A Study on the Nursing Students Experience in Adaptation Program

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Abstract—This paper is a subjectivity study to grasp the subjectivity of nursing students' adaptation to college life, describe characteristics of each type, and to grasp the typology of college life adaptation program experiences, and apply the Q. into 45 statements about their experiences in adapting to college life. For the statement, 45 sentences extracted from the literature and the sentence collected through interviews of college students were reviewed by two major professors, two doctoral students, and five nursing students. The collected data were analyzed for Q factors using the PQ method. As a result of this study, the analysis of college life adaptation programs experienced by nursing students was divided into three types. The three types of nursing college students' experience of adapting to college life are "Career Exploration", "Information Acquisition Necessary for Adaptation" and "Sense of belonging and accomplishment" . It is a feeling of belonging and a sense of achievement. This aims to help nursing students explore their experiences in college life adaptation programs, and various college life adaptation programs are continuously needed for college students to adapt to college life. Therefore, we intend to check the subjective perception of students who have experienced the adaptation program in college life and provide basic data for the development and operation of diverse and changing programs through differences in perception among individuals.

Keywords—**Nursing student, Adaptation Programs, Experience**

1. INTRODUCTION

The beginning of university life is the first step for students to choose their major in university and find jobs that suit them best in a rapidly changing society. However, due to the difficulty of finding jobs, they have made passive choices of choosing their preferred major by choosing suitable majors for their jobs rather than their own wills. As for nursing students, it's an university education that has to focus on preparing for careers called "spec" in the recent employment of hiring experienced workers centered on large hospitals, and consists of cramming education that is not much different from education focusing on entrance examination, including focus on preparing for careers called "spec" in the recent employment of hiring experienced workers centered on large hospitals, and consists of cramming education that is not much different from education focusing on entrance examination, including preparation for the national exam. Teenagers in Korea have become more familiar with passive education than opportunities for active educational experience [1]. After entering university, they chose their majors without detailed information or exploration for their career.

After entering university, classes begin, and they have difficulty adapting to university life due to frustration and conflict. This not only causes a continuous reduction in the number of students, but also affects the freshmen wastage rates in university. As evidenced by this, many university students in Korea often seek for their majors through leave of absence, returning to school, leaving school, changing majors, and readmission [2].

It is said that they have had a lot of difficulties adapting to school when they were freshmen in common. And the reasons were lack of exchanges between classmates and seniors and juniors, admission with unwanted majors, living long distance from home, free choice for liberal arts, environment adaptation to new university, and lack of information on school programs. Human beings are required to adapt as they perform new developmental tasks and experience environmental changes at every stage of life. In particular, adolescence is an important period in which there are more demands for changes and adaptations than any other period, and the success of adaptation has a great impact on future life.

In studies related to the difficulties in adolescence, the period while at university in adolescence is a transition period to adulthood, undergoing sudden physical, social and psychological changes[4]. In these various changes, it is a very important period to find their identities and values, to design their own careers independently from

parents, and to lay the foundation for growing into a healthy member of society. In particular, university students in Korea who have difficulties in finding jobs these days, are experiencing a different adolescence than any other generation in the past [5]. To solve many of the above problems, many universities offer orientation for freshmen, but most are only at the level of arousing interests of freshmen or preparing a place to unite between seniors and juniors. The conventionally operated short orientation for freshmen is not helping freshmen solve their problems, and the resulting emotional burden has a great impact on their dropouts such as wavering academic confidence, leave of absence and leaving school in the future [6], [7].

