

Frustrations Facing Male Nursing Students in Maternity Curriculum, Assiut University and Their Life Satisfaction.

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Abstract

Background: Researches has failed to incorporate the challenges facing male nursing students. Therefore; this study **Aimed** at assessing the frustration facing male students in maternity curriculum and their life satisfaction. An exploratory descriptive **Research Design** was utilized. The **Setting** was Faculty of Nursing, Assiut University-Egypt.. **Subjects** was a convenient sample of all male nursing students who studied & recently passed Maternity Curriculum; a total of 162 students were recruited. **Tools for data collection** included; structured interview questionnaire; Frustration scale and Life satisfaction scale. The duration for data collection lasted for 6 months precisely from January to June 2016. **Results** of this study revealed that, the mean age of participant students was 21.31years. There was a highly significance reversible correlation between frustration level and general feeling of satisfaction. Also high frustration level associated with low level of satisfaction. This study **Concluded** that, the level of frustration strongly correlated with level of satisfaction. This study **Recommended** depth orientation before starting maternity curriculum, workshop to discuss challenges & consernes with male students, future researches on enrollment, frustration, satisfaction and perception of male nursing students and the importance of further researches in this field with comparison between both sexes.

Key words: *Maternity curriculum, Male nursing student, Frustration & Life satisfaction.*

Introduction

In the third century B.C. in ancient India only men could have attended nursing schools and works as nurses (Devito, 2016). During middle ages, social and political changes were occurring. The health care was provided by religious orders where Christian monks and nuns provided care to sick (Ying, 2014). Women continue to be dominate nursing (Men in nursing, 2013).

Admission regulation among faculties and schools of nursing since nightingale movement of modernize nursing, males were excluded from entering career (Eswia & EL-Sayed, 2011). For a long time, there were lack of desire and interest among students in Egypt to study nursing because of the stigma of nursing profession which may plays one of the most important obstacles for choosing nursing career (Conner, 2016). In 2011, 91% of nurses were women and only 9% were men (Men in nursing, 2013).

Nursing is still does not benefit from men as a potential pool of candidates to improve nursing shortages (McLaughlin, 2010). Females remain the large majority of students in nursing and of nursing faculty, while males continue to represent only a very small minority in both (Mohamed & El-Nemer, 2013).

Current days are witnessing escalating numbers of males who choosing a nursing as an occupation, even though nursing remains (as popular concept) extremely female dominated profession and not a

male career (Eswia & EL-Sayed, 2011, & Lou et al., 2007). The involvement of males in nursing is becoming more satisfactory, one of the issues regarding male nurses is increasing support demonstrating that male nursing students face more gender based role stress and frustration than do their female peers, especially when caring for female patients (Yang et al., 2017). Clinical nurse educators are not supportive of male student nurses being in certain areas such as obstetric and paediatric nursing rotation (Cudé, 2004 & Eswi & El Sayed, 2011).

Studies in the United States have shown that role strain and frustration knowledgeable by male nursing students in maternity curriculum is higher than that knowledgeable by their female counterparts (Rajacich et al., 2013 & Sherrod, 1991). In addition (Patterson & Morin, 2002), interviewed eight male nursing students who had finished their maternal child rotation. They also found that participants began the maternal child clinical rotation with feelings of fear, anxiety, and the risk of rejection .

This situation also has its consequence on nursing education and training, male students were made to feel uncomfortable during their training placement; lots of male students were not allowed to contribute in the full range of caring interventions during obstetric placement workplace (Abushaikha et al., 2014). Today women have made significant progress in medicine and engineering, as a male dominant

professions the same cannot be said of men in the nursing profession (Maykut, 2017).

Significance of the study

Male nursing students have experienced challenges in their obstetrical nursing practice because of their gender. Male nursing students face greater frustration than do female students; this may be related to the public stereotypes and Egyptian culture about male nursing students in the obstetrical setting. So, the main reason for conducting this study was to assess the frustrations facing male nursing students in maternity curriculum and their life satisfaction.

Aim of the study

The aim of this study was to

- Assess the frustrations facing male nursing students in maternity curriculum and their life satisfaction .

Research Questions

- Is there any frustrations facing male nursing students in maternity curriculum?
- Is there a relation between male students' frustrations and their life satisfaction?

