

Study on the Correlation between Self-learning Ability and Life Satisfaction of Undergraduate Practice Nurses

Xin-Li Ma^{1,a}, Xin-Rong Guo^{2,a}, Yan-Ping He^{2,a} and Feng Bai^{3,b,*}

¹Intensive care unit of the second hospital of Jilin university, Changchun, China

²Nursing department of the second hospital of Jilin university, Changchun, China

³Ophthalmology department of the second hospital of Jilin university, Changchun, China

^aemail:402276235@qq.com ^bemail:0311mail2008@163.com

*Corresponding author: Feng Bai

Keywords: Self-learning Ability, Life Satisfaction, Undergraduate Practice Nurses

Abstract. Objective: To survey the current status of self-learning ability and life satisfaction of undergraduate practice nurses, and research the correlation between them. Methods: We used general demographic characteristics, self-learning ability and life satisfaction questionnaire to investigate 251 undergraduate practice nurses of 3 hospitals in Changchun. Result: The score of self-learning ability was (83.37±9.26), the score of life satisfaction was (26.95±4.23), self-learning ability was positively correlated with life satisfaction ($p < 0.01$). Conclusion: Undergraduate practice nurses' self-learning ability was at medium lower level, life satisfaction was at medium level, related people should take measures to promote undergraduate practice nurses' life satisfaction, and enhance their self-learning ability, so as to promote practice nurses better development.

1. Introduction

Research showed that nursing students had weak self-learning consciousness and low self-learning ability^[1-3]. Life satisfaction can measure people's quality of life, college students' life satisfaction was closely related to their academic performance, interpersonal relationship, self growth and development and so on. So we investigated the current status of undergraduate practice nurses' self-learning ability and life satisfaction, and research the correlation between them to provide evidence for improving undergraduate practice nurses' learning ability and life satisfaction, and promote undergraduate practice nurses to better develop themselves.

2. Objects and Methods

2.1. Objects

We used convenient sampling method to select 251 undergraduate practice nurses from 3 hospitals as objects. 260 survey questionnaires were given out, 251 questionnaires were recycled, the recycle efficiency was 96.54%. There were 35 male people and 216 female people. The age was between 19-23 years old, the average age was (21.37±1.09) years old.

2.2. Methods

2.2.1. General Demographic Characteristics Scale. Include sex, years old, nature of school, whether satisfied with the hospital practice environment, whether the first choice was nursing.

2.2.2. Self-learning Ability Scale. The college students' autonomous learning ability scale that complied by Yi LIN and An-Li JIANG was used^[4]. The scale had 28 items, divided into 3 dimensions, they were self-management ability (10 items), learning cooperation ability (7 items), information ability (11 items). Likert 5 was used to score, the total score was 28-140, the higher score the stronger self-learning ability.

2.2.3. Life Satisfaction Scale. The college students life satisfaction rating scale which was

complied by Zhong-Yu WANG was used^[5].It had 6 items and divided into 2 dimensions. The first 5 items included academic performance, relationship with friends, self-image and performance, physical health and economic status, they were objective satisfaction dimension. The last item was subjective satisfaction dimension, it was used to measure college students' overall satisfaction with their lives. Likert 7 was used to score. The total score of life satisfaction include subjective satisfaction' score and objective satisfaction' score, the total score was 6-42, the higher score the higher life satisfaction.

2.3. Statistical Method

Epi Data 3.1 was used to record data,SPSS 21.0 was used to statistical analysis.F/t test was used to compare counting data sets,the measurement data are described by $\bar{x} \pm S$,Pearson correlation analysis was used to analyze the correlation between self-learning ability and life satisfaction. $p < 0.05$ was identified the difference was considered statistically significant.

3. Results

3.1. The Score of Undergraduate Practice Nurses' Self-learning Ability

The score of self-learning ability and self-management ability dimension,learning cooperation ability dimension,information ability dimension were respectively(83.37 \pm 9.26),(29.43 \pm 4.16), (21.57 \pm 3.38),(32.37 \pm 4.28).There was statistically significant in nature of school and whether the first choice was nursing.The detailed results showed in Table1.

Table1. Comparison of self-learning ability' score among different demographic characteristics($\bar{x} \pm S$,n=251)

Item	people number	self-learning ability' score	F	p
nature of school				
public school	169	84.69 \pm 8.52	2.24	0.02
Private school	82	82.05 \pm 9.18		
whether the first choice was nursing				
yes	73	85.01 \pm 8.91	2.62	0.01
no	178	81.73 \pm 9.04		

3.2. The Score of Undergraduate Practice Nurses' Life Satisfaction

The score of life satisfaction ,subjective satisfaction dimension and objective satisfaction dimension were respectively(26.95 \pm 4.23),(3.27 \pm 1.09),(23.67 \pm 3.15).There was statistically significant in whether satisfied with the hospital practice environment.The detailed results showed in Table2.

Table 2. Comparison of life satisfaction' score among different demographic characteristics($\bar{x} \pm S$,n=251)

Item	people number	life satisfaction' score	F	p
whether satisfied with the hospital practice environment				
yes	187	28.82 \pm 3.77	6.85	0.00
no	64	25.07 \pm 3.82		

3.3. Correlation Between Self-learning Ability and Life Satisfaction

The detailed results showed in Table3.

