



# The Effects of Nursing College Student's Mentoring Activity on Their College Life Adaptability and Learning Attitude

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**Abstract:** This study was conducted to verify the effects of a mentoring program on college life adaptability and learning attitude of nursing students. Data was collected from college students who participated in senior-junior mentoring activity from March to June, 2018. The data from 233 students was processed to evaluate the effects of senior-junior mentoring program by single research. College life satisfaction and learning Attitude were used as research tools and the collected data was processed by SPSS Win 18.0 program with descriptive statistics such as real numbers, percentage, average and standard deviation. The differences of variables according to general characteristics were implemented by *t*-test, ANOVA and Scheffe test was used for post-verification. The relationship among the variables was handled by Pearson correlation. In this study, the higher grades students were in and the longer they took part in the mentoring activity, the more significantly their college life adaptability increased. The numbers of participation, advice and motivation were also significant. In addition, the longer they attended the research, the better their learning attitude became. The numbers of participation, advice and motivation were also significant. A mentoring program is regarded to have a significant effect on college life adaptation and learning attitude of nursing students. The mentoring relationship among nursing students appears to build up positive effects on their major adaptation and learning attitude. When nursing departments make good use of a mentoring activity based on these results, it is seen to give the students positive help with college life.

**Keywords:** *Mentoring program, college life adaptability, learning attitude*

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## INTRODUCTION

Starting college life requires social adaptation and emotional independence as a transition period. College students get to experience stresses from a new environment. Especially, nursing students get psychological burdens on heavy work and practice unlike other majors. Different from high school, since they are requested to do self-directed learning in college, they feel psychological anxiety in various surroundings including studies. It is reported that nursing students have difficulty in overloaded learning and clinical practice as a healthcare professional in the future (Warbah et al., 2007). In this new period of independence, these problems worsen their academic accomplishment (H. Lee, 2008). Such stresses lead to psychological problems in emotional relationship or maladjustment in college (S. Park, Kim, & Cha, 2014). The maladjustment affects student's academic accomplishment and will cause diverse problems while working as a professional after graduation (Seo & Kim, 2002). Unless the maladjustment is rectified properly at the beginning, it tends to become more serious (Ahn & Lim, 2005). This study displays when college life adaptation gets worse, learning attitude will also get lower accordingly. Various studies are being handled to find out factors to affect student's college life adaptation. It is an important variable in personal adaptation to express their difficulties

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or emotions in college life (Lijano, 2018; S. Park et al., 2014). Expressing their feelings properly improves their psychological stability (Cha & Seo, 2012) but if not, it could cause diverse physical problems and psychological disorder (S. Park et al., 2014; Wu, 2017).

The way to recognize and express their feelings to adapt to their college life through hard nursing learning courses is a mentoring activity between a senior and a junior. Their mentoring activity is a process that a senior advises a junior based on their acquired experiences in college. Particularly, a mentoring activity can be of great help to student's college life by maintaining a long term relationship for a certain period of time. Mentoring of undergraduates means a lot in that they can grow and improve each other complementarily (Karcher, 2005; Luczak & Kalbag, 2018). The motivation of mentoring participation is very important because a mentor is willing to volunteer by expecting a rewarding activity whereas a mentee tends to attend involuntarily by being recommended. So, all circumstances should be arranged for a mentee to attend voluntarily with full understanding (K. J. Kim, Oh, Jeong, & Oh, 2011). According to the study of applying a mentoring program to nursing students, mentee's college life adaptation, self-esteem, career identity went up and mentor's leadership also improved (Shin & Park, 2015). As we've seen before, it is time when a demand for an intervention program is on the rise and mentoring is regarded as a suitable supporting program for freshmen's good college life. Therefore, this study examines the effects of a mentoring program based on advice, counseling and guidance to meet individual situations on college life adaptability and learning attitude.

## **RESEARCH MODEL & METHOD**

### ***Research Purpose***

This study is aimed to figure out how a mentoring program for nursing students influences college life adaptation and learning attitude. The concert purposes are as follows.

- to examine the effect of a mentoring program for nursing students on college life adaptation.
- to examine the effect of a mentoring program for nursing students on learning attitude.

