Newly Graduated Nurses’ Job Satisfaction: Comparison with Allied Hospital Professionals, Social Workers, and Elementary School Teachers

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Purpose: The purposes of this study are to examine differences in job satisfaction among professional groups including nurses, allied hospital professionals, social workers, and elementary school teachers, and to identify specific characteristics of job satisfaction of nurses.

Methods: The study design was a cross-sectional exploratory study using secondary data analysis with the 2009 Graduates Occupational Mobility Survey. The sample was female new graduates. The differences in job satisfaction among professional groups were analyzed using logistic regression (satisfied vs. not satisfied).

Results: Overall, 41.5% of nurses, 50.1% of allied hospital professionals, 58.2% of social workers, and 89% of elementary school teachers were satisfied with their job. Nurses were significantly less satisfied than the other professionals in 5 of the 11 job characteristics and had the lowest odds ratio (OR) when compared with elementary school teachers: work content (OR = 0.197, 95% CI [0.128, 0.304]), physical work environment (OR = 0.353, 95% CI [0.236, 0.529]), working hours (OR = 0.054, 95% CI [0.033, 0.088]), personal growth (OR = 0.242, 95% CI [0.160, 0.366]), and autonomy (OR = 0.188, 95% CI [0.123, 0.288]). Work content, physical work environment, interpersonal relationship, advancement system, and autonomy were significantly associated with the overall job satisfaction of nurses.

Conclusion: Relatively dissatisfying job characteristics in nursing work environment that were significant predictors for nurses’ job satisfaction should be improved. Newly graduated nurses are at risk for job dissatisfaction. This can result in high turnover rates and can exacerbate the nursing shortage. Efforts to improve the work environment are needed.

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Introduction

A high turnover rate among newly graduated nurses is a critical concern in nursing in South Korea (Han, Sohn, & Kim, 2009; Kim & Park, 2002). According to a recent study investigating the turnover of new graduate nurses in South Korea, the possibilities of leaving their first job within 1, 2, and 3 years were 18%, 33%, and 46%, respectively (Cho, Lee, Mark, & Yun, 2012). The first couple of years after graduation are recognized as a stressful time in which young adults make a transition from a student to a professional identity (Beecroft, Dorey, & Wenten, 2008; Lavoie-Tremblay et al., 2008). Therefore, dissatisfying job experiences during these years may lead to high rates of turnover among new graduates in nursing (Beecroft et al.; Han et al.; McCloskey, 1995; Roberts, Jones, & Lynn, 2004).

Among health care jobs, nursing jobs have maintained a high level of job security and a high employment rate after graduation in spite of the current economic crisis. Therefore, recently, nursing has also been favored among young students as a future occupation (Bea, 2009). However, nursing educators have argued that, if the high turnover of new graduates continues, it will eventually lead to a decrease in nursing program enrollment (McCloskey, 1995). In particular, the relatively low satisfaction level of nurses compared to that of other comparable professionals may become a factor that young students take into consideration, intentionally avoiding the nursing profession as their future career. Comparing nurses’ job satisfaction to that of other professionals can help diagnose the general level of nurses’ job satisfaction among comparable professional occupations, to identify specific areas of
Comparison of job satisfaction among professional occupations

A few studies have compared the job satisfaction of nurses to those of other comparable professional occupations. Those studies have reported that the job satisfaction levels of nurses were relatively low (Albion et al., 2005; Gigantesco, Picardi, Chiaia, Balbi, & Morosini, 2003; Han et al., 2006; Lyons, Lapin, & Young, 2003). A Korean study found that medical technologists, occupational therapists, physical therapists, and radiologic technologists had relatively high satisfaction levels related to work content, interpersonal relationships, work environment, personal growth, and overall job satisfaction relative to those of nurses (Han et al.). Another study reported that there was no difference in job satisfaction between nurses and social workers (Ulrich et al., 2007).

Factors such as pay, recognition, personal growth, and participation in decision-making, and job stress including moral stress were commonly indicated as contributors to the job satisfaction of health care professionals (Albion et al., 2005; Gigantesco et al., 2003; Lyons et al., 2003). However, those studies did not report the specific factors that shaped nurses’ level of job satisfaction compared to that of other professionals. Studies reporting the job satisfaction of teachers identified principals’ leadership, participation in decision making, interpersonal relationships, work environment, and work content as critical factors related to their job satisfaction (Lee & Huh, 2008). For social workers’ job satisfaction, work content, autonomy, stress, pay, fringe benefits, interpersonal relationships, and personal growth were reported as important factors (Kim & Jung, 2006). Thus it can be seen that there are some similarities in factors associated with job satisfaction among the occupations.

