

## **VIII. SUMMARY**

### **Introduction.**

Postgraduate education is an essential element in the professional development of any nurse. Completing various forms of postgraduate education enables nurses to acquire new skills and professional competences. It is related with the improvement of professional and material status, increased professional prestige and a sense of security.

The demand for research in the field of postgraduate education of nurses is justified in many scientific disciplines.

Raising professional competences is a response to the increased demand of beneficiaries for highly specialized nursing care and helps to meet the employer's requirements.

A well-qualified nurse is an advantage of each medical entity, thanks to which it can provide wide-profile care.

Participation in postgraduate education is inextricably linked with the high responsibility of nurses for the fate of patients, and the possibility of using the acquired professional competences influences the sense of satisfaction with the work of nurses, which in turn determines their sense of satisfaction with life. Satisfaction with life and job satisfaction are a significant determinant of intentions and activities in the areas of professional development of nurses, and thus is related to the motivation to undertake postgraduate education.

### **Aim**

Determining the relationship between life satisfaction and job satisfaction with the motivation to undertake postgraduate education by nurses.

## **Material and methods**

The empirical material was collected from January to May 2019 at the Postgraduate Training Center for Nurses and Midwives of the Specialist Hospital in Radom. The research covered 340 people, including 325 female nurses (95.5%) and 15 male nurses (4.41%) with active license to practice and currently pursuing various forms of postgraduate education, i.e. specialist courses, qualification courses, and specialist training.

The research used the method of a diagnostic survey with the use of the questionnaire technique. The research tools are: an original questionnaire in the form of a respondent's particulars and standardized questionnaires. The Satisfaction with Life Scale (SWLS) was used to assess the sense of satisfaction with life. The sense of job satisfaction was tested using the Job Satisfaction Scale (JSS) and the Minesocki Job Satisfaction Questionnaire (MSQ SF). Motivation to undertake education was measured with the Scale of Intentions to Undertake Training and Planning to Commence Training.

In order to verify the research questions, statistical analyzes were carried out using the IBM SPSS Statistics 23 package. It was used to perform frequency analyzes, basic descriptive statistics analyzes, Student's t-tests for independent samples, Mann-Whitney U test, Pearson's r correlation analyzes, non-parametric Kruskal-Wallis analyzes of variance, one-way analyzes of variance in the intergroup scheme,  $\chi^2$  tests and Fisher's exact tests. The classic threshold  $\alpha = 0.05$  was considered as the level of significance.

## **Results**

In the study group, the general indicator of the feeling of satisfaction with life was  $22.94 \pm 4.90$ . Education, marital status, financial situation, place of residence and age of the respondents had a statistically significant influence on the level of satisfaction with life. A higher level of satisfaction with life was declared by persons in a relationship, living in the countryside and having higher education. However, with age, the level of satisfaction with life decreased.

The next stage of the research was to assess the level of job satisfaction and the impact of socio-demographic factors on its sense. It was shown that the level of job satisfaction of the respondents is on average level and that it is statistically significantly differentiated by such factors as: education, financial situation, workplace, and additionally completed form of postgraduate education. Well-off people with higher education felt a higher sense of job satisfaction. The sense of satisfaction with the work of people working in health care center was statistically significantly lower than that of employees of the surgical ward and primary

health care. Nurses who completed the qualification course were better satisfied with their work.

As a result of the analysis of the level of motivation to undertake postgraduate education, a statistically significant difference was noted as a result of the motivation on the Intention scale for undertaking training between respondents with different levels of life satisfaction ( $H=8.078$ ,  $p=0.018$ ) - differences were observed between respondents with a low level of life satisfaction and respondents with a high level of life satisfaction. Respondents with a low level of satisfaction obtained a significantly lower result in the dimension of Intention to undertake training (the average of the Intention to undertake training in this group was  $M=3.07$ ) than those with a high level of satisfaction with life ( $M=3.62$ ).

There was also a statistically significant correlation between the results of life satisfaction and motivation in the Intention to undertake training ( $r=0.121$ ,  $p=0.025$ ) - however, the correlation coefficient was very low here.

However, there were no statistically significant differences in motivation in the dimension under the Scale of the Training Plan between respondents with different levels of life satisfaction - the compared groups obtained similar results in this dimension. Slightly lower results were observed in the group with a low level of satisfaction, but the differences were not statistically significant here. In the case of this variable, no statistically significant correlation with the result of life satisfaction was also noted.

The relationship between the level of motivation to undertake education and the level of job satisfaction was also assessed. It was found that nurses who were more satisfied with their work were more motivated to undertake postgraduate education.

The existence of a relationship between socio-demographic variables such as: age, education, place of residence, length of service, additional workplace and the motivation to undertake nursing education was indicated. The level of motivation in the Intention dimension to undertake postgraduate education was higher in the group of people with specialization training.

## **Conclusions**

The analysis of the obtained results showed that the sense of life satisfaction and job satisfaction among the surveyed nurses is average. The existence of a relationship between socio-demographic variables such as: education, material situation, place of residence, marital status and life satisfaction of the surveyed nurses was found. A similar relationship was found between sociodemographic variables such as: education, financial situation, place of work,

additionally completed form of education, and job satisfaction of the surveyed nurses. It has been shown that along with the increase in life satisfaction, the motivation to undertake postgraduate education by nurses increases and that the higher level of satisfaction with the performed work significantly motivates nurses to participate in various forms of postgraduate education. The existence of a relationship between socio-demographic variables such as: age, education, place of residence, seniority, additional work place, type of completed training and the motivation to undertake nursing education was indicated.