Table 3. Correlation between self-learning ability and life satisfaction(r,n=251)

	LS	SLS	OLS
self-learning ability	0.363*	0.302*	0.319*
self-management ability	0.345*	0.308*	0.311*
learning cooperation ability	0.276*	0.299*	0.253*
information ability	0.371*	0.325*	0.382*

Note:* $p < 0.01$,LS=life satisfaction,SLS=subjective life satisfaction ,OLS=objective life satisfaction.

4. Discussion

4.1. Undergraduate Practice Nurses' Self-learning Ability was at Medium Lower Level

Our research showed that the undergraduate practice nurses' self-learning ability was at medium lower level. As shown in Table 1, the undergraduate practice nurses who were from public school had stronger self-learning ability than the undergraduate practice nurses who were from private school. Some similar researches also put forward that the students came from private school had worse learning autonomy. This may be because the students in private schools have a relatively poor knowledge base and cannot find a good learning method, and their learning efficiency is low, which affects their enthusiasm and initiative in learning. It is suggested that clinical teaching teachers should pay attention to cultivating practice nurses' independent learning ability, especially practice nurses that from private school, so as to avoid learning burnout. We also found that the undergraduate practice nurses whose the first choice was nursing had stronger ability than the others. This may be related to that the practice nurses who selected the nursing as the first choice had stronger interest in nursing course, they had learning motivation, so the self-learning ability was stronger. Related research showed that the learning ability of nursing students increased with the increase of professional interest^[6,7]. So the related teachers should take some measures to promote the undergraduate practice nurses' professional interest.

4.2. Undergraduate Practice Nurses' life Satisfaction was at Medium Level

Our research showed that the undergraduate practice nurses' life satisfaction was at medium level. This prompted that related people should focus on and improve the undergraduate practice nurses' life satisfaction. As shown in Table 2, the practice nurses who satisfied with the hospital practice environment had better life satisfaction. It was suggested that clinical managers should pay more attention to the hospital education and teaching environment, increase the interaction and communication with practice nurses, encourage them to put forward valuable opinions, improve clinical teachers' teaching ability and create a good practicing environment, so as to improve undergraduate practice nurses' life satisfaction.

4.3. Self-learning Ability was Positively Correlated with Life Satisfaction of Undergraduate Practice Nurses

As shown in Table 3, our research revealed that undergraduate practice nurses' self-learning ability and its dimensions were positively correlated with life satisfaction and its dimension ($p < 0.01$). It means that the stronger self-learning ability the higher life satisfaction; the practice nurses who had higher life satisfaction had stronger self-learning ability. The undergraduate practice nurses who were able to take the initiative to learn tended to have excellent academic performance and be satisfied with their performance and achievements, so their life satisfaction was higher. The undergraduate practice nurses with higher life satisfaction tend to have a friendly relationship with others, have good academic performance, and be satisfied with themselves and everything around. Such a good environment helped to promote undergraduate practice nurses' learning interest and motivation, so they had more strong independent learning ability. Some researches suggested that improving the clinical practice performance of nursing students was helpful to improve their independent learning ability^[8], life satisfaction of nursing students was negatively correlated with alexithymia^[9]. So clinical teachers should cultivate the clinical practice behavior ability of practice nurses, enhance their self-confidence, conduct more emotional communication with them, and encourage practice nurses to bravely express their thoughts and feelings, so as to effectively improve the self-learning ability and life satisfaction of undergraduate practice nurses.

5. References

[1] Xue-Lin TAN. Study on the autonomous learning ability of 535 nursing students in Chengdu[J]. *Journal of nursing*, 2013, 20(3): 14-17. (In Chinese)

- [2] Ya-Min LI,Shao-Ou XUE,Lei ZHANG.Analysis of influencing factors of nursing students 'autonomous learning ability[J].Journal of Chengde medical college,2018,35(8):66-69.(In Chinese)
- [3] Yan-Hui JIAO,Mei SONG.Study on independent learning ability of nursing undergraduates and its influencing factors[J].Nursing research,2018,32(13):2110-2114.(In Chinese)
- [4] Yi LIN,An-Li JIANG.Study on the scale of independent learning ability of nursing college students[J].PLA journal of nursing,2004,21(6):1-4.(In Chinese)
- [5] Zhong-Yu WANG,Song-He SHI.Comply of college students life satisfaction rating scale(CSLSS)[J].Chinese behavioral medicine science,2003,12(2):199-201.(In Chinese)
- [6] He CHEN,Hong-Yan JIN.Current situation analysis of nursing students' autonomous learning ability[J].Jilin medical,2013,34(18):3742-3743.(In Chinese)
- [7] Ya-Nan LIU,Hong-Chen ZHANG.Investigation and analysis of influencing factors of clinical nursing students 'autonomous learning ability[J].Journal of Qilu nursing,2015,21(23):26-28.(In Chinese)
- [8] Jie TENG.Clinical practice behavior and independent learning ability of undergraduate nursing students and their correlation[J].PLA journal of nursing,2015,32(17):63-65.(In Chinese)
- [9] Yue-Qiu ZHAO,Yu-Qun ZHANG,Xian-Ping SHI.Relationship between life satisfaction of nursing students and alexithymia and personality traits[J].Chinese school health,2015,36(6):927-930.(In Chinese)