### ***Research Model***

This is a descriptive survey study to figure out the effects of a mentoring program for nursing students on college life adaptability and learning attitude.

### ***Term Definition***

#### ***Mentoring Program***

A mentoring program enables a mentor to have a constant relationship with a mentee so a mentor encourages, takes care, educates, guides, and gives an idea to a mentee in the long / short or regular / irregular term, which means this program affects individual aspects.

#### ***College Life Adaptability***

College life adaptability means a state that students fit in well with a college environment. This study measures the results by using the tools of (H. J. Kim, 2007) to check college life adaptation.

#### ***Learning Attitude***

In general, an attitude means a posture to do something, but in this study, it means a posture that a person or a group sticks to their ways consistently in any circumstances. Learning attitude can be defined as an action that a learner responds and chooses to do something constantly according to internal or external situations. Positive and self-directed attitude to solve academic problems is required for successful study. This study indicates the results were calculated based on a learning attitude measurement tool which was developed and used by (J.-S. Kim & Lee, 2014).

### ***Research Tool***

#### ***College life Adaptability***

To measure the level of college life adaptation, college life adaptation scale which was developed by (Baker & Siryk, 1999) was modified and utilized for the purpose of this study. It was composed of 4 parts, which were academic, social, private emotional, college environment adaptations and measured by 5 point Likert scale from "absolutely not likely" (1 point) to "completely likely" (5 points).

### ***Learning Attitude***

A tool which J.-S. Kim and Lee (2014) developed was utilized to measure the level of learning attitude. This was the verified tool with the validity and reliability of the content composition done. It was evaluated with 4 point scale: from 4 points of “perfectly reasonable”, 3 points of “reasonable”, 2 points of “not reasonable” and 1 point of “absolutely not reasonable”.

## **LITERATURE REVIEW**

### ***Mentoring Program***

In rapidly changing circumstances, undergraduates have a hard time of adjustment to school life. One of the ways to resolve these difficulties can be mentoring between senior- junior. A mentor feels rewarded and learns specific skills, knowledge during a mentoring activity. It motivates them and affects their learning ability, college adaptation and career (J. H. Bae, Ahn, & Pang, 2014). A mentoring activity through an official relationship can play an important role in college life and show mentor’s growth. Once a mentor meets mentee’s desires based on mutual trust, they try to achieve personal aims such as academic work and career. An organizational commitment occurs in such an official relationship (S. J. Jang & Lee, 2008). Face-to-face mentoring is reported to be more effective than team mentoring. The reason is because facing in person can build up a close relationship and develop an emotional bond more easily rather than in group (Yu, 2013). A mentoring activity between senior-junior affects their college life. The factors to succeed mentoring are mentor’s ability, qualification, experience and these general qualifications affect mentoring (Yu, 2013). Wanberg, Welsh, and Hezlett (2003) defined mentoring as a process that a veteran helps a new employee. He also added that true mentoring means a secret relationship between two people to help both grow and succeed with mutual goals. For such an effective relationship, mentoring also means a strong development relationship between mentor-mentee and an emotional intervention with a huge influence (Wanberg et al., 2003). A mentoring relationship needs to offer an active plan and operation and recognize connectedness and teamwork. Also, college should give advice of class contents and others and prior education should be provided considering various circumstances (Yu, 2013).

### ***College Life Adaptability***

College students are in a transition period between adolescence and adulthood so they have a burden to deal with double challenges of adolescent tasks and adulthood development tasks (G. Lee, Jang, & Ahn, 2000). Generally, adaptation is a process that an individual responds effectively by interacting with surroundings actively and changing themselves to meet the requirements (S.-K. Kim, 2003). In nursing college life, self-directed learning ability and creativity have a various influence on the adaptation. It is important that students should acquire various knowledge of their major field by receiving related information as much as possible (H.-S. Park & Jeong, 2013). Nursing students are future medical experts who are responsible for lives and health through college life. They need to learn basic education and nursing professional knowledge and develop a capability to cope well with complicated and rapidly changing clinical field after graduation (H.-S. Park & Jeong, 2013). Learning ability degradation due to maladjustment can threaten to lessen college competitiveness and quality of national health. So, successful college life is related to social vocational competence as a professional. Adaptation to college life can be dealt with varied aspects such as, academic accomplishment and personal relations. When college life conditions correspond with the standards students set, their satisfaction of adaptability will increase (G. Lee et al., 2000).