If choosing a major with being more concerned with interests or awareness when entering university, they may be able to adapt psychologically well, but in the case of choice centered on social status or gender roles, they may show difficulties in the adaptation process [8]. In other words, it can be seen that the causes of motivation to choose majors of university students are closely related to the intrinsic factor, by which the level of satisfaction in university life can be changed. The study suggests that personal motivation is an important factor in increasing satisfaction with the major. The reason is that students who choose their major with their personal motivation have a higher understanding of their majors as they feel interests and values in the curriculum because their major matches their aptitude, interest, talent, and future careers[9]. The higher the level of satisfaction, the higher the level of meaning of life, which affects the positive adaptation to university life [10]. Therefore, what is needed to healthily adapt to university life is to adapt to the changing environment by changing students themselves in the unfamiliar environment, university, and to respond by changing the environment to suit themselves. As university graduates' career opportunities narrowed due to the global financial crisis and economic downturn, careful selection of majors that consider their interests and awareness must be prioritized so that they are able to have their own competitiveness [11].

In Jeong-min's study of university students, people with high activity levels in their social adaptation adapt well. On this wise, while many of these studies are conducted through descriptive statistics on attachment, friendship, stress coping, career identity, professional attitude, self-esteem, daily life, motivation for major selection, self-efficacy, decision-making capability, and satisfaction with university life, which are variables that affect university adaptation of nursing students [12],[13],[14],[15],[16]. Many studies, including attachment, friendship, coping with stress, career sense, professional attitude, self-respect, daily life, motivation for major selection, self-efficacy, decision-making ability, and satisfaction with college life, are conducted through descriptive statistics [15], [16], [17], [18], [19]. Self growing programs, mentor programs, etc. for freshmen are lacking [20],[21],[22],[23],[24]. The freshman period is an important period that determines the success or failure of university life. University adaptation program for freshmen nursing students is absolutely necessary [13]. In the study, there were significant differences in university adaptation and nursing professional attitudes before and after the university adaptation program. Most of the large-scale programs selected by universities are operated, and students are completing programs to check their self-test papers online.

Therefore, it is urgent to prepare aggressive measures, such as developing a differentiated curriculum to maximize the expertise of the majors themselves, individual counseling according to the major, disposition and situation of nursing students, university adaptation programs and employment programs. In this study, it was expected that the university adaptation program would affect the university adaptation of nursing students. Various programs and methods of operation are recognized and encouraged for the new learning by experience for freshmen. However, quantitative assessment through surveys is difficult to explain qualitative changes such as consciousness and attitude of students through learning by experience. Therefore, we would like to identify subjective perceptions of nursing students who have experienced university adaptation programs and type them. Various and concrete program composition is needed through interpersonal experience or differences in perception. Accordingly, it was carried out to provide basic data on the development and operation of various programs that reflect the differences among individual students.

2. METHOD

2.1 DESIGN

To achieve the purpose of study, after considering literature, media data, and previous studies on university adaptation, we would like to discover the subjectivity of seeing the types of subjective perceptions of university adaptation for nursing students. The method invented by Stephenson is an objective measurement method of the attitude or subjectivity of an individual to a specific target. Q methodology was used to classify types of university adaptation programs of nursing students and examine their characteristics. The Q-sort An easy way to comply with the journal paper formatting requirements is to use this document as a template and simply type your text into it

obtained through the sorting process was analyzed through the Q-factor analysis using the PQ method. In this way, we applied to the university adaptation program experienced by nursing students.

2.2 RESESEACH PROCEDURE

1) Selection of Q population and Q sample

The Q population was derived through the consideration of domestic and international related literature, open questionnaires, and individual in-depth interviews to extract comprehensive statements on university adaptation programs experienced by nursing students. Data was collected using open questionnaires and 100 sentences were derived. In order to gather diverse opinions on the university adaptation program, it is extracted from H University students who desire to participate with interests. After explaining the purpose of this study to seven nursing students who experienced the university adaptation program, 80 sentences were drawn by conducting a focusing interview. Through this process, in addition to deriving 180 Q populations, we would like to derive 80 Q populations by integrating the documents collected through a consideration of domestic and international related documents, so a total of 260 sentences will be extracted. Based on the 260 Q populations derived, the final 45 Q samples with high discrimination capacity were selected through the second review and modification procedure conducted by one Q methodology expert, two nursing professors, two master's students, and 10 nursing students. This study used 45 sentences with high discrimination capacity as the final Q sample.

