Research in Prospective Adapted Study of Nursing Undergraduates in Jilin Province

Yan Gu and Lu Yang

Abstract. The paper analyzes the situation of prospective adaptation, discusses variation analysis of different demographic characteristics in prospective adaptation as well as to provide a theoretical basis to carry out ideological and political education among the undergraduates well. To analyze the factors included, the author adopted the prospective adapted scale as a tool to question 600 nursing undergraduates majored in nursing in 3 medical colleges in Jilin Province. There were no statistical significances among discrepancy in scores of the prospective adaptation in sexual, the only child and the student cadre or not (P>0.05); on the contrary, the factors including poverty students or not and the different grades made a contribution to prospective adaptation and sores in every dimensions (P<0.05). According to the results, we should have paid attention to the prospective adaptation standard of nursing undergraduates, carried out the exact ideological and political education to the exact undergraduates which aimed at the prospective adaptation standard of senior students facing to the pressure of taking up occupations, and we should have delivered vocational counsel to promote physical and psychological health of undergraduates and the ultimate aim is to make the students been occupied successfully.

Keyword: undergraduates; prospective adaptation

Nowadays, the undergraduates are always confused about the future plans on study and life of their own, along with the strained relations between medical staff and patients, the undergraduates are getting more and more
confused, even afraid, of the future’s occupation, hence facing to huge pressure to get a job. The most researches put forward now pay a lot of attention to mental adaptation, the advantage is to help the undergraduates with avoiding the mental problems came along with taking an occupation instead of which to make a guidance to direct they how to face and adjust the pressure of study and life properly[1].

Prospective adaptation is referred as an activity that an individual adjust the activity positively through looking forward to the future situations about changes of study and life factors of his or her own in order to adjust to the ever-changing environment[2]. The writer has found problems, summarized them by means of researching the current situation of undergraduates’ prospective adaptation, and to move forward a single step, the conclusions provide theoretical evidence to further research to countermeasures of undergraduates’ ideology and politics education, furthermore, the conclusion can direct the practice and find out the various adapted problems came out and being coming out, which leading to giving the enough attention and helping the undergraduates with solving the problems as well as to let them grow up healthily and graduate from the universities and take an occupation successfully.

1. Respondent and method

1.1 Respondent

The convenience cluster sampling was adopted and it was made to extract 3 medical colleges in Jilin Province conveniently, the respondents were randomly chosen who included 50 students from every grade referred undergraduates majored in Nursing Grade One to Four and the number were decided by the specific circumstances of the school, the questionnaires were granted 600 portions, 546 effective questionnaires were recycled, recycled rate reached 91%.

1.2 Tools

Two sections were included in questionnaire adopted: the first section: general condition questionnaire included 18 issues, for example, school, grade, sexual, nationality, only child or not, poverty student or not and so on. The second section: the prospective adaptation scale: the scale was created by Professor Peijun Liao[3]. The scale included 2 dimensions and 20 issues in general, each issue was divided into 4 classes to score, and each class was defined as: 1=quite non-conformance, 2=non-conformance, 3=conformance, 4=quite conformance. The more scores were got, the better the respective adaptation was.

1.3 Analysis

Statistical software SPSS17.0 was adopted as a tool to analyze the data, it was seen as being with statistical significance that P<0.05 was an inspection
standard. The original data of questionnaires were typed in after being checked. Statistical approach: the frequency, percentage were adopted to describe statistical analysis on the respondents’ social demographic characteristics; implemented t inspection, single factor variance analysis on the respondents’ social demographic characteristics of those respondents with different prospective adaptation, and did multiple test on inspection results of statistic difference.