An emotional expression conflict is an important factor of college life adaptation. When students have less emotional expression conflicts and more positive belief and evaluation, their college life adaptability will increase. Specially, when they express their positive emotions well, their adaptability to college life will enhance (J. M. Lee, 2009). College life adaptation means a response to handle requirements of complex college life, such as major courses and peer relations. That is a process to maintain a harmonious relationship and solve problems reasonably in the given complicated environment (H. J. Kim, 2007). Students who are good at college adaptability can make their life satisfactory and happy (H. Park & Mun, 2014).

### ***Learning Attitude***

The dictionary definition of learning is a process to acquire knowledge for changes of relatively consistent behavior or potential shown as a result of mental experience and learning attitude is a state of mind or posture for changes (H. Lee, 2018). Learning is a cognitive, emotional behavioral response in school due to various changes after practicing

and implementing some behavior and ideas (J. W. Kim & S., 2004). Namely, proper behavioral changes are regarded as learning in an educational aspect. There are internal factors to change learning attitude, such as prerequisite learning, motivation, interest, aptitude and intellectual capability. External factors are parents' view on education, home environment, parents' economic power and learning culture in class (K. S. Kim & Lee, 2009). Teacher's educational philosophy, attitude, and peer relationship are also influential in class (Jin & Kim, 2010). A leader's role of interpreting and behaving in class situations can be a way to guide school organization successfully (Go, 2006). Students need sense of balance that they can design and manage their learning for improvement. They need education to obtain necessary information and manage mental, physical ability in harmony (J.-S. Kim & Lee, 2014). J.-S. Kim and Lee (2014) said that it is essential to make a concrete plan considering the amount of education. With an achievable goal at priority, students should check daily schedule and evaluate it. And, they should not miss academic schedule during a semester and expand their learning attitude with well-balanced learning and relaxation. Learning attitude is a ready status to make a direct effect on a response to things and objects they face. It can be formed from experiences and is a continuous and consistent behavioral pattern. Academic achievement is highly relevant to study habits and especially a self-studying factor raises the achievement. It is important to induce a fundamental cause that students with low learning attitude can be changed to have self-directed learning attitude (Lim, 2006). Overall, learning attitude is consistent behavior formed through learning or the environment and it is composed of various internal and external factors.

## DATA ANALYSIS

### *Research Object*

By using Internet survey tools, this study collected data from participants who were nursing students in a college of Kyeong-buk province, experienced mentor-mentee activity and voluntarily agreed with this study. 233 students were chosen for final analysis objects except 3 who did not answer some items of the survey and numbered serially during the process.

### *Data Collect Method*

During the period from March to June, 2018, the survey was done using a self-administered questionnaire survey method by nursing students who performed a mentoring program in an area. Online questionnaire was conducted by a convenience sampling method for students who agreed voluntarily and took about 15 minutes to fill out the survey.

### *Data Analysis*

This study was analyzed by SPSS Win 18.0 program as follows. The general characteristics were used by descriptive statistics with real numbers, percentage and the difference of variables according to the general characteristics was used by *t*-test, ANOVA and post verification was used by Scheffe test. The relationship of variables was used by Pearson correlation coefficient.

### *Limitations and Ethical Consideration of Research*

The limitation of this study was to select nursing students in a nearby college by random sampling. So, this result should not be generalized and further study needs to be done with objects in various regions. For ethical consideration, before distributing questionnaires, the participants agreed to join this study after listening to the purpose and method. It was explained to them that any personal information acquired from this study would not be used. They could take part in it on their own and if they would like to drop it at any time, they would not get any disadvantages at all.

## RESEARCH CONSEQUENCE

### *College Life Adaptability and Learning Attitude based on General Characteristics of Objects*

The General characteristics of the 233 participants are like <Table 1> below. Among grades, 1st grade was the most common group, which accounted for 30.0% and females were 70%. 39.7% of the participants did not have a religion, which was the biggest group in the religion survey and 39.9% operated the program for 6 months the most. The numbers of being advised were over 5 times (59.3%) and 40.4% of the student had much motivation, the biggest groups in those fields respectively.