Subjects & Methods

Research Design

An exploratory descriptive design was utilized in this study.

Settings

The study was carried out in Faculty of Nursing, Assiut University, Egypt, (governmental faculty - Ministry of Higher Education, and encompass multi-residential students).

Subjects

Convenient sample represents all male nursing students who studied & recently passed Maternity Nursing Curriculum; (third & fourth year students). A total of 162 students were recruited.

Tools of data collection

Data were collected using three tools in this study:

1-Structured Interviewing Questionnaire

Which developed by the investigators after reviewing the literatures related to the current study. It includes personal information such as student's age, residence, parents' educational level & occupation, number and orders of brothers & sisters, interesting in nursing education & general feeling of satisfaction.

Frustration Scale

Frustration was assessed through using a frustration scale of Mobark & Haroon (2015), to assess frustration among graduates. Some modification were done to be suitable for students as, item number four in physical domain, items (2,4,5) in specialty domain. Then revalidate the tool by a jury of five expertise from Obstetric and gynecological nursing and

Psychiatric nursing, to assess the content and validity of the tool to suit with an Egyptian culture. Cronbach's (alpha) test was done to measure the internal consistency and reliability of the tool which was (0.82). This scale consisted of 6 domains; (physical, mental, family, specialty, economic and social). Each consists of 5 statements about the sensation of frustration, an example of which is "I wish to study another field. There were three positive statements and twenty-seven negative statements, with three-point Likert scale ranging from "agree" to "disagree" Each scoring response is classified into 0-2 responses; (0) is assigned for agree, (1) for agree to some extent, and (2) for disagree. A high score indicated high level of frustration. The scoring system ranged from 0-40 means low frustration, 40-46 moderate frustration, and above 47 indicated severe frustration.

Life Satisfaction Scale

Life satisfaction scale which was developed by Eldesoky (1998), which used to assess students life satisfaction, (factorial derived measure). This scale consisted of 30 statements about positive sensation of life satisfaction. For example, "I feel happy and satisfy". Items were rated on a five-point Likert scale, from strongly agree to strongly disagree. Each scoring response is classified into 1-5 degrees: 1 for never, 2 for rare, 3 for sometimes, 4 for mostly, and 5 for always. High score indicated high life satisfaction. The scoring system from 1 to 79 indicated low satisfaction, ranged from 98, to 112 indicated moderate satisfaction and above 112 indicated high satisfaction.

Pilot Study

A pilot study was conducted on 20 students to test feasibility of tools and time required to be applied. Simple modification was done of some items of the interviewing questionnaire that they were not consistent with this study This sample was excluded from the actual study.

Administrative design

An official permission was obtained from the research ethical committee in the faculty of nursing to approve this study Before the conduction of the pilot study as well as the actual study, an official permission was obtained from the dean of the faculty of nursing.

Procedures

The students were gathered in the faculty classes and or lab to conducting sessions for data collection according to their schedules after finishing of their study day. The students were interviewed in groups, 25 students in each session for about 30 minutes. The purpose of the study was explained by the investigators. Distributing of the tools to each student was done for filling them. The duration for data

collection lasted for 6 months precisely from January to June, 2016.

Ethical considerations

The study protocol was approved by pertinent research and ethical committee. Informed verbal consent was taken from each student before participation in the study. No health hazards were present. Participants were assured that all their data are highly confidential, anonymity was also assured through assigned a number for each student instead of names to protect their privacy. Data were only available to the researchers and the participants.

Statistical Analysis

The data were tested for normality using the Anderson-Darling test and for homogeneity

variances prior to further statistical analysis. Categorical variables were described by number and percent (N, %), Chi-square test used to compare between categorical variables where continuous variables described by mean and standard deviation (Mean, SD). compare between continuous variables by t-test and ANOVA test. The Pearson correlation coefficient was used to probe the relationship between frustration and satisfaction level. Multiple linear regression analysis to assess the factors, A two-tailed $p < 0.05$ was considered statistically significant. All analyses were performed with the IBM SPSS 20.0 software.

Results

Table (1): Distribution of the participants by their personal data.