2. Result

2.1 The demographic characteristics of respondents

Among the respondents, there were 531 females, which took up 97.3% of the total; 15 males and took up 2.7%. Ethnic composition: there were 491 students of Han nationality and took up 89.9% of the total; 24 students of Chaoxian nationality and took up 4.4%; 23 students of Man nationality and took up 4.2%; 7 students of other nationalities and took up 1.3%. There were 393 students’ homeplaces located in villages and it took up 72% of the total; 153 students’ homeplaces seated in cities and towns and it took up 28%. There were 243 students were the only child of the family and it took up 44.5%; 303 students were not the only child of the family and took up 55.5%. There were 272 poverty students and it took up 49.8%; 274 non-poverty students and took up 50.2%. There were 58 student cadres and it took up 37.7%, 96 students chose the other option and took up 62.3%. Shown in table 1.

| Category           | Quantity | Percent (%) |
|--------------------|----------|-------------|
| Gender             |          |             |
| Male               | 15       | 2.7         |
| Female             | 531      | 97.3        |
| Nationality        |          |             |
| Han nationality    | 491      | 89.9        |
| Chaoxian           | 24       | 4.4         |
| Man nationality    | 23       | 4.2         |
| Other nationalities| 7        | 1.3         |
| Homeplace          |          |             |
| Village            | 393      | 72.0        |
| Town               | 153      | 28.0        |
| Singleton          |          |             |
| Singleton          | 243      | 44.5        |
| Non-singleton      | 303      | 55.5        |
| Poverty students   |          |             |
| Poverty student    | 272      | 49.8        |
| Non-poverty        | 274      | 50.2        |
| Student cadre      |          |             |
| Student cadre      | 162      | 29.7        |
| Non-student cadre  | 384      | 70.3        |
### 2.2 The current situations of respondents’ prospective adaptation

#### 2.2.1 The main value circumstances on every dimensions and classes of respondents’ prospective adaptation

The circumstances on average data of every dimensions and classes of prospective adaptation of undergraduates majored in nursing were showed as Table 2 below, which the prospect of studying was scored more than that of developing. “I will work harder to study correlative subjects, in order to realize the dream of the career,” was the highest in main value out of the prospect of studying, on the contrary, “I am deeply troubled about the current study, so I have little time to think over what will happen in the future” got the lowest score. On the other hand, “I think the future is full of challenges, it’s time to practice my ability” scored the highest in the prospect of developing, with the lowest score “I have never been thinking about which kind of person I will be, so I am always wondering what I am supposed to do”.

| Dimension          | Serial number | Item subject                                                                 | M±SD    |
|--------------------|---------------|-----------------------------------------------------------------------------|---------|
| The prospect of studying |               | I will work harder to study correlative subjects in order to realize the dream of the career, | 29.27±3.396 |
|                    | 1             | I will learn from others’ experience more to adapt the life in the future better | 3.11±0.622 |
|                    | 7             | I will overcome difficulties positively when thinking of the studying goals | 3.05±0.576 |
|                    | 15            | I should make a detailed studying plan to finish the goals in the future | 3.02±0.618 |
|                    | 3             | I should change the ways to study all the time to adjust the life in middle schools and universities | 3.01±0.661 |
|                    | 5             | I will get a motivation to study when thinking of the bright future | 3.01±0.641 |
|                    | 18            | I’ve thought future studying plan but don’t know how to do | 3.00±0.594 |
|                    | 9             | I must hurry up to study to get into a better middle school or university | 2.92±0.649 |
|                    | 13            | I learn what teachers teach and never think what schools I will be in | 2.92±0.634 |
|                    | 6             |                                                                                   | 2.66±0.778 |
I am deeply troubled about the current study, so I have little time to think over what will happen in the future.

I think the future is full of challenges, it’s time to practice my ability.

I should learn to live a life alone when thinking of the life in the future.

I should learn how to get along with students when thinking the working later.

I’m trying to develop a good state of mind to get a better development.

I think it’s hard to get success alone in the future, so I should learn cooperation.

I’m looking for others’ guidance to get a more realizable goal.

I’m going to take exercises to adjust various challenges in the future.

I think the future’s far away from now, so I plan to live in the moment.

I don’t know what I should prepare cause I don’t know what I will be later.

I have never been thinking about which kind of person I will be, so I am always wondering what I am supposed to do.

