

# Relationships among Interpersonal Relations, Learning Motivation, and Learning Satisfaction of Nursing Students

Misoon Jeon

*Professor, Dept. of Nursing, Baekseok University, 1 Baekseokdaehak-ro, Dongnam-gu Cheonan-si, Chungnam, 31065, Republic of Korea*  
jms@bu.ac.kr

*Corresponding author : mobile Phone: +82-010-9882-6520*

## Abstract

**Background/Objectives:** This study was attempted to grasp the relationship between interpersonal relations, learning motivation, and learning satisfaction of nursing students **Methods/Statistical analysis:** From November 12 to December 5, 2018, data were collected from college B nursing college students through convenience sampling. The collected 172 data were analyzed with the SPSS 18.0.

**Findings:** As a result of analyzing the degree of interpersonal relations, learning motivation, and learning satisfaction, interpersonal relations was 3.79 points out of 5, learning motivation was 3.69 points on average, and learning satisfaction was 4.05 on average. As a result of analyzing differences in interpersonal relationships, learning motivation, and learning satisfaction according to general characteristics, gender ( $t=-2.821$ ,  $p=.011$ ), religion ( $F=3.092$ ,  $p=.029$ ), and question ( $t=-2.176$ ,  $p=.031$ ) in interpersonal relationships, and learning motivation was different in questions ( $t=-2.568$ ,  $p=.011$ ). There was no statistically significant difference in learning satisfaction. The analysis result of the correlation between nursing student's interpersonal relations, learning motivation and learning satisfaction is positive correlation with interpersonal relationship and learning motivation ( $r = .371$ ,  $p <.01$ ), positive correlation with interpersonal relations and learning satisfaction ( $r = .221$ ,  $p <.01$ ), and learning motivation and learning satisfaction were found to have a very positive correlation ( $r = .629$ ,  $p <.01$ ).

**Improvements/Applications:** Therefore, there are needed in order to increase learning satisfaction, strategies to improve learner interpersonal relationships and learning motivation.

**Keywords:** interpersonal relationship, learning, motivation, satisfaction, nursing students

## 1. Introduction

The advent of a knowledge-based society in the 21st century made it possible to reflect social changes and demands in university education according to the principles of the market economy, unlike previous university education, where knowledge acquisition and new theory development were the main objectives of learning. Today's university education is successful through job creation and entrepreneurship, as well as acquiring more than an appropriate level of job performance according to changes in the social and economic environment and employment structure. It is a priority to cultivate all the abilities necessary to lead life [1, 2].

College students gain social status as adults. They spend a lot of time in the school day, and in their relationship with people, unlike middle and high school students, they have to lead and plan their own life and learning.

In accordance with these changes, the recent good classes are based on constructivist teaching theory in which learners actively reconstruct new concepts based on their existing concepts or experiences in many studies [3].

Interpersonal relationship skills are the ability to work effectively and harmoniously with other people by understanding the minds and feelings of others. In general, it is defined as the ability to understand the thoughts and emotions of others, predict and respond to the words and actions of others, resolve problem situations and maintain and develop intimate and amicable relationships through mutual cooperation [4]. Interpersonal skills are important because nurses must have a close relationship with and meet their needs with various types of patients in the clinical field of a hospital, and they must form a smooth partnership with their nurse colleagues and other health care teams [5]. In particular, nursing students need to connect and maintain effective and successful relationships with nursing subjects, doctors, nurses, and other health care professionals in clinical practice, as well as various interpersonal relationships in the early adult stages that general college students experience. Has even more special meaning for nursing students [6].

Learning motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that aims at the learning activity itself, and external motivation is the motivation that the learning activity is used as a means for something else [7]. People with high intrinsic motives are affected by self-determination, curiosity, immersion and interest in tasks, and those with high intrinsic motives are affected by competition, evaluation, recognition, money, and control and restrictions of others.

Learning satisfaction is a leading indicator of learner's learning motivation or willingness to continue schooling, and has also been used as an important indicator to confirm the effectiveness of education because it affects the enrollment rate and dropout rate of universities [8].

Factors influencing learning satisfaction include learner characteristics, quality of interactions with instructors, curriculum and classes, learner life, support services, various learning materials, and educational facilities, and are mainly related to the teaching-learning process.

Therefore, in order to increase the learning outcomes of college students, it is necessary to consider the teaching-learning process as a system and to take a systematic approach to related factors. As described above, if the goal of university education is to perform successful educational activities, and if the objective indicator that measures the effectiveness is the student's academic achievement, it is necessary to explore the learner factors and teaching factors that affect the student's learning satisfaction.

