

Bachelor's Degree Course Nurses' Motive of Participation, Role Conflict, Social Support, and Life Satisfaction

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Abstract. The objectives of this study were to survey bachelor's degree course nurses' motives of participation, examine the relationships among their role conflicts, social supports, and life satisfaction. A total of 137 nurses who enrolled in the academic credit bank system and the RN-BSN program were participated in the study. The data were collected from March 2013 to April 2014 and analyzed with descriptive statistics, Pearson's correlation coefficients with the SPSS WIN 18.0 program. A statistically significant inverse correlation was observed between role conflict, and life satisfaction. Among the subareas of social support, life satisfaction was positively correlated. Thus, support systems that involve family, workplace, professors, and fellow students should be established so that bachelor's degree course nurses may continue their studies with sufficient support.

Keywords: Continuing Education, Motive, Role, Social Support, Satisfaction

1 Introduction

Recently, in Korea, the unification of nursing education systems into a standard 4-year course has been promoted to improve patient safety and the quality of nursing services [1]. Due to such changes in healthcare and the educational environment, an increasing number of nurses are undertaking self-development through continuing education programs in order to enhance their competence as professional nurses [2].

Motives for participating in learning have long been analyzed by many scholars, and such efforts are continuing at present to understand what motivates learning and participation in learning programs [3]. However, research on this topic has not been active in nursing fields. When nurses working at a hospital or community attend a learning course, their personal and social roles increase, and this may cause conflict among their roles. Such conflict is a major stress factor that greatly affects nurses' performances [4]. Role conflict is influenced by social support [4]. That is, the level of conflict among an individual's roles may vary according to social support, and, thus, social support can have a positive effect on the individual's achievements.

Therefore, this study was correlations among the bachelor's degree course nurses' role conflict, social support, and life satisfaction. Furthermore, this study attempted to provide basic information to reinforce the professional identity of individual nurses participating in a bachelor's degree course and to aid in the development of nursing education.

2 Methods

- **Design.** This study had a cross-sectional and descriptive survey design.

- **Data collection and participants.** The subjects of this study were 137 students who participated in one of the degree courses provided at three locations of the Academic Credit Bank System of university-annexed life-long education centers for the RN-BSN program, and the data were collected from March 2013 to April 2014. Ethical approval was obtained from the Institutional Review Board (No. 12-0054). All of the participants were informed about the study's purpose and methods before the research.

- **Measurements.**

Motive of participation. The motive of participation was surveyed with a questionnaire that was prepared by modifying and supplementing the Choi questionnaire [5], which was developed based on a tripartite system of adults' motives in their participation in learning. This questionnaire consisted of six questions on goal orientedness, six on learning orientedness, and four on activity orientedness, and the domain with the highest score was considered the subject's major motive of participation. The Cronbach's α of this questionnaire was 0.87 for goal orientedness, 0.83 for learning orientedness, and 0.85 for activity orientedness.

Role conflict. Role conflict is a conflict that arises when an individual belonging to various organizations is required to meet several mutually exclusive or contradictory expectations, and the individual fails to meet them all [6]. In this study, role conflict was surveyed with a questionnaire that was developed by Rizzo et al. [6] that contains 12 questions related to role overload and role conflict. Each question uses a 5-point Likert scale, giving 1 point to "Absolutely no" and 5 to "Absolutely yes." The scores range from 12 to 60, with a higher score meaning a higher degree of role conflict. The Cronbach's α of this tool was reported as 0.82 in the study by Rizzo et al. [6], and it was 0.86 in this study.

Social support. Social support, which is a type of primary support, refers to support that comes from the concerned individual's direct exchange or intimate relationships [7]. The social support questionnaire used in this study was prepared by modifying the tool that was developed by House [7] and translated by Park [4]. This tool consists of 3 questions each on support from family, friends, workplace, and professors, resulting in a total of 12 questions. Each question uses a 5-point Likert scale, giving 1 point to "Absolutely no" and 5 to "Absolutely yes." The scores range from 12 to 60, with a higher score meaning a higher level of social support. The

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Life satisfaction. Life satisfaction, which is the process with which a person evaluates his/her quality of life based on his/her personal criteria and the given realities, was surveyed with a questionnaire that was prepared by modifying the Affectometer-II Life Satisfaction questionnaire, which was developed by Kammann and Flett [8]. Each question uses a 5-point Likert scale, giving 1 point to "Absolutely no" and 5 to "Absolutely yes." The scores range from 24 to 120, with a higher score meaning a higher satisfaction of life. The Cronbach's α of this tool was 0.92 in this study.

▪ **Data analysis.** The data analysis was conducted with SPSS for Windows, version 18.0 (IBM Corporation, Armonk, NY, USA). The bachelor's degree course nurses' sociodemographic characteristics, motive of participation were analyzed with descriptive statistics. The correlations among the bachelor's degree course nurses' role conflict, social support, and life satisfaction were analyzed with Pearson's correlation coefficients. An alpha level of 0.05 was used for all of the statistical tests.

3 Results

3.1 Sociodemographic characteristics

Of the subjects, 62.8% (86) were aged between 20 and 29, and 32.8% (45) had worked for 12 months or less. The monthly income was 1.01–3 million won in 71.5% (98) of the subjects, the length of course attendance was 6 months or less in 67.9% (93), and satisfaction with the degree course was moderate in 48.9% (67).

▪ 3.2 Motive of participation

The subjects' motives of participation were goal orientedness in 69.3% (95), activity orientedness in 23.4% (32), and learning orientedness in 7.3% (10). For motive of participation, the mean score was 4.33 for learning orientedness, 4.07 for goal orientedness, and 3.40 for activity orientedness.

▪ 3.3 Correlations among conflict, social support, and life satisfaction

A statistically significant inverse correlation was observed between role overload ($r = -0.206, p = 0.016$), role conflict ($r = -0.024, p = 0.785$), and life satisfaction. Among the subareas of social support, life satisfaction was positively correlated with family support ($r = 0.708, p < 0.001$), workplace support ($r = 0.308, p < 0.001$), friend support ($r = 0.399, p < 0.001$), and faculty support ($r = 0.081, p = 0.346$).

Discussion

For the subjects' motives of participation in a degree course, goal orientedness was the most common and was observed in 69.3% (95) of the subjects. Nurses enrolled in a bachelor's degree course are characterized by high job responsibility and a strong desire for professionalism [9]. Supporting the results of this study, previous studies have reported that RNs took a bachelor's degree course in order to achieve personal goals, such as promotion in the workplace and professional expertise [10].

Thus, in order to minimize the intensity of role conflict that is perceived by nurses and to enhance their satisfaction of life, it should be recognized that school expenses can be an obstacle to the acquisition of an academic degree and that it is essential to get economic support by working. In addition, family members should make efforts not only to provide emotional support and encouragement but also to minimize role conflicts by dividing the tasks of housekeeping and childrearing.

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