Abstract

Background/Objectives: Depending on beliefs and internal resources, some students can overcome the difficulties they face, and perform what they should do well, while others suffer from emotional problems in school life. Methods/Statistical Analysis: In this research, using Q methodology, intends to examine the characteristics of subjectivity about department satisfaction types among students in nursing department, and suggest basic resources to enhance department satisfaction among them. The survey was conducted to the P sample of 48 students of the nursing department in a college located in Daejeon metropolitan city from June 16 to 29. Findings: The types of department satisfaction among students of the nursing department were as follows: Type 1 - satisfaction with the popular department; Type 2 is satisfaction with department trust; Type 3 is satisfaction with department professors; Type 4 is satisfaction with education contents. Applications/Improvements: Based on such findings, this research suggests that systematic and differentiated moderating methods should be prepared for each type of students in the nursing department.

Keywords: Adaptive, Department, Nursing Student, Q Methodology, Subjectivity

1. Introduction

College days are the period when students have to achieve development challenges called establishment of self identity and life values, and when they decide and explore their courses in life. And, the levels of happiness of college students who will lead the future society do not remain as individual problems, but have very important effects on family, college, and the whole society1,2. Reports that the factors of department satisfaction among Korean college students cannot be explained only with factors like satisfaction with curriculum, with relations, and general satisfaction, but are linked with school satisfaction, and that social perception of the department has important effect on their satisfaction levels. In particular, students of nursing department have to experience stress related with a strange environment called hospital in addition to the burden of having to learn professional knowledge. Moreover, they also have to suffer heavy stress derived from the national examination and clinical training3,4,5. However, not all the students perceive them as the same thing, nor do they experience the same level of stress. Depending on beliefs and internal resources, some students can overcome the difficulties they face, and perform what they should do well, while others suffer from emotional problems, or have difficulty in adjusting themselves in school life6. This research, using Q methodology, intends to examine the characteristics of subjectivity about department satisfaction types among students in nursing department, and suggest basic resources to enhance department satisfaction among them7. Compare ‘department satisfaction’ with life course and job each students wants to get, and, defined that ‘department satisfaction’ is the product of judgement process evaluating her major, and emphasize that ‘department satisfaction’ of students are not from elements related with external environment, but from personal satisfaction depending on how to receive external environment. That is, according to both authors, even if students belong to the same department, department satisfaction varies among students depending on how each individual receives and controls such an environment, and, self resilience and self efficacy, among internal resources of individuals, become important.
Study on Subjectivity of Adaptive Department of Nursing Student

2. Materials and Methods

The survey was conducted to the P sample of 48 students of the nursing department in a college located in Daejeon metropolitan city from June 16 to 29. The responses to 34 statements on department satisfaction were made to forcefully spread on the Q sample scatter plot. Collected data were treated with principal component factor analysis using the PC QUANL program.

2.1 Construction of the Q-Concourse

The parent group of the Q-sample was extracted through literary review and data from in-depth interviews on nursing held with students of nursing studies. The professors were experienced in the field of Q methodology studies. After review, a total of 34 statements were finally adopted among the selected statements.

2.2 Selection of an A-Sample

Q To select samples, review was conducted by professors of nursing studies on the collected data, the theme and the validity of categorization. The professors were experienced in the field of Q methodology studies. After review, a total of 34 statements were finally adopted among the selected statements.

3. Results

3.1 Test Result

This Characteristics of each type was described focusing on the statements whose standard scores (Z-scores) are ±1.00 or over, among the statements respondents evaluated positively and negatively, and statements whose scores were quite different from those of other statements in different types were used for analysis. And, to grasp the characteristics of respondents more concretely, those respondents whose factor weights were 1.00 or over were selected in each type as those who could represent the type.

The types of department satisfaction among students of the nursing department were as follows: Type 1 - satisfaction with the popular department; Type 2 is satisfaction with department trust; Type 3 is satisfaction with department professors; Type 4 is satisfaction with education contents.

Table 1. Eigen value and variances, cumulative variance

| Type   | Type 1 | Type 2 | Type 3 | Type 4 |
|--------|--------|--------|--------|--------|
| Eigen value | 21.604 | 3.4787 | 2.0643 | 1.9527 |
| Variance    | .4408  | .0725  | .0430  | .0401  |
| Cumulative variance | .4408  | .5133  | .5563  | .5964  |

The correlation coefficient between types was .357, and .321 between type 1 and type 2. Between type 1 and type 3 it was .483, while between type 2 and type 3 it was .223. Between type 2 and type 4, it was .555, while between type 3 and type 4 it was .321. The correlation was the highest between type 2 and type 4 with the coefficient being .555.

Table 2. Eigen value and variances, cumulative variance

| Type   | Type 1 | Type 2 | Type 3 | Type 4 |
|--------|--------|--------|--------|--------|
| Type 1 | 1.000  |        |        |        |
| Type 2 | .597   | 1.000  |        |        |
| Type 3 | .632   | .554   | 1.000  |        |
| Type 4 | .762   | .534   | .749   | 1.000  |

Among the total of 44 subjects, there were 10 people in type 1, twelve people in type 2, six people in type 3 and 10 people in type 4. In each type, the greater the factor weight was, the more the individual was the most typical or representative of a given type.