Factors related to nurses’ job satisfaction

Job satisfaction is understood as a critical factor explaining nurses’ turnover (turnover intention) (Irvine & Evans, 1995). Factors related to job satisfaction may be generally categorized into two groups: one is individual characteristic such as age, sex, marital status, education level, experience, and individual coping strategies; and the other is job characteristics including remuneration (e.g., pay, fringe benefits), job security, work content (e.g., routinization, feedback, role conflict, role ambiguity, and workload), work environment (e.g., physical environment, social climate, ethicality, leadership, working hours, and advancement system), interpersonal relationships (e.g., with patients, with supervisors, and with co-workers), organizational commitment, social reputation, and autonomy/authority (Blegen, 1993; Hayes, Bonner, & Pryor, 2010; Irvine & Evans; Lu, While, & Louise Barriball, 2005; Utriainen & Kyngäs, 2009). Even though significant relationships between some individual characteristics and job satisfaction have been frequently reported, many studies have identified job characteristics as critical factors influencing job satisfaction because those characteristics may be considered changeable factors for improving job satisfaction (Blegen; Irvine & Evans). In particular, of those factors, Lu et al. (2005) also reported the predictors for job satisfaction of nurses including the incidence of organizational commitment, interpersonal relationships with co-workers, job stress (e.g., frequency and intensity of stressful events), the perception of professional practice, work content, physical work environment, and the leadership of nursing managers.

A few studies have examined job satisfaction among newly graduated nurses. The factors influencing the job satisfaction of newly graduated nurses included job stress (Han et al., 2009; Hinshaw, Smeltzer, & Atwood, 1987; Lavoie-Tremblay et al., 2008), work content (Gardner, 1992; Roberts et al., 2004), interpersonal relationships with co-workers and personal growth (Beecroft et al., 2008; Roberts et al.; Winter-Collins & McDaniel, 2000), organizational commitment and nursing organization culture (Beecroft et al.; Duncan, 1997; Han et al.), and pay (Beecroft et al.). The factors identified may differ slightly from those of the reviews about the job satisfaction of nurses with established careers. Specifically, the job satisfaction of newly graduated nurses may be closely related to supportive systems such as co-workers, organizational climate, and professional opportunities.

This study used job satisfaction data in the Graduates Occupational Mobility Survey (GOMS) on new graduates from universities, which was conducted for surveying their entry into and settlement in the Korean labor market (Korea Employment Information Service [KEIS], 2010). As general factors associated with job satisfaction (Lee, 2010; Locke, 1976), the GOMS included the followings: pay, job security, work content, physical work environment, the working hour (i.e., shift and hours), personal growth, interpersonal relationships, fringe benefits, an advancement system, social reputation of the job, and autonomy/authority, as well as general attitude about job satisfaction. Those factors are not different from the factors influencing job satisfaction in general that were identified in previous studies.

The purposes of this study were to examine differences in job satisfaction among professional groups including nurses, allied hospital professionals, social workers, and elementary school teachers, and to identify specific characteristics of job satisfaction in each profession. The four professions targeted for this study are the most popular professional occupations among young women in South Korea.

Methods

Data sources

We used data from a 2008 GOMS of the Korean Employment Information Service (KEIS, 2010). The purpose of the GOMS is to produce data required to understand the transition of college graduates to the labor market (KEIS). The 2008 GOMS consisted of a 4% nationally representative sample (N = 18,066) of graduates from 2–4-year colleges or universities in August 2007 or February 2008, which are the two points of time in the year when students graduate in Korea. The sampling method of the 2008 GOMS was multistage stratified sampling by college major, years of education, gender, and region. The survey was conducted for 3 months from September to November 2009. The data were downloaded from the KEIS website (http://survey.keis.or.kr/survey_keis/), with a survey sheet, code-book, layout, and user-guide. The university institutional review board determined this study to be exempt due to the use of existing data that are publicly available in which the subjects are unidentifiable.