College life adaptability and learning attitude of males and females were not significantly different. However, college life adaptability ( $t = 6.594, p = .000$ ) and learning attitude ( $t = 3.907, p = .009$ ) based on grades were significantly

different. Sheffe test demonstrated that 4th graders were higher than 1st and 2nd graders in college life adaptability. Religion did not show any significance to college life adaptability and learning attitude. College life adaptability ( $t = 9.908, p = .000$ ) and learning attitude ( $t = 6.923, p = .000$ ) for the attendance period had significance. The longer they attended the research over 3 years, the better their college life adaptability and learning attitude became. College life adaptability ( $t = 53.674, p = .000$ ) and learning attitude ( $t = 53.674, p = .000$ ) per advice numbers had significance. College life adaptability ( $t = 23.525, p = .000$ ) and learning attitude ( $t = 20.271, p = .000$ ) of motivation were significant < Table 1>.

Table 1 *College Life Adaptability and Learning Attitude based on General Characteristics of Objects (N = 233)*

Characteristics		(N)	(%)	College Life Adaptability				Learning Attitude			
				Average (SD)	t(F)	P	scheffe	Average (SD)	t(F)	P	scheffe
Gender	female	163	70	3.71(.751)	.001	.969		3.07(.560)	.043	.835	
	male	70	30	3.70(.770)				3.09(.589)			
Grade	1	60	25.8	3.52(.729)	6.594	.000	1<4 2<4	2.94(.566)	3.907	.009	
	2	69	29.6	3.58(.701)				3.00(.559)			
	3	50	21.5	3.75(.814)				3.16(.600)			
	4	54	23.1	4.06(.704)				3.27(.613)			
Religion	Yes	132	56.6	3.5(.738)				3.08(.589)	1.522	.190	
	No	101	43.4	4.30(.387)				3.46(.340)			
Term	6M	93	39.9	3.49(.687)	9.908	.000	1<3 1<4 2<4	2.95(.570)	9.908	.000	1<4 2<4
	1year	62	36.5	3.78(.720)				3.095(.543)			
	2 year	23	9.9	3.98(.621)				3.22(.489)			
	3 year	55	23.6	4.09(.673)				3.34(.558)			
	>5time	30	12.8	2.99(.626)	53.674	.000		2.62(.646)	53.674	.000	
	5-10	65	27.8	3.32(.578)				2.78(.497)			
Count	<10time	138	59.4	4.10(.585)				3.33(.419)			
	little.	40	17.2	3.04(.854)	27.525	.000		2.65(.661)	20.271	.000	
	usually	78	38.5	3.42(.643)				2.87(.496)			
Motivation	many.	115	40.4	4.16(.454)				3.405(.454)			

### **Correlation between College Life Adaptability and Learning Attitude**

Considering the relationship between college life adaptability and learning attitude of objects, it displayed that their college life adaptability had a significant amount of correlation with learning attitude ( $r = .822, p < .000$ ). That is, the higher their college life adaptability was, the higher their learning attitude was < Table 2>.



Table 2 Correlation between College Life Adaptability and Learning Attitude

		College Life Adaptability	Learning Attitude
College Life Adaptability	Pearson correlation coefficient	1	.822(**)
		<i>p</i>	.000
		<i>N</i>	233
Learning Attitude	Pearson correlation coefficient	1	
		<i>p</i>	
		<i>N</i>	

\*\*  $p < .01$

### Level of College Life Adaptability and Learning Attitude of objects

Considering the relationships among college life adaptability, learning attitude, and mentoring experience of objects, it appeared that their mentoring experiences significantly correlated with college life adaptability ( $t = 73.873$ ,  $p = .00$ ) and learning attitude ( $t = 78.340$ ,  $p = .00$ ). That is, the more mentoring experiences they had, the better college life adaptability and learning attitude they had < Table 3>.

Table 3 Level of College life Adaptability and Learning Attitude of Objects

Variables	Mentoring Program		
	M(SD)	<i>t</i>	<i>p</i>
College Life Adaptability	3.71(.755)	73.873	.00
Learning Attitude	3.07(.589)	78.340	.00

## DISCUSSION

This study investigated participants who had mentoring based on advice, counseling, guidance to satisfy circumstances and demands of their college life. It was conducted to check out the effects of mentoring on college life adaptability and learning attitude.

