduate course, which further increased the burden on nursing college students for clinical practice[6]. Due to the nature of nursing, they are exposed to an unfamiliar environment for clinical practice education, and clinical practice is a stressful situation that makes people feel serious anxiety and tension, which makes it difficult to adapt to the department.

Failure to prevent and manage such stress can lead to psychological disorders such as tension, anxiety, and depression as well as

physical symptoms such as headache and gastrointestinal disease[7]. As a result, it can have a negative effect on holistic nursing and nursing professional intuition, and can be a hindrance to learning and nursing performance.

Major satisfaction refers to the level of satisfaction with the expectations for a major determined by the individual and the level of evaluation by the people around them[8]. If nursing students' major satisfaction is high, they will actively participate in school life and have a positive effect on their attitudes and values toward nursing jobs[9,10]. Also, the degree of satisfaction with the major acts as a factor that influences the establishment of self-efficacy and nursing professional intuition[10,11]. On the other hand, if a university student is not satisfied with his major, it leads to a leave of absence and dropout due to difficulties in studying and maladjustment to university life[12]. Therefore, in order to increase the degree of satisfaction in the major that affects not only the college life adaptation of nursing students, but also the formation of correct values for the nursing profession, a plan is needed to effectively achieve academic persistence and long-term goals.

Therefore, this study identifies the relationship between academic and clinical practice stress and major satisfaction of nursing students, and reduces academic and clinical practice stress through accurate recognition of stress, and increases the satisfaction of nursing major, thereby forming positive values of nursing students. It was conducted to provide basic data to help healthy school life.

2. Method

2.1 Research Design

This study is a descriptive study to analyze the

relationship between academic and clinical practice stress and major satisfaction of nursing students.

2.2 Data Collection

The purpose of the study was explained to the subject, and the collected data was used only for the purpose of the study, and that the subject's anonymity was guaranteed, and that the subject had the right to refuse at all stages of the study. In the case of consenting to the purpose of the study, an online survey was conducted on nursing college students at B University from May to July 2020. 157 questionnaires were collected, but 140 questionnaires were used for data analysis, with the exception of 24, where data were not clear or missing.

2.3 Instruments

2.3.1 Academic stress

Academic stress was measured using Lee's[1] Academic Stress Scale for college students. A higher score indicated higher levels of academic stress. The Cronbach's α were 0.935.

2.3.2 Clinical practice stress

The clinical practice stress tool used the tool of whang[13] and was composed of a total of 58 questions on a 5-point Likert scale. A higher score indicated higher levels of stress. The Cronbach's α was 0.961.

2.3.3 major satisfaction

As for the major satisfaction tool, a tool composed by Lee[14] selected and composed items related to major satisfaction among Ha's[15] department satisfaction tools were used. A higher score indicated higher levels of major satisfaction. The Cronbach's α was 0.889.

2.4 Data Analysis

The collected data were analyzed with the SPSS 18.0 program:

- The frequencies and percentages of the general characteristics of the subjects were calculated.

- To analyze the difference between the academic stress, clinical practice stress, and major satisfaction according to general characteristics of the subjects, t-test and ANOVA were done. A Scheffe test was done as a post hoc test.

- The correlation between the academic stress, clinical practice stress, and major satisfaction of the subjects was analyzed with the Pearson's correlation coefficient

3. Results

3.1 General characteristics

Table 1 shows the general characteristics of the subjects. The gender of the subjects was 92.1% in female, 59.3% in 3rd grade, followed by 31.4% in 4th grade. Religion of the subjects was non-religious 37.9%, Christians 35.0%, Buddhists 22.1%, and the type of residence was commuting to school 64.3%, living alone 32.1%, and dormitory 2.1%.

Table 1. General characteristics (n=140)

Characteristic		n	%
Gender	Male	11	7.9
	Female	129	92.1
Grade	Freshman	1	0.7
	Sophomore	12	8.6
	Junior	83	59.3
	Senior	44	31.4
Religion	Christians	49	35.0
	Catholics	7	5.0
	Buddhists	31	22.1
residence	No religion	53	37.9
	Commute to school	90	64.3
	Living alone	45	32.1
	Dormitory	3	2.1
	Other	2	1.4

Table 2. Difference of the academic stress, clinical practice stress and major satisfaction by general characteristics