Study sample

To compare the job satisfaction of nurses with that of those in other occupations, we selected female new graduates in three professional groups that were expected to be compatible with nurses because of their female dominance and educational levels. These three groups were allied hospital professionals (e.g., dental hygienists, medical technologists, occupational therapists, physical therapists and radiologic technologists), social workers, and elementary school teachers. These graduates included those who have worked less than 2 years in their current job. Part-time
workers were excluded from the sample because their working conditions were expected to be different from those of full-time workers. For nurses and allied hospital professionals, only those who were currently working in a hospital were included in the study sample. In the end, the study sample included 622 female new graduates consisting of 152 nurses, 68 allied hospital professionals, 110 social workers, and 292 elementary school teachers working as full-time employees.

**Measures**

The personal characteristics recorded in the survey included age at the time of the survey, marital status, and years of education (e.g., associate, diploma, or baccalaureate). Job-related characteristics included job location (e.g., capital, metropolitan, or nonmetropolitan) and previous job experience.

The GOMS measured overall job satisfaction using one question and also new graduates’ satisfaction levels with 11 job characteristics (e.g., pay, job security, work content, physical work environment, the working hour, personal growth, interpersonal relationships, fringe benefits, advancement system, social reputation of the job, and autonomy/authority). The response options for each question were on a 5-point scale, ranging from very dissatisfied to very satisfied. The responses were collapsed into two groups (satisfied vs. not satisfied) for analysis. Those questions were developed by the government institute of the (KEIS, 2010) based on previous studies on job satisfaction (KEIS; Lee, 2010). The Cronbach’s alpha of the 11 job characteristic items (except overall job satisfaction) was .88.

**Data analysis**

The differences in job satisfaction (overall and 11 job-specific characteristics) among professional groups were analyzed using the percentages of those who were satisfied for each group (Chi-square test) and odds ratios (OR) of nurses’ satisfaction versus other professional groups with simple logistic regression analysis. The specific job characteristics associated with overall job satisfaction of newly graduated nurses were identified using multivariate logistic regression analysis with backward elimination technique. Individual characteristics identified for each professional group are considered unique to the individual professionals and cannot be modified. Therefore, those characteristics were excluded from further analysis in terms of preventing risk of over-adjustment.

### Results

**Personal and job-related characteristics**

The personal and job-related characteristics of the four occupational groups are presented in Table 1. Allied hospital professionals were the youngest group, followed by nurses, whereas social workers were the oldest, with a mean age of 30 years. The percentages of married persons differed by occupation, ranging from 4.4% (allied hospital professionals) to 30.9% (social workers). The proportions of baccalaureate degree holders were lower among allied hospital professionals (35.3%) and nurses (40.8%). All of the elementary school teachers held a baccalaureate degree because all elementary school teachers are required to complete a baccalaureate program. One third of allied hospital professionals had employment experience prior to their current employment, while only 6.9% of elementary school teachers and 12.5% of nurses had prior employment experience. The nurse group had the greatest proportion (56.6%) of persons working in a metropolitan area (i.e., either the capital or other metropolitan cities), whereas the elementary teacher group had the greatest proportion (59.9%) of those working in nonmetropolitan areas.

**Comparison of nurses’ job satisfaction to that of others**

Overall, 41.5% of the nurses were satisfied with their job. The nurses reported the highest satisfaction with job security (73.7%) and interpersonal relationships (61.2%), whereas the lowest satisfaction was reported with the advancement system (25.0%) and working hours (27.0%).

Job satisfaction was compared by occupation as presented in Table 2. The nurses were the least satisfied group overall, whereas the elementary school teachers were the most satisfied group. Regarding satisfaction with 11 job characteristics, the nurses had the lowest proportions of persons who were satisfied with 7 of the job characteristics: work content, physical work environment, working hours, personal growth, interpersonal relationships, social reputation for the job, and autonomy/authority. The nurses had the second greatest proportion of individuals satisfied with their job security (73.7%) and fringe benefits (47.4%), and the third highest proportion of those satisfied with their pay (31.6%) and the advancement system (25.0%). Elementary school teachers were the most satisfied group across all job characteristics, with the two exceptions of interpersonal relationships and social reputation for the job, with which social workers showed the highest satisfaction.

