

# **Frustrations Facing Male Nursing Students, in Maternity curriculum, Assiut University and Their Life Satisfaction.**

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## **Abstract**

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. Faculty of Nursing, Assiut University- Egypt, was the **setting**. **Subjects** include 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; interview questionnaire; Frustration scale, which developed by of **Mobark and Haroon (2015)** and Life satisfaction scale, which developed by **Eldesoky (1669)**. 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 statistically significance differences 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** 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 J.,(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 C.Y., (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, **Keogh & Lynn, (2007)**. 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 et-al.,(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 and 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) and 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)** and **Sherrod, ( 1991)**. In addition **Patterson and 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 et-al.,(2017)**.

### **Significance of the study:**

Male nursing students have experienced discrimination 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 any relation between male students' frustrations facing and their life satisfaction?

### **Subjects and 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-Interview 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.

## **2-Frustration Scale:**

Frustration was assessed through using a frustration scale of **Mobark and Haroon (2015)**, to assess frustration among graduates. Some modification was 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 expertise from Obstetric and gynecological nursing and Psychiatric nursing, to test its contents' validity; (five of experts) to assess the content and face validity of the tool for 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 to 0-2 degrees. 0 degree is assigned for agree, 1 degrees for agree to some extent, 2 degrees for disagree. A total score for each student; the high score indicates high level of frustration and low score indicates low level of frustration. Other distribution;the scoring system ranged from 0-40 means low frusteration,40-46 moderate frusteration, and above47 indicates severe frusteration

## **3-Life Satisfaction Scale:**

Life satisfaction scale which was developed by **Eldesoky (1669)**, 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 to 1-5 degrees: 1 for never, 2 for rare, 3 for sometimes, 4 for mostly, 5 for always. A total score for each student; the high score indicates high life satisfaction and the low score indicates low life dissatisfaction. Other

distribution; the scoring system from 1 to 79 indicated low satisfaction, between 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 interview questionnaire that they were not consistent with this study.

### **Administrative design:**

An official permission was obtained from the research ethical committee in the nursing faculty 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 nursing faculty.

### **Procedure:**

The students were gathered in the faculty classes and or lab in sessions for data collection per their schedules after finished of the study's 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.

Distributed of the tools to each student for filled it. The duration for data collection lasted for 6 months precisely from January to June, 2016.

### **Ethical consideration:**

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 was 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.

**Table: 1: Distribution of the participants by their personal data**

<b>Items</b>	<b>No.</b>	<b>%</b>
<b>Age</b> Range Mean $\pm$ SD	20-24 21.31 $\pm$ 0.87	
<b>Living in:</b> Family's home University City External housing	83 65 14	51.2 40.1 8.6
<b>Residence</b> Rural urban	94 68	58.0 42.0
<b>Father's Education</b> Illiterate Read and write Basic education Secondary University	9 13 20 66 54	5.6 8.0 12.3 40.7 33.3
<b>Father's Occupation</b> Employee Free work others	113 17 32	69.8 10.5 19.8
<b>Mother's Education</b> Illiterate Read and write Basic education Secondary University	42 11 20 44 45	25.9 6.8 12.3 27.2 27.8
<b>Mother's Occupation</b> housewife Employee	103 59	63.6 36.4
<b>Birth Order</b> Single First Second Third More than	4 46 41 29 42	2.5 28.4 25.3 17.9 25.9
<b>Nursing Enrollment</b> Personal desire Coordination office Parents' desire Occupation after graduation Others	48 38 32 39 5	29.6 23.5 19.8 24.1 3.1
<b>General feeling of Satisfaction</b> Yes No	113 49	69.8 30.2