Items	No. (162)	%
Age		
Range	20-24	
Mean \pm SD	21.31 \pm 0.87	
Living in		
Family's home	83	51.2
University City	65	40.1
External housing	14	8.6
Residence		
Rural	94	58.0
urban	68	42.0
Father's Education		
Illiterate	9	5.6
Read and write	13	8.0
Basic education	20	12.3
Secondary	66	40.7
University	54	33.3
Father's Occupation		
Employee	113	69.8
Free work	17	10.5
others	32	19.8
Mother's Education		
Illiterate	42	25.9
Read and write	11	6.8
Basic education	20	12.3
Secondary	44	27.2
University	45	27.8
Mother's Occupation		
housewife	103	63.6
Employee	59	36.4
Birth Order		
Single	4	2.5
First	46	28.4
Second	41	25.3
Third	29	17.9
More than	42	25.9

Items	No. (162)	%
Nursing Enrollment		
Personal desire	48	29.6
Coordination office	38	23.5
Parents' desire	32	19.8
Occupation after graduation	39	24.1
Others	5	3.1
General feeling of Satisfaction		
Yes	113	69.8
No	49	30.2

Table (2): Distribution of the participants by Frustration level.

frustration level	No. (162)	%	P. value
Low	153	94.4	<0.001**
Moderate	7	4.3	
High	2	1.2	

Table (3): Distribution of the participants by level of life satisfaction.

satisfaction Level	No. (162)	%	P. value
Low	36	22.2	0.103
Moderate	61	37.7	
High	65	40.1	

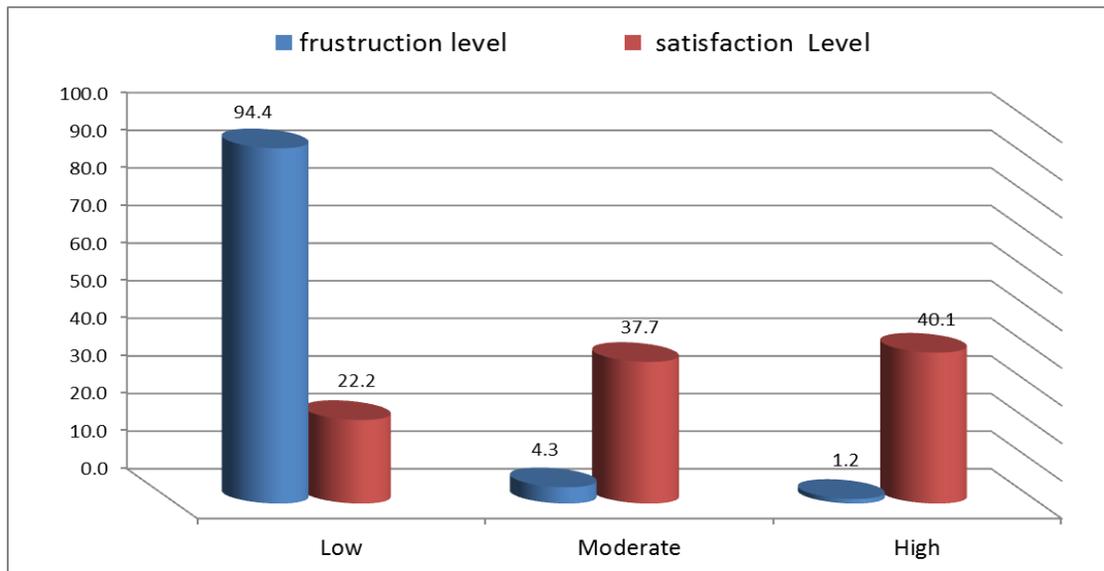


Figure (1): Distribution of the participant by their Frustration and satisfaction Level.

Table (4): Relationship between frustration level and personal data (no. 162).