### Table 1: General Characteristics of Participants (N = 622)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Nurses (n = 152)</th>
<th>Allied hospital professionals (n = 68)</th>
<th>Social workers (n = 110)</th>
<th>Elementary school teachers (n = 292)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal characteristics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age (yr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;30</td>
<td>142 (93.4)</td>
<td>67 (98.5)</td>
<td>76 (69.1)</td>
<td>254 (87.0)</td>
</tr>
<tr>
<td>30–39</td>
<td>6 (4.0)</td>
<td>0 (0.0)</td>
<td>7 (6.4)</td>
<td>5 (1.7)</td>
</tr>
<tr>
<td>40–49</td>
<td>4 (2.6)</td>
<td>0 (0.0)</td>
<td>25 (22.7)</td>
<td>23 (7.9)</td>
</tr>
<tr>
<td>50–59</td>
<td>0 (0.0)</td>
<td>0 (0.0)</td>
<td>21 (18.2)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>M (SD)</td>
<td>24.8 (4.1)</td>
<td>23.7 (1.7)</td>
<td>30.1 (9.3)</td>
<td>26.6 (5.3)</td>
</tr>
<tr>
<td>Married (vs. not married)</td>
<td>17 (11.2)</td>
<td>3 (4.4)</td>
<td>34 (30.9)</td>
<td>39 (13.4)</td>
</tr>
<tr>
<td>Baccalaureate (vs. Diploma/Associate)</td>
<td>62 (40.8)</td>
<td>24 (33.3)</td>
<td>68 (61.8)</td>
<td>292 (100.0)</td>
</tr>
<tr>
<td><strong>Job-related characteristics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment experience (vs. None)</td>
<td>19 (12.5)</td>
<td>23 (33.3)</td>
<td>27 (24.6)</td>
<td>20 (6.9)</td>
</tr>
<tr>
<td>Workplace location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seoul (capital)</td>
<td>44 (29.0)</td>
<td>22 (32.4)</td>
<td>22 (20.0)</td>
<td>58 (19.9)</td>
</tr>
<tr>
<td>Other metropolitan city</td>
<td>42 (27.6)</td>
<td>13 (19.1)</td>
<td>32 (29.1)</td>
<td>59 (20.2)</td>
</tr>
<tr>
<td>Nonmetropolitan area</td>
<td>66 (43.4)</td>
<td>33 (48.5)</td>
<td>56 (50.9)</td>
<td>175 (59.9)</td>
</tr>
</tbody>
</table>
We then conducted simple logistic regression analyses to compare the satisfaction of the nurses with that of the other occupation groups by contrasting satisfied (i.e., very satisfied or satisfied) versus not satisfied (i.e., neutral, dissatisfied, or very dissatisfied). The comparison was made by analyzing three separate models for each group: nurses versus allied hospital professionals, nurses versus social workers, and nurses versus elementary school teachers. Table 3 shows the OR of satisfied nurses versus each occupation group. Overall, the nurses were significantly less satisfied than elementary school teachers and social workers, having OR of 0.087 \( (p < .001) \) and 0.509 \( (p < .001) \), respectively. The only one of the 11 job characteristics with which the nurses were significantly more satisfied was job security when compared with the allied hospital professionals \( (OR = 2.082; \text{95\% CI} [1.141, 3.798]; p = .017) \). When compared with the elementary school teachers, the nurses were significantly less satisfied with all job characteristics. The lowest OR was found in satisfaction with working hours \( (OR = 0.054; \text{95\% CI} [0.033, 0.088]; p < .001) \), which indicates the greatest difference in job satisfaction between the nurses and elementary school teachers. Among the occupation groups, the nurses were least satisfied with work content, physical work environment, working hours, personal growth, and autonomy/authority.

**Job characteristics associated with overall job satisfaction**

To examine job characteristics that were associated with overall job satisfaction, multiple logistic regression analyses with backward elimination were conducted for the nurse group (Table 4). Work content \( (OR = 3.019; \text{95\% CI} [1.104, 8.253]; p = .031) \), physical work environment \( (OR = 12.479; \text{95\% CI} [4.503, 34.586]; p < .001) \), interpersonal relationships \( (OR = 3.871; \text{95\% CI} [1.294, 11.581]; p = .16) \), advancement system \( (OR = 5.649; \text{95\% CI} [1.715, 18.612]; p = .004) \), and autonomy/authority \( (OR = 4.498; \text{95\% CI} [1.559, 12.978]; p = .005) \) were significantly associated with overall job satisfaction.