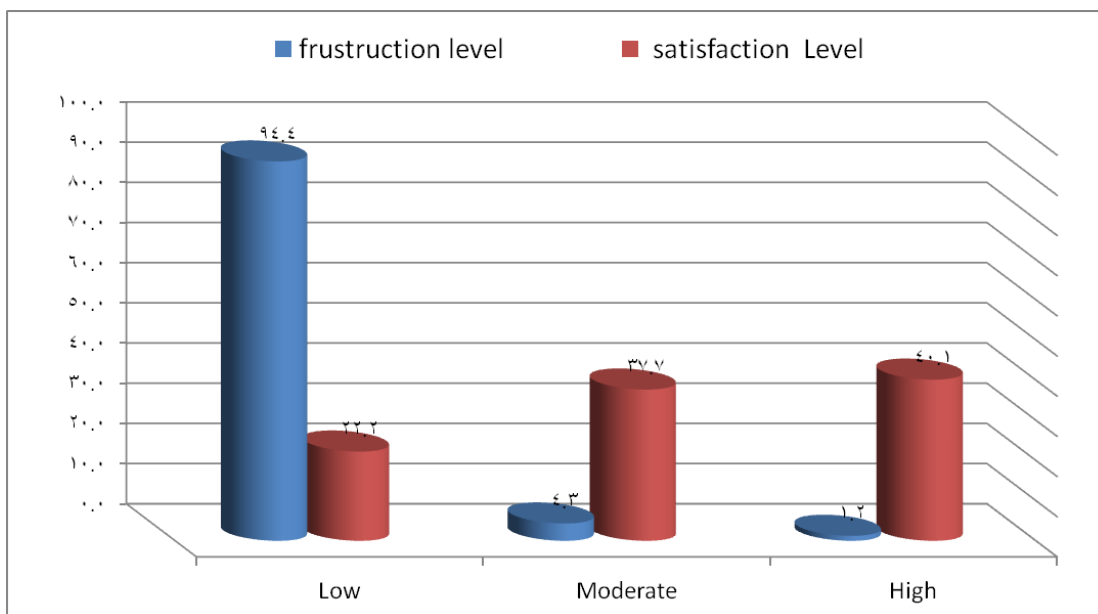


**Table: -2 Distribution of the participants by Frustration level**

frustration level	No	%	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	%	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**

variables	frustration	P.
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	Mild		Moderate		severe		value
	No	%	No	%	No	%	
<b>Age</b>	21.28±0.88		21.33±0.78		22±1.00		0.190
<b>Living in</b>							
Family's home	68	52.3	11	40.7	4	80.0	0.556
City University	51	39.2	13	48.1	1	20.0	
External housing	11	8.5	3	11.1	0	0.0	
<b>Residence</b>							
Rural	75	57.7	15	55.6	4	80.0	0.587
urban	55	42.3	12	44.4	1	20.0	
<b>Father's Education</b>							
Illiterate	7	5.4	2	7.4	0	0.0	0.896
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	
<b>Father's Occupation</b>							
Employee	95	73.1	15	55.6	3	60.0	0.437
handicraftsman	12	9.2	4	14.8	1	20.0	
others	23	17.7	8	29.6	1	20.0	
<b>Mother's Education</b>							
Illiterate	37	28.5	4	14.8	1	20.0	0.308
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	
<b>Mother's Occupation</b>							
housewife	82	63.1	17	63.0	4	80.0	0.741
Employee	48	36.9	10	37.0	1	20.0	
<b>Birth Order</b>							
single	4	3.1	0	0.0	0	0.0	0.064
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	
<b>Nursing Enrollment</b>							
Personal desire	43	33.1	5	18.5	0	0.0	0.374
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	
<b>General feeling of Satisfaction</b>							
Yes	100	76.9	12	44.4	1	20.0	0.000**
No	30	23.1	15	55.6	4	80.0	