variables	frustration						P. value
	Low		Moderate		High		
	No.	%	No.	%	No.	%	
Age	21.28±0.88		21.33±0.78		22±1.00		0.190
Living in							0.556
Family's home	68	52.3	11	40.7	4	80.0	
City University	51	39.2	13	48.1	1	20.0	
External housing	11	8.5	3	11.1	0	0.0	
Residence							0.587
Rural	75	57.7	15	55.6	4	80.0	
urban	55	42.3	12	44.4	1	20.0	
Father's Education							0.896
Illiterate	7	5.4	2	7.4	0	0.0	
Read and write	12	9.2	1	3.7	0	0.0	
Basic education	17	13.1	2	7.4	1	20.0	
Secondary	51	39.2	12	44.4	3	60.0	
University	43	33.1	10	37.0	1	20.0	
Father's Occupation							0.437
Employee	95	73.1	15	55.6	3	60.0	
handicraftsman	12	9.2	4	14.8	1	20.0	
others	23	17.7	8	29.6	1	20.0	
Mother's Education							0.308
Illiterate	37	28.5	4	14.8	1	20.0	
Read and write	9	6.9	2	7.4	0	0.0	
Basic education	16	12.3	2	7.4	2	40.0	
Secondary	31	23.8	12	44.4	1	20.0	
University	37	28.5	7	25.9	1	20.0	
Mother's Occupation							0.741
housewife	82	63.1	17	63.0	4	80.0	
Employee	48	36.9	10	37.0	1	20.0	
Birth Order							0.064
single	4	3.1	0	0.0	0	0.0	
First	35	26.9	9	33.3	2	40.0	
Second	36	27.7	4	14.8	1	20.0	
Third	17	13.1	10	37.0	2	40.0	
More this	38	29.2	4	14.8	0	0.0	
Nursing Enrollment							0.374
Personal desire	43	33.1	5	18.5	0	0.0	
Coordination office	28	21.5	9	33.3	1	20.0	
Parents' desire of	27	20.8	3	11.1	2	40.0	
Occupation after graduation	28	21.5	9	33.3	2	40.0	
others	4	3.1	1	3.7	0	0.0	
General feeling of Satisfaction							0.000**
Yes	100	76.9	12	44.4	1	20.0	
No	30	23.1	15	55.6	4	80.0	

1- Chi-square test. ** Highly statistically significant difference ($p < 0.01$).

2- One-way ANOVA

Table (5): Relationship between satisfaction level and personal data (no.162).

variables	satisfaction						P. value
	Low		Moderate		high		
	No.	%	No.	%	No.	%	
Age	21.44 ±0.96		21.27 ±0.84		21.34±0.90		0.734
Living in							0.206
Family's home	7	43.8	46	51.1	30	53.6	
City University	6	37.5	40	44.4	19	33.9	
External housing	3	18.8	4	4.4	7	12.5	
Residence							0.457
Rural	9	56.3	56	62.2	29	51.8	
urban	7	43.8	34	37.8	27	48.2	
Father's Education							0.447
Illiterate	0	0.0	7	7.8	2	3.6	
Read and write	2	12.5	8	8.9	3	5.4	
Basic education	2	12.5	7	7.8	11	19.6	
Secondary	8	50.0	37	41.1	21	37.5	
University	4	25.0	31	34.4	19	33.9	
Father's Occupation							0.360
Employee	14	87.5	58	64.4	41	73.2	
handicraftsman	1	6.3	10	11.1	6	10.7	
Others	1	6.3	22	24.4	9	16.1	
Mother's Education							0.690
Illiterate	4	25.0	23	25.6	15	26.8	
Read and write	0	0.0	8	8.9	3	5.4	
Basic education	1	6.3	10	11.1	9	16.1	
Secondary	7	43.8	25	27.8	12	21.4	
University	4	25.0	24	26.7	17	30.4	
Mother's Occupation							0.770
housewife	9	56.3	57	63.3	37	66.1	
Employee	7	43.8	33	36.7	19	33.9	
Birth Order							0.350
single	0	0.0	2	2.2	2	3.6	
First	4	25.0	25	27.8	17	30.4	
Second	5	31.3	18	20.0	18	32.1	
Third	3	18.8	22	24.4	4	7.1	
More this	4	25.0	23	25.6	15	26.8	
Nursing Enrollment							0.151
Personal desire	2	12.5	26	28.9	20	35.7	
coordination office	3	18.8	26	28.9	9	16.1	
Parents' desire	3	18.8	18	20.0	11	19.6	
Occupation after graduation	6	37.5	18	20.0	15	26.8	
others	2	12.5	2	2.2	1	1.8	
General feeling of Satisfaction							0.000**
Yes	7	43.8	55	61.1	51	91.1	
No	9	56.3	35	38.9	5	8.9	

1- Chi-square test. ** Highly statistically significant difference ($p < 0.01$).