I am deeply troubled about the current study, so I have little time to think over what will happen in the future.

I think the future is full of challenges, it’s time to practice my ability.

I should learn to live a life alone when thinking of the life in the future.

I should learn how to get along with students when thinking the working later.

I’m trying to develop a good state of mind to get a better development.

I think it’s hard to get success alone in the future, so I should learn cooperation.

I’m looking for others’ guidance to get a more realizable goal.

I’m going to take exercises to adjust various challenges in the future.

I think the future’s far away from now, so I plan to live in the moment.

I don’t know what I should prepare cause I don’t know what I will be later.

I have never been thinking about which kind of person I will be, so I am always wondering what I am supposed to do.

### Prospective adaptation

|   | Description                                                                 | Score   |
|---|-----------------------------------------------------------------------------|---------|
| 17| I am deeply troubled about the current study, so I have little time to think | 2.57±0.761 |
|   | over what will happen in the future                                          |         |
| 2 | I think the future is full of challenges, it’s time to practice my ability   | 3.14±0.597 |
| 20| I should learn to live a life alone when thinking of the life in the future | 3.09±0.659 |
| 4 | I should learn how to get along with students when thinking the working     | 3.09±0.546 |
|   | later                                                                        |         |
| 8 | I’m trying to develop a good state of mind to get a better development       | 3.07±0.621 |
| 10| I think it’s hard to get success alone in the future, so I should learn      | 3.05±0.626 |
|   | cooperation                                                                  |         |
| 12| I’m looking for others’ guidance to get a more realizable goal               | 2.97±0.596 |
| 16| I’m going to take exercises to adjust various challenges in the future       | 2.96±0.641 |
| 11| I think the future’s far away from now, so I plan to live in the moment      | 2.71±0.757 |
| 14| I don’t know what I should prepare cause I don’t know what I will be later  | 2.63±0.812 |
| 19| I have never been thinking about which kind of person I will be, so I am    | 2.63±0.787 |
|   | always wondering what I am supposed to do                                    |         |
|   |                                                                             | 58.59±6.285 |

#### 2.2.2 Different demographic characteristics of the study were analyzed

As shown in the chart 3, the female nursing students are more likely to have higher score in study prospective than the male but the development prospective and proactive adjustment to the overall score are opposite. The only child who get high scores in learn forward scores and proactive adjustment to the overall scores. The non-only child takes advantage in development prospective. Poverty students get high scores in study prospective and the significant difference in statistics is meaningful. The development of forward-looking and forward-looking adjustment to the total number of non-poor students is higher than those of poor students. The students cadre learn foresight and the forward and forward adjusted total score is high than the non-students cadre. Students in different grades study ahead of year two and
junior significantly higher than seniors. Prospective juniors were significantly higher than those in other grades; the students who were in the junior year of college were significantly higher than freshmen and seniors. Sophomores are significantly higher than seniors.

Table 3. Prospective adaptive differential analysis (n=546).

| Items            | Study prospective | Development prospective | Proactive adjustment |
|------------------|-------------------|--------------------------|----------------------|
| Gender           |                   |                          |                      |
| Male             | 28.89±3.655       | 29.44±2.404              | 60.11±3.822          |
| Female           | 29.28±3.402       | 28.48±3.480              | 58.57±6.331          |
| t                | 0.767             | 0.345                    | 0.270                |
| Singleton        |                   |                          |                      |
| Yes              | 29.47±3.445       | 28.38±3.638              | 58.81±6.531          |
| No               | 29.13±3.383       | 28.59±3.295              | 58.48±6.118          |
| t                | 0.946             | 0.308                    | 0.870                |
| Poverty student  |                   |                          |                      |
| Yes              | 29.02±3.567       | 28.24±3.444              | 57.97±6.433          |
| No               | 29.59±3.054       | 28.78±3.347              | 59.34±5.767          |
| t                | 0.17*             | 0.269                    | 0.052                |
| Student cadre    |                   |                          |                      |
| Yes              | 29.48±3.707       | 29.01±3.432              | 59.16±6.755          |
| No               | 29.17±3.261       | 28.24±3.441              | 58.33±6.076          |
| t                | 0.445             | 0.508                    | 0.217                |
| Grades           |                   |                          |                      |
| Freshmen         | 30.09±3.182       | 27.31±3.288              | 57.40±5.458          |
| Sophomore        | 31.36±2.727       | 28.19±2.471              | 59.56±3.996          |
| Junior           | 30.56±2.288       | 29.75±2.563              | 60.30±4.135          |
| Senior           | 29.43±4.698       | 27.35±3.982              | 56.79±7.986          |
| F                | 12.239**          | 23.102**                 | 13.727**             |
| LSD              | ④>③              | ①×③                     | ①×③                 |
|                  | ④×②              | ②×③                     | ②>④                 |
|                  | ④×③              | ③>④                     |

