

The Effect of Participation in Mentoring Program on Adjustment to College Life, Major Satisfaction, and Interpersonal Relationship Skill in the Nursing Students

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Abstract

Background/Objectives: This is a descriptive research to investigate the effects of mentoring program participation on the adjustment to college life, major satisfaction, and interpersonal relationship skill in the nursing students.

Method/Statistical Analysis: The study subjects were 200 college students majoring in nursing and data collection was conducted from October 1 to 10, 2018. Collected data were analyzed by t-test and ANOVA.

Findings: Upon the study results, participation in the mentoring program showed the positive impacts on the adjustment to college life($t=-7.029$, $p<.001$), major satisfaction($t=-4.993$, $p<.001$), and interpersonal relationship skill ($t=-5.715$, $p<.001$).

Improvements/Applications: Therefore, it is required to develop a variety of approaches and programs to operate efficient and effective mentoring system.

Keywords: *Adjustment, Interpersonal relationship, Mentoring program, Nursing students, Satisfaction.*

Introduction

In the midst of rapidly changing social conditions, college plays an important role in making individuals cultivate their abilities to recognize their identities and adjust themselves to college life. For students to recognize their identities and adapt to school life, adjustment to college life, satisfaction with major, skill in human relations are important. Adjustment to college life is not only important as it is, but is more

important because it affects their studies in college, and future career^[1]. It also affects drop-out of school among students. Drop-out rate is one of important indicators in evaluating school qualities. As factors affecting drop-out of school, individual factors such as student's devotion to education, college selection, and elements related with major have been reported^[2].

Accordingly, to help students adjust themselves to college life and improve themselves, many colleges have adopted the mentoring system. Mentoring is the activity where the person called mentor guides, directs, and consults mentee, and helps mentee develop capacities and potentials in knowledge and technology learning, and in human relations^[3]. It has been long from the time when private companies adopted the mentoring system to train new employees, and, recently, it is applied to various other areas including schools. In schools, mentoring is the system where students in senior school

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years who have experiences and knowhow in school life and major guide and advise students in junior school years, and teaching and learning between mentor and mentee are made by daily interactions among them. To help students adapt to school life and feel satisfied with school life, many colleges adopt mentoring programs^[4]. Through the relationship between mentor and mentee, support for growth, future direction, and feedback on consultation are provided^[5].

Adjustment to college life provides students with opportunities to satisfy social and psychological desires in addition to intellectual desires, and with the basis to live as social members with desirable attitudes^[6]. Adjustment to college life is related with various demands in college environment such as learning, skillful human relations, and emotional aspects, and is determined by whether a student can successfully respond to them autonomously and independently^[7]. When a student accepts and positively responds to scholastic, social, and psychological demands of college, the student can satisfy intellectual desires by college education and establish positive self image^[8].

Satisfaction with major is the process of evaluating the department the student belongs to in the perspective of his or her future career or expectation of job. If a student is not satisfied with his or her major, problems like low grades and mal-adjustment to school life, etc. can happen. In contrast, the student highly satisfied with his or her major participates actively in classes and other campus life, and makes efforts to achieve his or her goal^[9]. The student who is highly satisfied with school life tends to adapt well to social life after graduation, and succeed in the society^[10].

Interpersonal relationship are an important condition determining happiness of life, an important goal of life, and an important element in living as a member of society. In particular, college days are an important period of psycho-social development when students are required to be psychologically, emotionally, and socially independent from his or her parents, and build new and various human relations. And, the times are also the period when students experience their own development by establishing self-identity based on close Interpersonal relationship^[11].

As described above, mentoring program is discussed as a method for human growth and teaching^[12], and the mentoring relationship is considered as providing

positive role-model^[13]. Previous researches have proved that mentoring program is effective in improving self-efficacy and adaptation to school life^[14]. In the case of nursing school students, with increasing sense of burden and stress caused by the requirements of learning knowledge, and mastering skills in clinical training and clinical works, they can lose interest in their major or have difficulty in adapting to school life. Therefore, this stu relationship skill dy intends to examine the effects of mentoring program on adaptation to school life, satisfaction with major, and interpersonal relationship skill in the nursing students.

Method

Research Design: This research is a descriptive survey research to examine the effect of participation in mentoring program on adjustment to college life, satisfaction with major, and interpersonal relationships skill in the nursing students.