2- One-way ANOVA

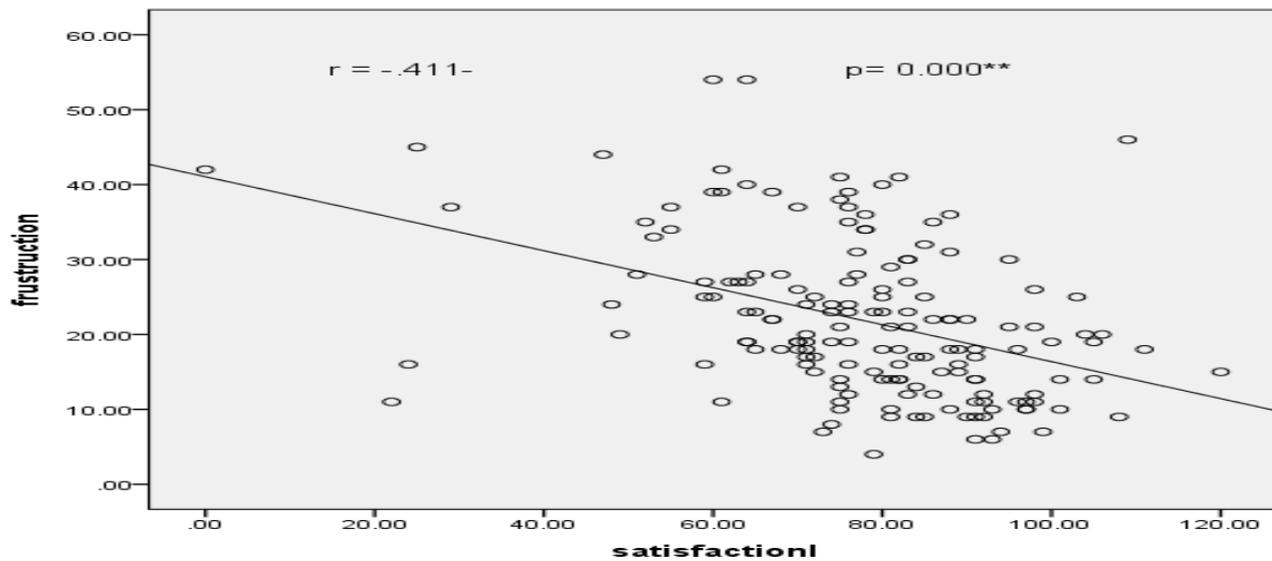


Figure (2): Relation between level of satisfaction and frustration.

** Highly significant reversible correlation ($p < 0.01$)

* Statistically significant correlation ($p < 0.05$)

Table (6): Multiple linear regression analysis to assess the factors affects in frustration and satisfaction (no. 162)

Factors	frustration			satisfaction		
	Beta	t	Sig.	Beta	t	Sig.
age	0.010	0.128	0.898	0.045	0.600	0.549
Living	0.011	0.151	0.880	-0.089	-1.209	0.229
Residence	-0.112	-1.443	0.151	0.126	1.607	0.110
Father's education	0.039	0.378	0.706	0.110	1.061	0.290
Father's occupation	0.197	2.518	0.013*	0.009	0.108	0.914
Mother's education	0.062	0.524	0.601	-0.184	-1.542	0.125
Mother's occupation	0.019	0.212	0.832	0.058	0.626	0.533
Birth order	-0.015	-0.193	0.847	-0.082	-1.056	0.293
Nursing Enrollment	0.082	1.112	0.268	-0.071	-0.947	0.345
General feeling of satisfaction	0.409	5.502	0.000**	-0.410	-5.454	0.000**

* Statistically significant difference ($p < 0.05$)

** Highly Statistically significant difference ($p < 0.01$)

Table (1): Shows that, the mean age of participant students was 21.31 years, more than half of them were from rural areas and living in family's home. More than two thirds of participant students' fathers were employees, and their mothers were housewives. Nearly one third of participant students' parents had university education. Nearly one third of participant students were enrolled in nursing based on personal desire, and more than two thirds of them had a general feeling of satisfaction.

Table (2): Shows that the majority of participant students had a low level of frustration.

