

GENDER ROLE STEREOTYPES, PATRIARCHAL BELIEFS, AND SPIRITUALITY AS PREDICTORS OF MALE NURSING STUDENTS' MAJOR SATISFACTION: A CROSS-SECTIONAL STUDY

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ABSTRACT

Evaluating a male nursing student's satisfaction with their educational major is an effective preventive measure to prevent them from dropping out or transferring to another major. However, there is limited research that focuses on identifying major satisfaction risks among male nursing students. This study aims to investigate the major satisfaction of male nursing students, specifically focusing on gender role stereotypes, patriarchal beliefs, and spirituality in Indonesia. A cross-sectional study was conducted with male nursing students ($n = 113$). The researchers used the Gender Role Stereotypes Inventory, the Patriarchal Belief Scale, the Brief RCOPE, and the Academic Major Satisfaction Scale. The adjusted coefficients beta (coef. β) and 95% confidence interval (CI) were estimated using a multiple linear regression model, and the Pearson correlation and independent t-test were performed. The multiple linear regression demonstrated that gender role stereotypes ($\beta = -0.05$; -0.08 to -0.02), patriarchal beliefs ($\beta = -0.05$; -0.08 to -0.01), and spirituality ($\beta = 0.11$; 0.06 to 0.15) significantly correlated with major satisfaction. Spirituality was found to increase major satisfaction among male nursing students. Meanwhile, gender role stereotypes and patriarchal beliefs reduced the participants' major satisfaction. Future interventions should incorporate strategies to modify detrimental gender norms and patriarchal beliefs and enhance the spiritual resources of male nursing students to improve major satisfaction.

Keywords: *Gender role stereotypes; major satisfaction; male nursing students; patriarchal; spirituality*



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BACKGROUND

Major satisfaction refers to how students perceive their academic major as satisfying and aligns with their expectations (Cao et al., 2021; Wong & Chapman, 2023). Major satisfaction can be increased by thoroughly understanding the career path associated with the student's chosen specialization (Guerrero et al., 2022). Nursing students with high levels of major satisfaction are more likely to become nurses (Admi et al., 2018). Previous studies have also indicated a significant correlation between a high level of major satisfaction with future work intention (Akturan et al., 2025; Ning et al., 2023; Rodríguez-García et al., 2021), a high level of career decision comfort, and certainty as a nursing professional among nursing students (Chen & Zhang, 2023).

However, male nursing students reported lower satisfaction with their major compared to female nursing students (Cao et al., 2021; Cho & Jang, 2021), leading to a high number of dropouts or transfers to other majors among male nursing students. Unfortunately, there is a widespread perception that males are less suited to the nursing profession than females, and males who have chosen this profession are typically viewed as effeminate or homosexual (Antiporda et al., 2024; Cui et al., 2021; Lee & Seo, 2022).

Existing literature has demonstrated that male nursing students are affected by gender role stereotypes (Cao et al., 2021; Kaur et al., 2023). Gender role stereotypes are preconceived notions that men and women are naturally