2.3 SAMPLING METHOD

1) P sample

Q-methodology is a qualitative survey study that emphasizes individual subjectivity by focusing on differences in meaning or importance within individuals, not on differences among individuals. And, as it is based on small sample doctrine that when the P sample is enlarged, multiple people are distributed unequally on a factor and its characteristics are not clearly revealed, around 33 people are common [26]. The P sample of this study selected a total of 35 H nursing students who agreed to participate in this study.

2) Q classification

Q Samples were extracted 180 questions through questionnaires and interviews to nursing students, 80 questions through literature and journals, a total of 260 questions. This process extracts a total of 260 Q populations. From the 260 sentences related to the university adaptation program for students, 45 sentences were extracted through the second review and modification procedure conducted by one Q methodology expert, two nursing professors, two master's students, and 10 nursing college students. The final 45 sentences were selected as 45 questions about the university adaptation program for nursing students from 100 sentences. The final 45 Q samples were organized to achieve the balance among positivity, neutrality and negativity. The classification of these questions is the process of distributing the extracted Q sample to the Q sample distribution table by force, using the principle of Q methodology to be close to normal distribution. First, after reading the prepared 45 samples, we forcibly distributed the cards most similar to their own opinions equally: 2 positive (+5), 6 neutral (0), and 2 emphatic negative (-5). The resulting scores were in the order of nine points for +5, followed by eight, seven and six, and neutral was assigned five points, one for -5, followed by two, three, four.

2.4 THE PROCESS AND METHOD OF Q CLASSIFICATION

The Q classification process is a process in which the study subjects selected by P sample define the university adaptation program by classifying the statements of the Q sample using the forced normal distribution method. It is called Q-sorting. Classification is a self-modeling of the individual's attitude toward complex topics or issues, and each respondent reads the statements and then forcibly classifies them into a certain distribution, which is forced normal distribution. The places for data collection were selected as subjects' preferred places, such as conference rooms or lounges where subjects could maintain their privacy, and the time was negotiated with the subjects' desired time. Data was collected from 35 nursing students who experienced university adaptation programs using Q cards. The average time required for each subject to complete the Q classification was 30-40 minutes.

2.5 DATA ANALYSIS

The collected data were based on the cards forcibly distributed in the Q sample distribution table, and the transformed scores given to each were scored, such as with one point for -4, five points for neutral, and nine points for +5. The given transformed scores were coded in order of Q sample number and processed with factor analysis by PQ method. To determine the ideal number of factors, the number of factors was entered in a various way based on the Eigenvalue of 1.0 and over, and three types that were judged to be ideal were finally selected through the calculated results. The data analysis was processed using PQ method, and the Q-factor analysis was performed using the principal component factor analysis. The average and standard deviation of the factors were analyzed using the SPSSWIN 21.0 program.

2.6 ETHICAL CONCIDERATIONS

After obtaining voluntary agreement from the subjects before the study, the subjects were explained that they could be stopped at any time during the study. Q cards were given to perform Q-classification for the collection using them. The places for data collection were selected as subjects' preferred places, such as conference rooms or lounges where subjects could maintain their privacy, and the time was negotiated with the subjects' desired time. The data was collected from nursing students who agreed to the study using Q cards. In order to respect the rights of the subjects and to ensure the privacy and confidentiality of subjects' personal data, all information collected through this study was guaranteed to be confidential by keeping them anonymous and coding with Q sorting in the entire process of data analysis.