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

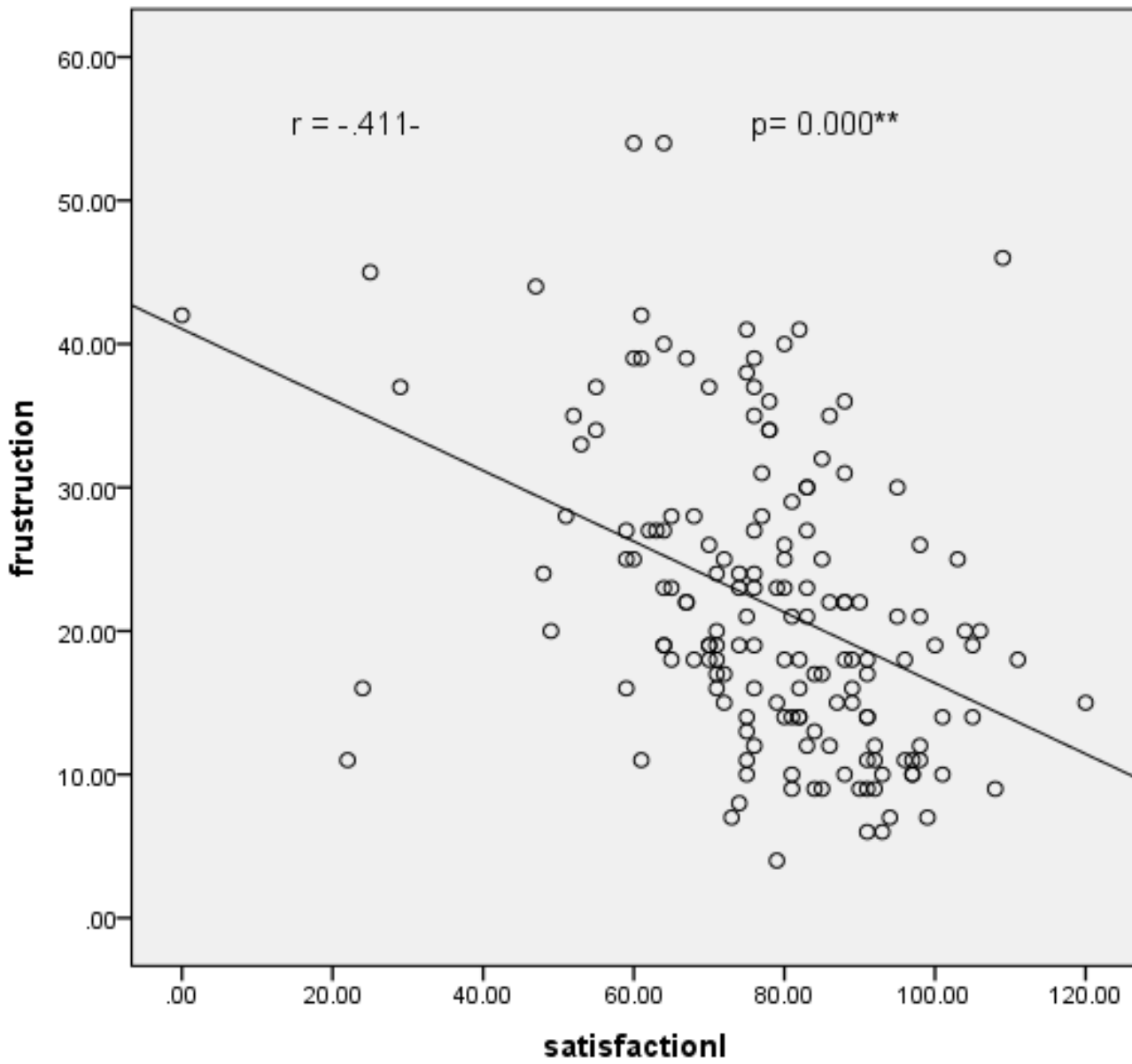
2- One-way ANOVA

**Table (5): Relationship between satisfaction level and personal data**

variables	satisfaction						P. value
	Low		Moderate		high		
	No.	%	No.	%	No.	%	
<b>Age</b>	21.44 ±0.96		21.27 ±0.84		21.34±0.90		0.734
<b>Living in</b>							
Family's home	7	43.8	46	51.1	30	53.6	0.206
City University	6	37.5	40	44.4	19	33.9	
External housing	3	18.8	4	4.4	7	12.5	
<b>Residence</b>							
Rural	9	56.3	56	62.2	29	51.8	0.457
urban	7	43.8	34	37.8	27	48.2	
<b>Father's Education</b>							
Illiterate	0	0.0	7	7.8	2	3.6	0.447
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	
<b>Father's Occupation</b>							
Employee	14	87.5	58	64.4	41	73.2	0.360
handicraftsman	1	6.3	10	11.1	6	10.7	
Others	1	6.3	22	24.4	9	16.1	
<b>Mother's Education</b>							
Illiterate	4	25.0	23	25.6	15	26.8	0.690
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	
<b>Mother's Occupation</b>							
housewife	9	56.3	57	63.3	37	66.1	0.770
Employee	7	43.8	33	36.7	19	33.9	
<b>Birth Order</b>							
single	0	0.0	2	2.2	2	3.6	0.350
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	
<b>Nursing Enrollment</b>							
Personal desire	2	12.5	26	28.9	20	35.7	0.151
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	
<b>General feeling of Satisfaction</b>							
Yes	7	43.8	55	61.1	51	91.1	0.000**
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 Statistically significant correlation ( $p < 0.01$ )

\* Statistically significant difference ( $p < 0.05$ )

**Table 6: Multiple linear regression analysis to assess the factors affects in frustration and satisfaction**

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 ( $p < 0.01$ )

### **Results:-**

**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 employee, and their mothers were house wives. Nearly one third of participant students' parents were having university education. Nearly one third of participant students were enrolled in nursing based on personal desire, and more than two thirds of them were having a general feeling of satisfaction.

**Table (2)** shows that the majority of participant students have a low level of frustration.

**Table (3)** shows that nearly half of participant students have a high level of satisfaction.

**Figure (1&2)** shows 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)** shows 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)** shows that the general feeling of satisfaction is a factor affects in 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 illustrated 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 were having 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 nursing for getting a job easily while more than three quarters of participants were satisfy. Also disagree 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.**Young ,(2014)** who study the Relationship of career identity, major satisfaction and college adaptation of

nursing freshmen, he found that nearly half of the students were satisfy. These finding were disagreement 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 plays one of the major obstacles for choosing nursing career.

The current study results revealed that the majority of participant students have 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)**, they found that the negative emotion of college nursing students is greater than other college students due to the fact that nursing students are 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 are related to low self- esteem, unstable family, or faculty environment. **Chun, et-al., (2016)**, they 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 experience higher life satisfaction.

The present study found that, the general feeling of satisfaction is a factor affects in level of frustration and level of life satisfaction with a statistically significant differences . 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 the same way as female however

stereotyping them does exist exposing male nurses to homophobia in the workplace.

While, **Reeve (2012), and 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 students love 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 is 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 to the experiences of the female enrolled in the curriculum is also an evident limitation and resulted in some speculation. A comparison to the both sexes of students enrolled in the curriculum would be useful.

### **Acknowledgement:**

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