Notice: *represent P<0.05, **represent P<0.01

3. Discussion

3.1 The current situation about respondent prospective adaptation

The survey respondents had 384 people who scored higher than the average, accounting for 70.33 percent of the total population. It is indicated that the nursing students are in higher level of prospective adjustment. Respondents prospective to adapt to different dimensions scoring average,
learning vision than development forward, nursing college students for the future study of prospective better adapt to the situation in the future development of forward-looking, reason may realize the importance of learning for the students, think the first priority is to learn, want to have a good future, must first have a solid foundation of learning. So, for everything related to learning will be handy, adapt well, to development may produce a strangeness and don’t know how to get used to it. Scored the best entry is learning preview “in order to realize my career ideal in the future, I will work harder to learn related subjects”, score the lowest entry is “no, cope with the current study has burned out, to think about the future” Development prospective entries with the highest scores is the “I think the future is full of challenge. have to do more to exercise their own ability” score the lowest entry is “I don’t want to be want kind of person ,so I often don’t know what to do.

3.2 Different demographic characteristics of the study were analyzed

The prospective adjustment of nursing students to the difference in the dimensions and the total points, gender, singleton, whether it’s meaningless in statistical for the difference between the students dimension and total score. Poor students learn better forward scores than non-poor students; the difference was statistically significant. Poor students are independent because of their family life, economic and so on, and to be strict to themselves work hard, planning and projecting the future study higher than the non-poor students. Students in different grades study ahead of the year and juniors are significantly higher than seniors; prospective juniors are significantly higher than those in other grades. In terms of prospective the students who were in the junior were significantly higher than freshmen and seniors, sophomores are significantly higher than the seniors. Researches show that the prospective adjustment of students during their school year is higher than during the internship period; during the period of school, the students for the future study and life have very good planning and adaptation, the senior grade, face grate employment pressure, in the process of employment may encounter various difficulties and setbacks, to the future study and life more confusion, in an important stage of prone to mental problems.

4. Conclusion

It is better for the nursing students in JiLin province in prospective adaption to the overall level, most students can project their future studying and life primely, with the positive attitude to face challenges. We will effectively guide university students to the development of higher prospective, we must look forward to the law of development, find out good resources. College seniors face strong job pressure, the prospective adaptive score was significantly lower than the other grades, needed for psychological guidance as
well as the ideological and political education guidance, improve their stress ability in a variety of life, promote their physical and mental health, better adaption and employment.

References
[1] JingYing hua. The left-behind students in Jilin province are studied the prospective and psychological resilience [J]. China children’s magazine, 2013, 9(21):969-970.
[2] MiuPei jun, Cheng Qi. Teenagers prospective studying[J]. Journal of Ningbo university: education science edition, 2011,11(33):36-40.
[3] MiuPei jun. The preparation and status of youth prospective adjustment scale [D]. Fujian Normal University, 2009.
[4] GuYan. The students’ health quality, the psychological toughness and the prospective adaptive relationship study were studied in JiLin province[D]. Yanbian University, 2012.