3. RESULTS

3.1 CHARACTERISTICS BY TYPE EXPERIENCED BY NURSING STUDENTS ON UNIVERSITY ADAPTATION PROGRAM

3.1.1 STRUCTURE OF Q TYPE

There were three types, as a result of Q-factor analysis of the subjectivity of the university adaptation program experienced by nursing students using PQ method. To analyze the subjectivity of university adaptation programs experienced by nursing college students by type, the characteristics of each type were first described based on statements belonging to each type. The Q responses of the P sample (study participants) were divided into parent and child questions to extract two main factors. In the Q methodology, the higher the factor weight of those who belong to each type, the more typical or ideal type representing that type. To analyze the characteristics of each type of experience in the university adaptation program, among the questions in the classified statement, it is interpreted by giving meaning centered on statements with a standard score (z-score) of ± 1.00 or higher. In this study, there were 6 persons with weights of the factors of 1.0 and over in Type 1 and 4 in Type 2 [Table 1].

As a result of analyzing the subjectivity of the university adaptation program of nursing students using the PQ method, there were 3 types, explaining 42.31% of the total variance. Type 1 was 15.23%, Type 2 was 13.90%, and Type 3 was 11.24%. Since Type 1 has 15.23% of explanatory power, it can be seen as the most explanatory type of nursing students' experiences of university adaptation programs [Table 1]. Of the total 35 people surveyed, 10 were identified for Type 1, 12 for Type 2, and 13 for Type 3. In this study, the parent and child questions were grouped into one group for the three types of factors for university adaptation program experience of nursing students.

The correlation coefficient between the three factors is shown in Table 2. This shows the degree of similarity among each type, and the correlation coefficient between Type 1 and Type 2 is 0.170, Type 1 and Type 3 is 0.326, and the Type 2 and Type 3 is 0.096 in three types. Type 2 and Type 3 showed relatively high negative correlation compared to other types. It can be seen that each type exists independently. However, for Type 2 and 3 in correlation among factors in the Q method, there is no controversy over the method of extracting factors from high and low correlation, focusing on discovering the factors without making a premise of complete independence between each factor unlike the method of factor analysis in quantitative study.

Table1. Eigen Value, Variance, and Cumulative Percentage

University Adaptation Progran	Type I	Type II	Type III
Eigen Value	5.3296	4.8647	3.9227
Variance(%)	15.23	13.90	11.24
Cumulative Frequency	.1523	.2913	.4036

Table2. Correlations Between Factor Scores

	Type I	Type II	Type III
Type I	1		
Type II	.044	1	
Type III	-.012	-.517	1

3.1.2 ANALYSIS BY TYPE

The types of subjectivity of university adaptation programs experienced by nursing students calculated by this type analysis method are as follows [Table 3].

Table3. Q-statements on Well-dying type of representative items and Z-scores (N=35)

	Item No	Representative items	Z-score
Representative items of type			
Type1 (N=10)	5	Participating in voluntary programs	1.60
	24	Approaching the careers through aptitude tests	1.57
	14	Promoting the program is required on the university homepage	1.52
	34	Motivated by rewards for program achievement	1.49
	13	Exploring careers through career development test	1.44
	32	Program is conducted for 14 weeks, so there is no enough persona time	1.41
	3	Becoming close by communicating with classmates	-1.30
	41	It's good because it's a program for freshmen prepared by the university	-1.42
	29	The program needs to be conducted in the evening after class	-1.43
	4	Not enough announcements and the number of announcements fo program	-1.48
	17	Participation in learning program was the best	-1.63
	28	It's good to have scholarship opportunities	-1.68
Type2 (N=12)	9	Program helps to adapt to university life	1.66
	20	Obligated to participate in a regular university adaptation progran I didn't choose	1.58
	8	Professor's consultation was very helpful to adapt	1.50
	7	Difficult to focus on due to many large-scale programs	1.47
	30	Becoming an opportunity to meet students from different departm	1.40
	29	The program needs to be conducted in the evening after class	1.31
	1	Getting information about university life through meeting seniors	-1.21
	2	There is Q&A time to solve questions about university life	-1.26
	21	It is suitable to conduct university adaptation program once every weeks	-1.31
	22	Having various experiences that cannot be experienced from regu subjects	-1.43
	3	Becoming close by communicating with classmates	-1.71
	4	Not enough announcements and the number of announcements fo program	-1.78
Type3 (N=13)	26	Becoming an opportunity to express my opinion	1.71
	24	Approaching the careers through aptitude tests	1.65
	25	Explained in detail about the rules and conditions of graduation b consulting with professors	1.59
	23	Feeling a sense of accomplishment after participating in the progr	1.58
	43	Having a sense of belonging after participating in the program	1.46
	22	Having various experiences that cannot be experienced from regu subjects	1.17