3.2 Characteristics by Types

3.2.1 Type that Demonstrate Leadership

The type 1 is the ‘type that demonstrate leadership’ which consists of 8 people (36.3%). They claimed to have acquired ability to determine the department work on their own because they tend to participate in the department with more sense of responsibility since they lack seniors as they are the first to enroll the new nursing department.

Subject 16 who has shown the highest weighted factor (2.3480) in type 1 has said “I am satisfied with our department as I always try to enjoy and be satisfied with my current situation”, “I believe I must set an example to the juniors since we have no seniors to look up to and...”
know the difficulties of not having one.” Thus it was shown that satisfaction on the department was achieved by exerting leadership with a sense of responsibility.

Subject 14 (weighted factor 1.8317) has answered “I decided to try harder since we had no seniors and this is the advantage of new department” showing that satisfaction on the department was achieved by exerting their maximum competence in the new nursing department.

Table 3 Q item showing strong agreement and disagreement for P specimen by type.

### 3.2.2 Type that is Satisfied with Intimate Department Atmosphere

The type 2 is the ‘type that is satisfied with intimate department atmosphere’ which consists of 6 people (27.3%) and claimed that they are learning something valuable at the nursing department because of well made communication between professors and students without intervention and control by the seniors Table 4.

The subject 18 who has shown the highest weighted factor (1.8093) among the type 2 has said “since nursing science itself is very closely related to humans, it is very
valuable”, “I feel that practical learning over the theory provides a sense of closeness to the department of nursing science and nurses” showing higher satisfaction for the new subjects learned in the new nursing department.

The subject 1 (weighted factor 1.6426) has said “I think we receive more attention from the professor because of small number of students”, “it is difficult to know each other well in other departments due to a large number of students but our department is different” showing that students were satisfied with intimacy of the new nursing department as they recognized the small number of students as a key advantage.

### 3.2.3 Type that Overcomes the Lack of Facilities and Support

The type 3 is the ‘type that overcomes the lack of facilities and support’ which consists of 3 people (13.6%) and claimed that they are satisfied because they wanted to come to the nursing department even if it lacks facilities and support. Although they feel the lack of awareness on the new department and support, lack of amenities of department and supplies but claimed that using new things can be beneficial Table 5.

The subject 4 who has shown the highest weight factor (1.2754) among the type 3 has said “although we lack supplies, I am happy for using new ones”, “it feels like attending high school” showing that they positively recognize using new things although the department lacks facilities and support.

The subject 10 (weighted factor 1.1638) has said “I am very happy because I wanted to come to the nursing department”, “the courses in nursing department is good since it can be used frequently in real life”. Showing that insufficiencies of new nursing department is not a problem because they wanted to come to this department.

### 3.2.4 Type that Receive Internal and External Pressure

The type 4 is the ‘type that internal and external pressure’ which consists of 3 people (13.6%) and claimed that using new buildings and new tools for practice is good without intervention and control from seniors but it takes longer time to prepare for department events.

The subject 12 who has shown the highest weight factor (1.0835) among the type 4 has said “I lose confidence because I cannot do well in practice and have concerns about the career”, “I believe I have to show good appearance to juniors in our departments and to other students and everyone also says the same”. Showing that they feel the burden from surrounding people as they adapt closely to the nursing department Table 6.

### Table 5. Statement of the 3th type and standard score (±1.00 or more)

| No. | Q statements                                                                 | Z-score |
|-----|-------------------------------------------------------------------------------|---------|
| 22  | I feel the lack of awareness and support on the new department by the school. | 1.63    |
| 12  | I am happy for using new buildings and new tools for practice.                 | 1.54    |
| 30  | Our department can always consult with the professor whenever we want to.     | 1.53    |
| 11  | Although our department is new, communication between professors and students are made smoothly. | 1.39 |
| 13  | I feel the lack of amenities and supplies since our department is new.        | 1.19    |
| 1   | I am satisfied with our department.                                          | 1.13    |
| 15  | I envy the students of other departments who have seniors.                    | -1.98   |
| 5   | I try to find the satisfaction outside the school for the unsatisfactory points of the department. | -1.75 |
| 26  | I am attending the department because I cannot abandon the expectations of others. | -1.37 |
| 17  | I feel less confident as I learn studies and practices of nursing department. | -1.27   |
| 31  | It is sad that we can only form a narrow friendship because we have small number of students. | -1.21 |
| 16  | I can adapt well to the department but have fear for first clinical practice. | -1.03   |
4. Discussion

This study has applied the Q methodology to the type of department satisfaction of 1st students in the new nursing department by classifying it into 4 types. Conclusively, for the 1st students of newly formed nursing department to adapt to a new environment and organizational culture according to the classified type of department satisfaction, this study is thought to minimize the difficulties. In addition, according to the analyzed results for each type, it is expected that this study will become an important data for the development consulting program for each type of student and support of the department and the school as well as establishing effective nursing educational method for enhancing the department satisfaction of nursing department students. In addition, along with the development of adaptive program for the students of newly formed nursing department, individualized intervention strategy should be provided differently to provide positive department satisfaction. Based on such findings, this research suggests that systematic and differentiated moderating methods should be prepared for each type of students in the nursing department.

5. References

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