Table (3) Reveals that, nearly half of participant students had a high level of satisfaction.

Figure (1&2): Illustrate high level of satisfaction associated with low level of frustration.

Table (4): Shows a highly statistically significant differences between level of frustration and general feeling of satisfaction.

Table (5): Clarifies a highly statistically significant differences between level of satisfaction (by using standardized scale) and general feeling of satisfaction; (by using one open ended question in an interview questionnaire).

Table (6): Demonstrates that, the general feeling of satisfaction was a factor affected on level of frustration and level of satisfaction with a statistically significant differences.

Discussion

Despite the constant changes that impact health care, the sex imbalance of the nursing education remains constant (Keogh & Lynn, 2007). It is evident that although nursing has traditionally been a female-dominated profession, there have been a small number of males entering the profession, (Meadus & Twomey, 2011).

The present study indicated that, nearly one third of participant students were enrolled in nursing based on personal desire, while nearly one quarter enrolled in nursing for occupation after graduation. More than two thirds of them had a general feeling of satisfaction. These findings similar to some extend the results of Hyun & Yi, (2016) who studied the predictors of subjectives happiness for male nursing students in Korea. They found that, more than one third of participants enrolled in nursing for getting a job easily, while more than three quarters of participants were satisfied. Also this disagreed with Feng et al., (2016) who studied a chinese male nursing students, they found that, male students who were in an advanced diploma nursing program reported greater satisfaction than did those in a bachelor's nursing program and those for whom nursing was not the first-choice major. Also Young, (2014) studied the relationship of career identity, major satisfaction and college adaptation of nursing freshmen, he found that, nearly half of the students were satisfied. These findings were in agreement with Keogh & Lynn, (2007), who reported that, there were lack of desire and enthusiasm among male students in Egypt to study nursing because of the stigma of nursing profession which may play one of the major obstacles for choosing nursing career.

The current study results revealed that, the majority of participant students had a low level of frustration with high level of life satisfaction. This may be attributed to appointment after graduation and getting a job. In the same respect, Kim & Kim, (2012), found that, the negative emotion of college nursing students was greater than other college students due to the fact that nursing students were burdened with the responsibilities of future health care professional . Also Cha & Seo, (2012), revealed that, moreover, college students experience anger due to psychological stressors, which were related to low self- esteem, unstable family, or faculty environment. In addition Chun et al., (2016), invested the subjective well-being and influential factors of undergraduate male nursing students in department of nursing, Bengbu Medical College, China. They found that, the undergraduate male nursing students experienced higher life satisfaction.

The present study found that, the general feeling of satisfaction was a factor affected in level of frustration and level of life satisfaction with a statistically significant difference . The possible explanation of this finding was explained by Bernard Hodes Group, (2005) & Rajacich et al., (2013) ,who reported that, men in nursing also had positive experiences that enabled them to remain in the profession. They cited deriving personal rewards from making a difference in their clients' lives. Being a minority in the female dominated profession positively enhanced the men's visibility as representatives for the wider male gender to join nursing . Also Feng et al., (2016) stated that, male nurses are professionals who care by the same way as female, however stereotyping them does exist exposing male nurses to homophobia in the workplace.

While, Reeve (2012), & Taylor & Royes (2012) stated that, nursing students experience various tensions as well as anger and negative self - esteem from their clinical learning environment. In this context, Rajacich et al., (2013) found that. male nurses also experienced various challenges from the female colleagues which leading to a high level of dissatisfaction among male nurses. Finally the high level of students' life satisfaction and low level of frustration may be attributed to; students' satisfaction with God's will, or to meet the desire of their parents or may be due to the appointment after graduation. While some other students loved working in any field related to medicine.

Conclusion

According to the findings of the present study , it can be concluded that, a low level of frustration was associated with high level of life satisfaction. There was a reversible correlation between them.

Recommendations

- Future researches on enrollment, frustration, satisfaction and perception of male nursing students would be useful in profession.
- Further researches in this field with comparison between both sexes.

Limitation of the study

This study was limited by the small number of male participants enrolled in maternity curriculum. Additionally, the lack of comparison of the experiences of the female enrolled in the same curriculum was also an evident limitation and resulted in some speculation. A comparison to the both sexes of students enrolled in the same curriculum would be useful.

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