**Discussion**

Our data showed that newly graduated nurses expressed lower job satisfaction overall than the other professional groups did. This is consistent with the findings of previous studies comparing experienced nurses’ job satisfaction to that of other professionals (Albion et al., 2005; Gigantesco et al., 2003; Lyons et al., 2003). This agreement among studies suggests that the problem of nurses’ job satisfaction is a phenomenon in not only South Korea but also other countries. Even though working conditions for nurses have improved, they may still not be good enough to make a positive impact on the job satisfaction of nurses, and thus a special effort may be needed to improve the job satisfaction of nursing professionals.

In particular, newly graduated nurses were significantly less satisfied with five job characteristics than the new graduates in the other occupations; these characteristics include work content, physical work environment, working hours, personal growth, and autonomy/authority. Those characteristics are indicated as important factors for newly graduated nurses’ job satisfaction (Beecroft et al., 2008; Roberts et al., 2004). In particular, in this study, work content, physical work environment, and autonomy/authority were also identified as critical factors predicting nurses’ job satisfaction.
job satisfaction as well as job characteristics with which new nurses showed low satisfaction. Therefore, those characteristics require special considerations for improvement.

Of those characteristics, work content, physical work environment, and working hours are extrapersonal factors and thus may be improved by organizational support (Hayes et al., 2010). First, according to the study of Cortese (2007), job satisfaction with work content was related to feeling that one was making a difference (feedback), providing high quality patient care, assuming a mentoring role, making an organizational commitment, or controlling workload. In particular, newly graduated nurses’ low job satisfaction with work content can be explained with negative feedback about their care or low self-confidence from their inefficient nursing performance due to the difficulties of applying their skills and knowledge to real situations (Han et al., 2009; Park & Jones, 2010). Furthermore, low job satisfaction with work content was broadly recognized due to poor working conditions such as inadequate staffing levels, workload or poor working relationships. Therefore, it may be helpful to provide support systems such as orientation programs (e.g., preceptor programs, internships, or residency programs), or mentorship programs (Park & Jones) to newly graduated nurses.

Second, newly graduated nurses were less satisfied with the physical work environment of hospitals compared to new graduates in the other professions, while environmental factors were a critical satisfier for the job. In particular, a good physical work environment seems to be a more attractive factor for job satisfaction of new graduates. Furthermore, improving the physical work environment can help nursing practice in efficient ways; for example, introducing lean management in nursing may be one example of an effort to improve the physical work environment.

Third, the working hour (i.e., hours and shift) is the job characteristic with which newly graduated nurses had the lowest OR of satisfaction when compared with the other occupations, and has been one of the most critical concerns in nursing. Continued overtime situations because of high workloads may decrease newly graduated nurses’ job satisfaction; unskilled nursing practice throughout their first year may be another reason for overtime. Furthermore, the nurses’ dissatisfaction related to the working hour may stem from their three-shift system in work scheduling (Harvey & Hannah, 1986; Scott, 2004); the other professionals usually have a one-shift system. The three-shift work system, and in particular, irregular or swing shifts may affect workers’ lifestyle by increasing adverse effects on sleep (e.g., insomnia), decreasing sleep quality, allowing insufficient leisure time, or creating work-family conflict (Harma, Tenkanen, Sjoblom, Alikoski, & Heinsalmi, 1998; Van Amelsvoort, Jansen, Swaen, & Van den Brandt, 2004). Therefore, reducing overtime and regulating shifts based on appropriate workloads and reasonable staffing levels may be necessary for improving nurses’ satisfaction with the working hour. In particular, patient assignment with reasonable consideration of newly graduated nurses’ skill level would be helpful for controlling their workloads and overtime.

Finally, personal growth and autonomy/authority are identified as interpersonal factors that are contributors to job satisfaction based on interactions between nurses, co-workers and patients (Hayes et al., 2010). In this study, newly graduated nurses were less satisfied with personal growth and autonomy than new graduates among the other professionals. Personal growth was not a significant predictor for overall satisfaction of newly graduated nurses. During the first year of employment, personal growth may not be a priority concern among newly graduated nurses and thus their concerns may focus on other characteristics of work.