## 2. Method

### 2.1 Instruments

The tool for measuring interpersonal relations was developed by Guernsey (1977), and the interpersonal relations scales that Mun (1980) developed and adapted for Korea's situation were used. This scale is a 5-point rank scale, and the higher the score, the healthier the interpersonal relationship. The Cronbach's  $\alpha$  was 0.874 in this study.

This study used motivational design for learning and performance, developed by John Keller in 1983 and adapted by Song [9], to investigate the effect of learner question-based instruction on learner motivation. It was rated on a five-point scale and a higher score indicated a higher degree of learning motivation. The Cronbach's  $\alpha$  was 0.865.

Shin in 2003 developed for cyber college students and Yoo [10] modified them to measure their satisfaction with learning contents. It was rated on a five-point scale and a higher score indicated a higher degree of learning satisfaction. The Cronbach's  $\alpha$  was 0.924.

### 2.2 Sample and Data collection

Data were collected through convenience sampling after explaining the research purpose to the nursing college students at B University and obtaining consent. The data collected was 184, but 172 were used for data analysis, excluding 12 that were answered unfaithfully. Data were collected from November 12th to December 5th, 2018.

### 2.3 Data analysis

The collected data were analyzed with the SPSS 18.0. 172 cases were used in the analysis of data except 8 cases that responded unfaithfully.

- 1) The frequencies and percentages of the general characteristics of the subjects were calculated.
- 2) The degree of the interpersonal relationships, learning motivation, and learning satisfaction was analyzed by means and standard deviation.
- 3) To analyze the difference between interpersonal relationships, learning motivation, and learning satisfaction according to general characteristics of the subjects, t-test and ANOVA were done. A Scheffe test was done as a post hoc test.
- 4) The correlation between the interpersonal relationships, learning motivation, and learning satisfaction of the subjects was analyzed with the Pearson's correlation coefficient

## 3. Results

### 3.1 General characteristics

Table 1 shows the general characteristics of the subjects. As for the gender, 95.3% were women, and as for religion, 56.4% were Christians. 12.2% of respondents ask questions, and 97.7% of them do not prepare and review.

Table 1. General characteristics		(n=172)
Characteristics	Categories	n(%)
Gender	Male	8( 4.7)
	Female	164(95.3)
Religion	Christian	97(56.4)
	Catholicism	12( 7.0)
	Buddhism	2( 1.2)
	None	61(35.5)
Question	Yes	21(12.2)
	No	151(87.8)
Prepare and review	Prepare	4( 2.3)
	Review	168(97.7)

### 3.2 The level of interpersonal relations, learning motivation and satisfaction

Table 2 shows the level of interpersonal relations, learning motivation, and learning satisfaction. Interpersonal relations averaged 3.79 points out of 5 and learning motivation averaged 3.69 points. In addition, learning satisfaction averaged 4.05, the highest among interpersonal relationships, learning motivation, and learning satisfaction.

Table 2. The level of interpersonal relations, learning motivation and satisfaction

Variables	Min.	Max.	M±SD
Interpersonal relations	2.48	4.60	3.79±.38
Learning motivation	2.88	4.65	3.69±.32
Learning satisfaction	2.25	5.00	4.05±.51

### 3.3 Differences in the interpersonal relations, learning motivation and satisfaction according to the general characteristics

Table 3 shows the difference between interpersonal relationships, learning motivation, and learning satisfaction according to general characteristics.

Interpersonal relationships showed statistically significant differences in gender ( $t=-2.821$ ,  $p=.011$ ), religion ( $F=3.092$ ,  $p=.029$ ), and question ( $t=-2.176$ ,  $p=.031$ ). In terms of gender, women had higher interpersonal relationships than men, and there was no difference between groups in religion. In the case of asking a question, the interpersonal relationship was higher than that in the case of not asking a question. In learning motivation, there was statistically significant difference only in questions ( $t=-2.568$ ,  $p=.011$ ), and it was found that the case of asking a question had higher learning motivation than the case of not asking the question. Learning satisfaction according to general characteristics was not statistically significant.