3	Becoming close by communicating with classmates	-1.12
14	Promoting the program is required on the university homepage	-1.39
4	Not enough announcements and the number of announcements fo program	-1.39
2	There is Q&A time to solve questions about university life	-1.68
15	Difficult to manage time as dealing with both programs and unive classes	-1.73
1	Getting information about university life through meeting seniors	-1.85

We would like to identify and typify the perception of nursing students who have experienced the university adaptation program. We did Q sorting on the findings that contributed the Q sentence. Types were delivered through factor analysis. The types of nursing students' experiences in university adaptation programs delivered by the factor analysis method are as follows.

1) Career Exploration

The career exploration classified as Type 1 consisted of 10 people (Table 3). In order to better understand the characteristics of Type 1, the results were analyzed and are as follows. The most positive findings in Type 1 were shown in order of "Participating in voluntary program" (1.60), "Approaching career through aptitude tests" (1.57), "Promoting the program is required on the university homepage" (1.32), "Motivated by rewards for program achievement" (1.49), " Exploring careers through career development test" (1.44), and "Program is conducted for 15 weeks, so there is no enough personal time" (1.41). Among the most negative findings in Type 1 were shown in order of "There are scholarship opportunities" (-1.68). "Participation in learning program was the best" (-1.63), "Not enough announcements and the number of announcements for the program" (1.48), "The program needs to be conducted in the evening after class" (-1.43), and "It's good because it's a program for freshmen prepared by the university" (-1.42), and "Becoming close by communicating with classmates" (-1.30). In Type I, the subjects with the highest weights of the factors were No. 1 (1.7009), No. 32 (1.7171), and No. 29 (1.6650). Those with the lowest weights of the factors were No. 15 (.0603) and No. 22 (.1800). Therefore, it was an opportunity to establish a connection with career through career development and aptitude tests in various programs. They also received information about his major through the program, and said that anxiety about his major subject decreased. As a result, Type I was named as career exploration.

2) Information Acquisition Necessary for Adaptation

The information acquisition necessary for adaptation classified as Type 2 consisted of 12 people (table 3). In order to better understand the characteristics of Type 2, the results were analyzed and are as follows. The most positive findings in Type 1 were shown in order of "Program helps to adapt to university life" (1.66), "Obligated to participate in a regular university adaptation program that I didn't want" (1.58), "Professor's consultation was very helpful to adapt" (1.50), "Difficult to focus on due to many large-scale programs" (1.47), "Becoming an opportunity to meet students from different departments" (1.40), and "The program needs to be conducted in the evening after class" (1.31). Among the most negative findings in Type 2 were shown in order of "Not enough announcements and the number of announcements for the program" (-1.78), "Becoming close by communicating with classmates" (-1.71), "Having various experiences that cannot be experienced from regular subjects" (-1.43), "It is suitable to conduct university adaptation program once every two weeks" (-1.31), "There is Q&A time to solve questions about university life" (-1.26), and "Getting information about university life through meeting seniors" (-1.21). In Type 2, the subjects with the lowest weights of the factors were No. 12 (.0009) and No. 31 (.2789). There was a lack of prior notice on the operation of the program, and They had to have a program that they did not want. Getting information about university life through consulting with professors and Q&A time. As a result, Type 2 was named as information acquisition necessary for adaptation.