It revealed that the rest items of their general characteristics except religion and gender were significant to college life adaptability. The outcome of Sheffe test was that upper graders had higher college life adaptability than lower graders. And it also indicated that the adaptability grew higher as they took part in mentoring longer, had more advice, and had more motivation. The reason why upper graders became more adaptive was that they could possess know how from their school experiences. Considering that long mentoring period led to high adaptability, it could assume a result of close personal relationship between a senior and a junior. [S. H. Lee \(2006\)](#) reported that she implemented a mentoring program to improve student's college life adaptation and found out their adaptability increased significantly. [O. S. Jang \(2017\)](#) also examined that similar to this study, as participation numbers, mentor's advice numbers, social support and motivation increased, their adaptability increased accordingly. [S. H. Bae \(2014\)](#) researched that mainly upper grade students improved their school records after performing mentoring. He also added that mentees boosted their confidence and their adaptability based on advice numbers and motivation was significant. Therefore, it implies that as advice numbers and motivation from mentoring enhance, the affected college life adaptability can change learning attitude accordingly.

In this study, learning attitude indicates a significant result in the rest items, such as grades, period, advice numbers, motivation except religion and gender. For upper graders, learning attitude and over 2 years of mentoring participation were significant. There were many participants who had over 10 times of advice, which was significant. ([O. S. Jang, 2017](#)) also gained the same result with this study that emotional and social support through a mentoring activity improved stable college life adaptability and academic accomplishment. [S. H. Bae \(2014\)](#) also proved that after mentoring, underachieved students improved their academic accomplishment and learning attitude more significantly

in the statistics than the previous term. Actually, more than 80% of undergraduates would ask for help to their seniors and reflected the obtained advice or help to real problem solving by over 80% and yielded positive results by about 82% (M. S. Kim, 2016). In this study, it is summarized that the participant's college life adaptability has significant correlation with their learning attitude.

It is also written that mentoring experiences influences college life adaptability and learning attitude significantly. Mentoring should have consistent mutual exchanges between mentor-mentee but can be dropped in the middle. Therefore, positive efforts are needed to prevent students from quitting this activity. Mentors share difficulties in a meeting and solve their problems. During this process, they can have a chance to become a new leader (S. S. Lee, 2014). A mentor plays a leading role in varied fields and keeps doing this activity to teach wisdom of life to a mentee. It is very important to choose and educate mentors for a stable mentoring program. Strengthening not only material aspects but also emotional support is demanded to prevent quitting. In a mentoring orientation, rules of the first meeting should be set and customized education program should be organized. And a program should be planned to discover mentee's future vision. This can result in preventing quitting of mentor-mentee and operating efficiently (S. S. Lee, 2014). Mentor's growth from a mentoring activity is very vital. They can discover a meaning and vision of life and have a chance of charging themselves. This activity also helps them decide their careers and adapt to school positively. They get to widen their human relations and learn cooperation as teamwork. In this way, they build up their professional competency and mark a turning point in their career decision (J. H. Bae et al., 2014). After all the analysis above, a mentor-mentee activity of nursing students was proved to have a positive effect. It is necessary to operate a program to advance mentor's capacity. Preparation for mentoring and specialist assessment supported by college administration are required. It is essential to verify the effects of various types of mentoring models.

## CONCLUSION

Successful nursing college life has a strong impact on future nursing personnel capacity. Their positive college life and learning attitude can exert a great effect on their entire life. In this study, mentoring of nursing students appeared to be significant to college life adaptability and learning attitude. College life adaptability and learning attitude were seen to correlate positively. And the higher grades they have, the longer mentoring period they have, the more chances of advice and motivation they have, the more significantly their college life adaptability and learning attitude are changed. Therefore, this study regards that a mentoring program for nursing students has significance to college life adaptability and learning attitude. At a result, it is necessary to consider a mentoring program as an intervention method to improve their adaptability. This study suggests based on its findings as follows. A mentoring activity should be approached in multi-dimensional aspects. Research for administrative and individual based models should be carried out. In the future, objects from various regions should be examined to clarify the effects and make it generalized.

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