Table 3. Differences in the interpersonal relations, learning motivation and satisfaction according to the general characteristics

\*  $p<.05$

3.4 Categories		Interpersonal Relations		Learning motivation		Learning satisfaction	
		M±SD	t or F(p)	M±SD	t or F(p)	M±SD	t or F(p)
Gender	Male	3.78 ± .39	-2.821	3.69 ± .32	.290	4.05 ± .51	.124
	Female	3.92 ± .10	(.011)*	3.66 ± .25	(.772)	4.03 ± .54	(.901)
Religion	Christians(a)	3.87 ± .32	3.092	3.72 ± .31	1.941	4.07 ± .48	.445
	Catholicism(b)	3.66 ± .32	(.029)*	3.62 ± .23	(.125)	4.09 ± .37	(.721)
	Buddhism(c)	3.64 ± .57		4.09 ± .37		4.38 ± .53	
	None(d)	3.69 ± .45		3.63 ± .44		4.01 ± .59	
Question	Yes	3.96 ± .34	2.176	3.86 ± .33	2.568	4.18 ± .50	1.133
	No	3.77 ± .38	(.031)*	3.67 ± .31	(.011)*	4.04 ± .51	(.259)
Prepare & review	Prepare	4.14 ± .16	1.859	3.78 ± .27	.610	4.00 ± .64	-.210
	Review	3.78 ± .38	(.065)	3.69 ± .32	(.543)	4.05 ± .51	(.834)

### Correlation between learning motivation and satisfaction

Table 4 shows the relationship between nursing students' interpersonal relationships, learning motivation, and satisfaction. There was a positive correlation between interpersonal relationships and learning motivation ( $r = .371$ ,  $p < .01$ ), and there was also a positive correlation between interpersonal relationships and learning satisfaction ( $r = .221$ ,  $p < .01$ ). This means that the better interpersonal relationships, the higher the learning motivation and learning satisfaction. There is also a very positive correlation between learning motivation and learning satisfaction ( $r = .629$ ,  $p < .01$ ), which means that the higher the learning motivation of nursing students, the higher the learning satisfaction.

Table 4. Correlation of the interpersonal relations, learning motivation and satisfaction

Variables	Interpersonal Relations	Learning motivation	Learning satisfaction
Interpersonal relations	1		
Learning motivation	.371**	1	
Learning satisfaction	.221**	.629**	1

\*\*  $p<.01$

## 4. Discussion

Currently, Korean universities conduct lecture evaluation at the end of the semester in order to find out how satisfied the learner is with the contents he or she has learned through the subjects taken during one semester. Although there may be differences in detailed questions for each school, it is generally evaluated on the content of the lecture, the teaching method, and the satisfaction of the learner. Since the Department of Nursing has the characteristics of a department that requires obtaining a major-related license through the national examination, the contents of the lecture are designed to prepare for the national examination. Therefore, the objectives and contents of the class cannot be changed significantly according to the socio-economic changes, so the teaching method and the learner's learning satisfaction are bound to be the main evaluation contents for the subject.

Learning motivation' refers to the motivation to acquire knowledge or skills that help to perform academic learning behavior, to enjoy the learning process and to be satisfied with the learning effect, and to the intensity of effort and direction for learning [11]. The reason why the learning outcome is different even if the learner's ability is the same is that whether or not the learner's ability is actually used depends a lot on the learning motivation, so the learning motivation has an important influence on the learning process and progress. The concept of 'motive' contains an action that triggers human behavior, acts as a force to repeat and sustain specific actions, and various actions that appear in everyday life are determined by the nature of the motive [12]. The motivation of the learners themselves should be prioritized to lead to active participation in class.

Motives for explaining 'What made you immerse yourself in the current job?' and 'What changes depending on the extent of your enthusiastic and effort' are not directly observed in social situations, but are already expressed. It also attempts to explain [13].

In this study, there was a positive correlation between interpersonal relations and learning motivation, and positive correlation was found between interpersonal relations and learning satisfaction. This means that the better interpersonal relationships, the higher the learning motivation and learning satisfaction. In addition, there was a very positive correlation between learning motivation and learning satisfaction, which means that the higher the learning motivation of nursing students, the higher the learning satisfaction.

Human beings are social beings and exist by a smooth relationship with other people, and organizations are made up of people, so most of the work is done within interpersonal relationships [6]. Therefore, it can be said that the success or failure of an individual and the organization in an organization depends on the presence or absence of interpersonal ability [14].

It was reported that the self-assertive training program changed the interpersonal relationship of nurses in a positive direction, and argued that it is important for nurses to learn how to improve interpersonal relationship skills because nursing is achieved through interactions of human relationships. [15-19] The leisure participation score of nursing students was high in the order of rest and social work, social gatherings, family orientation, self-development, physical sports, and tourism activities, and the higher participation in leisure, the higher the interpersonal ability. Leisure activities of nursing students were recommended to improve their ability.

## 5. Conclusion

In order to increase learning satisfaction, strategies for improving learners' interpersonal relationships and learning motivation are needed, and when developing programs to increase learning satisfaction in the future, the demographic characteristics of learners should be included.

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