Research Subjects: The objects of this research are 200 students belonging to a specific nursing department. The size of the sample was calculated using the GPOWER 3.1.2 system. The minimum number of samples needed to do multiple regression analysis with 5 predictive factors, effect size .15, significance level .05, and statistical power .90 was 116. This research conveniently collected data from 200 objects.

Research Tools:

Mentoring Scale: This study used the mentoring scale which had been developed by Noe^[15], and revised by Kim^[16]. The scale consists of 20 questions, and respondents are asked to respond to each question on the 5-point Likert scale.

Adjustment to school life: To measure adjustment to school life, this study used the scale developed by Kim^[16]. The scale consists of 8 questions, and respondents are asked to mark their answers on the 5-point Likert scale. In this study, Cronbach's alpha was .966.

Interpersonal relationship skill: To measure Interpersonal relationship skill, this study used the scale revised by Kim^[16]. Cronbach's alpha of this study was .920.

Satisfaction with major: To measure satisfaction with major, this study used the scale revised by Lee^[17]. The scale consists of 18 questions: 5 questions on

general satisfaction; 7 on perception satisfaction; 3 on satisfaction with curriculum; 3 on satisfaction with human relations. Those questions were also measured with Likert scale where higher points means higher satisfaction. In Lee [17]'s study, Cronbach's alpha was .90, and the value of this study was .920.

Data Analysis: Collected data was analyzed with SPSS/WIN 22.0. To examine general characteristics of survey respondents, this study acquired real numbers, percentages, means and standard deviations using descriptive statistics. To examine whether there is any difference in general characteristics for the following variables like participation in mentoring program, adjustment to school life, satisfaction with major, and skill in human relations, this study used t-test and ANOVA. To examine the effect of participation in mentoring program on adjustment to school life, satisfaction with major, skill in human relations, this study used t-test.

Result

1. General characteristics of respondents: [Table 1] General characteristics of respondents are shown in Table 1. The proportion of gender is 39 males (19.5%) and 161 females (80.5%). The proportion of students per school year is 100 freshmen (50%) and 100 sophomores (50%). In evaluation of relationship with mentors, 63% responded that it was 'So, so'. The number of those who attended the mentoring program one time or more during the past year was 105 (52%), while 95 students (48%) did not participate in such a program.

Table 1. General Characteristics of Subjects (n=200)

Characteristics	Categories	N(%)
Gender	Male	39(19.5%)
	Female	161(80.5%)
Grade	1	100(50%)
	2	100(50%)
Relationship with mentors	Very good	14%
	Good	19%
	Moderate	63%
	Bad	2%
	Very Bad	2%
Mentoring program one time or more during the past year	1 or more times	105 persons (52%)
	1 time or less	95 persons (48%)

2. The effect of general characteristics on adjustment to college life, satisfaction with major, and Interpersonal relationship skill: [Table 2] The effects of general characteristics on adaptation to college life, satisfaction with major, and skill in human relations are shown in Table 2. The effect of mentor on such variables are significant: adjustment to college life (p=.001), satisfaction with major (p=.001), and interpersonal relationship skill(p=.000). The group of students who have close relations with their mentors were found to be high in points of Likert scale answering those questions on adjustment to college life (3.51±.80), satisfaction with major 3.78±.51), and interpersonal relationship skill (3.78±.51).

Table 2. The effect of general characteristics on adjustment to college life, satisfaction with major, interpersonal relationship skill (n=200)

Characteristics	Categories	Adjustment to College Life		Satisfaction with Major		Interpersonal Relationship Skill	
		M±SD	t or F(p)	M±SD	t or F(p)	M±SD	t or F(p)
Gender	Male	2.68±.85	-1.183	3.45±.52	-2.111	2.81±.83	-1.935
	Female	2.86±.92	(.238)	3.64±.51	(.036)	3.11±.91	(.054)
Grade	1	2.80±.83	1.407	3.51±.45	.647	2.95±.77	1.201
	2	2.63±.89	(.161)	3.46±.58	(.518)	2.80±.93	(.231)
Relationship with mentors	Very good	3.51±.80	17.19 (.001)	3.78±.51	4.73 (.001)	3.77±.70	21.48 (<.001)
	good	3.06±.69		3.63±.53		3.17±.80	
	Moderate	2.49±.74		3.38±.48		2.65±.66	
	Bad	2.25±1.47		3.48±1.14		2.11±1.92	
	Very bad	1.00±.00		3.31±.42		1.07±.64	

3. The effect of mentoring program on adjustment to college life, satisfaction with major, and interpersonal relationship skill: [Table 3] The effects of mentoring program on adjustment to college life, satisfaction with major, and interpersonal relationship skill are shown in Table 3: adjustment to college life ($t=-7.029$, $p<.001$), satisfaction with major ($t=-4.993$, $p<.001$), and interpersonal relationship skill ($t=-5.715$, $p<.001$).