## **VIII. SUMMARY**

### **Introduction.**

Postgraduate education is an essential element in the professional development of any nurse. Completing various forms of postgraduate education enables nurses to acquire new skills and professional competences. It is related with the improvement of professional and material status, increased professional prestige and a sense of security.

The demand for research in the field of postgraduate education of nurses is justified in many scientific disciplines.

Raising professional competences is a response to the increased demand of beneficiaries for highly specialized nursing care and helps to meet the employer's requirements.

A well-qualified nurse is an advantage of each medical entity, thanks to which it can provide wide-profile care.

Participation in postgraduate education is inextricably linked with the high responsibility of nurses for the fate of patients, and the possibility of using the acquired professional competences influences the sense of satisfaction with the work of nurses, which in turn determines their sense of satisfaction with life. Satisfaction with life and job satisfaction are a significant determinant of intentions and activities in the areas of

professional development of nurses, and thus is related to the motivation to undertake postgraduate education.

**Aim**

Determining the relationship between life satisfaction and job satisfaction with the motivation to undertake postgraduate education by nurses.

## **Material and methods**

The empirical material was collected from January to May 2019 at the Postgraduate Training Center for Nurses and Midwives of the Specialist Hospital in Radom. The research covered 340 people, including 325 female nurses (95.5%) and 15 male nurses (4.41%) with active license to practice and currently pursuing various forms of postgraduate education, i.e. specialist courses, qualification courses, and specialist training.

The research used the method of a diagnostic survey with the use of the questionnaire technique. The research tools are: an original questionnaire in the form of a respondent's particulars and standardized questionnaires. The Satisfaction with Life Scale (SWLS) was used to assess the sense of satisfaction with life. The sense of job satisfaction was tested using the Job Satisfaction Scale (JSS) and the Minesocki Job Satisfaction Questionnaire (MSQ SF). Motivation to undertake education was measured with the Scale of Intentions to Undertake Training and Planning to Commence Training.

In order to verify the research questions, statistical analyzes were carried out using the IBM SPSS Statistics 23 package. It was used to perform frequency analyzes, basic descriptive statistics analyzes, Student's t-tests for independent samples, Mann-Whitney U test, Pearson's r correlation analyzes, non-parametric Kruskal-Wallis analyzes of variance, one-way analyzes of variance in the intergroup scheme,  $\chi^2$  tests and Fisher's exact tests. The classic threshold  $\alpha = 0.05$  was considered as the level of significance.

## **Results**

In the study group, the general indicator of the feeling of satisfaction with life was  $22.94 \pm 4.90$ . Education, marital status, financial situation, place of residence and age of the respondents had a statistically significant influence on the level of satisfaction with life. A higher level of satisfaction with life was declared by persons in a relationship, living in the countryside and having higher education. However, with age, the level of satisfaction with life decreased.

The next stage of the research was to assess the level of job satisfaction and the impact of socio-demographic factors on its sense. It was shown that the level of job satisfaction of the respondents is on average level and that it is statistically significantly differentiated by such factors as: education, financial situation, workplace, and additionally completed form of postgraduate education. Well-off people with higher education felt a higher sense of job satisfaction. The sense of satisfaction with the work of people working in health care center was statistically significantly lower than that of employees of the surgical ward and primary

health care. Nurses who completed the qualification course were better satisfied with their work.

As a result of the analysis of the level of motivation to undertake postgraduate education, a statistically significant difference was noted as a result of the motivation on the Intention scale for undertaking training between respondents with different levels of life satisfaction ( $H=8.078$ ,  $p=0.018$ ) - differences were observed between respondents with a low level of life satisfaction and respondents with a high level of life satisfaction. Respondents with a low level of satisfaction obtained a significantly lower result in the dimension of Intention to undertake training (the average of the Intention to undertake training in this group was  $M=3.07$ ) than those with a high level of satisfaction with life ( $M=3.62$ ).

There was also a statistically significant correlation between the results of life satisfaction and motivation in the Intention to undertake training ( $r=0.121$ ,  $p=0.025$ ) - however, the correlation coefficient was very low here.

However, there were no statistically significant differences in motivation in the dimension under the Scale of the Training Plan between respondents with different levels of life satisfaction - the compared groups obtained similar results in this dimension. Slightly lower results were observed in the group with a low level of satisfaction, but the differences were not statistically significant here. In the case of this variable, no statistically significant correlation with the result of life satisfaction was also noted.

The relationship between the level of motivation to undertake education and the level of job satisfaction was also assessed. It was found that nurses who were more satisfied with their work were more motivated to undertake postgraduate education.

The existence of a relationship between socio-demographic variables such as: age, education, place of residence, length of service, additional workplace and the motivation to undertake nursing education was indicated. The level of motivation in the Intention dimension to undertake postgraduate education was higher in the group of people with specialization training.

## **Conclusions**

The analysis of the obtained results showed that the sense of life satisfaction and job satisfaction among the surveyed nurses is average. The existence of a relationship between socio-demographic variables such as: education, material situation, place of residence, marital status and life satisfaction of the surveyed nurses was found. A similar relationship was found between sociodemographic variables such as: education, financial situation, place of work,

additionally completed form of education, and job satisfaction of the surveyed nurses. It has been shown that along with the increase in life satisfaction, the motivation to undertake postgraduate education by nurses increases and that the higher level of satisfaction with the performed work significantly motivates nurses to participate in various forms of postgraduate education. The existence of a relationship between socio-demographic variables such as: age, education, place of residence, seniority, additional work place, type of completed training and the motivation to undertake nursing education was indicated.