3) Sense of belonging and accomplishment

The sense of belonging and accomplishment through the selection of programs classified as Type 3 consisted of 13 people (Table 3). In order to better understand the characteristics of Type 2, the results were analyzed and are as follows. The most positive findings in Type 1 were shown in order of "Becoming an opportunity to express my opinion" (1.71), "Approaching the careers through aptitude tests" (1.59), "Explained in detail about the rules and conditions of graduation by consulting with professor" (1.58), "Feeling a sense of accomplishment after participating in the program" (1.46), "Having a sense of belonging after participating in the program" (1.17). Among the most negative findings in Type 2 were shown in order of "Getting information about university life through meeting seniors" (-1.85), "Difficult to manage time as dealing with both programs and

university classes" (-1.73), "There is Q&A time to solve questions about university life" (-1.68), "Not enough announcements and the number of announcements for the program" (-1.39), "Promoting the program is required on the university homepage" (-1.39), and "Becoming close by communicating with classmates" (-1.12). The subjects with the lowest weights of the factors were No. 24 (.0573) and No. 3 (.1377). While participating in various university adaptation programs, it's said to obtain a sense of belonging and accomplishment as a university student through having the opportunity to consult with professors and present opinions. They felt a sense of belonging and achievement mainly through examination tools and professor counseling. As a result, Type 3 was named as a university adaptation and sense of belonging and accomplishment [27].

4. DISCUSSION

Through subjective data on university adaptation programs experienced or thought of by nursing students, it was attempted to provide data on the continuous changes and development of university adaptation programs. We would like to identify the type of university adaptation program of nursing students and grasp the characteristics of each type. Various programs or experiences are an important factor in adapting to university life at a time when entering university and meeting new classmates. It is the time when nursing students are desperately in need of early university adaptation programs after entrance. In particular, as they study new majors, there are many things they decide by themselves in the new university system, so it is necessary to help them make their own decisions at this time. When relationships and communication are not made smoothly, they experience many difficulties such as adapting to university life and applying for credits. Due to the university life that lives apart from family members, connecting more supportive relationships is important. As a result of this study, the types of university adaptation programs experienced by nursing students were identified as 'Career Exploration', 'Information Acquisition Necessary for Adaptation' and 'Sense of belonging and accomplishment', we would like to discuss the characteristics of each type.

4.1 COMPARISON OF TYPE 1 AND TYPE 2

As a result of comparing Type 1 and Type 2, questions with high weights in Type 1 showed the differences between Type 2 as follows: "Approach to career through aptitude test through No. 24" (2.014, -1.388), "Feeling a sense of accomplishment after participating in the program through No. 23" (1.652, -1.169), "Having various experiences that cannot be experienced from regular subjects through No. 22" (.983, -1.528), "Explained in detail about the rules and conditions of graduation by consulting with professors through No. 25" (1.403, -.858), and "Difficult to make a decision due to the time limit through No .6" (1.273, -.740). In addition, the most little differences showed in order as follows: "Difficult to manage time as dealing with both programs and university classes through No. 15" (-1.385, .465), "Program helps to adapt to university life through No. 9 (-.371, 1.522), "Hoping more scholarship opportunities than now through No. 28" (-1.060, .834), "The program needs to be conducted in the evening after class through No. 29" (-.534, 1.366), and "Professor's consultation was very helpful to adapt through No. 8" (-.916, 1.343).

As for the most positive questions of No. 16 and No. 24 of the 33th subject (weight: 2.9410) with high weights in Type 1, the answer was "Learning information about major subjects and careers through various diagnostic programs″. As for the most negative questions of No. 4 and No. 29, the answers were "Hoping that the program be conducted in the evening after class and the contents for promoting the program be on the university homepage often". As for the most positive question of the 7th subject (weight: 2.8175), the answer was "Hoping that the program be conducted in the evening after class and the contents for promoting the program be on the university homepage often". And for the most negative questions of No. 6 and No. 28, the answers were "It's difficult to focus on due to many large-scale programs, and the repetitive promotion is needed not to forget". As for the questions of No. 9 and No. 20 of 30th subject (weight: 4.2557) with high weights in Type 2, the answer was "I obtained information about university life even though I participated in unwanted programs", which was positive. As for the questions of No. 9 and No. 10 of the 9th subject (weight: 4.1538), the answer was "I obtained information through aptitude test and meeting seniors", which was positive. As for the most negative questions of No. 5 and No. 6, the answer was "I didn't feel the time limit because I participated in the program that I wanted". Based on the findings, Type 1 answered that actively participating in various programs helped me a lot with my major and career exploration, and Type 2 answered that it was difficult to participate in the program due to lack of promotion of the program, hoping that there would be a large variety of choice in the program. Through this, the first type said to request to be promoted and announced about program, The second type is said to have helped to acquire information through active program selection. [24], [27] .

