

The Study for Calling and Academic Major Satisfaction of the Nursing Students

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Abstract

Background/Objectives: *The purpose of this study was to examine the relationship between the vocation of the nursing profession and the satisfaction in their major of university students in nursing departments*

Methods/Statistical analysis: *Data were collected by directly recording responses to a questionnaire from 116 senior students in the College of Nursing. Collected data were statistically processed using the SPSS statistics 21 program. The degree of vocation and satisfaction in major according to general characteristics measured by t-test and one way ANOVA, and person correlation was used for the relationship between the degree of vocation and degree of satisfaction in majors.*

Findings: *The average degree of vocation of the subjects was 32.53 ± 7.37 points. The vocation was examined in three sub-domains - transcendental calling, purpose/meaning, and prosocial orientation with scores of 9.76 ± 3.46 points for transcendental calling, 11.59 ± 2.74 points for purpose/meaning, and 11.18 ± 2.40 points for prosocial orientation. There was a statistically significant difference in the vocation of subjects according to religion ($t = 9.521, p = 0.000$) and grades ($t = 4.584, p = 0.002$). The subjects' degree of satisfaction in major showed an average of 22.8 ± 4.69 points. The subjects' satisfaction in their major showed statistically significant differences according to selection of academic department ($t = 4.901, p = 0.009$) and grades ($t = 3.802, p = 0.006$). There was a strong correlation between subjects' calling and their Academic Major Satisfaction ($r = 0.455, p = 0.000$).*

Improvements/Applications: *Based on the results of this study, we propose a study on the development of a nursing vocational education curriculum*

Keywords: *Calling, Academic Major, Satisfaction, Nursing, Students*

1. INTRODUCTION

A calling is a transcendent summons, experienced as originating beyond the self, to approach a particular life role in a manner oriented toward demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented values and goals as primary sources of motivation.

Vocation refers to an individual's perspective and attitude towards one's work, and includes three elements of pursuing the purpose and meaning of life and of prosocial motivation to pursue the common good by recognizing that there is a transcendental calling [1]. Career calling is a self-established career goal that embodies an individual's meaning and purpose [2]. To simply explain the term, vocation, it can be said to be one of the 'attitude toward work'

Vocation has been shown to have a positive relationship with several job-related variables in industrial and organizational settings [3]. University students with a high level of vocation had high levels of career decision-making commitment and satisfactions in their majors, and vocation was found to have a positive relationship with life satisfaction [4,5,6,7].

Nurses have tremendously important responsibilities to care for human life and health. Nursing college students must acquire the skills required for nurses by smoothly adapting to the nursing curriculum in order to grow into nurses who can fulfill the duties of the nursing profession in the future.

However, as youth unemployment has become a major social issue in recent years, and that the employment rate after graduation has become a crucial factor in choosing a major, some new nursing students choose nursing as their major by considering the higher employment rates rather than their aptitude or value. In these cases, the dissonance between the major and the aptitude lowers the level of satisfaction in completing the program, and these students lose interest in learning, resulting in maladjustment to college life [8]. The more satisfied students are with their majors, the better they can adapt to school life, and this leaves a positive impact on their careers after graduation; thus, university students' satisfaction level in their majors is important [9,10,11].

The purpose of this study is to examine the relationship between the vocation of nursing students and the degree of satisfaction in their major to provide as basic data on improving nursing college students' adjustments to college life and career setting after graduation

2. MATERIALS AND METHODS

2.1. Design of study

This study is a descriptive research study to analyze the relationship between the degree of vocation and the degree of satisfaction in majors of nursing students during their senior year.

2.2. Subject of study and Data collection method

Data were collected from November 1st to 8th, 2019 by directly recording responses to a questionnaire from 116 senior students in the College of Nursing, who understood the purpose of the study and agreed to participate.

2.3. Research tool

As an instrument of this study, 4 questions on general characteristics, 12 questions for measuring vocation, and 6 questions on satisfaction in their major were used.