Characteristic		Academic stress			Clinical practice stress			Major satisfaction		
		M±SD	t or F	p	M±SD	t or F	p	M±SD	t or F	p
Gender	Male	3.14±0.59	-.681	.497	3.13±0.48	-1.448	.150	3.49±0.54	-9.961	.338
	Female	3.26±0.56			3.38±0.56			3.66±0.56		
Grade	Freshman	3.05	.319	.812	3.00	1.767	.157	3.00 ^a	4.582	.004 ^{b(c)}
	Sophomore	3.10±0.49			3.14±0.51			3.31±0.70 ^b		
	Junior	3.26±0.58			3.32±0.52			3.60±0.52 ^c		
	Senior	3.26±0.55			3.49±0.63			3.86±0.51 ^d		
Religion	Christians	3.06±0.50 ^a	14.348	.000**	3.28±0.64	1.415	.241	3.57±0.58	1.642	.183
	Catholics	3.16±0.38 ^b			3.08±0.60			3.47±0.40		
	Buddhism	3.76±0.53 ^c			3.45±0.28			3.60±0.53		
	No religion	3.14±0.48 ^d			3.41±0.57			3.78±0.56		
Residence	Commute to school	3.28±0.56	.690	.560	3.38±0.42	1.547	.205	3.60±0.51	2.307	.079
	Living alone	3.18±0.58			3.37±0.75			3.80±0.62		
	Dormitory	2.99±0.07			2.81±0.57			3.35±0.61		
	Other	3.51±0.65			2.89±0.16			3.11±0.16		

*** p<.001

3.2 Difference of academic stress, clinical practice stress and major satisfaction by general characteristics

Table 2 shows the results of analyzing differences in academic stress, clinical practice stress, and major satisfaction according to general characteristics.

There was a statistically significant difference in academic stress from religion ($F = 14.348$, $p < .001$), and the degree of academic stress was found to be more in Buddhism than Christians, Catholics, and no-religion. There was no significant difference in clinical practice stress, and there was a statistically significant difference in major satisfaction with grade ($F = 4.582$, $p = .004$). In other words, it was found that the 3rd and 4th graders had higher major satisfaction than other grades.

3.3 Correlation of the academic stress, clinical practice stress and major satisfaction

Table 3 shows the correlation between academic stress, clinical practice stress, and

major satisfaction. Academic stress and clinical practice stress were positively correlated ($r = .388$, $p < .01$). As the academic stress increased, the clinical practice stress also increased. In addition, clinical practice stress showed a positive correlation with major satisfaction ($r = .336$, $p < .01$). This means that the higher the level of stress in clinical practice, the higher the degree of satisfaction with the major.

Table 3. Correlation of academic stress, clinical practice stress and major satisfaction

	Academic stress	Clinical practice stress	Major satisfaction
Academic stress	1		
Clinical practice stress	.388**	1	
Major satisfaction	-.032	.336**	1

** p<.01

4. Discussion

After entering college, college students experience considerable stress in college life due to the burden of interpersonal relationships, grade management, and job

preparation. Many students choose a nursing department because of the high employment rate of nursing graduates. However, nursing students lack information about their major fields and are exposed to more stressors than other departments due to adaptive stress in their studies and practice.

In this study, Christian subjects had the lowest academic stress, but a study conducted on nursing students such as Yang et al.[16] showed that Catholic subjects had the lowest academic stress. And the clinical practice stress was not significant, which was consistent with this study. It was found that there was a statistically significant difference in major satisfaction in grades, but it was not consistent with a study comparing the difference in major satisfaction in 3rd and 4th graders[17]. This is thought to be due to the difference between the subject's grade and this study analyzed for all grades.

As a result of analyzing the correlation between academic stress, clinical practice stress, and major satisfaction, there was a positive correlation between academic stress and clinical practice stress ($r = .388, p < .01$). As academic stress increased, so did clinical practice stress. This was consistent with the results that Yang et al.[16] showed a significant positive correlation between academic stress and clinical practice stress in a study conducted on nursing college students. In addition, clinical practice stress showed a positive correlation with major satisfaction ($r = .336, p < .01$). This means that the higher the level of clinical practice stress, the higher the degree of satisfaction with the major. Park & Oh's study[9] suggested a negative correlation between major satisfaction level and clinical practice stress, but this study shows a positive correlation. Due to the corona pandemic, clinical practice was

conducted through video simulation rather than clinical practice. In the previous clinical field training, students could not perform nursing due to patient rights claims, and they mainly observed nursing performed by nurses. On the other hand, simulation practice through video could learn specific nursing procedures and repeated learning was possible. Therefore, it is considered that the higher the clinical practice stress through the practice conducted in the virtual field, the higher the degree of satisfaction with the major.

Major satisfaction occurs when a person understands a job well in order to realize self and work achievement, and it plays an important role in career attitude. When major satisfaction is high, positive values for the nursing profession can be formed[9,18].

The degree of satisfaction in majors of nursing students will have an influence on establishing a proper nursing professional intuition and forming positive values for nursing jobs. Therefore, it is thought that it is necessary to develop a program that lowers academic stress as a strategy to help nursing students understand the stress of academic and clinical practice and improve major satisfaction.

In the future, it is suggested to conduct research to analyze the stress factors of nursing students' academic and clinical practice and to develop strategies to actively cope with their stress.

Since this study was conducted for nursing students at a university, it is difficult to generalize. Therefore, it is necessary to expand the target of nursing students by region and repeat the study.

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