4.2 COMPARISON OF TYPE 1 AND TYPE 3

As a result of comparing Type 1 and Type 3, they showed the biggest differences as follows: "Program is conducted for 15 weeks, so there is not enough personal time through No. 32" (1.309, -1.229), "Annual preference survey is required for programs through No. 33" (1.532, -.995), "Hoping there is a program that can

deal with classes through No. 27" (.770,-1.690), "Motivated by rewards for program achievement through No. 34" (1.740, -.637), and "It's helpful because of meeting many people through the program through No. 18" (-.004, -1.942). The most little differences showed as follows: "Becoming close by communicating with classmates through No. 3" (-1.536, .454), "Being too tired to attend the 14th week program through No. 38" (-1.233, .774), "Not enough announcements and the number of announcements for the program through No. 4" (-2.131, -.011), "Participated in programs without prior information through No. 27" (-.855, 1.324), and "Good interaction with the professor through No. 42" (.992, 1.339). As for the most positive questions of No. 16 and No. 24 of the 33th subject (weight: 2.9410) with high weights in Type 1, the answer was "I got information about my major subjects and career through various diagnostic programs, and the scholarship was very helpful". As for the most negative questions of No. 4 and No. 29, the answer was "Hoping that the contents for promoting the program be on the university homepage often". As for the most positive parts of the 7th subject (weight: 2.8175), the answer was "Motivated by rewards for program achievement". As for the most negative questions of No. 6 and No. 28, the answer was "It's difficult to focus on due to many large-scale programs, and the repetitive promotion is needed not to forget".

In Type 3, the most positive sentences of the 2nd subject (weight: 2.6517) with high weights were No. 1 and No. 3, which is "The relationship was formed by meeting seniors and classmates at university". As for the most negative questions were No. 21 and No. 39, which is "I felt connected to my high school days due to lack of time to think due to frequent program participation". The most positive sentences of the 13th subject (weight: 2.4227) were No. 24 and 25, which is "Although I received help through the program, I felt more confident about my major and more familiar with the school through the interview with the professor".

And for the most negative questions of No. 1 and No. 15, the answer was "There were many large-scale programs, which made me hard to focus on and were insufficient to solve questions", saying "Taking classes and frequent programs together creates a very busy university life, so I hope the program will be operated in two semesters". Based on the above findings, Type 1 answered that actively participating in various programs helped me a lot with my major and career exploration, and Type 3 answered that the program has formed a relationship with seniors in adapting to university life, and there is not enough time due to participating in the program. Through this, type 1 said it was helpful in career search through various programs, the type 3 said that the reward for scholarships increased achievement) [23].