Table 3: Mentoring program participations on adaptation to the university life, satisfaction in major, and interpersonal relationship skill

	Mentoring program (Yes) N=95	Mentoring program (No) N=105	t	p
	M±SD	M±SD		
Adaptation to the university	3.12±.75	2.35±.79	-7.029	<.001
Satisfaction in major	3.67±.46	3.32±.52	-4.993	<.001
Interpersonal relationship skill	3.21±.78	2.67±.80	-5.715	<.001

* $p<0.05$, ** $p<0.01$

Discussion

This study was performed to examine whether participation in mentoring program among nursing students are effective in improving adjustment to college life, satisfaction with major, and interpersonal relationship skill.

It was found that participation in mentoring program has positive effect on adaptation to life in the department and college. Satisfaction with major, and skill in human relations. Previous researches have also found that students who participated in mentoring programs are higher in adaptation to life in the department and college^[1,16]. We could identify that mentoring program is an effective program to raise satisfaction with school life because such a program builds close relationship between mentor and mentee and helps mentee search for future career and prepare for it. In addition, as the relationship between mentor and mentee can be crucial in making the mentoring program successful, the systematic and efficient plans to build mutually positive trust relationship should be considered first. In particular, as nursing school students, objects of this research, tend to have fixed careers, systematic advice of mentor on mentee’s career, information on clinical training, and

emotional support, etc. can be effective mentoring in mentee’s college life. Besides, mentoring program was found to have positive effects on self growth and development like improvement of self respect^[18], and career identity^[19].

As satisfaction with major is the process of evaluating the department one belongs to, in view of one’s future career and expectation on future job^[20], it is an element affecting career choice. Data analysis of this research found that participation in mentoring program has positive effect on satisfaction with major. So, such a program is effective in growth and development of college students. Previous researches have also found that participation in mentoring program have positive effects on learning achievement and learning attitudes, and stimulates motive to study, raises pride, and reduce psychological burden of learning^[21]. When we combine such findings, we can infer that mutual interaction between mentor and mentee can affect on only their learning achievement, but continued learning. Therefore, it seems desirable to continue to do researches on mentoring in various aspects.

Interpersonal relationship skill are knowhow on how to avoid hurting other person’s emotion and make other person comfortable. As poor human relations can result in mal-adjustment to school life, skill in human relations are important to adjust oneself to environment called college. In particular, as nurses should have cooperative and close relations with their patients as well as members of the medical team, such skill are important requirement nurses should be equipped with. This research found that participation in mentoring program has positive effect on forming positive human relations. Oh, Kim & Lee^[22] also found such positive effect of mentoring program on forming positive human relations. Noe^[15] discovered that the more mentee perceives the role of mentor, the more he or she can improve mental capacity and self-efficacy, and that mentor program has positive effect on psycho-social relations. With the experiences of relations with mentor, mentee can improve skill in human relations, and cultivate the capacity to understand oneself, positive attitudes, and leading attitudes^[23].

Based on findings of this research, we can understand the process of growth and development of participants in mentoring program. As the relationship between mentor and mentee is socialization process of nursing school students to be professional nurses, it seems necessary to consider adopting mentoring

program as a non-course program in nursing college to help nursing school students grow themselves such as adaptation to school life, satisfaction with major, and skill in human relations. Accordingly, when a college operates mentoring program, it seems necessary to perform customized mentoring for each student focusing on improving adaptation to life in the department and college. Satisfaction with major, and interpersonal relationship skill. It should also consider specific conditions of schools.

Conclusion

This research was performed to identify the effect of participation in mentoring program on adjustment to college life. Satisfaction with major, and interpersonal relationship skill in the nursing students. Data analysis found out that participation in mentoring program has positive effect on those variables. The objects of this research are nursing students. Thus, this research suggests that it is desirable to do future researches applying mentoring program to students in various majors.

Ethical Clearance: Not required

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Conflict of Interest: Nil

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