

Affecting factors of nursing professions in nursing students

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1. Introduction

Nursing is regarded as a female dominant profession and sexual stereotypes are still found in the nursing professions in clinical setting. However, Korea has an increasing number of male students being admitted into nursing programs. Perception of nursing profession is the ideas about nursing or nursing job based on the one's sense of values [1], as a job, overall ideas and faith, nurse's activities or doing something [2]. It is important to establish positive attitudes towards nursing in male students.

According to previous studies, factors related to perception of the nursing profession were nurse image, major satisfaction, and satisfaction of clinical practice, religion, qualities as a nurse, etc [3-5]. However, there are few recent empirical studies on the gender difference between male and female nursing student about perception of nursing profession. In order to develop appropriate perception of the nursing profession and to reflect on nursing curriculum, it is necessary to investigate the affecting factors such as interpersonal skills and emotional intelligence and gender differences between male and female nursing students.

2. Purpose of the study

The aim of this study is to identify the factors influencing on perception of the nursing profession of Korean nursing students and to compare major satisfaction, qualities as a nurse, gender identity, gender stereotype, interpersonal relationship, emotional intelligence according to gender.

3. Methods

This study utilized a cross-sectional research design and measurements used were the Perception of Nursing Profession scales [2], gender identity [6], gender stereotypes [7], WLEIS (Wong and Law Emotional Intelligence Scale [8], Relationship Change Scale [9], qualities as a nurse [4].

4. Data collection and analysis

Using G Power 3.1.0 program, We get the 131 numbers after entering the programs, significance level $\alpha=.05$, power $1-\beta=.80$, effect size .15, entering variables 13, study subjects are 133 in male, 292 in female. We are considering the proportion of male nursing students, 13% of total in 2011, participants were selected by convenience sampling, the proportion of male participants is 31% in this study, Data were collected from July 1st 2013 to Feb 28, 2014 and the data were analyzed with descriptive statistics, t-test, χ^2 -test, stepwise by SPSS/Win 20 programs.

5. Results

The results showed that there is no significance difference between male and female students significance in mean scores of perception of nursing profession. In stepwise multiple regression analysis, a total of 47.4% (male), 41.9% (female) respectively of variance in nursing professionalism were accounted for by grade, interpersonal relationships, psychological and job gender stereotype, major satisfaction, motivation for entering nursing in male and major satisfaction, interpersonal relationships, qualities as a nurse, age, emotional intelligence, grade in the female.

6. Discussions

This result suggests that both genders are the same in mean scores of perception of nursing profession. Common factors were major satisfaction, interpersonal relationship, grades. However, the factors influencing on nursing professionalism were different by gender. We need to consider the gender differences in studying and make changes in the nursing curricula to accommodate with male students (Table1).

[Table1] Affecting factors on nursing professionalism between gender

(N=426)

	Variables	B	SE	β	t	p	F	adjusted R^2
Male (n=131)	Major satisfaction	.56	.07	.566	8.22	<.001	20.80	0.474
	Job-Gender stereotypes	.18	.05	.230	3.33	.001		
	Admission motivation	.17	.07	.163	2.53	.041		
	Psychological Gender stereotypes	-.10	.05	-.146	-2.11	.037		
	Interpersonal relationship	.13	.06	.154	2.32	.022		
	Grade	.17	.08	.146	2.27	.025		
Female (n=293)	Major satisfaction	.28	.05	.333	5.60	<.001	35.60	0.419
	Interpersonal relationship	.18	.05	.182	3.29	.001		
	Qualified nurse	.13	.04	.150	3.02	.003		
	Age	-.03	.01	-.161	-3.54	<.001		
	Emotional Intelligence	.17	.06	.178	2.94	.004		
	Grade	.12	.04	.127	2.79	.006		

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