4.3 COMPARISON OF TYPE 2 AND TYPE 3

As a result of comparing Type 1 and Type 3, they showed the biggest differences as follows: "Becoming an opportunity to meet other students through No. 30" (1.414, -1.406), "Program helps me to adapt to university life through No. 9" (1.522, -1.173), "Hoping there is a program that can deal with classes through No. 31" (.730, -1.690), "It was good to meet many people through the program through No. 18" (.346, -1.942), and "Program is conducted for 14 weeks, so there is no enough personal time through No. 32" (1.022, -1.229). The most little differences showed as follows: "Participated in the program without prior information through No. 27" (-1.009, 1.324), "Approached the career through aptitude tests through No. 24" (-1.388, 1.006), "Becoming an opportunity to express my opinion through No. 26" (-1.295, 1.543), "Program is suitable once every two weeks through No. 21" (-1.295, 1.543), and "Having various experiences that cannot be experienced from regular subjects through No. 22" (-1.528, 1.455). As for the most positive questions of No. 9 and No. 20 of the 30th subject (weight: 4.2557) with high weights in Type 2, the answer was "I participated in a few unwanted programs, but I got the information I needed for my university life". As for the positive questions of No. 9 and No. 10 of the 9th subject (weight: 4.1538) , the answer was "I got the necessary information for university life through aptitude tests and meetings with seniors and juniors". As for the most negative questions were No. 5 and No. 6, which is "I didn't feel the time limit because I participated in the program that I wanted".

In Type 3, the most positive sentences of the 2nd subject (weight: 2.6517) were No. 1 and No. 3, which is "The relationship was formed by meeting seniors and classmates at university". As for the most negative questions were No. 21 and No. 39, which is "I felt connected to my high school days due to lack of time to think due to frequent program participation". The most positive sentences of the 13th subject (weight: 2.4227) were No. 24 and 25, which is "Although I received help through the program, I felt more confident about my major and more familiar with the school through the interview with the professor". And for the most negative questions of No. 1 and No. 15, the answer was "There were many large-scale programs, which made me hard to focus on and were insufficient to solve questions", saying "Taking classes and frequent programs together creates a very busy university life, so I hope the program will be operated in two semesters". Based on the above findings, Type 2 answered that it was difficult to participate in the program due to lack of promotion of the program, hoping that there would be a large variety of choice in the program. Type 3 answered that It's difficult to solve questions with large-scale programs, and there were many 14-week programs, so programs with seven times were appropriate, complaining about the lack of time. Through this, type 2 acquires information necessary for

university adaptation through various tests and questions, Type 3 wants to operate the program to sustain a sense of belonging [27].

5. CONCLUSION

This study is a qualitative study to identify the factors of nursing students who conducted university adaptation programs when they were freshmen nursing students.

We would like to experience the university adaptation program of this study subject, identify subjective perceptions to type them. Through this, the university adaptation program can help nursing students adapt to university life and many make decisions. In the previous study, the lower-grade students showed higher academic stress. We need to increase satisfaction with university adaptation, friendship, and major, which have the most impact on stress. Furthermore, emotional support and sense of belonging to university and department will help them adapt to university life by exploring careers and communicating with friends and seniors. It is necessary to look into the nursing students' experiences of university adaptation programs by type, and analyze the characteristics of each type to explore various methods and programs. We would like to help the nursing students adapt to the university life that satisfies individual needs. In addition, study was conducted to secure evidentiary material for the development of continuous university adaptation programs.

Finally the three types of nursing college students' experience of adapting to college life are "Career Exploration", "Information Acquisition Necessary for Adaptation" and "Sense of belonging and accomplishment". It's appeared that positive and negative sentences of type 1, 2 and 3, respectively. In arbitration, it is necessary to apply a program suitable for the characteristics of the type. In order to improve students' adaptation to college life, it is necessary to grasp the needs of students continuall). Educational and environmental support systems are constantly required). It is necessary to collect opinions that reflect the needs of universities, students and parents. Through this, it is necessary to develop a program that can enhance the adaptation to college life..

Therefore, it is necessary to guide students about university adaptation programs during orientation sessions for freshmen, and to guide them through frequent promotion, allocation of desired time zones, adjustment of the number of programs, and alarm functions before participation when subjects are participating in the programs. It is necessary to encourage the subjects to actively participate in the programs.

Based on the results of this study, I would like to suggest as follows.

First, using the checklist by type for the university adaptation program classified in this study, customized programs by type are needed.

Second, based on the characteristics by type of university adaptation program classified in this study, a follow-up study is needed to confirm university life satisfaction with various choices.

Third, it is necessary to expand various programs that change through the characteristics by type of university adaptation program classified in this study.

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