2.3.1 Calling

In this study, we used the instrument developed by Dik & Duffy (2009) [1] and translated into Korean by Sim (2010) [12]. The instrument consists of three sub-domains: transcendental calling, purpose/meaning, and prosocial orientation. Transcendental calling is the perception that the motive for a particular role in life comes from external resources, and the experience of transcendental calling can be understood as a concept equivalent to religion or spirituality in that the concept of calling itself originated from a religious concept.

The domain of purpose or meaning is related to thinking about the purpose and meaning of activities regarding a specific role in life. In other words, it is an approach to connect work-related activities with the purpose and meaning of a wider life. Prosocial-oriented domain signifies contribution to the public good or social well-being

in a positive way. Each sub-domain consists of 4 questions each, with a total of 12 questions. The responses are set in Likert-type four-point scales for each question, and we interpreted that the higher the score, the higher the level of vocation.

2.3.2 Academic Major Satisfaction

In this study, we used the instrument of Jang (2013) [13], which modified and translated the Academic Major Satisfaction AMSS produced by Diener et al., (1985) [14] to measure the Academic Major Satisfaction. The instrument was composed of 6-questions with a Likert-type 5-point scale, and we interpreted that the higher the score, the higher the level of satisfaction in the major.

2.4. Statistical analysis

Collected data were statistically processed using the SPSS statistics 21 program. The general characteristics of the study subjects, the degree of vocation, and the degree of satisfaction in major were calculated using real numbers and percentages, the degree of vocation and satisfaction in major according to general characteristics measured by t-test and one way ANOVA, and “person correlation” was used for the relationship between the degree of vocation and degree of satisfaction in majors.

3. RESULTS AND DISCUSSION

3.1 General Characteristics

The research subjects consisted of 116 people - 18 male students (15.5%) and 98 female students (84.5%). As for religion, there were 59 Atheists (50.9%), 45 Christians (38.8%), 9 Catholics (7.8%), and 3 Buddhists (2.6%). 88 students (75.9%) chose the nursing education of their own volition, and 22 students (19.0%) were advised by their family and relatives. As for average grade point averages, 5 students (4.3%) were below 2.5, 21 students (18.1%) were above 2.5 and below 3.0, 31 students (26.7%) were above 3.0 and below 3.5, and 45 students (38.8%) were above 3.5 and below 4.0 and 14 students (12.1%) were above 4.0.

Table 1: General characteristics

(n=116)

Variables	Classification	n	%
Sex	Male	18	15.5
	Female	98	84.5
Religion	None	59	50.9
	Protestant	45	38.8
	Catholic	9	7.8
	Buddhism	3	2.6
Decision maker of major	Oneself	88	75.9
	Parents/Relatives	22	19.0
	Miscellaneous	6	5.2
Grade Point Average	below 2.5	5	4.3
	2.5~3.0	21	18.1

	3.0~3.5	31	26.7
	3.5~4.0	45	38.8
	above 4.0	14	12.1

3.2. Calling

The average degree of vocation of the subjects was 32.53 ± 7.37 points. The vocation was examined in three sub-domains - transcendental calling, purpose/meaning, and prosocial orientation with scores of 9.76 ± 3.46 points for transcendental calling, 11.59 ± 2.74 points for purpose/meaning, and 11.18 ± 2.40 points for prosocial orientation. The domain of purpose/meaning was the highest and the domain of transcendental calling was the lowest. The average for each question is shown in Table 2.

Table 2: Degree of the calling

category	contents	Mean \pm SD	
Transcendent Summons	I believe that I have been called to my current line of work.	2.38 \pm 1.06	9.76 \pm 3.46
	I was drawn by something beyond myself to pursue my current line of work	2.22 \pm 1.01	
	I do not believe that a force beyond my self has helped guide me to my career.(R)	2.79 \pm 1.07	
	I am pursuing my current line of work because I believe I have been called to do so.	2.37 \pm 1.08	
Purposeful Work	My work helps me live out my life's purpose.	2.78 \pm 0.86	11.59 \pm 2.74
	I see my career as a path to purpose in life.	2.78 \pm 0.87	
	My career is an important part of my life's meaning	3.05 \pm 0.77	
	I try to live out my life purpose when I am at work.	2.98 \pm 0.81	
Prosocial Orientation	The most important aspect of my career is its role in helping to meet the needs of others.	2.54 \pm 0.83	11.18 \pm 2.40
	Making a difference for others is the primary motivation in my career	2.60 \pm 0.87	
	My work contributes to the common good.	3.18 \pm 0.83	
	I am always trying to evaluate how beneficial my work is to others.	2.85 \pm 0.76	
			32.53 \pm 7.37

3.3. Calling according to general characteristics

There was a statistically significant difference in the vocation of subjects according to religion ($t = 9.521$, $p = 0.000$) and grades ($t = 4.584$, $p = 0.002$).