However, this study indicated that autonomy/authority was a significant predictor of job satisfaction for newly graduated nurses. Generally, nurses would perceive autonomy as an important factor in nursing practice and a strong relationship between autonomy and job satisfaction of nurses was found (Zangaro & Soeken, 2007). Furthermore, autonomy in nursing is positively associated with experience, an advanced degree, or expertise (Decker, 1997). Therefore, newly graduated nurses might feel that their autonomy was restricted by their lack of experience or expertise. Furthermore, although nursing may increase recognition as an independent profession, the historical and cultural characteristics of nursing in Korea, which is seen as a women’s job in a patriarchal society, may still affect nurses’ autonomous practice. Therefore, encouraging the autonomous nursing practice of newly graduated nurses and a support system for it should increase their job satisfaction.

In addition, advancement system and interpersonal relationships played a significant role in the prediction of job satisfaction for the newly graduated nurses. Previous studies also identified advancement system as an influencing factor on job satisfaction of nurses (Hayes et al., 2010; Irvine & Evans, 1995); however, newly graduated nurses in this study were the least satisfied with it. To newly graduated nurses, advancement system means professional development, a reward system for quality clinical performance, and better achievement in their future. Therefore, developing clinical advancement programs in hospitals or increasing opportunities for professional development is needed. Furthermore, interpersonal relationship was frequently indicated as a predictor of job satisfaction in a previous study (Lu et al., 2005). The newly graduated nurses were relatively satisfied with interpersonal relationships in their jobs, when compared to the other aspects of job satisfaction. However, compared to the other occupation groups, including social workers and elementary school teachers, the newly graduated nurses were less satisfied with interpersonal relationships. Therefore, culture formation encouraging respect and acknowledgement of the role of nurses, and solidarity and collaboration in a team by colleagues, supervisors, or patients is critical for increasing the job satisfaction of nurses (Hayes et al.).

The generalization of the findings of this study may be limited to only new graduates, while the data used in this study can have comparability among new graduates because the subjects were homogeneous in terms of being in the same generation. The small sample size of this study may result in a lack of representativeness of the sample for occupational comparisons. This study did not consider the differences in individual characteristics among groups in the analysis of the study because the differences come from the general character of each professional group. The GOMS used in this study did not include some other job characteristics such as stress or organizational commitment that may be significantly associated with new graduates’ job satisfaction. These may be limitations to full disclosure for predicting new graduates’ job satisfaction.

Conclusion

Knowledge of specific characteristics of job satisfaction among newly graduated nurses can provide a key intervention to help them successfully transition to professional nurses, retain them in

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Table 4 Job Characteristics Associated with Overall Job Satisfaction of Nurses

<table>
<thead>
<tr>
<th>Job characteristics</th>
<th>OR [95% CI]</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work content</td>
<td>3.019 [1.104, 8.253]</td>
<td>.031</td>
</tr>
<tr>
<td>Physical work environment</td>
<td>12.479 [4.503, 34.586]</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Advancement system</td>
<td>5.649 [1.715, 18.612]</td>
<td>.004</td>
</tr>
<tr>
<td>Autonomy/authority</td>
<td>4.498 [1.559, 12.978]</td>
<td>.005</td>
</tr>
</tbody>
</table>

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health care organizations, recruit new nurses, and increase young students in nursing programs. Social recognition for nurses as health care professionals has improved with the development of nursing science and the increasing public awareness of their contribution to society. However, when compared to the other professions, characteristics of the nursing work environment that cause relatively greater dissatisfaction, such as working hours, personal growth, and autonomy still need improvement; administrators should consider this an urgent need in current nursing. Without any effort to improve the work environment, newly graduated nurses will be at risk for job dissatisfaction, and thus they will continue to experience burnout and leave their jobs, which will exacerbate nursing shortage while discouraging the entrance of young students into nursing programs.

The trends in the job satisfaction of newly graduated nurses may not continue over time. Future research needs to examine the changes in new graduates’ job satisfaction after a successful transition from school to work and survival in their nursing jobs; this requires longitudinal analyses. Future research could provide directions for the effective management of the nursing workforce dealing with the nursing shortage and high turnover.

Conflict of interest

There is no conflict of interest.

References


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