Table 3: Calling according to general characteristics

Variables	Classification	Mean ±SD	F/t	p
Sex	Male	31.33±7.71	-0.751	0.454
	Female	32.76±7.33		
Religion	None	29.85±6.51	9.521	0.000*
	Protestant	36.62±6.77		
	Catholic	31.44±6.33		
	Buddhism	27.33±9.50		
Decision maker of major	Oneself	33.39±7.15	2.981	0.055
	Parents/Relatives	30.55±8.30		
	Miscellaneous	27.33±2.88		
Grade Point Average	below 2.5	33.20±11.54	4.584	0.002*
	2.5~3.0	27.81±8.27		
	3.0~3.5	33.00±6.07		
	3.5~4.0	32.67±6.31		
	above 4.0	37.93±6.82		

*p<0.05

3.4. Academic Major Satisfaction

The subjects' degree of satisfaction in major showed minimum of 6 points and maximum of 30 points, with an average of 22.8 ± 4.69 points.

Table 4: Degree of Academic Major Satisfaction

Academic Satisfaction	Major	Minimum	Maximum	Mean ±SD
		6.0	30.0	22.8±4.69

3.5. Academic Major Satisfaction according to general characteristics

The subjects' satisfaction in their major showed statistically significant differences according to selection of academic department ($t = 4.901$, $p = 0.009$) and grades ($t = 3.802$, $p = 0.006$).

Table 5: Academic Major Satisfaction according to general characteristics

Variables	Classification	Mean ±SD	F/t	p
Sex	Male	22.78±5.92	-0.023	0.981
	Female	22.81±4.47		
Religion	None	21.83±4.76	2.055	0.110
	Protestant	23.80±4.20		
	Catholic	24.56±4.19		
	Buddhism	21.67±9.24		
Decision maker of	Oneself	23.55±4.51	4.901	0.009*

major	Parents/Relatives	20.41±4.74		
	Miscellaneous	20.67±4.27		
Grade Average	Point		3.802	0.006*
	below 2.5	20.6±9.63		
	2.5~3.0	20.43±4.02		
	3.0~3.5	22.06±4.34		
	3.5~4.0	23.84±4.33		
	above 4.0	25.43±3.30		

*p<0.05

3.6. Correlation among the variables

There was a strong correlation between subjects' calling and their Academic Major Satisfaction ($r = 0.455$, $p = 0.000$).

Table 6: Correlation among the variables

	calling	Academic Major Satisfaction
calling	1	0.455* (0.000)
Academic Major Satisfaction	0.455* (0.000)	1

*p<0.05

4. CONCLUSION

Calling generally refers to an individual's belief that one was called for a particular purpose. Vocation can be said to be a religious concept of occupation and is an important professional spirit that we should have in our present life. In recent years, the concept of calling has expanded from a religious point of view to perceive the work of individuals as having meaning and purpose. In the area of social services that work for the public good, in particular, vocation is more emphasized. The purpose of this study was to examine the relationship between the vocation of the nursing profession and the satisfaction in their major of university students in nursing departments, and was attempted to provide as basic data on improving college life adaptation and career setting after graduation. The subject's vocation was 32.53 ± 7.37 , and their satisfaction in their major was 22.8 ± 4.69 , with a strong positive correlation between vocation and satisfaction in major. We believe that systematic research studies that can inspire the vocation as a nurse should be sustained in the future. Based on the results of this study, we propose a study on the development of a nursing vocational education curriculum.

ACKNOWLEDGMENT

This study was supported by a grant from Baekseok University

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